

## Literacy Overview linked to 8 Paragon Units

### Y4

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	<p>Narrative</p> <p><b>Story structure</b></p> <p><b>Viewpoint: author; narrator</b></p> <p><b>Character &amp; dialogue</b></p> <p>Setting</p> <p>Telling stories</p> <p>Writing</p>	Poetry
	<p>Explanations</p> <p>Read and analyse explanatory texts to identify key features. Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms</p> <p>Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate.</p> <p>Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing:</p> <ul style="list-style-type: none"> <li>• purpose: to explain a process or to answer a question</li> <li>• structure: introduction, followed by sequential explanation, organised into paragraphs</li> </ul>	<p>Recognise the stages in a story and identify the introduction, build-up, climax or conflict and resolution. Notice how the passing of time is conveyed and key words and phrases used to introduce paragraphs or chapters. Identify the events that are presented in more detail and those that are skimmed over.</p> <p>Express responses to particular characters and identify techniques used by the author to persuade the reader to feel sympathy or dislike.</p> <p>Plan, tell and write short stories that use an introduction, build-up, climax/conflict and resolution. Include descriptive detail that shows the build-up in the story. Sequence events clearly and show how one event leads to another. Use a range of connectives to show changes in time and place.</p>	<p><b><u>subject matter and theme</u></b></p> <p>describe poem's impact and explain own interpretation by referring to the poem;</p>

	<ul style="list-style-type: none"> <li>language features: usually present tense; use of connectives of time and cause and effect; use of passive voice</li> <li>presentation: use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering</li> </ul> <p>After oral rehearsal, write explanatory texts independently from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing.</p> <ul style="list-style-type: none"> <li><b>A leaflet</b></li> <li><b>A flow chart.</b></li> <li><b>Poster</b></li> <li><b>Concertina book.</b></li> <li><b>Part of a non-chronological text.</b></li> <li><b>Multimodal text such as a life cycle.</b></li> <li><b>Page from an encyclopaedia.</b></li> <li><b>Series of photographs with captions and labels.</b></li> </ul>		
<p>Unit 1  NC Obs</p>	<p><b><u>Comprehension skills</u></b> <i>Identifying text type conventions, literal comprehension, and identifying importance of layout etc. Link to Explanation</i></p> <p>1e, identifying themes and conventions in a wide range of books (explanations); 2f, identifying how language, structure and presentation contribute to meaning; 3, retrieve and record information from non-fiction</p>	<p><b><u>Comprehension skills</u></b> <i>Inference, asking questions to improve understanding and make 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><b><u>Comprehension skills</u></b> <i>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,</p>

			structure and presentation contribute to meaning
<p><b><u>Composition Skills</u></b>  <i>Understanding how to convey ideas clearly in an explanation; using text features effectively to help with explanation</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><b><u>Composition Skills</u></b>  <i>Building up the setting of a story with careful details; planning a piece of writing based on a story children have read.</i></p> <p>1a, plan their writing by 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; 2c, in narratives creating settings, characters and plot.</p>	<p><b><u>Composition Skills</u></b>  <i>Planning poems based on poems read; choosing an appropriate form for a poem</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><b><u>Vocabulary, grammar and punctuation</u></b>  <b>Develop their understanding of the concepts by:</b></p> <ul style="list-style-type: none"> <li>• Extend the range of sentences with more than one clause by using a range of conjunctions : when, if, because, although</li> <li>• Use of paragraphs to organise ideas around a theme</li> <li>• Using the present perfect form of verbs in contrast to the past tense</li> <li>• Choosing nouns or pronouns appropriately for clarity, cohesion and to avoid repetition</li> <li>• Use conjunctions, adverbs and prepositions to express time and clause</li> <li>• Use fronted adverbials [for example, Later that day, I heard the bad news.]</li> </ul>			

- 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)

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**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**

Determiner pronoun, possessive pronoun adverbial

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**

**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

**AND**

**The /u/sound spelt ou**

These words should be learnt as needed. Example words - young, touch, double, trouble, country

### 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

2	Non-Fiction Text /Progression/Examples	Narrative <b>Story structure</b> <b>Viewpoint: author; narrator</b> <b>Character &amp; dialogue</b> <b>Setting</b> <b>Telling stories</b> <b>Writing</b>	Poetry
	<p><b>Instructions</b>          In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity.</p> <p>Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness.</p> <p>Identify sets of instructions which are for more complex procedures , or are combined with other text types (e.g. some recipes). Compare these in terms of audience/purpose and form (structure and language features).</p> <p>Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again.</p> <ul style="list-style-type: none"> <li>• <b>A step-by-step list of instructions with diagrams to help the reader.</b></li> <li>• <b>A flow-chart with numbered steps and diagrams.</b></li> <li>• <b>A booklet to put in a game.</b></li> <li>• <b>A demonstration video</b></li> <li>• <b>A Big Book of recipes or craft projects.</b></li> </ul>	<p>Recognise the way that the historical setting effects characters' appearance, actions and relationships. <b>Comment on differences between what characters say and what they do. Make deductions about the feelings and motives that might lay behind their words.</b></p> <p><b>Look at the way that a historical setting is created using small details and longer descriptions. Note similarities and differences with children's own experiences.</b></p> <p>Plan, tell and write short stories set in the past. Include descriptive detail to evoke the historical setting and make it more vivid.</p> <p>Sequence events clearly and show how one event leads to another.</p> <p>Use a range of connectives to show changes in time and place.</p>	<p><b><i>language use; style</i></b>          comment on the use of similes and expressive language to create images, sound effects and atmosphere;</p>
2 NC Obs	<p><b>Comprehension skills</b>  <i>Identifying text type conventions, literal comprehension, and identifying importance of layout etc – linked to instructions.</i></p> <p>1e, identifying themes and conventions in a wide</p>	<p><b>Comprehension skills</b>  <i>Asking questions to improve understanding, drawing inferences, and prediction</i></p> <p>1d increasing their familiarity with a wide range of books,</p>	<p><b>Comprehension skills</b>  <i>Recognising poetic use of language, inference and prediction.</i></p> <p>1h, recognising some different forms</p>

	<p>range of instructions;  2f, identifying how language, structure and presentation contribute to meaning;  3, retrieve and record information from non-fiction</p>	<p>1e, identifying themes and conventions in a wide range of books;  2c drawing inferences,  2d, predicting what might happen from details stated and implied.</p>	<p>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;  2d predicting what might happen from details stated and implied;  2f, identifying how language, structure and presentation contribute to meaning.</p>
	<p><b><u>Composition Skills</u></b>  <i>Understanding and using the features of instructional 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;  2d, in non-narrative material, using simple organisational devices</p>	<p><b><u>Composition Skills</u></b>  <i>Creating believable characters; planning a piece of writing based on a story children have read.</i></p> <p>1a, plan their writing by 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;  2c, in narratives creating settings, characters and plot.  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><b><u>Composition Skills</u></b>  <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

### **Develop their understanding of the concepts by:**

- 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
- Using the present perfect form of verbs in contrast to the past tense
- 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)
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### **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**

Determiner pronoun, possessive pronoun adverbial



## Spelling

- Words from the 3/4 word list

### **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

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### Speaking and Listening (Years 1 to 6)

- Listen and respond to adults appropriately
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- 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
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3	Non-Fiction Text /Progression/Examples	<b>Narrative</b> <b>Story structure</b> <b>Viewpoint: author; narrator</b> <b>Character &amp; dialogue</b> <b>Setting</b> <b>Telling stories</b> <b>Writing</b>	Poetry
	<b>Persuasion</b> Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues). Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader. Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words Both orally and in and writing to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules using more formal language appropriately. Use writing frames if necessary to back up points of view with illustrations and examples To present a point of view both orally and in writing,( e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate to the listener/reader; begin to explore how ICT other use of multimodality might support this. (e.g. showing pictures.) Design an advertisement, such as a poster or radio jingle, on	<b>Review the structure and features of adventure stories.</b> Identify examples of figurative and expressive language to build a fuller picture of a character. Discuss characters' behaviour and the extent to which it is changed by the imaginary world. Identify and discuss the narrative voice. Plan and write a longer adventure story. Organise into paragraphs using the structure: introduction, build-up, climax or conflict, resolution. Include details of the setting, using figurative and expressive language to evoke mood and atmosphere.	<u><b>pattern</b></u> discuss the poem's form and suggest the effect on the reader

	<p>paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples</p> <p>Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. 'if..., then'; 'on the other hand...'; 'finally'; 'so'</p> <ul style="list-style-type: none"> <li>• <b>A letter.</b></li> <li>• <b>A leaflet.</b></li> <li>• <b>A poster.</b></li> <li>• <b>A newspaper or magazine article.</b></li> <li>• <b>A radio jingle.</b></li> <li>• <b>A video recording.</b></li> <li>• <b>An oral presentation</b></li> <li>• <b>An advertisement.</b></li> </ul>		
3 NC Obs	<p><b><u>Comprehension skills</u></b> Understanding text type features and how structure contributes to understanding (Persuasion texts); also retrieving information from NF texts.</p> <p>2c, drawing inferences; 2f, identifying how language, structure and presentation contribute to meaning; 3, retrieve and record information from non-fiction</p>	<p><b><u>Comprehension skills</u></b> <i>Asking questions to help understand the story, drawing inferences and making predictions. Could also include some dictionary skills.</i></p> <p>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, 2b asking questions to improve their understanding; 2c drawing inferences, 2d, predicting what might happen from details stated and implied</p>	<p><b><u>Comprehension skills</u></b> <i>Use of inference (needed to understand metaphors in poem).</i></p> <p>2c, drawing inferences; 2f, identifying how language, structure and presentation contribute to meaning; 3, retrieve and record information from non-fiction</p>
	<p><b><u>Composition Skills</u></b> <i>Understanding and using the features of persuasive texts</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><b><u>Composition Skills</u></b> <i>Using language effectively to create a believable first-person narrative, with a focus on dialogue.</i></p> <p>2a, composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence</p>	<p><b><u>Composition Skills</u></b> <i>Planning poems based on poems read; choosing an appropriate form for a poem</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  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>structures;  2b, organising paragraphs around a theme; 2c, in narratives, creating setting, characters and plot  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>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><b><u>Vocabulary, grammar and punctuation</u></b>  <b>Develop their understanding of the concepts by:</b></p> <ul style="list-style-type: none"> <li>• Extend the range of sentences with more than one clause by using a range of conjunctions : when, if, because, although</li>   <li>• Use of paragraphs to organise ideas around a theme</li>   <li>• Using the present perfect form of verbs in contrast to the past tense</li>   <li>• Choosing nouns or pronouns appropriately for clarity, cohesion and to avoid repetition</li>   <li>• Use conjunctions, adverbs and prepositions to express time and clause</li> </ul>		

- Use fronted adverbials [for example, Later that day, I heard the bad news.]
- The grammatical difference between **plural** and **possessive –s**
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**Terminology for pupils**

Determiner    pronoun, possessive pronoun    adverbial

	<p><u>Spelling</u></p> <ul style="list-style-type: none"><li>• Words from the 3/4 word list</li></ul> <p><b>AND</b></p> <p><b>The prefixes sub, super</b></p> <p><b>Sub</b> – means ‘under’. Examples – <b>sub</b> –: subdivide, subheading, submarine, submerge</p> <p><b>Super</b>– means ‘above’. Examples - <b>super</b>–: supermarket, superman, superstar</p> <p><b>AND</b></p> <p><b>The prefixes anti, auto</b></p> <p><b>Anti</b> – means ‘against’. Examples – <b>anti</b> –: antiseptic, anti-clockwise, antisocial</p> <p><b>Auto</b> – means ‘self’ or ‘own’. Examples – <b>auto</b> –: autobiography, autograph</p>
	<p><u>Handwriting and Presentation</u></p> <p>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"><li>• Listen and respond to adults appropriately</li><li>• Ask relevant questions</li><li>• Use relevant strategies to build their vocabulary</li><li>• Articulate and justify answers, arguments and opinions</li><li>• Give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• Maintain attention and participate actively, staying on topic</li><li>• Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas</li><li>• Speak audibly and fluently</li><li>• Participate in discussions, presentations, performances, role play and debates</li><li>• Gain, maintain and monitor the interest of the listener</li><li>• Consider and evaluate different viewpoints</li><li>• Select and use appropriate registers for effective communication</li></ul>

4	Non-Fiction Text /Progression/Examples	Narrative <b>Story structure</b> <b>Viewpoint: author; narrator</b> <b>Character &amp; dialogue</b> <b>Setting</b> <b>Telling stories</b> <b>Writing</b>	Poetry
	<b>Recounts</b> 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"> <li>• <b>letter</b></li> <li>• <b>postcard</b></li> <li>• <b>diary entry</b></li> <li>• <b>news report</b></li> <li>• <b>biography</b></li> <li>• <b>autobiography</b></li> <li>• <b>oral presentation</b></li> </ul>	Collect evidence from stories to build up a picture of an imagined world. Note examples of descriptive language, talk about the mood or atmosphere they create and make predictions about how characters will behave in such a place. Use drama to explore consequences of introducing new characters to a particular setting. Plan and write a story set in an imagined world. Organise into chapters using the structure: introduction, build-up, climax or conflict, resolution. Include details of the setting, using figurative and expressive language to evoke mood and atmosphere.	<u><b>use of voice:</b></u> vary volume, pace and use appropriate expression when performing



<p>4 NC Obs</p>	<p><b><u>Comprehension skills</u></b> <i>Identifying text type conventions, identifying main ideas and retrieving information from non-fiction – link to recounts</i></p> <p>1e, identifying themes and conventions in a wide range of recounts; 2e, identifying main ideas drawn from more than one paragraph and summarising these; 3, retrieve and record information from non-fiction</p>	<p><b><u>Comprehension skills</u></b> <i>Inference, asking questions to improve understanding and make 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><b><u>Comprehension skills</u></b> <i>Dictionary skills, inference, asking questions to improve understanding, understanding features of different types of poetry.</i></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; 2d predicting what might happen from details stated and implied.</p>
	<p><b><u>Composition Skills</u></b> <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-</p>	<p><b><u>Composition Skills</u></b> <i>Creating an effective story with a clever ending, 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; 2b, organising paragraphs around a theme; 2c, in narratives, creating setting, characters and plot</p>	<p><b><u>Composition Skills</u></b> <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),</p>

headings		progressively building a varied and rich vocabulary and an increasing range of sentence structures
<p><u>Vocabulary, grammar and punctuation</u>  <b>Develop their understanding of the concepts by:</b></p> <ul style="list-style-type: none"> <li>• Extend the range of sentences with more than one clause by using a range of conjunctions : when, if, because, although</li> <li>• Use of paragraphs to organise ideas around a theme</li> <li>• Using the present perfect form of verbs in contrast to the past tense</li> <li>• Choosing nouns or pronouns appropriately for clarity, cohesion and to avoid repetition</li> <li>• Use conjunctions, adverbs and prepositions to express time and clause</li> <li>• Use fronted adverbials [for example, Later that day, I heard the bad news.]</li> <li>• The grammatical difference between <b>plural</b> and <b>possessive</b> –s</li> <li>• Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</li> </ul>		

- 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**

Determiner   pronoun, possessive pronoun   adverbial

Spelling

- Words from the 3/4 word list

**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**

	<p><b>The suffix –ly</b>  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)</p> <p><b>Exceptions:</b></p> <ol style="list-style-type: none"> <li>(1) If the root word ends in –y with a consonant letter before it, the <b>y</b> is changed to <b>i</b>, but only if the root word has more than one syllable  Examples - happily, angrily</li> <li>(2) If the root word ends with <b>–le</b>, the <b>–le</b> is changed to <b>–ly</b>.  Examples - gently, simply, humbly, nobly</li> <li>(3) If the root word ends with <b>–ic</b>, <b>–ally</b> is added rather than just <b>–ly</b>, except in the word <i>publicly</i>.  Examples - basically, frantically, dramatically</li> <li>(4) The words <i>truly, duly, wholly</i>.</li> </ol>
	<p><u><b>Handwriting and Presentation</b></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><b>Speaking and Listening (Years 1 to 6)</b></u></p> <ul style="list-style-type: none"> <li>• Listen and respond to adults appropriately</li> <li>• Ask relevant questions</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• Maintain attention and participate actively, staying on topic</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas</li> <li>• Speak audibly and fluently</li> <li>• Participate in discussions, presentations, performances, role play and debates</li> <li>• Gain, maintain and monitor the interest of the listener</li> <li>• Consider and evaluate different viewpoints</li> <li>• Select and use appropriate registers for effective communication</li> </ul>

5	Non-Fiction Text /Progression/Examples	Narrative <b>Story structure</b> <b>Viewpoint: author; narrator</b> <b>Character &amp; dialogue</b> <b>Setting</b> <b>Telling stories</b> <b>Writing</b>	Poetry
	<b>Reports</b> Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information. Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings. Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style. <ul style="list-style-type: none"> <li>• <b>Leaflet,</b></li> <li>• <b>poster,</b></li> <li>• <b>booklet,</b></li> <li>• <b>class Big Book,</b></li> <li>• <b>Using ICT to publish,</b></li> <li>• <b>PowerPoint presentation, multi-modal text, such as a spider gram, or in clouds, bubbles or boxes.</b></li> <li>• <b>Like a page from an encyclopaedia, film</b></li> </ul>	<b>Review the structure and features of different types of contemporary stories in the context of reading stories from other cultures.</b> <b>Discuss the customs and beliefs of the culture that a story is from and the way that this effects characters' behaviour and actions. Make predictions about actions and consequences and discuss whether they behaved in expected or unexpected ways. Make deductions about characters' motives and feelings.</b> <b>Look at the way that descriptive language and small details are used to build an impression of an unfamiliar place. Make predictions about how characters will behave in such a setting</b> Note responses to texts in a reading journal.	<b><u>presentation</u></b> use actions, sound effects, musical patterns and images to enhance a poem's meaning

<p>5 NC Obs</p>	<p><b><u>Comprehension skills</u></b> <i>Understanding text type features and how structure contributes to understanding; also retrieving information from NF texts. Linked to reports.</i></p> <p>1c, using dictionaries to check the meaning of words that they have read; 2f, identifying how language, structure and presentation contribute to meaning; 3, retrieve and record information from non-fiction</p>	<p><b><u>Comprehension skills</u></b> <i>Inference and prediction.</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><b><u>Comprehension skills</u></b> <i>Dictionary skills, inference, asking questions to improve understanding, understanding features of different types of poetry.</i></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; 2d predicting what might happen from details stated and implied.</p>
	<p><b><u>Composition Skills</u></b> <i>Understanding how to convey ideas clearly in a report; using text features effectively to help with explanation</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-</p>	<p><b><u>Composition Skills</u></b> <i>Using the conventions of play scripts effectively; writing dialogue that helps to convey character and action.</i></p> <p>1a, discussing writing similar to that which they are planning to write in order to understand and learn from its structure; 2a, draft and write by composing and rehearsing sentences orally (including dialogue); 2c, in narratives, creating settings, characters and plot;</p>	<p><b><u>Composition Skills</u></b> <i>Planning poems based on poems read; choosing an appropriate form for a poem</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),</p>

headings		progressively building a varied and rich vocabulary and an increasing range of sentence structures
<p><u>Vocabulary, grammar and punctuation</u>  <b>Develop their understanding of the concepts by:</b></p> <ul style="list-style-type: none"> <li>• Extend the range of sentences with more than one clause by using a range of conjunctions : when, if, because, although</li> <li>• Use of paragraphs to organise ideas around a theme</li> <li>• Using the present perfect form of verbs in contrast to the past tense</li> <li>• Choosing nouns or pronouns appropriately for clarity, cohesion and to avoid repetition</li> <li>• Use conjunctions, adverbs and prepositions to express time and clause</li> <li>• Use fronted adverbials [for example, Later that day, I heard the bad news.]</li> <li>• The grammatical difference between <b>plural</b> and <b>possessive</b> –s</li> <li>• Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</li> </ul>		

- 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**

Determiner    pronoun, possessive pronoun    adverbial

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 <b>Story structure</b> <b>Viewpoint: author; narrator</b> <b>Character &amp; dialogue</b> <b>Setting</b> <b>Telling stories</b> <b>Writing</b>	Poetry
	<b>Discussion</b> In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced. Continue to explore the expression of different views through discussion, role play and drama. <ul style="list-style-type: none"> <li>• <b>A newspaper or magazine article with pictures and photographs.</b></li> <li>• <b>Bullet points in two or more columns.</b></li> <li>• <b>A leaflet.</b></li> <li>• <b>A flyer.</b></li> <li>• <b>A debate.</b></li> <li>• <b>An interview with people of opposing points of view.</b></li> <li>• <b>A letter.</b></li> </ul>	Review the structure and features of different traditional tales. Work in role to 'interview' story characters. Re-tell a traditional tale from another culture using techniques to entertain the audience, e.g. gestures, repetition, traditional story openings and endings.	<u><b>original playfulness with language and ideas</b></u> use language playfully to exaggerate or pretend;
6 NC Obs	<u><b>Comprehension skills</b></u> Understanding text type features and how structure contributes to understanding (Discussion texts); also retrieving information from NF texts.  2c, drawing inferences; 2f, identifying how language, structure and presentation contribute to meaning; 3, retrieve and record information from non-fiction	<u><b>Comprehension skills</b></u> <i>All comprehension skills, but focus on features of a traditional tale (possibly), inference, asking questions to improve understanding, identifying and summarising main ideas.</i>  1d, increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally; 1e, identifying themes and conventions in a wide range of books; 2b, asking questions to improve their understanding; 2c drawing inferences such as inferring characters'	<u><b>Comprehension skills</b></u> <i>Inference, asking questions to improve understanding, and understanding features of different types of poetry.</i>  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

		feelings, thoughts and motives from their actions, and justifying inferences with evidence; 2e, identifying main ideas drawn from more than one paragraph and summarising these.	actions, and justifying inferences with evidence; 2f identifying how language, structure and presentation contribute to meaning
	<p><b><u>Composition Skills</u></b> <i>Planning and writing a discussion text; using the structure of the text type 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 grammar; 1b, discussing and recording ideas; 2b, organising paragraphs around a theme; Comprehension 2e, identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p><b><u>Composition Skills</u></b> <i>Using language expressively to describe a setting; using work on setting in writing a short story.</i></p> <p>1a, plan their writing by 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; 2c, in narratives creating settings, characters and plot.</p>	<p><b><u>Composition Skills</u></b> <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>
	<p><b><u>Vocabulary, grammar and punctuation</u></b> <b>Develop their understanding of the concepts by:</b></p> <ul style="list-style-type: none"> <li>• Extend the range of sentences with more than one clause by using a range of conjunctions : when, if, because, although</li> <li>• Use of paragraphs to organise ideas around a theme</li> </ul>		

- Using the present perfect form of verbs in contrast to the past tense
- 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

Determiner    pronoun, possessive pronoun    adverbial

### 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, courteous

#### 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  
**AND**  
**The sound /k/ spelled ch**  
Words with the **/k/** sound spelt **ch** (Greek in origin). scheme, chorus, chemist, echo, character

**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

7	Non-Fiction Text /Progression/Examples	<p>Narrative</p> <p><b>Story structure</b></p> <p><b>Viewpoint: author; narrator</b></p> <p><b>Character &amp; dialogue</b></p> <p><b>Setting</b></p> <p><b>Telling stories</b></p> <p><b>Writing</b></p>	Poetry
	Explanations (revisit, as at start of year)	<p>Analyse the structure and chronology of a story. Comment on the time covered in the story as a whole and discuss why some events are presented in more detail whilst others are skimmed over.</p> <p>Look at the way that key characters respond to a dilemma and make deductions about their motives and feelings. Explore alternative outcomes to the main issue. Analyse dialogue and make judgements about the extent to which characters reveal their true feelings or motives.</p> <p>Use improvisation to explore alternative actions and outcomes to a particular issue.</p> <p>Write in role as a character from a story.</p>	<p><b><u>detailed recreation of closely observed experience:</u></b></p> <p>use similes to build images and identify clichés in own writing</p>
7 NC Obs	<p><u>Comprehension skills</u></p> <p><i>Identifying text type conventions, literal comprehension, and identifying importance of layout etc. Link to Explanation</i></p> <p>1e, identifying themes and conventions in a wide range of books (explanations);</p> <p>2f, identifying how language, structure and presentation contribute to meaning;</p> <p>3, retrieve and record information from non-fiction</p>	<p><u>Comprehension skills</u></p> <p><i>Identifying text type conventions, drawing inferences, making predictions (possibly play-scripts).</i></p> <p>1e, identifying themes and conventions in a wide range of books;</p> <p>2c, drawing inferences;</p> <p>2d, predicting what might happen from details stated and implied.</p>	<p><u>Comprehension skills</u></p> <p><i>Recognising poetic use of language, inference and prediction.</i></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 inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>2d predicting what might happen</p>

			from details stated and implied; 2f, identifying how language, structure and presentation contribute to meaning.
<p><b><u>Composition Skills</u></b>  <i>Planning and writing an explanation; using simple structural devices to convey information effectively</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; 2d, in non-narrative material, using simple organisational devices such as headings and sub-headings</p>	<p><b><u>Composition Skills</u></b>  <i>Creating believable characters; planning a piece of writing based on a story children have read.</i></p> <p>1a, plan their writing by 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; 2c, in narratives creating settings, characters and plot. 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><b><u>Composition Skills</u></b>  <i>Planning poems based on poems read; choosing an appropriate form for a poem</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><b><u>Vocabulary, grammar and punctuation</u></b>  <b>Develop their understanding of the concepts by:</b></p> <ul style="list-style-type: none"> <li>• Extend the range of sentences with more than one clause by using a range of conjunctions : when, if, because, although</li> <li>• Use of paragraphs to organise ideas around a theme</li> <li>• Using the present perfect form of verbs in contrast to the past tense</li> </ul>			



- Choosing nouns or pronouns appropriately for clarity, cohesion and to avoid repetition
- Use conjunctions, adverbs and prepositions to express time and clause
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	<p><b>Terminology for pupils</b>  Determiner    pronoun, possessive pronoun    adverbial</p>
	<p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>• Words from the 3/4 word list</li> </ul> <p><b>AND</b>  <b>The sound /sh/ spelled ch</b>  Words with the /ʃ/ sound spelt ch (mostly French in origin). chef, chalet, machine, brochure</p> <p><b>AND</b>  <b>The patterns -gue and -que</b>  Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin). league, tongue, antique, unique</p> <p><b>AND</b>  <b>The sound /s/ spelled sc</b>  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"> <li>• Listen and respond to adults appropriately</li> <li>• Ask relevant questions</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> </ul>

- 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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8	Non-Fiction Text /Progression/Examples	<p>Narrative</p> <p><b>Story structure</b></p> <p><b>Viewpoint: author; narrator</b></p> <p><b>Character &amp; dialogue</b></p> <p><b>Setting</b></p> <p><b>Telling stories</b></p> <p><b>Writing</b></p>	Poetry
	Revisit a Text Type that was a weakness.	<p>Discuss the decisions that the author has made in setting up issues for the characters and choosing how to resolve them. Comment on the success of the writing and whether children agree or disagree with the way that the problem was solved. Look for evidence of a distinctive voice for the narrator and any comments they make on the events in the story.</p> <p>Plan and write a longer story where the central character faces a dilemma that needs to be resolved. Use a clear story structure and organise into chapters. Include character descriptions designed to provoke sympathy or dislike in the reader and try using some figurative or expressive language to build detail.</p>	<b><i>using different patterns</i></b> write free verse; use a repeating pattern; experiment with simple forms
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		
	<u>Spelling</u>		

- Words from the 3/4 word list

**AND**

**Words with the /ei/**

**sound spelt ei, eigh, or ey** - vein, weigh, eight, neighbour, they, obey

**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)

**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

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

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|  | <ul style="list-style-type: none"><li>• Consider and evaluate different viewpoints</li><li>• Select and use appropriate registers for effective communication</li></ul> |
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