Grange Park School
Learning for Life - Personalised Pathways for All

Grange Park School
English Long Term Plan

Cycle A September 2023

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Year 5/6 Cycle A	Core text	Other reading opportunities	Writing opportunities	Writing: grammar, vocabulary and punctuation	Writing: composition
Term 1 **Topic:** History- Ancient Greece	Greek Myths, retold and illustrated by Marcia Williams	Atticus and the Ancient Greeks	Graphic Novel Letters Free Verse Poetry	Dialogue Layout devices Tenses Synonyms & Antonyms	Plan/draft/edit writing Consolidation of skills Use of descriptive devices
Term 2 **Topic:** Geography - What is Life Like in the Alps?	Ice Palace by Robert Swindells	The Firework-Maker's Daughter by Philip Pullman	Descriptions Recounts Newspaper reports	Subordinate clauses Commas for clarity Direct & reported speech	Plan/draft/edit writing Draw on readings and research
Term 3 **Topic:** Geography - Why do Populations Change?	Holes by Louis Sachar	Charlie and the Chocolate Factory by Roald Dahl	Poetry Story/Narrative Book Report/Review	Narratives Podcasts Reports	Plan/draft/edit writing Cohesive devices Describe characters, settings and atmosphere Organisational devices
Term 4 **Topic:** History - What does the Census tell us about our local area?	Street Child by Berlie Doherty	Skellig by David Almond	Instructions Fact files Descriptive Writing	Consolidation of skills	Plan/draft/edit writing Draw on readings and research Consolidation of skills
Term 5 **Topic:** Geography - Why do Oceans Matter?	I survived: The Japanese Tsunami by Lauren Tarshis	Why the Whales Came by Michael Morpurgo (Boy Under Water by Adam Baron)	Letters Diary entries Persuasive writing	Cohesive devices Formal/informal language Passive	Plan/draft/edit writing Tense Plural and singular verbs Organisational devices
Term 6 **Topic:** History - What was Life Like in Tudor England?	The Queen's Token by Pamela Oldfield	Spy Master: First Blood by Jan Burchett	Journals Explanations Newspaper reports	Hyphens Parenthesis Morphology and etymology	Plan/draft/edit writing Subject and verb agreement Perform their own compositions

Year 5/6 Cycle B	Core text	Other reading opportunities	Writing opportunities	Writing: grammar, vocabulary and punctuation	Writing: composition
Term 1 **Topic:** History - What was the impact of WWII on the people of Britain?	Letters from the Lighthouse by Emma Carroll	Goodnight Mister Tom by Michelle Magorian	Poetry Persuasive Writing Adventure Story/Narrative	Cohesive devices Layout devices Semi-colon, colon and dashes	Plan/draft/edit writing Cohesive devices Describe characters, settings and atmosphere Organisational devices
Term 2 **Topic:** Geography - Where does our Energy Come From?	Coraline by Neil Gaiman	The Explorer by Katherine Rundell	Descriptive Writing Newspaper reports Diary entry/Narrative	Figurative language Direct/indirect speech Synonyms/antonyms	Plan/draft/edit writing Describe characters, settings and atmosphere Speech
Term 3 **Topic:** History - How did the Maya compare to the Anglo-Saxons?	The Rain Player by David Wisniewski	Anglo-Saxon Boy by Tony Bradman	Explanation text Narrative Play script	Tenses Articles and Determiners Adverbials	Plan/draft/edit writing Correct use of tense Subject and verb agreement
Term 4 **Topic:** Geography - Would you Like to Live in the Desert?	The Egyptian Cinderella by Shirley Climo	The Phoenix Code: Book 1 (Secrets of the Tombs) by Helen Mosss	Instruction Writing Narrative Writing Letters	Adverbials for cohesion Prefixes and suffixes Parenthesis	Plan/draft/edit writing Cohesive devices Précising longer passages
Term 5 **Topic:** History - Unheard Histories: Who should feature on the £10 banknote	The Iron Man by Ted Hughes	The Wizards of Once by Cressida Cowell	Report Diary entries Narratives	Cohesion Commas to avoid ambiguity Figurative language	Plan/draft/edit writing Integrate dialogue Cohesive devices
Term 6 **Topic:** Geography - Independent Fieldwork Enquiry	The BFG by Roald Dahl	The Wizards of Once by Cressida Cowell	Leaflets Newspaper reports Narratives	Modal verbs Adverbials of possibility Parenthesis	Plan/draft/edit writing Organisational devices Character development

English Curriculum Progression Map

	KS1 Statutory Curriculum Guidance		KS2 Statutory Curriculum Guidance			
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Spoken Language						
	En1/1a listen and respond appropriately to adults and their peers	En2/1a listen and respond appropriately to adults and their peers	En3/1a listen and respond appropriately to adults and their peers	En4/1a listen and respond appropriately to adults and their peers	En5/1a listen and respond appropriately to adults and their peers	En6/1a listen and respond appropriately to adults and their peers
	En1/1b ask relevant questions to extend their understanding and knowledge	En2/1b ask relevant questions to extend their understanding and knowledge	En3/1b ask relevant questions to extend their understanding and knowledge	En4/1b ask relevant questions to extend their understanding and knowledge	En5/1b ask relevant questions to extend their understanding and knowledge	En6/1b ask relevant questions to extend their understanding and knowledge
	En1/1c use relevant strategies to build their vocabulary	En2/1c use relevant strategies to build their vocabulary	En3/1c use relevant strategies to build their vocabulary	En4/1c use relevant strategies to build their vocabulary	En5/1c use relevant strategies to build their vocabulary	En6/1c use relevant strategies to build their vocabulary
	En1/1d articulate and justify answers, arguments and opinions	En2/1d articulate and justify answers, arguments and opinions	En3/1d articulate and justify answers, arguments and opinions	En4/1d articulate and justify answers, arguments and opinions	En5/1d articulate and justify answers, arguments and opinions	En6/1d articulate and justify answers, arguments and opinions
	En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	En2/1e give well-structured descriptions, explanations & and narratives for different purposes, including for expressing feelings.	En3/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	En4/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	En5/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	En6/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
	En1/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	En2/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	En3/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	En4/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	En5/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	En6/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

En1/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	En2/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	En3/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	En4/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	En5/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	En6/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
En1/1h speak audibly and fluently with an increasing command of Standard English	En2/1h speak audibly and fluently with an increasing command of Standard English	En3/1h speak audibly and fluently with an increasing command of Standard English	En4/1h speak audibly and fluently with an increasing command of Standard English	En5/1h speak audibly and fluently with an increasing command of Standard English	En6/1h speak audibly and fluently with an increasing command of Standard English
En1/1i participate in discussions, presentations, performances, roleplay/improvisations and debates	En2/1i participate in discussions, presentations, performances, roleplay/improvisations and debates	En3/1i participate in discussions, presentations, performances, roleplay/improvisations and debates	En4/1i participate in discussions, presentations, performances, roleplay/improvisations and debates	En5/1i participate in discussions, presentations, performances, roleplay/improvisations and debates	En6/1i participate in discussions, presentations, performances, roleplay/improvisations and debates
En1/1j gain, maintain and monitor the interest of the listener(s)	En2/1j gain, maintain and monitor the interest of the listener(s)	En3/1j gain, maintain and monitor the interest of the listener(s)	En4/1j gain, maintain and monitor the interest of the listener(s)	En5/1j gain, maintain and monitor the interest of the listener(s)	En6/1j gain, maintain and monitor the interest of the listener(s)
En1/1k consider and evaluate different viewpoints, attending to and building on the contributions of others	En2/1k consider and evaluate different viewpoints, attending to and building on the contributions of others	En3/1k consider and evaluate different viewpoints, attending to and building on the contributions of others	En4/1k consider and evaluate different viewpoints, attending to and building on the contributions of others	En5/1k consider and evaluate different viewpoints, attending to and building on the contributions of others	En6/1k consider and evaluate different viewpoints, attending to and building on the contributions of others
En1/1l select and use appropriate registers for effective communication	En2/1l select and use appropriate registers for effective communication	En3/1l select and use appropriate registers for effective communication	En4/1l select and use appropriate registers for effective communication	En5/1l select and use appropriate registers for effective communication	En6/1l select and use appropriate registers for effective communication

Reading

Word	En1/2.1a apply phonic knowledge and skills as the route to decode words En1/2.1b respond speedily with the correct sound to graphemes	En2/2.1a continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	En3/2.1a apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand	En4/2.1a apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand	En5/2.1a apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to	En6/2.1a apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to

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(letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes En1/2.1c read accurately by blending sounds in unfamiliar words containing GPCs that have been taught En1/2.1d read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word En1/2.1e read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings En1/2.1f read other words of more than one syllable that contain taught GPCs En1/2.1g read words with contractions, and understand that the apostrophe represents the omitted letter(s) En1/2.1h read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	En2/2.1b read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes En2/2.1c read accurately words of two or more syllables that contain the same graphemes as above En2/2.1d read words containing common suffixes En2/2.1e read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word En2/2.1f read most words quickly and accurately,without overt sounding and blending , when they have been frequently encountered En2/2.1g read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	the meaning of new words they meet En3/2.1b read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	the meaning of new words they meet En4/2.1b read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	understand the meaning of new words that they meet.
				understand the meaning of new words that they meet.

Comprehension	En1/2.1i reread these books to build up their fluency and confidence in word readin	En2/2.1h reread these books to build up their fluency and confidence in word reading.			
	En1/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by: i. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ii. being encouraged to link what they read or hear to their own experiences iii. becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics iv. recognising and joining in with predictable phrases v. learning to appreciate rhymes and poems, and to recite some by	En2/2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by: i. listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ii. discussing the sequence of events in books and how items of information are related iii. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales iv. being introduced to non-fiction books that are structured in different ways v. recognising	En3/2.2a develop positive attitudes to reading, and an understanding of what they read, by: i. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ii. reading books that are structured in different ways and reading for a range of purposes iii. using dictionaries to check the meaning of words that they have read iv. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally v. identifying themes and conventions in a wide range of books vi. preparing poems and play scripts to read aloud and to perform, showing	En4/2.2a develop positive attitudes to reading, and an understanding of what they read, by: i. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ii. reading books that are structured in different ways and reading for a range of purposes iii. using dictionaries to check the meaning of words that they have read iv. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally v. identifying themes and conventions in a wide range of books vi. preparing poems and play scripts to	En5/2.2a maintain positive attitudes to reading and an understanding of what they read by: i. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ii. reading books that are structured in different ways and reading for a range of purposes iii. increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions iv. recommending books that they have read to their peers, giving reasons for their choices	En6/2.2a maintain positive attitudes to reading and an understanding of what they read by: i. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ii. reading books that are structured in different ways and reading for a range of purposes iii. increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions iv. recommending books that they have read to their peers, giving reasons for their choices

heart vi. discussing word meanings, linking new meanings to those already known En1/2.2b understand both the books they can already read accurately and fluently and those they listen to by i. drawing on what they already know or on background information and vocabulary provided by the teacher ii. checking that the text makes sense to them as they read and correcting inaccurate reading iii. discussing the significance of the title and events iv. making inferences on the basis of what is being said and done v. predicting what might happen on the basis of what has been read so far En1/2.2c participate in discussion about what is read to them, taking turns	simple recurring literary language in stories and poetry vi. discussing and clarifying the meanings of words, linking new meanings to known vocabulary vii. discussing their favourite words and phrases viii. continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear En2/2.2b understand both the books that they can already read accurately and fluently and those that they listen to by i. drawing on what they already know or on background information and vocabulary provided by the teacher ii. checking that the	understanding through intonation, tone, volume and action vii. discussing words and phrases that capture the reader's interest and imagination viii. recognising some different forms of poetry En3/2.2b understand what they read, in books they can read independently, by i. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ii. asking questions to improve their understanding of a text iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence iv. predicting what might happen from details stated	read aloud and to perform, showing understanding through intonation, tone, volume and action vii. discussing words and phrases that capture the reader's interest and imagination viii. recognising some different forms of poetry En4/2.2b understand what they read, in books they can read independently, by i. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ii. asking questions to improve their understanding of a text iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	v. identifying and discussing themes and conventions in and across a wide range of writing vi. making comparisons within and across books vii. learning a wider range of poetry by heart viii. preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience En5/2.2b understand what they read by i. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ii. asking questions to improve their understanding iii. drawing inferences such as inferring	v. identifying and discussing themes and conventions in and across a wide range of writing vi. making comparisons within and across books vii. learning a wider range of poetry by heart viii. preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience En6/2.2b understand what they read by i. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ii. asking questions to improve their understanding iii. drawing inferences such as inferring

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and listening to what others say En1/2.2d explain clearly their understanding of what is read to them	text makes sense to them as they read, and correcting inaccurate reading iii. making inferences on the basis of what is being said and done iv. answering and asking questions v. predicting what might happen on the basis of what has been read so far En2/2.2c participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say En2/2.2d explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	and implied v. identifying main ideas drawn from more than 1 paragraph and summarising these vi. identifying how language, structure, and presentation contribute to meaning En3/2.2c retrieve and record information from non-fiction En3/2.2d participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	iv. predicting what might happen from details stated and implied v. identifying main ideas drawn from more than 1 paragraph and summarising these vi. identifying how language, structure, and presentation contribute to meaning En4/2.2c retrieve and record information from non-fiction En4/2.2d participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence iv. predicting what might happen from details stated and implied v. summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas vi. identifying how language, structure and presentation contribute to meaning En5/2.2c discuss and evaluate how authors use language, including figurative language, considering the impact on the reader En5/2.2d distinguish between statements of fact and opinion En5/2.2e retrieve, record and present information from non-fiction	characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence iv. predicting what might happen from details stated and implied v. summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas vi. identifying how language, structure and presentation contribute to meaning En6/2.2c discuss and evaluate how authors use language, including figurative language, considering the impact on the reader En6/2.2d distinguish between statements of fact and opinion En6/2.2e retrieve, record and present information from non-fiction

				En5/2.2f participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	En6/2.2f participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
				En5/2.2g explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	En6/2.2g explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
				En5/2.2h provide reasoned justifications for their views.	En6/2.2h provide reasoned justifications for their views.

Writing

Spelling

En1/3.1a spell:	En2/3.1a spell by:	En3/3.1a use further prefixes and suffixes and understand how to add them (English Appendix 1)	En4/3.1a use further prefixes and suffixes and understand how to add them (English Appendix 1)	En5/3.1a use further prefixes and suffixes and understand the guidance for adding them	En6/3.1a use further prefixes and suffixes and understand the guidance for adding them
i. words containing each of the 40+ phonemes already taught ii. common exception words iii. the days of the week	i. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	En3/3.1b spell further homophones	En4/3.1b spell further homophones	En5/3.1b spell some words with 'silent' letters	En6/3.1b spell some words with 'silent' letters
En1/3.1b name the letters of the alphabet:	ii. learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some	En3/3.1c spell words that are often misspelt (English Appendix 1)	En4/3.1c spell words that are often misspelt (English Appendix 1)	En5/3.1c continue to distinguish between homophones and other words which are often confused	En6/3.1c continue to distinguish between homophones and other words which are often confused
i. naming the letters of the alphabet in order		En3/3.1d place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	En4/3.1d place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	En5/3.1d use knowledge of morphology and etymology in spelling and understand that the	En6/3.1d use knowledge of morphology and etymology in spelling and understand that the

ii. using letter names to distinguish between alternative spellings of the same sound En1/3.1c add prefixes and suffixes: i. using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ii. using the prefix un– iii. using –ing, –ed, –er and –est where no change is needed in the spelling of root words En1/3.1d apply simple spelling rules and guidance, as listed in English Appendix 1 En1/3.1e write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	words with each spelling, including a few common homophones iii. learning to spell common exception words iv. learning to spell more words with contracted forms v. learning the possessive apostrophe (singular) vi. distinguishing between homophones and near-homophones En2/3.1b add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly En2/3.1c apply spelling rules and guidelines, as listed in English Appendix 1 En2/3.1d write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	En3/3.1e use the first 2 or 3 letters of a word to check its spelling in a dictionary En3/3.1f write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	En4/3.1e use the first 2 or 3 letters of a word to check its spelling in a dictionary En4/3.1f write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	spelling of some words needs to be learnt specifically, as listed in Appendix 1 En5/3.1e use dictionaries to check the spelling and meaning of words En5/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary En5/3.1g use a thesaurus	spelling of some words needs to be learnt specifically, as listed in Appendix 1 En6/3.1e use dictionaries to check the spelling and meaning of words En6/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary En6/3.1g use a thesaurus

Handwriting and Presentation	En1/3.2a sit correctly at a table, holding a pencil comfortably and correctly En1/3.2b begin to form lower-case letters in the correct direction, starting and finishing in the right place En1/3.2c form capital letters En1/3.2d form digits 0-9 En1/3.2e understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these	En2/3.2a form lower-case letters of the correct size relative to one another En2/3.2b start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined En2/3.2c write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters En2/3.2d use spacing between words that reflects the size of the letters.	En3/3.2a use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined En3/3.2b increase the legibility, consistency and quality of their handwriting	En4/3.2a use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined En4/3.2b increase the legibility, consistency and quality of their handwriting	Pupils should be taught to write legibly , fluently and with increasing speed by: En5/3.2a choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters En5/3.2b choosing the writing implement that is best suited for a task	Pupils should be taught to write legibly , fluently and with increasing speed by: En6/3.2a choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters En6/3.2b choosing the writing implement that is best suited for a task
Composition	En1/3.3a write sentences by: i. saying out loud what they are going to write about ii. composing a sentence orally before writing it iii. sequencing sentences to form short narratives iv. re-reading what they have written to check that it makes sense	En2/3.3a Develop positive attitudes towards and stamina for writing by: i. writing narratives about personal experiences and those of others (real and fictional) ii. writing about real events iii. writing poetry iv. writing for different purposes	En3/3.3a Plan their writing by: i. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ii. discussing and recording ideas En3/3.3b Draft and write by:	En4/3.3a Plan their writing by: i. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ii. discussing and recording ideas En4/3.3b Draft and write by:	En5/3.3a Plan their writing by: i. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ii. noting and developing initial ideas, drawing on reading and research where necessary	En6/3.3a Plan their writing by: i. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ii. noting and developing initial ideas, drawing on reading and research where necessary

En1/3.3b discuss what they have written with the teacher or other pupils **En1/3.3c** read their writing aloud clearly enough to be heard by their peers and the teacher.	**En2/3.3b** Consider what they are going to write before beginning by: i. planning or saying out loud what they are going to write about ii. writing down ideas and/or key words, including new vocabulary iii. encapsulating what they want to say, sentence by sentence **En2/3.3c** make simple additions, revisions and corrections to their own writing by: i. evaluating their writing with the teacher and other pupils ii. rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form iii. proofreading to check for errors in spelling, grammar and punctuation (for	i. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2) ii. organising paragraphs around a theme iii. in narratives, creating settings, characters and plot iv. in non-narrative material, using simple organisational devices **En3/3.3c** Evaluate and edit by: i. assessing the effectiveness of their own and others' writing and suggesting improvements ii. proposing changes to grammar and vocabulary to improve consistency,	i. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2) ii. organising paragraphs around a theme iii. in narratives, creating settings, characters and plot iv. in non-narrative material, using simple organisational devices **En4/3.3c** Evaluate and edit by: i. assessing the effectiveness of their own and others' writing and suggesting improvements ii. proposing changes to grammar and vocabulary to improve consistency,	iii. in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed **En5/3.3b** Draft and write by: i. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ii. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action iii. précising longer passages iv. using a wide range of devices to build cohesion within and across paragraphs v. using further organisational and presentational	iii. in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed **En6/3.3b** Draft and write by: i. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ii. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action iii. précising longer passages iv. using a wide range of devices to build cohesion within and across paragraphs v. using further organisational and presentational

		example, ends of sentences punctuated correctly) En2/3.3d read aloud what they have written with appropriate intonation to make the meaning clear	including the accurate use of pronouns in sentences En3/3.3d proofread for spelling and punctuation errors En3/3.3e read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	including the accurate use of pronouns in sentences En4/3.3d proofread for spelling and punctuation errors En4/3.3e read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	**devices to structure text and to guide the reader** En5/3.3c Evaluate and edit by: i. assessing the effectiveness of their own and others' writing ii. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning iii. ensuring the consistent and correct use of tense throughout a piece of writing iv. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register En5/3.3d proofread for spelling and punctuation errors	**devices to structure text and to guide the reader** En6/3.3c Evaluate and edit by: i. assessing the effectiveness of their own and others' writing ii. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning iii. ensuring the consistent and correct use of tense throughout a piece of writing iv. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register En6/3.3d proofread for spelling and punctuation errors

					En5/3.3e perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	En6/3.3e perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Vocabulary, Grammar &Punctuation		En2/3.4a develop their understanding of the concepts set out in English Appendix 2 by: i. learning how to use both familiar and new punctuation correctly (see English Appendix 2) , including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) En2/3.4b Learn how to use: i. sentences with different forms: statement, question, exclamation, command ii. expanded noun phrases to describe and	En3/3.4a develop their understanding of the concepts set out in Appendix 2 by: i. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ii. using the present perfect form of verbs in contrast to the past tense iii. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition iv. using conjunctions, adverbs and prepositions to express time and cause v. using fronted adverbials vi. learning the grammar for years 3 and 4	En4/3.4a develop their understanding of the concepts set out in Appendix 2 by: i. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ii. using the present perfect form of verbs in contrast to the past tense iii. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition iv. using conjunctions, adverbs and prepositions to express time and cause v. using fronted adverbials vi. learning the grammar for years 3 and 4	En5/3.4a develop their understanding of the concepts set out in Appendix 2 by: i. recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ii. using passive verbs to affect the presentation of information in a sentence iii. using the perfect form of verbs to mark relationships of time and cause iv. using expanded noun phrases to convey complicated information concisely v. using modal verbs or adverbs to indicate degrees of possibility vi. using relative clauses beginning with who, which,	En6/3.4a develop their understanding of the concepts set out in Appendix 2 by: i. recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ii. using passive verbs to affect the presentation of information in a sentence iii. using the perfect form of verbs to mark relationships of time and cause iv. using expanded noun phrases to convey complicated information concisely v. using modal verbs or adverbs to indicate degrees of possibility vi. using relative clauses beginning with who, which,

		specify iii. the present and past tenses correctly and consistently including the progressive form iv. subordination (using when, if, that, or because) and co-ordination (using or, and, or but) v. learning the grammar for year 2 in English Appendix 2 vi. some features of written Standard English En2/3.4c use and understand the grammatical terminology in English Appendix 2 in discussing their writing and reading.	in Appendix 2 En3/3.4b indicate grammatical and other features by: i. using commas after fronted adverbials ii. indicating possession by using the possessive apostrophe with singular and plural nouns iii. using and punctuating direct speech En3/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading	in Appendix 2 En4/3.4b indicate grammatical and other features by: i. using commas after fronted adverbials ii. indicating possession by using the possessive apostrophe with singular and plural nouns iii. using and punctuating direct speech En4/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.	where, when, whose, that or with an implied (ie omitted) relative pronoun vii. learning the grammar for years 5 and 6 in Appendix 2 En5/3.4b indicate grammatical and other features by: i. using commas to clarify meaning or avoid ambiguity in writing ii. using hyphens to avoid ambiguity iii. using brackets, dashes or commas to indicate parenthesis iv. using semicolons, colons or dashes to mark boundaries between independent clauses v. using a colon to introduce a list vi. punctuating bullet points consistently En5/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in	where, when, whose, that or with an implied (ie omitted) relative pronoun vii. learning the grammar for years 5 and 6 in Appendix 2 En6/3.4b indicate grammatical and other features by: i. using commas to clarify meaning or avoid ambiguity in writing ii. using hyphens to avoid ambiguity iii. using brackets, dashes or commas to indicate parenthesis iv. using semicolons, colons or dashes to mark boundaries between independent clauses v. using a colon to introduce a list vi. punctuating bullet points consistently En6/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in

					discussing their writing and reading.	discussing their writing and reading.