

YEAR 5 and 6 A Using a Power of Reading Teaching Sequence to Create an English Curriculum	Autumn 1 “The Lady of Shallot” – Alfred Lord Tennyson	Autumn 2 “There’s a Boy In the Girl’s Bathroom” – Louis Sachar	Spring 1 “Rooftoppers” – Katherine Rundell	Spring 2 “The Adventures of Odysseus” – Hugh Lupton, Daniel Morden and Christina Balit	Summer 1 “Suffragette: The Battle for Equality” by David Roberts	Summer 2 “Mama Miti. Wangari Maathai and the Trees of Kenya” - Donna Jo Napoli
Literary Form	Poetry	Modern Fiction	Modern Fiction	Myths and Legends	Non-fiction	Non-fiction
Curriculum Threads: Endeavour/Diversity/ Community	Endeavour	Diversity & Community – understanding peer pressure and accepting difference, including autism and family backgrounds	Diversity & Community – accepting and celebrating differences in a community Endeavour – setting high aspirations, desire to succeed	Endeavour – overcoming a range of obstacles and challenges to strive for success	Diversity & Community – accepting and celebrating differences in a community and overcoming prejudice and established social conventions Endeavour – setting high aspirations, desire to succeed	Diversity & Community – accepting and celebrating differences in a community
Reading: Experience, Knowledge, Skills and Strategies	- To make inference and refer to evidence in the text - To develop an appreciation and love of reading - To understand increasingly challenging texts through making inferences and referring to evidence in the text - To read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - To recognise a range of poetic conventions and understanding how these have been used - To study setting, plot, and characterisation, and the effects of these	- Read and discuss a wide range of fiction - Read books that are structured in different ways - Identify and discuss themes and conventions - Discuss understanding and explore meaning of words in context - Ask questions to improve understanding - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence - Participate in discussions about books, building on their own and others' ideas and challenging views - Explain and discuss their understanding of what they have read	Maintain positive attitudes to reading and understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction; - reading books that are structured in different ways and reading for a range of purposes; - increasing their familiarity with a wide range of books; - identifying and discussing themes and conventions in and across a wide range of writing; - making comparisons within and across books; - preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Understand what they read by: - discussing their understanding and exploring the meaning of words in context; - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; - predicting what might happen from details stated and implied; - summarising the main ideas drawn from more than one paragraph,	- reading books that are structured in different ways and reading for a range of purposes - Identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context - ask questions to improve their understanding - draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - participate in discussions about books that are read to them and those they can read for themselves, building on	- Develop positive attitudes to reading and understanding by reading and discussing a wide range of fiction, non-fiction and reference books - Read books that are structured in different ways and reading for a range of purposes - Identifying and discussing themes and conventions in and across a wide range of writing - Making comparisons within and across books - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction	- Develop positive attitudes to reading and understanding by reading and discussing a wide range of fiction, non-fiction and reference books - Read books that are structured in different ways and reading for a range of purposes - Identifying and discussing themes and conventions in and across a wide range of writing - Making comparisons within and across books - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction

			identifying key details that support the main ideas; ☐ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; ☐ 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; ☐ provide reasoned justifications for their views.	their own and others' ideas and challenging views courteously - 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 - provide reasoned justifications for their views		
Spelling	Jane Considine Spelling Book Weeks 1 to 6	Jane Considine Spelling Book Weeks 7 to 12	Jane Considine Spelling Book Weeks 13 to 18	Jane Considine Spelling Book Weeks 19 to 24	Jane Considine Spelling Book Weeks 25 to 30	Jane Considine Spelling Book Weeks 31 to 36
Writing: Transcription	Pupils will focus on maintaining a consistent and fluent style. They will work towards earning a 'pen licence'. Pupils will practice maintaining legibility when writing at speed. Pupils will continue to improve handwriting through writing more sustained passages of writing, both copied and from their imagination.					
Writing: Composition	- To write poetry and other imaginative writing - To summarise and organise material, and supporting ideas and arguments with any necessary factual detail - To consider how their writing reflects the audiences and purposes for which it was intended - To amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	- Note and develop initial ideas, drawing on reading - Draft and write by selecting appropriate grammar and vocabulary - In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action - Use a range of devices to build cohesion within and across paragraphs - Evaluate and edit by proposing changes to vocabulary, grammar and punctuation - Proof-read for spelling and punctuation errors - Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear	Children should plan their writing by: ☐ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; ☐ noting and developing initial ideas, drawing on reading and research where necessary; ☐ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: ☐ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; ☐ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; ☐ using a wide range of devices to build cohesion within and across paragraphs; ☐ using further organisational and presentational devices to structure text and to guide the reader o evaluate and edit by: ☐ assessing the effectiveness of their own and others' writing; ☐ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; ☐ ensuring the consistent and correct use of tense throughout a piece of writing; ☐ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the	- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - assessing the effectiveness of their own and others' writing perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	- Note and develop initial ideas, drawing on reading - In writing narratives, considering how authors have developed characters and settings in what they have heard or read - Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form - Draft and write by selecting appropriate grammar and vocabulary - Use a range of devices to build cohesion within and across paragraphs - Evaluate and edit by proposing changes to vocabulary, grammar and punctuation - Proof read for spelling and punctuation errors - Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear	- Note and develop initial ideas, drawing on reading - In writing narratives, considering how authors have developed characters and settings in what they have heard or read - Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form - Draft and write by selecting appropriate grammar and vocabulary - Use a range of devices to build cohesion within and across paragraphs - Evaluate and edit by proposing changes to vocabulary, grammar and punctuation - Proof read for spelling and punctuation errors - Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear



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			language of speech and writing and choosing the appropriate register; ☑ proof-read for spelling and punctuation errors.			
Grammar	To entertain... Grammar and Sentences ☑ Use subordinate clauses to add detail or context, including in varied positions. <i>Although Theseus was scared, he prepared to enter the maze.</i> Theseus, although he was scared, prepared to enter the maze. ☑ Use relative clauses to add detail or context, <i>Amy grabbed the torch, which she'd strapped to her belt, quickly.</i> ☑ Use a wide range of sentence structures to add interest Punctuation Content ☑ Use brackets for incidentals, <i>Amy saw Katie (her best friend) standing outside.</i> ☑ Use dashes to emphasise additional information, <i>The girl was distraught - she cried for hours.</i> ☑ Use colons to add further detail in a new clause, <i>The girl was distraught: she cried for hours.</i> ☑ Use semi-colons to join related clauses, <i>Some think this is awful; others disagree.</i>		To inform... Grammar and Sentences ☑ Use subordinating conjunctions in varied positions, <i>The Polar Bear, although it is large, can move at great speed.</i> ☑ Use expanded noun phrases to inform, <i>...a tall dark-haired man with a bright-red cap...</i> ☑ Use relative clauses to add further detail <i>We went to Downing Street, where the Prime Minster lives, before visiting the Houses of Parliament.</i> ☑ Begin to use passive voice to remain formal or detached, <i>The money was stolen from the main branch.</i> ☑ Begin to use colons to link related clauses, <i>England was a good country to invade: it had plenty of useful land.</i> Punctuation Content ☑ Use brackets or dashes to explain technical vocabulary ☑ Use semi-colons to punctuate complex lists, including when using bullet points ☑ Use colons to introduce lists or sections ☑ Use brackets or dashes to mark relative clauses ☑ Secure use of commas to mark clauses, including opening subordinating clauses ☑ Begin to use colons & semi-colons to mark clauses	To persuade... Grammar and Sentences ☑ Use imperative and modal verbs to convey urgency, <i>Buy it today! This product will transform your life..</i> ☑ Use adverbials to convey sense of certainty,, <i>Surely we can all agree...?</i> ☑ Use short sentences for emphasis <i>This has to stop! Vote for change!</i> ☑ Use of the subjunctive form for formal structure <i>If I were you, I would...</i> Punctuation Content ☑ Use ? ! for rhetorical / exclamatory sentences ☑ Use colons and semi-colons to list features, attractions or arguments ☑ Use brackets or dashes for parenthesis, including for emphasis <i>This is our chance—our only chance—to make a difference.</i> ☑ Use semi-colons for structure repetition, <i>Bring your friends; bring your children; bring the whole family!</i>	To discuss... Grammar and Sentences ☑ Use modal verbs to convey degrees of probability, <i>It could be argued... Some might say...</i> ☑ Use relative clauses to provide supporting detail <i>The rainforest, which covers almost a third of South America...</i> ☑ Use adverbials to provide cohesion across the text, <i>Despite its flaws... On the other hand...</i> ☑ Use expanded noun phrases to describe in detail <i>The dramatic performance by the amateur group was...</i> ☑ Begin to use passive voice to maintain impersonal tone, <i>The film was made using CGI graphics</i> Punctuation Content ☑ Use brackets or dashes for parenthesis, including for emphasis <i>This performance—the first by such a young gymnast—was a masterpiece!</i> ☑ Use semi-colons for to mark related clauses, <i>Some argue ... ; others say...</i> ☑ Use commas to mark relative clauses ☑ Use colons and semi-colons to punctuate complex lists	To inform... Grammar and Sentences ☑ Use subordinating conjunctions in varied positions, <i>The Polar Bear, although it is large, can move at great speed.</i> ☑ Use expanded noun phrases to inform, <i>...a tall dark-haired man with a bright-red cap...</i> ☑ Use relative clauses to add further detail <i>We went to Downing Street, where the Prime Minster lives, before visiting the Houses of Parliament.</i> ☑ Begin to use passive voice to remain formal or detached, <i>The money was stolen from the main branch.</i> ☑ Begin to use colons to link related clauses, <i>England was a good country to invade: it had plenty of useful land.</i> Punctuation Content ☑ Use brackets or dashes to explain technical vocabulary ☑ Use semi-colons to punctuate complex lists, including when using bullet points ☑ Use colons to introduce lists or sections ☑ Use brackets or dashes to mark relative clauses ☑ Secure use of commas to mark clauses, including opening subordinating clauses ☑ Begin to use colons & semi-colons to mark clauses
Year 5 National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	• Converting nouns of adjectives intro verbs using suffixes; verb prefixes. • Relative clauses; indicating degrees of possibility using adverbs or modal verbs. • Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices. • Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. • Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.					
Year 6 National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	• Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms. • Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms. • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices. • Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity. • <u>Terminology</u>: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.					

Language Competency: through reading, talk and writing	- To use Standard English confidently in a range of formal and informal contexts, including classroom discussion. - To give short speeches and presentations, expressing own ideas and keeping to the point. - To improvise, rehearse and perform poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. - To participate in informal group or paired discussions.	Speak confidently and effectively, including through using Standard English confidently in a range of formal and informal contexts, including classroom discussion ☐ Giving short speeches and presentations, expressing their own ideas and keeping to the point ☐ Participating in formal debates and structured discussions, summarising and/or building on what has been said	- Listen and respond appropriately to adults and their peers; - ask relevant questions to extend their understanding and knowledge; - use relevant strategies to build their vocabulary; - articulate and justify answers, arguments and opinions; - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; - 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; - participate in discussions, presentations, performances, role play, improvisations and debates; - consider and evaluate different viewpoints, attending to and building on the contributions of others.	- 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 - consider and evaluate different viewpoints, attending to and build on the contributions of others	- Maintain attention and participate actively in collaborative conversations, responding to comments - Ask relevant questions to extend their understanding and build vocabulary and knowledge - Listen and respond appropriately to adults and peers - Articulate and justify answers and opinions - Use spoken language to develop understanding through speculating, imagining and exploring ideas - Participate in discussions, presentations, performances and debates - Consider and evaluate different viewpoints, attending to the contributions of others - Select and use appropriate registers for effective communication - Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama	- Maintain attention and participate actively in collaborative conversations, responding to comments - Ask relevant questions to extend their understanding and build vocabulary and knowledge - Listen and respond appropriately to adults and peers - Articulate and justify answers and opinions - Use spoken language to develop understanding through speculating, imagining and exploring ideas - Participate in discussions, presentations, performances and debates - Consider and evaluate different viewpoints, attending to the contributions of others - Select and use appropriate registers for effective communication - Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama
Extended Writing Outcome Purpose From: To entertain... To persuade... To inform... To discuss... Highlighted opportunities to be focused tasks / moderation samples	Note writing and writing in role as character – to entertain Character description Diary writing – to entertain Writing a narrative poem	Recount (letters) Recount (diary entries) Play script Contemporary narrative	Diary writing Writing in role Newspaper writing Poetry Explanation – to inform	Information posters Letters of Persuasion Annotated storyboards Diaries Speeches of Persuasion Notes for a debate Story writing Newspaper articles	Research notes and mind maps Timeline Biographies Speeches Persuasive letters and responses Prison letters and accounts Eyewitness accounts Newspaper report – with bias – to discuss	Note taking Poster Letter of Advice Cookery Book - instructions Science Investigation Summative Report Construction Instruction Manual Free Verse Poem Aspirations Speeches Biography Art Gallery Captions
Cross-Curricular Writing	Lincolnshire in the Second World War – narratives and diaries	The Five Pillars of Islam (RE) – Non-chronological Report Piet Mondrian (Art) - Biography	Rocks and Fossils (science) – diaries and logs and letters to inform / persuade	‘Ancient Greece (history)– non-chronological report	Tourist Brochure / Fact file poster about South American country (Geography)	Comparison between Aztec and Mayan civilisations (History) – report Frame Structures (DT) – information text



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Guided Reading – Y5 (Bug Club)	“Under My Feet” – a picture book “The King in the Carpark” – non-fiction	“Below Deck: A Titanic Story” - fiction	“Incredible Quests” – a magazine containing fiction, non-fiction and poetry	“Tales of Hidden Heroes” – a fiction / non-fiction anthology	“The Longest Night” - fiction
Guided Reading – Y6 (Bug Club)	“Oliver Twist” - fiction	“The Road to Freedom” - fiction	“Risks and Thrills” - a magazine containing fiction, non-fiction and poetry	“Beyond the Horizon” - fiction	“The Tree” – a picture book “A Tsunami Unfolds” – non-fiction

YEAR 5 and 6 B Using a Power of Reading Teaching Sequence to Create an English Curriculum	Autumn 1 “Cosmic Disco” – Grace Nicholls	Autumn 2 “Tales from the Caribbean” retold by Trish Cooke	Spring 1 “Shackleton’s Journey” – William Grill	Spring 2 “The Last Wild” – Piers Torday	Summer 1 “Varmints” – Helen Ward	Summer 2 “The Missing: The True Story of My Family” – Michael Rosen
Literary Form	Poetry	Myths and Legends	Non-fiction	Modern Fiction	Modern Fiction	Non-Fiction
Curriculum Threads: Endeavour/Diversity/ Community	Diversity – poems from around the world and inspired by cultural diversity	Diversity – myths and legends from different cultures and comparisons to British traditional tales	Endeavour – overcoming extreme adversity and coping with loss and danger	Endeavour & Community– overcoming adversity and strengthening collaboration and striving for the greater good		Endeavour & Community– overcoming adversity and strengthening collaboration and striving for the greater good against the backdrop of persecution
Reading: Experience, Knowledge, Skills and Strategies	- Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Identify and discuss themes and conventions in and across a wide range of writing. - Learn a wider range of poetry by heart. - Prepare 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. - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Maintain positive attitudes to reading and understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction - reading books that are structured in different ways and reading for a range of purposes - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books Understand what they read by: - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - summarising the main ideas drawn from more than one	- Develop positive attitudes to reading and understanding by reading and discussing a wide range of fiction, non-fiction and reference books. - Read books that are structured in different ways and reading for a range of purposes - Identifying and discussing themes and conventions in and across a wide range of writing - Making comparisons within and across books - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction	- Increase familiarity with a range of books; - Identify themes and conventions and compare these across books they have read; - Show understanding through intonation, tone, volume and action; - Discuss words and phrases that capture readers’ interest and imagination; Draw inferences about characters’ feelings, thoughts, emotions and actions. - Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet. - Ask questions to improve their understanding identifying how language, structure and presentation contribute to meaning - Predict what might happen from details stated and implied.	- Read books that are structured in different ways and reading for a range of purposes; - Increase their familiarity with a wide range of books; - Identify and discuss themes and conventions in and across a wide range of writing; - Make comparisons within and across books; - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; - Predict what might happen from details stated and implied; - Discuss and evaluate how authors use language, impacts on the reader; - Participate in discussions about books that are read to them, building on their own and others’ ideas and challenging views courteously; - 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 to provide	- Children enjoy an increasing range of poetry, stories and non-fiction texts - Children sustain listening, responding to what they have heard with relevant comments ask relevant questions to extend their understanding and knowledge - Children know that information can be retrieved from a variety of sources - Children employ a range of reading strategies to retrieve information from a variety of sources - Children develop understanding through critically reading and response to non-fiction texts

		paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - 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 - 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 - provide reasoned justifications for their views			reasoned justifications for their views.	
Spelling	Jane Considine Spelling Book Weeks 1 to 6	Jane Considine Spelling Book Weeks 7 to 12	Jane Considine Spelling Book Weeks 13 to 18	Jane Considine Spelling Book Weeks 19 to 24	Jane Considine Spelling Book Weeks 25 to 30	Jane Considine Spelling Book Weeks 31 to 36
Writing: Transcription						
Writing: Composition	- Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. - Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. - Evaluate and edit by assessing the effectiveness of their own and others' writing. - Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Children should plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	- Note and develop initial ideas, drawing on reading - In writing narratives, considering how authors have developed characters and settings in what they have heard or read. - Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form - Draft and write by selecting appropriate grammar and vocabulary - Use a range of devices to build cohesion within and across paragraphs - Evaluate and edit by proposing changes to vocabulary, grammar and punctuation	- Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form - Note and develop initial ideas, drawing on reading - Draft and write by selecting appropriate grammar and vocabulary - In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action - Use a range of devices to build cohesion within and across paragraphs - Evaluate and edit by proposing changes to vocabulary, grammar and punctuation	Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; noting and developing initial ideas, drawing on reading and research where necessary; in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed; Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; in narratives, describing settings, characters and atmosphere and	- Children write for meaning and purpose in a variety of narrative and non-narrative forms - Children present information in a range of ways, such as poetry, illustration and oral presentation - Children make choices about how to most effectively present information, viewpoint or expression in writing drawing on their growing knowledge of text types.

		- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader Evaluate and edit by: - assessing the effectiveness of their own and others’ writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - proof read for spelling and punctuation errors	- Proof-read for spelling and punctuation errors - Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear	- Proof-read for spelling and punctuation errors - Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear - Prepare play scripts to read aloud. - Select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning	integrating dialogue to convey character and advance the action; using a wide range of devices to build cohesion within and across paragraphs. Evaluate and edit by: assessing the effectiveness of their own and others’ writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	
Grammar	To entertain... Grammar and Sentences ☑ Use subordinate clauses to add detail or context, including in varied positions. <i>Although Theseus was scared, he prepared to enter the maze.</i> Theseus, although he was scared, prepared to enter the maze. ☑ Use relative clauses to add detail or context, <i>Amy grabbed the torch, which she’d strapped to her belt, quickly.</i> ☑ Use a wide range of sentence structures to add interest Punctuation Content ☑ Use brackets for incidentals, <i>Amy saw Katie (her best friend) standing outside.</i> ☑ Use dashes to emphasise additional information, <i>The girl was distraught - she cried for hours.</i> ☑ Use colons to add further detail in a new clause, <i>The girl was distraught: she cried for hours.</i> ☑ Use semi-colons to join related clauses, <i>Some think this is awful; others disagree.</i>	To inform... 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Grammar and Sentences ☑ Use subordinate clauses to add detail or context, including in varied positions. <i>Although Theseus was scared, he prepared to enter the maze.</i> Theseus, although he was scared, prepared to enter the maze. ☑ Use relative clauses to add detail or context, <i>Amy grabbed the torch, which she’d strapped to her belt, quickly.</i> ☑ Use a wide range of sentence structures to add interest Punctuation Content ☑ Use brackets for incidentals, <i>Amy saw Katie (her best friend) standing outside.</i> ☑ Use dashes to emphasise additional information, <i>The girl was distraught - she cried for hours.</i> ☑ Use colons to add further detail in a new clause, <i>The girl was distraught: she cried for hours.</i> ☑ Use semi-colons to join related clauses, <i>Some think this is awful; others disagree.</i>	To persuade... Grammar and Sentences ☑ Use imperative and modal verbs to convey urgency, <i>Buy it today! This product will transform your life..</i> ☑ Use adverbials to convey sense of certainty,, <i>Surely we can all agree...?</i> ☑ Use short sentences for emphasis <i>This has to stop! Vote for change!</i> ☑ Use of the subjunctive form for formal structure <i>If I were you, I would...</i> Punctuation Content ☑ Use ? ! for rhetorical / exclamatory sentences ☑ Use colons and semi-colons to list features, attractions or arguments ☑ Use brackets or dashes for parenthesis, including for emphasis <i>This is our chance—our only chance—to make a difference.</i> ☑ Use semi-colons for structure repetition, <i>Bring your friends; bring your children; bring the whole family!</i>	To discuss... Grammar and Sentences ☑ Use modal verbs to convey degrees of probability, <i>It could be argued... Some might say...</i> ☑ Use relative clauses to provide supporting detail <i>The rainforest, which covers almost a third of South America...</i> ☑ Use adverbials to provide cohesion across the text, <i>Despite its flaws... On the other hand...</i> ☑ Use expanded noun phrases to describe in detail <i>The dramatic performance by the amateur group was...</i> ☑ Begin to use passive voice to maintain impersonal tone, <i>The film was made using CGI graphics</i> Punctuation Content ☑ Use brackets or dashes for parenthesis, including for emphasis <i>This performance—the first by such a young gymnast—was a masterpiece!</i> ☑ Use semi-colons for to mark related clauses, <i>Some argue ... ; others say...</i> ☑ Use commas to mark relative clauses ☑ Use colons and semi-colons to punctuate complex lists

		☞ Begin to use colons & semi-colons to mark clauses				
Year 5 National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	• Converting nouns of adjectives intro verbs using suffixes; verb prefixes. • Relative clauses; indicating degrees of possibility using adverbs or modal verbs. • Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices. • Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. • Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.					
Year 6 National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	• Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms. • Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms. • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices. • Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity. • <u>Terminology</u>: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.					
Language Competency: through reading, talk and writing	• Participate actively performance, discussion and debate; • Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance; • Select and use appropriate registers for effective communication.	• Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • 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 • Participate in discussions, presentations, performances, role-play, improvisations and debates • Consider and evaluate different viewpoints, attending to and building on the contributions of others	• Maintain attention and participate actively in collaborative conversations, responding to comments; • Ask relevant questions to extend their understanding and build vocabulary and knowledge; • Listen and respond appropriately to adults and peers; • Articulate and justify answers and opinions; • Use spoken language to develop understanding through speculating, imagining and exploring ideas; • Participate in discussions, presentations, performances and debates; • Consider and evaluate different viewpoints, attending to the contributions of others; • Select and use appropriate registers for effective communication; • Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama.	• Maintain attention and participate actively in collaborative conversations, responding to texts • Ask relevant questions to extend their understanding and build vocabulary and knowledge • Articulate and justify answers and opinions • Use spoken language to develop understanding through speculating, imagining and exploring ideas • Participate in discussions, presentations, performances and debates • Consider and evaluate different viewpoints, attending to the contributions of others • Select and use appropriate registers for effective communication • Use spoken language to develop understanding through imagining and exploring ideas in discussion, role play and drama. • Consider and evaluate different viewpoints, attending to and building on the contributions of others.	• 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 • Participate in discussions, presentations, performances and debates.	• Children use spoken language to communicate for a range of purposes to a range of audiences • Children use language structures and vocabulary influenced by books in talk and in their own writing

Extended Writing Outcome Purpose From: To entertain... To persuade... To inform... To discuss... Highlighted opportunities to be focused tasks / moderation samples	Poems inspired by the collection Note taking	Information Text Writing in Role Newspaper Report Narrative	Note writing in role as character Story mapping Character description List poetry Letter writing Log writing Newspaper reports Speeches Recount	Annotations Newspaper report Writing in Role Free verse / Kenning / Haiku Argument Extension to narrative	Creating a descriptive piece about characters and events Persuasive poster Writing in role as a character Note taking Written argument Newspaper article Poetry Letter	Annotations Timelines Family tree Research notes and visual organisers Free writing Letter Writing – persuasive and information... Free verse poetry Persuasive and campaign writing Autobiographical writing
Cross-Curricular Writing	Tudors (History) Light (Science) - explanation	Earth and Space (Science) – discussion How are goods transported around the world? (Geography) - explanation	Victorians (History) - biography	Biomes (Geography) - persuasion	Famous Explorers (History) - narrative Plants and Animals (Science) – Information text, inc. branching databases) Study of Surrealism’ (Art) - discuss	North America (Geography) - Tourist brochure (persuasive text)
Guided Reading – Y5 (Bug Club)	“Under My Feet” – a picture book “The King in the Carpark” – non-fiction	“Below Deck: A Titanic Story” - fiction	“Incredible Quests” – a magazine containing fiction, non-fiction and poetry		“Tales of Hidden Heroes” – a fiction / non-fiction anthology	“The Longest Night” - fiction
Guided Reading – Y6 (Bug Club)	“Oliver Twist” - fiction	“The Road to Freedom” - fiction	“Risks and Thrills” - a magazine containing fiction, non-fiction and poetry		“Beyond the Horizon” - fiction	“The Tree” – a picture book “A Tsunami Unfolds” – non-fiction