

Literacy Overview linked to 8 Paragon Units

Y3

Units are generally 5 weeks long. Spend approximately 2 on non-fiction, 2 on Narrative and 1 on poetry (this is only a guide and can be adjusted)

This overview is what is to be taught in Literacy lessons but linked to Paragon. It is where you teach the style of the text through reading examples and how to write this type of text. However, you can use any of the text types in other curriculum areas.

1	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	Instructions Read and follow instructions. Give clear oral instructions to members of a group. Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys. Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions. Write clear written instructions using correct register and devices to aid the reader.	Identify common features and themes in stories with familiar settings; analyse plots and suggest reasons for actions and events. Plan and write stories using the structure (opening, dilemma/ conflict / problem, resolution, ending) to organise into paragraphs for each stage of the story and ensure that sequence is clear. Use 1st person and past tense consistently.	<u>subject matter and theme</u> describe the effect a poem has and suggest possible interpretations;

	<ul style="list-style-type: none"> • A step-by-step list of instructions with diagrams to help the reader. • A flow-chart with numbered steps and diagrams. • A booklet to put in a game. • A demonstration video • Big Book of recipes or craft projects. 		
Unit 1 NC Obs	<p><u>Comprehension skills</u> <i>All comprehension skills, but focus on identifying the conventions of instructions, literal comprehension, identifying and summarising main ideas.</i></p> <p>1e, identifying themes and conventions in a wide range of books (instructions); 2e, identifying main ideas drawn from more than one paragraph; 3, retrieve and record information from non-fiction</p>	<p><u>Comprehension skills</u> <i>All comprehension skills, but focus on inference, asking questions to improve understanding, making predictions.</i></p> <p>2b, asking questions to improve their understanding; 2c drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; 2d predicting what might happen from details stated and implied.</p>	<p><u>Comprehension skills</u> <i>All comprehension skills, but focus on inference, asking questions to improve understanding, understanding features of different types of poetry.</i></p> <p>1h, recognising some different forms of poetry; 2b asking questions to improve their understanding; 2c drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; 2f identifying how language, structure and presentation contribute to meaning</p>
	<p><u>Composition Skills</u> <i>Planning non-fiction writing; using the structure of non-fiction effectively to convey meaning</i></p> <p>1a, discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and</p>	<p><u>Composition Skills</u> <i>Thinking about the content of the story and the structure that will be needed to convey it; understanding a story plan and using the structure of a plan to create their own</i></p> <p>1a, plan their writing by discussing writing similar to that</p>	<p><u>Composition Skills</u> <i>Planning poems based on poems read; using words effectively to create rhyming poems</i></p> <p>1a, discussing writing similar to that which they are planning to write in</p>

<p>grammar; 1b, discussing and recording ideas; 2b, organising paragraphs around a theme; 2d, in non-narrative material, using simple organisational devices such as headings and sub-headings</p>	<p>which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; 1b, discussing and recording ideas</p>	<p>order to understand and learn from its structure, vocabulary and grammar; 1b, discussing and recording ideas; 2a, composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>
<p><u>Vocabulary, grammar and punctuation</u> Develop their understanding of the concepts by:</p> <ul style="list-style-type: none"> • Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>] • Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>] • Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>] • Extend the range of sentences with more than one clause by using a range of conjunctions : when, if, because, although • Use of paragraphs to organise ideas around a theme • Headings and sub-headings to aid presentation • Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] • Choosing nouns or pronouns appropriately for clarity, cohesion and to avoid repetition • Use conjunctions, adverbs and prepositions to express time and clause • Use fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] 		

- The grammatical difference between **plural** and **possessive** –s
- Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

Indicate grammatical and other features by:

- Using commas after **fronted adverbials**
- Use the possessive apostrophe with plural nouns
- **Apostrophes** to mark **plural** possession [for example, *the girl's name*, *the girls' names*]
- Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]

Terminology for pupils

preposition conjunction

word family, prefix

clause, subordinate clause

direct speech

consonant, consonant letter vowel, vowel letter

inverted commas (or 'speech marks')

Spelling

- Words from the 3/4 word list

AND

Adding suffixes beginning with vowel letters to words of more than one syllable

If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. Example words - forgetting, forgotten, beginning, beginner, prefer, preferred

The consonant letter is not doubled if the syllable is unstressed. Example words - gardening, gardener, limiting, limited, limitation

AND

<p>The /ɪ /sound spelt y elsewhere than at the end of words These words should be learnt as needed. Example words - myth, gym, Egypt, pyramid, mystery</p> <p>AND The /u/sound spelt ou These words should be learnt as needed. Example words - young, touch, double, trouble, country</p>
<p><u>Handwriting and Presentation</u> Start to use lead ins to join letters where appropriate</p> <p>To increase the legibility, consistency and quality of their handwriting</p>
<p><u>Speaking and Listening (Years 1 to 6)</u></p> <ul style="list-style-type: none">• Listen and respond to adults appropriately• Ask relevant questions• 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, staying on topic• Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas• Speak audibly and fluently• Participate in discussions, presentations, performances, role play and debates• Gain, maintain and monitor the interest of the listener• Consider and evaluate different viewpoints• Select and use appropriate registers for effective communication

2	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	Persuasion Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally. Begin to use words, pictures and other communication modes to persuade others. Through role play and drama explore particular persuasive scenarios (e.g. a parent persuading a reluctant child to go to bed.) and discuss the effectiveness of different strategies used. <ul style="list-style-type: none"> • A letter. • A leaflet. • A poster. • A newspaper or magazine article. • A radio jingle. • A video recording. • An oral presentation • An advertisement. 	Identify with characters and make links with own experience when making judgements about their actions. Compare settings in different stories and analyse words and phrases used for description. Plan and write stories based on own experience using the structure (opening, dilemma/ conflict / problem, resolution, ending) to organise into paragraphs for each stage of the story and ensure that sequence is clear. Use 1st person and past tense consistently.	<u>language use; style</u> discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes;
2 NC Obs	<u>Comprehension skills</u> <i>All comprehension skills, but focus on identifying the conventions of persuasive texts, drawing inferences.</i> 1e, identifying themes and conventions in a wide range of books (persuasive texts); 2c, drawing inferences; 3, retrieve and record information from non-fiction.	<u>Comprehension skills</u> 2b, asking questions to improve their understanding; 2c drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; 2d predicting what might happen from details stated and implied.	<u>Comprehension skills</u> <i>All comprehension skills, but focus on inference, asking questions to improve understanding, understanding features of different types of poetry. Possibly also include questions to focus on dictionary skills, in terms of placing words in an alphabetic list and finding the correct definition for a less-familiar word.</i>

			<p>1c, using dictionaries to check the meaning of words that they have read, 1h, recognising some different forms of poetry; 2b asking questions to improve their understanding; 2c drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; 2f identifying how language, structure and presentation contribute to meaning</p>
	<p><u>Composition Skills</u> <i>Understanding and using the structure of a persuasive text; conveying information effectively in a persuasive text.</i></p> <p>1a, discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; 2b, organising paragraphs around a theme; 2d, in non-narrative material, using simple organisational devices</p>	<p><u>Composition Skills</u> <i>Creating settings, organising paragraphs around a theme</i></p> <p>2b, organising paragraphs around a theme; 2c, in narratives creating settings, characters and plot</p>	<p><u>Composition Skills</u> <i>Planning poems based on poems read; using words effectively to create non-rhyming poems</i></p> <p>1a, discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; 1b, discussing and recording ideas; 2a, composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>

Vocabulary, grammar and punctuation

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- **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve*, *solution*, *solver*, *dissolve*, *insoluble*]
- Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*], **adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*]
- Extend the range of sentences with more than one clause by using a range of conjunctions : when, if, because, although
- Use of paragraphs to organise ideas around a theme
- Headings and sub-headings to aid presentation
- Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]
- Choosing nouns or pronouns appropriately for clarity, cohesion and to avoid repetition
- Use conjunctions, adverbs and prepositions to express time and clause
- Use fronted adverbials [for example, *Later that day, I heard the bad news.*]
- The grammatical difference between **plural** and **possessive** –s
- Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)

Indicate grammatical and other features by:

- Using commas after **fronted adverbials**
- Use the possessive apostrophe with plural nouns
- **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*]
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Terminology for pupils

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Spelling

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AND

The prefixes dis, mis

Most prefixes are added to the beginning of root words without any changes in spelling.

Like **un-**, the prefixes **dis-** and **mis-** have negative meanings.

Example words -

dis-: disappoint, disagree, disobey

mis-: misbehave, mislead, misspell (mis + spell)

AND

The prefixes in, ir, im, il

The prefix **in-** can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. Examples - **in-**: inactive, incorrect

Before a root word starting with **r**, **in-** becomes **ir-**.

Examples - irregular, irrelevant, irresponsible

Before a root word starting with **m** or **p**, **in-** becomes **im-**.

Examples - immature, immortal, impossible, impatient, imperfect

Before a root word starting with **l**, **in-** becomes **il**. Examples - illegal, illegible

AND

The prefixes re, inter

re – means ‘again’ or ‘back’. Examples – **re** –: redo, refresh, return, reappear, redecorate

inter– means ‘between’ or ‘among’. Examples - **inter**–: interact, intercity, international, interrelated (inter + related)

Handwriting and Presentation

Start to use lead ins to join letters where appropriate

To increase the legibility, consistency and quality of their handwriting

Speaking and Listening (Years 1 to 6)

- Listen and respond to adults appropriately
- Ask relevant questions
- 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, staying on topic
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play and debates
- Gain, maintain and monitor the interest of the listener
- Consider and evaluate different viewpoints
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3	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	Recounts Watch or listen to third person recounts such as news or sports reports on television, radio or podcast . Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as <i>meanwhile, following, afterwards</i> and including detail expressed in ways which will engage the reader <i>Girls with swirling hijabs danced to the</i> Include recounts when creating paper or screen based information texts. <ul style="list-style-type: none"> • letter • postcard • diary entry • news report • biography • autobiography • oral presentation 	Discuss the role of the narrator in stories and play-scripts. Take part in dramatised readings. Plan and write stories that focus on the narrator	<u>pattern</u> explain the pattern of different simple forms
3 NC Obs	<u>Comprehension skills</u> 1e, identifying themes and conventions in a wide range of books; 2e, identifying main ideas drawn from more than one paragraph; 2f, identifying how language, structure and	<u>Comprehension skills</u> 1c, using dictionaries to check the meaning of words that they have read; 1d increasing their familiarity with a wide range of books, including fairy stories, myths and legends, 1e, identifying themes and conventions in a wide range	<u>Comprehension skills</u> <i>All comprehension skills, but focus on inference, asking questions to improve understanding, understanding features of different types of poetry.</i>

	<p>presentation contribute to meaning; 3, retrieve and record information from non-fiction</p>	<p>of books; 2c drawing inferences, 2e, identifying main ideas drawn from more than one paragraph</p>	<p>1h, recognising some different forms of poetry; 2b asking questions to improve their understanding; 2c drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; 2f identifying how language, structure and presentation contribute to meaning</p>
	<p><u>Composition Skills</u> <i>Reviewing the effectiveness of a piece of writing and identifying changes that would improve it, including proof-reading</i></p> <p>3a, assessing the effectiveness of their own and others' writing and suggesting improvements; 3b, proposing changes to grammar and vocabulary to improve consistency; 4, proof-read for spelling and punctuation errors.</p>	<p><u>Composition Skills</u> <i>Using language effectively to hook the reader in; grouping ideas in paragraphs</i></p> <p>2a, composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures; 2b, organising paragraphs around a theme; 2c, in narratives, creating setting, characters and plot</p>	<p><u>Composition Skills</u> <i>Planning poems based on poems read; using words effectively to create poems</i></p> <p>1a, discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; 1b, discussing and recording ideas; 2a, composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>

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- Use fronted adverbials [for example, *Later that day, I heard the bad news.*]
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Spelling

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AND

The prefixes sub, super

Sub – means 'under'. Examples – **sub** –: subdivide, subheading, submarine, submerge

Super– means 'above'. Examples - **super**–: supermarket, superman, superstar

AND

The prefixes anti, auto

Anti – means 'against'. Examples – **anti** –: antiseptic, anti-clockwise, antisocial

Auto – means 'self' or 'own'. Examples – **auto** –: autobiography, autograph

Handwriting and Presentation

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To increase the legibility, consistency and quality of their handwriting

Speaking and Listening (Years 1 to 6)

- Listen and respond to adults appropriately
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- Speak audibly and fluently
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- Gain, maintain and monitor the interest of the listener
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4	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	Reports Analyse a number of report texts and note their function, form and typical language features: <ul style="list-style-type: none"> • introduction indicating an overall classification of what is being described • use of short statement to introduce each new item • language (specific and sometimes technical) to describe and differentiate • impersonal language • mostly present tense Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information. Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum. Analyse broadcast information to identify presentation techniques and notice how the language used signals change. Teacher demonstrates how to write non-chronological report using notes in a spidergram; draws attention to importance of subject verb agreements with generic participants (e.g.) <i>family is....., people are...</i> Write own report independently based on notes from several sources. <ul style="list-style-type: none"> • Leaflet, • poster, • booklet, • class Big Book, • Using ICT to publish, • PowerPoint presentation, multi-modal 	Identify conventions for punctuation and presentation of dialogue. Discuss what it reveals about characters' feelings, motives and relationships. Role play dialogue between characters. Compose new dialogue for characters using conventions for punctuating and presenting speech.	<u>use of voice:</u> perform individually or chorally; vary volume, experimenting with expression and use pauses for effect

	<p>text, such as a spider gram, or in clouds, bubbles or boxes.</p> <ul style="list-style-type: none"> • Like a page from an encyclopaedia, film 		
4 NC Obs	<p><u>Comprehension skills</u> 1e, identifying themes and conventions in a wide range of books; 2e, identifying main ideas drawn from more than one paragraph and summarising these; 3, retrieve and record information from non-fiction</p>	<p><u>Comprehension skills</u> 2b, asking questions to improve their understanding; 2c drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; 2d predicting what might happen from details stated and implied.</p>	<p><u>Comprehension skills</u> All comprehension skills, but focus on inference, asking questions to improve understanding, understanding features of different types of poetry. Possibly also include questions to focus on dictionary skills, in terms of placing words in an alphabetic list and finding the correct definition for a less-familiar word.</p> <p>1c, using dictionaries to check the meaning of words that they have read, 1h, recognising some different forms of poetry; 2b asking questions to improve their understanding; 2c drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; 2f identifying how language, structure and presentation contribute to meaning</p>

<p><u>Composition Skills</u> <i>Planning non-fiction writing; organising paragraphs around a theme; using simple structural devices</i></p> <p>1a, discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; 1b, discussing and recording ideas; 2b, organising paragraphs around a theme; 2d, in non-narrative material, using simple organisational devices such as headings and sub-headings</p>	<p><u>Composition Skills</u> <i>Writing effective dialogue to convey character and action; punctuating direct speech correctly (that's a punctuation objective but relevant here).</i></p> <p>2a, draft and write by composing and rehearsing sentences orally (including dialogue); 2c, in narratives, creating settings, characters and plot; VGP 2c, using and punctuating direct speech</p>	<p><u>Composition Skills</u> <i>Planning poems based on poems read; using words effectively to create poems</i></p> <p>1a, discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; 1b, discussing and recording ideas; 2a, composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>
<p><u>Vocabulary, grammar and punctuation</u> Develop their understanding of the concepts by:</p> <ul style="list-style-type: none"> • Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>] • Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>] • Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>] • Extend the range of sentences with more than one clause by using a range of conjunctions : when, if, because, although • Use of paragraphs to organise ideas around a theme • Headings and sub-headings to aid presentation • Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to</i> 		

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AND

The suffix –ation

The suffix **–ation** is added to verbs to form nouns. The rules already learnt still apply. Examples - information, adoration, sensation, preparation, admiration

AND

The suffix –ly

The suffix **–ly** is added to an adjective to form an adverb. The rules already learnt still apply. Examples - sadly, completely, usually (usual + ly), finally (final + ly),

The suffix **–ly** starts with a consonant letter, so it is added straight on to most root words. Examples - comically (comical + ly)

Exceptions:

- (1) If the root word ends in **–y** with a consonant letter before it, the **y** is changed to **i**, but only if the root word has more than one syllable
Examples - happily, angrily
- (2) If the root word ends with **–le**, the **–le** is changed to **–ly**.
Examples - gently, simply, humbly, nobly
- (3) If the root word ends with **–ic**, **–ally** is added rather than just **–ly**, except in the word *publicly*.
Examples - basically, frantically, dramatically

The words *truly, duly, wholly*.

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- Listen and respond to adults appropriately
- Ask relevant questions
- 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, staying on topic
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play and debates
- Gain, maintain and monitor the interest of the listener
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

5	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	Discussion Through reading explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people writing to a newspaper.) Through role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people in a simulated 'real life' scenario.) <ul style="list-style-type: none"> • A newspaper or magazine article with pictures and photographs. • Bullet points in two or more columns. • A leaflet. • A flyer. • A debate. • An interview with people of opposing points of view. • A letter. 	Identify common features and themes in different types of traditional story: fables, myths, legends, fairy and folk tales. Analyse and compare plot structure and identify formal elements in story openings and endings. Identify the range of connectives used to link events and change scenes. Recognise stock characters in particular types of story and typical settings. Plan, tell and write stories, (e.g.) own version of a fable, varying voice and intonation to create effects and sustain interest.	<u>presentation</u> use actions, voices, sound effects and musical patterns to add to a performance
5 NC Obs	<u>Comprehension skills</u> <i>All comprehension skills, but focus on understanding text type features and how structure contributes to understanding; also retrieving information from NF texts.</i> 2f, identifying how language, structure and presentation contribute to meaning; 3, retrieve and record information from non-fiction	<u>Comprehension skills</u> <i>All comprehension skills, but focus on inference and prediction.</i> 2b, asking questions to improve their understanding; 2c drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; 2d predicting what might happen from details stated and implied.	<u>Comprehension skills</u> <i>All comprehension skills, but focus on inference, asking questions to improve understanding, understanding features of different types of poetry.</i> 1h, recognising some different forms of poetry; 2b asking questions to improve their understanding;

			<p>2c drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>2f identifying how language, structure and presentation contribute to meaning</p>
	<p><u>Composition Skills</u> <i>Understanding and using the structure of a discussion text; conveying information effectively in a discussion text.</i></p> <p>1a, discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</p> <p>2b, organising paragraphs around a theme;</p> <p>2d, in non-narrative material, using simple organisational devices</p>	<p><u>Composition Skills</u> <i>Using language effectively to describe characters, grouping information in paragraphs</i></p> <p>2a, composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures;</p> <p>2b, organising paragraphs around a theme;</p> <p>2c, in narratives, creating setting, characters and plot</p>	<p><u>Composition Skills</u> <i>Planning poems based on poems read; using words effectively to create poems</i></p> <p>1a, discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</p> <p>1b, discussing and recording ideas;</p> <p>2a, composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>

Vocabulary, grammar and punctuation

Develop their understanding of the concepts by:

- Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*]
- **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve*, *solution*, *solver*, *dissolve*, *insoluble*]
- Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*], **adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*]
- Extend the range of sentences with more than one clause by using a range of conjunctions : when, if, because, although
- Use of paragraphs to organise ideas around a theme
- Headings and sub-headings to aid presentation
- Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]
- Choosing nouns or pronouns appropriately for clarity, cohesion and to avoid repetition
- Use conjunctions, adverbs and prepositions to express time and clause
- Use fronted adverbials [for example, *Later that day, I heard the bad news.*]
- The grammatical difference between **plural** and **possessive** –s
- Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)

Indicate grammatical and other features by:

- Using commas after **fronted adverbials**
- Use the possessive apostrophe with plural nouns
- **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*]
- Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]

Terminology for pupils

preposition conjunction

word family, prefix

clause, subordinate clause

direct speech

consonant, consonant letter vowel, vowel letter

inverted commas (or 'speech marks')

Spelling

- Words from the 3/4 word list

AND

The pattern -sure as in measure

The ending sounding like /ʒə/ is always spelt **-sure**. measure, treasure, pleasure, enclosure

AND

The pattern -ture as in picture

The ending sounding like /tʃə/ is often spelt **-ture**, creature, furniture, picture, nature, adventure

but check that the word is not a root word ending in **(t)ch** with an **er** ending – e.g. teacher, catcher, richer, stretcher.

AND

The pattern -sion as in division

If the ending sounds like /ʒən/, it is spelt as **-sion**. division, invasion, confusion, decision, collision, television

Handwriting and Presentation

Start to use lead ins to join letters where appropriate

To increase the legibility, consistency and quality of their handwriting

Speaking and Listening (Years 1 to 6)

- Listen and respond to adults appropriately
- Ask relevant questions
- 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, staying on topic
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play and debates
- Gain, maintain and monitor the interest of the listener
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

6	Non-Fiction Text /Progression/Examples	Narrative Story structure Viewpoint: author; narrator Character & dialogue Setting Telling stories Writing	Poetry
	Explanations Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly sequenced. Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively. Write as a text. <ul style="list-style-type: none"> • A leaflet • A flow chart. • Poster • Concertina book. • Part of a non-chronological text. • Multimodal text such as a life cycle. • Page from an encyclopaedia. • Series of photographs with captions and labels. 	Plan and write complete stories using a familiar plot and altering characters or setting. Include a structured sequence of events organised into paragraphs. Describe new characters or settings. Use complete sentences in 3 rd person and past tense. Include examples of patterned story language and dialogue with speech marks.	<u>original playfulness with language and ideas</u> invent new similes and experiment with word play;
6 NC Obs	<u>Comprehension skills</u> <i>All comprehension skills, but focus on understanding text type features and how structure contributes to understanding; also retrieving information from NF texts.</i> 2f, identifying how language, structure and presentation contribute to meaning; 3, retrieve and record information from non-fiction	<u>Comprehension skills</u> <i>All comprehension skills, but focus on identifying text type conventions, asking questions to help understand the story, drawing inferences and identifying main ideas.</i> 1d increasing their familiarity with a wide range of books, including fairy stories, myths and legends, 1e, identifying themes and conventions in a wide range of books; 2b asking questions to improve their understanding;	<u>Comprehension skills</u> <i>All comprehension skills, but focus on inference, asking questions to improve understanding, understanding features of different types of poetry. Possibly also include questions to focus on dictionary skills, in terms of placing words in an alphabetic list and finding the correct definition for a less-familiar word.</i>

		<p>2c drawing inferences, 2e, identifying main ideas drawn from more than one paragraph</p>	<p>1c, using dictionaries to check the meaning of words that they have read, 1h, recognising some different forms of poetry; 2b asking questions to improve their understanding; 2c drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; 2f identifying how language, structure and presentation contribute to meaning</p>
	<p><u>Composition Skills</u> <i>Planning non-fiction writing; organising paragraphs around a theme; using simple structural devices</i></p> <p>1a, discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; 1b, discussing and recording ideas; 2b, organising paragraphs around a theme; 2d, in non-narrative material, using simple organisational devices such as headings and sub-headings</p>	<p><u>Composition Skills</u> <i>Picking up and continuing ideas, grouping ideas in paragraphs, devising and writing an effective ending.</i></p> <p>2a, composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures; 2b, organising paragraphs around a theme; 2c, in narratives, creating setting, characters and plot</p>	<p><u>Composition Skills</u> <i>Planning poems based on poems read; using words effectively to create poems</i></p> <p>1a, discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; 1b, discussing and recording ideas; 2a, composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>

Vocabulary, grammar and punctuation

Develop their understanding of the concepts by:

- Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*]
- **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve*, *solution*, *solver*, *dissolve*, *insoluble*]
- Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*], **adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*]
- Extend the range of sentences with more than one clause by using a range of conjunctions : when, if, because, although
- Use of paragraphs to organise ideas around a theme
- Headings and sub-headings to aid presentation
- Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]
- Choosing nouns or pronouns appropriately for clarity, cohesion and to avoid repetition
- Use conjunctions, adverbs and prepositions to express time and clause
- Use fronted adverbials [for example, *Later that day, I heard the bad news.*]
- The grammatical difference between **plural** and **possessive** –s
- Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)

Indicate grammatical and other features by:

- Using commas after **fronted adverbials**
- Use the possessive apostrophe with plural nouns
- **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*]
- Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]

Terminology for pupils

preposition conjunction

word family, prefix

clause, subordinate clause

direct speech

consonant, consonant letter vowel, vowel letter

inverted commas (or 'speech marks')

Spelling

- Words from the 3/4 word list

AND

The suffix –ous

Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. poisonous, dangerous, mountainous, famous, various

Sometimes there is no obvious root word. tremendous, enormous, jealous

–our is changed to –or before –ous is added. humorous, glamorous, vigorous

A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. courageous, outrageous

If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e. serious, obvious, curious hideous, spontaneous,

	<p>courteous</p> <p>AND The patterns -tion, -sion, -ssion, -cian Strictly speaking, the suffixes are -ion and -ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. -tion is the most common spelling. It is used if the root word ends in t or te. invention, injection, action, hesitation, completion -ssion is used if the root word ends in ss or -mit. expression, discussion, confession, permission, admission -sion is used if the root word ends in d or se. expansion, extension, comprehension, tension Exceptions: attend – attention, intend – intention. -cian is used if the root word ends in c or cs. musician, electrician, magician, politician, mathematician</p> <p>AND The sound /k/ spelled ch Words with the /k/ sound spelt ch (Greek in origin). scheme, chorus, chemist, echo, character</p>
	<p><u>Handwriting and Presentation</u> Start to use lead ins to join letters where appropriate</p> <p>To increase the legibility, consistency and quality of their handwriting</p>
	<p><u>Speaking and Listening (Years 1 to 6)</u></p> <ul style="list-style-type: none"> • Listen and respond to adults appropriately • Ask relevant questions • 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, staying on topic • Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas • Speak audibly and fluently • Participate in discussions, presentations, performances, role play and debates • Gain, maintain and monitor the interest of the listener • Consider and evaluate different viewpoints

		<ul style="list-style-type: none"> Select and use appropriate registers for effective communication 	
7	Non-Fiction Text /Progression/Examples	<p>Narrative</p> <p>Story structure</p> <p>Viewpoint: author; narrator</p> <p>Character & dialogue</p> <p>Setting</p> <p>Telling stories</p> <p>Writing</p>	Poetry
	Instructions (revisit, as at start of year)	<p>Investigate common features, structure and typical themes in adventure and mystery stories. Analyse structure by identifying the most exciting part of the story and plotting other events around it. Analyse the use of language to set scenes, build tension or create suspense.</p> <p>Discuss the author's techniques, e.g. using cliff-hangers at the end of chapters. Read and compare books by the same author and express a personal response, commenting on elements of style.</p> <p>Explore a moral dilemma for a character and demonstrate empathy when making judgements about their actions.</p> <p>Comment on the effect of scene changes, e.g. moving from a safe to a dangerous place to build tension.</p>	<p><u>detailed recreation of closely observed experience:</u></p> <p>use powerful nouns, adjectives and verbs; experiment with alliteration;</p>
7 NC Obs	<p><u>Comprehension skills</u></p> <p><i>All comprehension skills, but focus on identifying the conventions of instructions, literal comprehension, identifying and summarising main ideas.</i></p> <p>1e, identifying themes and conventions in a wide range of books (instructions);</p> <p>2e, identifying main ideas drawn from more than one paragraph;</p> <p>3, retrieve and record information from non-fiction</p>	<p><u>Comprehension skills</u></p> <p><i>All comprehension skills, but focus on inference and prediction.</i></p> <p>2b, asking questions to improve their understanding;</p> <p>2c drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>2d predicting what might happen from details stated and implied.</p>	<p><u>Comprehension skills</u></p> <p>All comprehension skills, but focus on inference, asking questions to improve understanding, understanding features of different types of poetry.</p> <p>1h, recognising some different forms of poetry;</p> <p>2b asking questions to improve their understanding;</p> <p>2c drawing inferences such as</p>

			<p>inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; 2f identifying how language, structure and presentation contribute to meaning</p>
<p>Composition Skills <i>Reviewing the effectiveness of a piece of writing and identifying changes that would improve it, including proof-reading</i></p> <p>3a, assessing the effectiveness of their own and others' writing and suggesting improvements; 3b, proposing changes to grammar and vocabulary to improve consistency; 4, proof-read for spelling and punctuation errors.</p>	<p>Composition Skills <i>Grouping ideas in paragraphs; writing about characters</i></p> <p>2b, organising paragraphs around a theme; 2c, in narratives, creating setting, characters and plot</p>	<p>Composition Skills <i>Planning poems based on poems read; using words effectively to create poems</i></p> <p>1a, discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; 1b, discussing and recording ideas; 2a, composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	
<p>Vocabulary, grammar and punctuation Develop their understanding of the concepts by:</p> <ul style="list-style-type: none"> • Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>] • Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>] • Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>] 			

- Extend the range of sentences with more than one clause by using a range of conjunctions : when, if, because, although
- Use of paragraphs to organise ideas around a theme
- Headings and sub-headings to aid presentation
- Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]
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- Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]

Terminology for pupils

preposition conjunction

	<p>word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>
	<p><u>Spelling</u></p> <ul style="list-style-type: none"> • Words from the 3/4 word list <p>AND The sound /sh/ spelled ch Words with the /j/ sound spelt ch (mostly French in origin). chef, chalet, machine, brochure</p> <p>AND The patterns -gue and -que Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin). league, tongue, antique, unique</p> <p>AND The sound /s/ spelled sc In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/. science, scene, discipline, fascinate, crescent</p>
	<p><u>Handwriting and Presentation</u> Start to use lead ins to join letters where appropriate</p> <p>To increase the legibility, consistency and quality of their handwriting</p>
	<p><u>Speaking and Listening (Years 1 to 6)</u></p> <ul style="list-style-type: none"> • Listen and respond to adults appropriately • Ask relevant questions • 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, staying on topic
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas
- Speak audibly and fluently
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- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

8	Non-Fiction Text /Progression/Examples	<p>Narrative</p> <p>Story structure</p> <p>Viewpoint: author; narrator</p> <p>Character & dialogue</p> <p>Setting</p> <p>Telling stories</p> <p>Writing</p>	Poetry
	Revisit a Text Type that was a weakness.	<p>Plan stories orally; explore moral dilemmas for characters using drama.</p> <p>Write adventure stories that have a problem and resolution and are organised into paragraphs and/or chapters with connectives to signal time, sequence or place. Include description of a typical adventure setting and characters. Use written dialogue to move the plot on.</p>	<u>using different patterns</u> write free verse; borrow or create a repeating pattern
8	<u>Comprehension skills</u> Revisit skills that are a weakness	<u>Comprehension skills</u> Revisit skills that are a weakness	<u>Comprehension skills</u> Revisit skills that are a weakness
NC Obs	<u>Composition Skills</u> Revisit skills that are a weakness	<u>Composition Skills</u> Revisit skills that are a weakness	<u>Composition Skills</u> Revisit skills that are a weakness
	<u>Vocabulary, grammar and punctuation</u> Revisit skills that are a weakness		
	<ul style="list-style-type: none"> <u>Spelling</u> Words from the 3/4 word list <p>AND</p> <p>Words with the /ei/ sound spelt ei, eigh, or ey - vein, weigh, eight, neighbour, they, obey</p>		

<p>AND Possessive apostrophe with plural words The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. children’s). girls’, boys’, babies’, children’s, men’s, mice’s (Note: singular proper nouns ending in an s use the ’s suffix e.g. Cyprus’s population)</p> <p>AND Homophones and near-homophones accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s</p>
<p><u>Handwriting and Presentation</u> Start to use lead ins to join letters where appropriate</p> <p>To increase the legibility, consistency and quality of their handwriting</p>
<p><u>Speaking and Listening (Years 1 to 6)</u></p> <ul style="list-style-type: none"> • Listen and respond to adults appropriately • Ask relevant questions • 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, staying on topic • Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas • Speak audibly and fluently • Participate in discussions, presentations, performances, role play and debates • Gain, maintain and monitor the interest of the listener • Consider and evaluate different viewpoints • Select and use appropriate registers for effective communication