

## Literacy Overview linked to 8 Paragon Units

### Y5

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 <b>Story structure</b> <b>Viewpoint: author; narrator</b> <b>Character &amp; dialogue</b> Setting <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), distinguish and discuss any texts which seems to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue. Experiment with the presentation of various views (own and others, biased and balanced) though discussion, debate and drama. <ul style="list-style-type: none"> <li>• A newspaper or magazine article with pictures and photographs.</li> <li>• Bullet points in two or more columns.</li> <li>• A leaflet.</li> <li>• A flyer.</li> <li>• A debate.</li> <li>• An interview with people of opposing points of view.</li> <li>• A letter.</li> </ul>	<b>Map out texts showing development and structure and identify high and low points, links between sections, paragraphs and chapters. Compare in different stories.</b> <b>Explore aspects of an author's style by comparing themes, settings and characters in different stories.</b> Look for evidence of narrative viewpoint <b>Review different ways to build and present a character, (e.g.) using dialogue, action or description and discuss children's response to particular characters.</b> Investigate direct and reported speech.	<b><u>subject matter and theme</u></b> <ul style="list-style-type: none"> <li>• discuss poet's possible viewpoint, explain and justify own response and interpretation;</li> </ul>

Unit 1  NC Obs	<p><b><u>Comprehension skills</u></b> <i>All comprehension skills, but focus on summarising main ideas, distinguishing between fact and opinion, and justifying views.</i></p> <p>2e, summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; 4, distinguish between statements of fact and opinion; 5, retrieve, record and present information from non-fiction; 8, provide reasoned justifications for their views</p>	<p><b><u>Comprehension skills</u></b> <i>All comprehension skills, but focus on identifying themes, drawing inferences and discussing use of language.</i></p> <p>1e, identifying and discussing themes and conventions in and across a wide range of writing; 2c, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; 3, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p><b><u>Comprehension skills</u></b> <i>All comprehension skills, but focus on inference, asking questions to improve understanding, looking at the language.</i></p> <p>1a, continuing to read and discuss an increasingly wide range of poetry. 1e, identifying and discussing themes and conventions in and across a wide range of writing; 2b, asking questions to improve their understanding, 2c, drawing inferences, 2f, identifying how language, structure and presentation contribute to meaning</p>
	<p><b><u>Composition Skills</u></b> <i>Stating an opinion clearly, and using reasoned arguments to convince others.</i></p> <p>1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; 2a, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; 2d, using a wide range of devices to build cohesion within and across paragraphs; 3d, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p><b><u>Composition Skills</u></b> <i>Conveying characters through dialogue; writing in a similar style to the example text.</i></p> <p>1c, in writing narratives, considering how authors have developed characters and settings in what they have read; 2a, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; 2b, in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and enhance the action; 3c, ensuring consistent and correct use of tense throughout writing; 3d, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the</p>	<p><b><u>Composition Skills</u></b></p>

language of speech and writing and choosing the appropriate register

### Vocabulary, grammar and punctuation

#### **Develop their understanding by:**

Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms.

Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *-ate; -ise; -ify*] **Verb prefixes** [for example, *dis-, de-, mis-, over- and re-*]

Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*]

Using passive verbs to affect the presentation of information in a sentence.

Using the perfect form of verbs to mark relationships of time and cause.

Using expanded noun phrases to convey complicated information concisely.

Use modal verbs or adverbs to indicate degrees of possibility [for example, *might, should, will, must*].

Use relative clauses beginning with *who, which, where, when, whose* that or with an implied (i.e. omitted) relative pronoun.

Using devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*]

Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]

#### **Indicate grammatical and other features by:**

- Using commas to clarify meaning or avoid ambiguity in writing.
- Using hyphens to avoid ambiguity
- Using brackets, dashes or commas to indicate parenthesis
- Using semi-colons, colons or dashes to mark boundaries between independent clauses
- Using a colon to introduce a list

- Punctuate bullet points consistently

### **Terminology for pupils**

modal verb            relative pronoun  
relative clause  
parenthesis           bracket, dash  
cohesion            ambiguity

### Spelling

- Words from the 5/6 word list

AND

#### **endings which sound like /jəs/ spelt –cious or –tious**

Not many common words end like this.

If the root word ends in **–ce**, the /j/ sound is usually spelt as **c** – e.g. *vice – vicious, grace – gracious, space – spacious, malice – malicious.*

**Exception:** *anxious.*

#### Example words

vicious, precious, conscious, delicious, malicious, suspicious

ambitious, cautious, fictitious, infectious, nutritious

AND

#### **Endings which sound like /jəl/ - cial and tial**

–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions.

Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).

Example words - official, special, artificial, partial, confidential, essential

### Handwriting and Presentation

Write legibly, fluently and with increasing speed by:

Choosing which shape of a letter to use and deciding whether or not to join letters.

Choosing the writing implement best suited to the task.

### 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	<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><b>Telling stories</b></p> <p>Writing</p>	Poetry
	<p><b>Explanations</b></p> <p>Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections.</p> <p>Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page, using an impersonal style, hypothetical language (if...then, might, when the...) and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate.</p> <p>In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.</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>Experiment with different ways to open a story, e.g. dialogue, an important event.</p> <p>Plan and write a complete short story with an interesting story opening. Organise into paragraphs for build-up, climax or conflict, resolution and ending. Use language to create a particular comic or dramatic effect. Use a range of connectives to introduce scenes and link events.</p>	<p><b><i>language use; style</i></b></p> <p>explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning;</p> <p>explore imagery including simile metaphor and personification;</p>

<p>2 NC Obs</p>	<p><b><u>Comprehension skills</u></b> <i>All comprehension skills, but focus on aspects of explanation texts and use of formal language, and retrieving info from non-fiction.</i></p> <p>1e, identifying and discussing themes and conventions in and across a wide range of writing; 2e, summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; 2f, identifying how language, structure and presentation contribute to meaning; 3, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; 5, retrieve, record and present information from non-fiction.</p>	<p><b><u>Comprehension skills</u></b> <i>All comprehension skills, but focus on inference, asking questions to improve understanding, and prediction.</i></p> <p>1e, identifying and discussing themes and conventions in and across a wide range of writing; 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>All comprehension skills, but focus on identifying the effect of structure and rhyme scheme, looking at author's use of language.</i></p> <p>1a, continuing to read and discuss an increasingly wide range of poetry. 1e, identifying and discussing themes and conventions in and across a wide range of writing; 2f, identifying how language, structure and presentation contribute to meaning; 3, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>
	<p><b><u>Composition Skills</u></b> <i>Using a wide range of connectives and other cohesive devices to link ideas in and between paragraphs</i></p> <p>1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; 2a, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; 2d, using a wide range of devices to build cohesion within and across paragraphs; 3c, ensuring the consistent and correct use of tense throughout writing; 3d, ensuring correct subject and verb agreement</p>	<p><b><u>Composition Skills</u></b> <i>Understanding how dialogue can help convey information about characters and advance the plot.</i></p> <p>1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; 1c, in writing narratives, considering how authors have developed characters and settings; 2b, in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; 2d, using a wide range of devices to build cohesion within and across paragraphs; 3c, ensuring the consistent and correct use of tense</p>	<p><b><u>Composition Skills</u></b> <i>Writing poems using similes; understanding the difference between similes and metaphors</i></p> <p>1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; 2a, selecting appropriate grammar and vocabulary, understanding that such choices can change and enhance meaning</p>

<p>when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>throughout writing; 3d, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	
<p><u>Vocabulary, grammar and punctuation</u> <b>Develop their understanding by:</b></p> <p>Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms.</p> <p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate; -ise; -ify</i>] <b>Verb prefixes</b> [for example, <i>dis-, de-, mis-, over- and re-</i>]</p> <p>Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i>]</p> <p>Using passive verbs to affect the presentation of information in a sentence.</p> <p>Using the perfect form of verbs to mark relationships of time and cause.</p> <p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility [for example, <i>might, should, will, must</i>].</p> <p>Use relative clauses beginning with <i>who, which, where, when, whose</i> that or with an implied (i.e.omitted) relative pronoun.</p> <p>Using devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p> <p><b>Indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>• Using commas to clarify meaning or avoid ambiguity in writing.</li> </ul>		

- Using hyphens to avoid ambiguity
- Using brackets, dashes or commas to indicate parenthesis
- Using semi-colons, colons or dashes to mark boundaries between independent clauses

### Spelling

- Words from the 5/6 word list

#### **AND**

Homophones and other words that are often confused.

In the pairs of words opposite, nouns end **-ce** and verbs end **-se**. *Advice* and *advise* provide a useful clue as the word *advise* (verb) is pronounced with a /z/ sound – which could not be spelt **c**. Example words - advice/advise device/devise licence/license practice/practise prophecy/prophecy

More examples:

aisle: a gangway between seats (in a church, train, plane). isle: an island.

aloud: out loud. allowed: permitted.

affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means

‘bring about’ (e.g. He will effect changes in the running of the business).

altar: a table-like piece of furniture in a church. alter: to change.

ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun).

bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse.

cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series – a succession of things one after the other.

compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit).

descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun).

desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a

sweet course after the main course of a meal.

draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air.

farther: further father: a male parent

guessed: past tense of the verb guess guest: visitor

heard: past tense of the verb hear herd: a group of animals

led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead)

morning: before noon mourning: grieving for someone who has died

past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road)

precede: go in front of or before proceed: go on

principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief

profit: money that is made in selling things prophet: someone who foretells the future

stationary: not moving stationery: paper, envelopes etc.

steal: take something that does not belong to you steel: metal

wary: cautious weary: tired

who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)

### Handwriting and Presentation

Write legibly, fluently and with increasing speed by:

Choosing which shape of a letter to use and deciding whether or not to join letters.

Choosing the writing implement best suited to the task.

### 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

3	Non-Fiction Text /Progression/Examples	Narrative <b>Story structure</b> <b>Viewpoint: author; narrator</b> <b>Character &amp; dialogue</b> Setting <b>Telling stories</b> Writing	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><b>Compare the structure and features of different versions of the same story, e.g. re-tellings from different times or countries, adaptations for different age-groups. Note repeated patterns of events – climax- resolution in extended narratives.</b></p> <p><b>Identify the audience that the author had in mind for a particular story. Explore how narration relates to events.</b></p> <p><b>Look for evidence of characters changing during a story and discuss possible reasons, what it shows about the character and whether the change met or challenged children's expectations.</b></p> <p><b>Review features of typical settings for different types of traditional story. Identify examples of effective description which evoke time or place.</b></p>	<p><b><u>pattern</u></b>          compare different forms and describe impact</p>

3 NC Obs	<p><b><u>Comprehension skills</u></b>  <i>All comprehension skills, but focus on features of instruction text, and retrieving information from NF texts.</i></p> <p>2f, identifying how language, structure and presentation contribute to meaning;  5, retrieve, record and present information from non-fiction.</p>	<p><b><u>Comprehension skills</u></b>  <i>All comprehension skills, but focus on inference and summarising main ideas.</i></p> <p>1e, identifying and discussing themes and conventions in and across a wide range of writing;  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;  2e, summarising main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>	<p><b><u>Comprehension skills</u></b>  <i>All comprehension skills, but focus on identifying the effect of structure and rhyme scheme, looking at author's use of language.</i></p> <p>1a, continuing to read and discuss an increasingly wide range of poetry.  1e, identifying and discussing themes and conventions in and across a wide range of writing;  2f, identifying how language, structure and presentation contribute to meaning;  3, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>
	<p><b><u>Composition Skills</u></b>  <i>Choosing appropriate words to create instructions, to convey complicated information concisely.</i></p> <p>1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;  2a, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;  3c, ensuring the consistent and correct use of tense throughout writing;  3d, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and</p>	<p><b><u>Composition Skills</u></b>  <i>Understanding a character's point of view; writing in the style of the example text</i></p> <p>1c, in writing narratives, considering how authors have developed characters and settings in what they have read;  2a, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;  2b, in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and enhance the action;  3d, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the</p>	<p><b><u>Composition Skills</u></b>  <i>Writing poems using metaphors; understanding the difference between similes and metaphors</i></p> <p>1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;  2a, selecting appropriate grammar and vocabulary, understanding that such choices can change and enhance meaning</p>

choosing the appropriate register	language of speech and writing and choosing the appropriate register	
<p><u>Vocabulary, grammar and punctuation</u>  <b>Develop their understanding by:</b></p> <p>Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms.</p> <p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate; -ise; -ify</i>] <b>Verb prefixes</b> [for example, <i>dis-, de-, mis-, over- and re-</i>]</p> <p>Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i>]</p> <p>Using passive verbs to affect the presentation of information in a sentence.</p> <p>Using the perfect form of verbs to mark relationships of time and cause.</p> <p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility [for example, <i>might, should, will, must</i>].</p> <p>Use relative clauses beginning with who, which, where, when, whose that or with an implied (i.e.omitted) relative pronoun.</p> <p>Using devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p> <p><b>Indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>• Using commas to clarify meaning or avoid ambiguity in writing.</li> <li>• Using hyphens to avoid ambiguity</li> <li>• Using brackets, dashes or commas to indicate parenthesis</li> <li>• Using semi-colons, colons or dashes to mark boundaries between independent clauses</li> </ul>		

### Spelling

- Words from the 5/6 word list

#### **AND**

Words ending in ant/ance/ancy - Use **-ant** and **-ance/-ancy** if there is a related word with a /æ/ or /eɪ/ sound in the right position; **-ation** endings are often a clue.

#### Example words

observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)

#### **AND**

Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation)

Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in *knight*, there was a /k/ sound before the /n/, and the **gh** used to represent the sound that 'ch' now represents in the Scottish word *loch*. Example words - doubt, island, lamb, solemn, thistle, knight

### Handwriting and Presentation

Write legibly, fluently and with increasing speed by:

Choosing which shape of a letter to use and deciding whether or not to join letters.

Choosing the writing implement best suited to the task.

### 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

4	Non-Fiction Text /Progression/Examples	Narrative <b>Story structure</b> <b>Viewpoint: author; narrator</b> <b>Character &amp; dialogue</b> Setting <b>Telling stories</b> Writing	Poetry
	<p><b>Persuasion</b>          Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate          Read other examples ( e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact          Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information          From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. <i>'surely', 'it wouldn't be very difficult...'</i>; persuasive definitions, e.g. <i>'no one but a complete idiot...'</i>, <i>'every right-thinking person would...'</i>, <i>'the real truth is...'</i>; rhetorical questions, e.g. <i>'are we expected to...?'</i>, <i>'where will future audiences come from...?'</i>; pandering, condescension, concession, e.g. <i>'Naturally, it takes time for local residents...'</i>; deliberate ambiguities, e.g. <i>'probably the best...in the world' 'known to cure all...'</i>, <i>'the professional's choice'</i>          Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state          Write a commentary on an issue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points          Construct an argument in note form or full text to persuade</p>	<p><b>Plan and tell stories orally. Demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase. Try adapting oral story-telling for a different audience, e.g. younger children. Reflect on the changes.</b>  <b>Plan and write a complete short story aimed at a specific audience, e.g. a new version of a traditional tale for a younger audience. Organise into paragraphs. Adapt sentence length and vocabulary to meet the needs of the reader.</b>  <b>Write the short story as a play script using the conventions of this genre.</b></p>	<p><b><u>use of voice:</u></b>          vary pitch, pace, volume, expression and use pauses to create impact;</p>

	<p>others of a point of view and: present the case to the class or a group; use standard English appropriately; evaluate its effectiveness. Explore how ICT or other use of multimodality might support this. (e.g. develop a PowerPoint presentation.) Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types.</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>		
<p>4 NC Obs</p>	<p><b><u>Comprehension skills</u></b> <i>All comprehension skills, but focus on summarising main ideas, distinguishing between fact and opinion, and justifying views.</i></p> <p>2e, summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; 4, distinguish between statements of fact and opinion; 5, retrieve, record and present information from non-fiction; 8, provide reasoned justifications for their views</p>	<p><b><u>Comprehension skills</u></b> <i>All comprehension skills, but focus on asking questions to help understand the story, drawing inferences and making predictions.</i></p> <p>1c, increasing their familiarity with a wide range of books, including ... fiction from our literary heritage, 2b asking questions to improve their understanding; 2c drawing inferences, 2d, predicting what might happen from details stated and implied, 3 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p><b><u>Comprehension skills</u></b> <i>All comprehension skills, but focus on inference, asking questions to improve understanding, looking at the language.</i></p> <p>1a, continuing to read and discuss an increasingly wide range of poetry. 1e, identifying and discussing themes and conventions in and across a wide range of writing; 2b, asking questions to improve their understanding, 2c, drawing inferences, 2f, identifying how language, structure and presentation contribute to meaning.</p>

<p><b><u>Composition Skills</u></b>  <i>Understanding and using some features of persuasive writing in the context chosen text</i></p> <p>1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;  2d, using a wide range of devices to build cohesion within and across paragraphs;  3c, ensuring the consistent and correct use of tense throughout writing;  3d, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>	<p><b><u>Composition Skills</u></b>  <i>Using the conventions of play scripts, especially stage directions</i></p> <p>1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;  1c, in writing narratives, considering how authors have developed characters and settings in what they have read;  2a, selecting appropriate grammar and vocabulary, understanding that such choices can change and enhance meaning;  2b, in narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character and advance the action,  3d, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p><b><u>Composition Skills</u></b>  <i>Writing poems that tell a story; choosing and using a consistent rhyme scheme and rhythm</i></p> <p>1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;  1c, in writing narratives, considering how authors have developed characters and settings in what they have read;  2a, selecting appropriate grammar and vocabulary, understanding that such choices can change and enhance meaning;  2b, in narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character and advance the action</p>
<p><b><u>Vocabulary, grammar and punctuation</u></b>  <b>Develop their understanding by:</b></p> <p>Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms.</p> <p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate; -ise; -ify</i>] <b>Verb prefixes</b> [for example, <i>dis-, de-, mis-, over- and re-</i>]</p> <p>Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i>]</p> <p>Using passive verbs to affect the presentation of information in a sentence.</p>		

Using the perfect form of verbs to mark relationships of time and cause.

Using expanded noun phrases to convey complicated information concisely.

Use modal verbs or adverbs to indicate degrees of possibility [for example, *might, should, will, must*].

Use relative clauses beginning with *who, which, where, when, whose* that or with an implied (i.e. omitted) relative pronoun.

Using devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*]

Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]

**Indicate grammatical and other features by:**

- Using commas to clarify meaning or avoid ambiguity in writing.
- Using hyphens to avoid ambiguity
- Using brackets, dashes or commas to indicate parenthesis
- Using semi-colons, colons or dashes to mark boundaries between independent clauses

**Spelling**

- Words from the 5/6 word list

**AND**

Words ending in *ent/ence/ency*

Use *-ent* and *-ence/-ency* after soft *c* (/s/ sound), soft *g* (/dʒ/ sound) and *qu*, or if there is a related word with a clear /ε/ sound in the right position.

**Example words**

*innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)*

There are many words, however, where the above guidance does not help. These words just have to be learnt.

**Example words**

*assistant, assistance, obedient, obedience, independent, independence*

### Handwriting and Presentation

Write legibly, fluently and with increasing speed by:

Choosing which shape of a letter to use and deciding whether or not to join letters.

Choosing the writing implement best suited to the task.

### 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

5	Non-Fiction Text /Progression/Examples	Narrative <b>Story structure</b> <b>Viewpoint: author; narrator</b> <b>Character &amp; dialogue</b> Setting <b>Telling stories</b> Writing	Poetry
	<b>Recounts</b> Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. 'As he was running away he noticed . . .'; possible supporting illustrations, degree of formality adopted and use of connectives. Use the language features of recounts including formal language when recounting events orally. Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader. <ul style="list-style-type: none"> <li>• letter</li> <li>• postcard</li> <li>• diary entry</li> <li>• news report</li> <li>• biography</li> <li>• autobiography</li> <li>• oral presentation</li> </ul>	<b>Analyse the structure of more complex narratives, e.g. two parallel narrative threads. Look at the way that the author signals a change in the narration and discuss the effect of seeing the story from different points of view.</b> <b>Make inferences about the perspective of the author from what is written and what is implied. Explore ways to change the narrative viewpoint.</b> <b>Recognise that characters may have different perspectives on the story and explore different points of view. Review ways to vary pace by using direct or reported speech at different points in a story.</b> <b>Look at the author's use of language, (e.g.) literal and figurative language when describing settings.</b>	<u><b>presentation</b></u> use actions, sound effects, musical patterns, images and dramatic interpretation

<p>5 NC Obs</p>	<p><b><u>Comprehension skills</u></b> <i>All comprehension skills, but focus on comparing this with a more straightforward retelling of an historical recount (possibly); also retrieving information from NF texts.</i></p> <p>1f, making comparisons within and across books; 2c, drawing inferences; 5, retrieve, record and present information from non-fiction</p>	<p><b><u>Comprehension skills</u></b> <i>All comprehension skills, but focus on asking questions to help understand the story, drawing inferences and making predictions.</i></p> <p>1c, increasing their familiarity with a wide range of books, including ... fiction from our literary heritage, 2b asking questions to improve their understanding; 2c drawing inferences, 2d, predicting what might happen from details stated and implied, 3 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p><b><u>Comprehension skills</u></b> <i>All comprehension skills, but focus on recognising poetic use of language, and inference.</i></p> <p>1a, continuing to read and discuss and increasingly wide range of ... Poetry; 2b, asking questions to improve understanding; 2c, drawing inferences; 2f identifying how language, structure and presentation contribute to meaning</p>
	<p><b><u>Composition Skills</u></b> <i>Looking at different recounts of events; practising writing different types of recounts</i></p> <p>1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; 2d, using a wide range of devices to build cohesion within and across paragraphs; 2e, using further organisational and presentational devices to structure text and guide the reader</p>	<p><b><u>Composition Skills</u></b> <i>Understanding how dialogue can help convey information about characters and advance the plot.</i></p> <p>1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; 1c, in writing narratives, considering how authors have developed characters and settings; 2b, in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; 2d, using a wide range of devices to build cohesion within and across paragraphs; 3c, ensuring the consistent and correct use of tense throughout writing; 3d, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p><b><u>Composition Skills</u></b></p>

## Vocabulary, grammar and punctuation

### **Develop their understanding by:**

Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms.

Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *-ate; -ise; -ify*] **Verb prefixes** [for example, *dis-, de-, mis-, over- and re-*]

Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*]

Using passive verbs to affect the presentation of information in a sentence.

Using the perfect form of verbs to mark relationships of time and cause.

Using expanded noun phrases to convey complicated information concisely.

Use modal verbs or adverbs to indicate degrees of possibility [for example, *might, should, will, must*].

Use relative clauses beginning with *who, which, where, when, whose* that or with an implied (i.e. omitted) relative pronoun.

Using devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*]

Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]

### **Indicate grammatical and other features by:**

- Using commas to clarify meaning or avoid ambiguity in writing.
- Using hyphens to avoid ambiguity
- Using brackets, dashes or commas to indicate parenthesis
- Using semi-colons, colons or dashes to mark boundaries between independent clauses

<p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>• Words from the 5/6 word list</li> </ul> <p><b>AND</b>  Words ending in able/ably  Words ending in -ably and -ibly</p> <p>The <b>-able/-ably</b> endings are far more common than the <b>-ible/-ibly</b> endings – <u>Example words</u> - adorable/adorably (adoration),</p> <p>As with <b>-ant</b> and <b>-ance/-ancy</b>, the <b>-able</b> ending is used if there is a related word ending in <b>-ation</b>. <u>Example words</u> - applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)</p> <p>If the <b>-able</b> ending is added to a word ending in <b>-ce</b> or <b>-ge</b>, the <b>e</b> after the <b>c</b> or <b>g</b> must be kept as those letters would otherwise have their ‘hard’ sounds (as in <i>cap</i> and <i>gap</i>) before the <b>a</b> of the <b>-able</b> ending. <u>Example Words</u> - changeable, noticeable, forcible, legible</p> <p>The <b>-able</b> ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in <b>-ation</b>. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the <b>y</b> changes to <b>i</b> in accordance with the rule. <u>Example words</u> - dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>The <b>-ible</b> ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>). <u>Example words</u> - possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
<p><u>Handwriting and Presentation</u></p> <p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use and deciding whether or not to join letters.</p> <p>Choosing the writing implement best suited to the task.</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> </ul>

- 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> Setting <b>Telling stories</b> Writing	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>Use improvisation and role-play to explore different characters' points of view. Re-tell a familiar story from the point of view of another character, using spoken language imaginatively to entertain the listener.</b> <b>Plan and re-write a familiar story from an alternative point of view. Try varying pace by using direct and reported speech. Vary sentence length and include examples of complex sentences. Use a range of connectives effectively to create links and indicate changes in time or place.</b>	<u><b>original playfulness with language and ideas;</b></u> invent nonsense words and situations and experiment with unexpected word combinations;

6 NC Obs	<p><b><u>Comprehension skills</u></b>  <i>All comprehension skills, but focus on aspects of explanation texts and use of formal language, and retrieving info from non-fiction.</i></p> <p>1e, identifying and discussing themes and conventions in and across a wide range of writing;  2e, summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;  2f, identifying how language, structure and presentation contribute to meaning;  3, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader;  5, retrieve, record and present information from non-fiction.</p>	<p><b><u>Comprehension skills</u></b>  <i>All comprehension skills, but focus on asking questions to help understand the story, drawing inferences and making predictions.</i></p> <p>1c, increasing their familiarity with a wide range of books, including ... fiction from our literary heritage,  2b asking questions to improve their understanding;  2c drawing inferences,  2d, predicting what might happen from details stated and implied,  3 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p><b><u>Comprehension skills</u></b>  <i>All comprehension skills, but focus on identifying the effect of structure and rhyme scheme, looking at author's use of language.</i></p> <p>1a, continuing to read and discuss an increasingly wide range of poetry.  1e, identifying and discussing themes and conventions in and across a wide range of writing;  2f, identifying how language, structure and presentation contribute to meaning;  3, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>
	<p><b><u>Composition Skills</u></b>  <i>Thinking about how the tone and content of a report varies depending on the audience; practising writing for a specific audience</i></p> <p>1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;  2d, using a wide range of devices to build cohesion within and across paragraphs;  3c, ensuring the consistent and correct use of tense throughout writing;  3d, ensuring correct subject and verb agreement when using singular and plural, distinguishing</p>	<p><b><u>Composition Skills</u></b>  <i>Identifying the elements in a story which might need to change if you are writing a story for a particular audience.</i></p> <p>1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;  1c, in writing narratives, considering how authors have developed characters and settings in what they have read;  2a, selecting appropriate grammar and vocabulary, understanding that such choices can change and enhance meaning;  2b, in narratives, describing settings, characters and</p>	<p><b><u>Composition Skills</u></b>  <i>Writing poems that tell a story; choosing and using a consistent rhyme scheme and rhythm</i></p> <p>1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;  1c, in writing narratives, considering how authors have developed characters and settings in what they have read;  2a, selecting appropriate grammar</p>

<p>between the language of speech and writing and choosing the appropriate register.</p>	<p>atmosphere, and integrating dialogue to convey character and advance the action</p>	<p>and vocabulary, understanding that such choices can change and enhance meaning; 2b, in narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character and advance the action</p>
<p><u>Vocabulary, grammar and punctuation</u> <b>Develop their understanding by:</b></p> <p>Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms.</p> <p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate; -ise; -ify</i>] <b>Verb prefixes</b> [for example, <i>dis-, de-, mis-, over- and re-</i>]</p> <p>Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i>]</p> <p>Using passive verbs to affect the presentation of information in a sentence.</p> <p>Using the perfect form of verbs to mark relationships of time and cause.</p> <p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility [for example, <i>might, should, will, must</i>].</p> <p>Use relative clauses beginning with who, which, where, when, whose that or with an implied (i.e.omitted) relative pronoun.</p> <p>Using devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p> <p><b>Indicate grammatical and other features by:</b></p>		

- Using commas to clarify meaning or avoid ambiguity in writing.
- Using hyphens to avoid ambiguity
- Using brackets, dashes or commas to indicate parenthesis
- Using semi-colons, colons or dashes to mark boundaries between independent clauses

### Spelling

- Words from the 5/6 word list

#### **AND**

Adding suffixes beginning with vowel letters to words ending in –fer

The r is doubled if the –fer is still stressed when the ending is added. Example words - referring, referred, referral, preferring, preferred, transferring, transferred

The r is not doubled if the –fer is no longer stressed. Example words - reference, referee, preference, transference

#### **AND**

Words containing the letter-string ough

**ough** is one of the trickiest spellings in English – it can be used to spell a number of different sounds.

#### Example words

ought, bought, thought, nought, brought, fought

rough, tough, enough

cough

though, although, dough

through

thorough, borough

plough, bough

### Handwriting and Presentation

Write legibly, fluently and with increasing speed by:

Choosing which shape of a letter to use and deciding whether or not to join letters.

Choosing the writing implement best suited to the task.

### 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>Setting</p> <p>Telling stories</p> <p>Writing</p>	Poetry
	Discussion (revisit, as at start of year)	<p><b>Analyse the structure of complex narrative with non-linear chronology. Look at the way that the author signals changes in time and place, reality to unreality, e.g. paragraphs, connectives etc.</b></p> <p><b>Look for evidence of the author's perspective and examples of them addressing the reader directly.</b></p> <p><b>Look at characters' appearance, actions and relationships in older literature and make deductions about differences in patterns of relationships and attitudes in comparison to children's own experience. Look at examples of dialogue and degrees of formality and consider what this shows about relationships.</b></p> <p><b>Consider the time and place where a 'classic' story is set and look for evidence of differences that will effect the way that characters behave or the plot unfolds.</b></p>	<p><b><u>detailed recreation of closely observed experience:</u></b> use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing;</p>
7 NC Obs	<p><b><u>Comprehension skills</u></b> <i>All comprehension skills but focus on identifying main ideas and retrieving information from non-fiction.</i></p> <p>2e, summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; 5, retrieve, record and present information from non-fiction; 8, provide reasoned justifications for their views</p>	<p><b><u>Comprehension skills</u></b> <i>All comprehension skills, but focus on asking questions to help understand the story, drawing inferences and making predictions.</i></p> <p>1c, increasing their familiarity with a wide range of books, including ... fiction from our literary heritage, 2b asking questions to improve their understanding; 2c drawing inferences, 2d, predicting what might happen from details stated and implied, 3 discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p><b><u>Comprehension skills</u></b> <i>All comprehension skills, but focus on inference, asking questions to improve understanding, looking at the language.</i></p> <p>1a, continuing to read and discuss an increasingly wide range of poetry. 1e, identifying and discussing themes and conventions in and across a wide range of writing; 2b, asking questions to improve their understanding, 2c, drawing inferences,</p>

			2f, identifying how language, structure and presentation contribute to meaning
<p><b><u>Composition Skills</u></b>  <i>Stating an opinion clearly, and using reasoned arguments to convince others.</i></p> <p>1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;  2a, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;  2d, using a wide range of devices to build cohesion within and across paragraphs;  3d, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p><b><u>Composition Skills</u></b>  <i>Understanding how authors convey settings, and using some of these ideas in their own writing.</i>  <i>Understanding how authors convey atmosphere through description, dialogue etc.</i></p> <p>1a, identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;  1c, in writing narratives, considering how authors have developed characters and settings in what they have read;  2a, selecting appropriate grammar and vocabulary, understanding that such choices can change and enhance meaning;  2b, in narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character and advance the action</p>	<p><b><u>Composition Skills</u></b></p>	
<p><b><u>Vocabulary, grammar and punctuation</u></b>  <b>Develop their understanding by:</b></p> <p>Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms.</p> <p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate; -ise; -ify</i>] <b>Verb prefixes</b> [for example, <i>dis-, de-, mis-, over- and re-</i>]</p> <p>Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i>]</p> <p>Using passive verbs to affect the presentation of information in a sentence.</p>			

Using the perfect form of verbs to mark relationships of time and cause.

Using expanded noun phrases to convey complicated information concisely.

Use modal verbs or adverbs to indicate degrees of possibility [for example, *might, should, will, must*].

Use relative clauses beginning with *who, which, where, when, whose* that or with an implied (i.e. omitted) relative pronoun.

Using devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*]

Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]

**Indicate grammatical and other features by:**

- Using commas to clarify meaning or avoid ambiguity in writing.
- Using hyphens to avoid ambiguity
- Using brackets, dashes or commas to indicate parenthesis
- Using semi-colons, colons or dashes to mark boundaries between independent clauses

**Spelling**

- Words from the 5/6 word list

**AND**

Use of the hyphen - Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. Example words - co-ordinate, re-enter, co-operate, co-own.

**AND**

Words with the /i:/ sound spelt ei after c

The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Example words - deceive, conceive, receive, perceive, ceiling

**Exceptions:** *protein, caffeine, seize* (and *either* and *neither* if pronounced with an initial /i:/ sound).

### Handwriting and Presentation

Write legibly, fluently and with increasing speed by:

Choosing which shape of a letter to use and deciding whether or not to join letters.

Choosing the writing implement best suited to the task.

### 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

8	Non-Fiction Text /Progression/Examples	Narrative <b>Story structure</b> <b>Viewpoint: author; narrator</b> <b>Character &amp; dialogue</b> Setting <b>Telling stories</b> Writing	Poetry
	Revisit a Text Type that was a weakness.	Write in the style of a particular author to complete a section of a story, add dialogue or a new chapter. Plan and write a longer story with a more complex structure, e.g. parallel narratives. Experiment with the order of chapters or paragraphs to achieve different effects. Use dialogue to build character. Check for consistency in narrative voice when telling each part of the story.	<u><b>using different patterns</b></u> write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour
8 NC Obs	<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
	<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> Revisit skills that are a weakness		
	<u>Handwriting and Presentation</u> Write legibly, fluently and with increasing speed by:  Choosing which shape of a letter to use and deciding whether or not to join letters.		

	Choosing the writing implement best suited to the task.
	<p data-bbox="280 272 817 304"><u>Speaking and Listening (Years 1 to 6)</u></p> <ul data-bbox="324 316 1780 758" style="list-style-type: none"><li data-bbox="324 316 884 347">• Listen and respond to adults appropriately</li><li data-bbox="324 352 638 384">• Ask relevant questions</li><li data-bbox="324 389 952 421">• Use relevant strategies to build their vocabulary</li><li data-bbox="324 426 1041 458">• Articulate and justify answers, arguments and opinions</li><li data-bbox="324 462 1780 494">• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li data-bbox="324 499 1086 531">• Maintain attention and participate actively, staying on topic</li><li data-bbox="324 536 1713 568">• Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas</li><li data-bbox="324 572 705 604">• Speak audibly and fluently</li><li data-bbox="324 609 1310 641">• Participate in discussions, presentations, performances, role play and debates</li><li data-bbox="324 646 1019 678">• Gain, maintain and monitor the interest of the listener</li><li data-bbox="324 683 884 715">• Consider and evaluate different viewpoints</li><li data-bbox="324 719 1153 751">• Select and use appropriate registers for effective communication</li></ul>