

Grange Park School English Long Term Plan

Cycle A September 2023





| 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 Fact files | 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 | Letters from the Lighthouse by Emma Carroll | Goodnight Mister Tom by Michelle Magorian | Poetry Persuasive Writing | Cohesive devices Layout devices Semi-colon, colon and | Plan/draft/edit writing Cohesive devices Describe characters, settings and atmosphere |
| people of Britain? | | | Adventure Story/Narrative | dashes | Organisational devices |
| Term 2 | | | Descriptive Writing | | Plan/draft/edit writing |
| Topic: Geography - Where does our Energy Come From? | Coraline by Neil Gaiman | The Explorer by Katherine Rundell | Newspaper reports | Figurative language Direct/indirect speech Synonyms/antonyms | Describe characters, settings and atmosphere |
| FIOILIS | | | Diary entry/Narrative | | 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/le 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/le give well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings. | En6/le 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/If 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 En1/1i participate in | En2/1h speak audibly and fluently with an increasing command of Standard English En2/1i participate in | 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 |
| | discussions, presentations, performances, roleplay/improvisations and debates | discussions, presentations, performances, roleplay/i mprovisations and debates | En3/li participate in discussions, presentations, performances, roleplay/improvisations and debates | En4/li participate in discussions, presentations, performances, roleplay/improvisations and debates | En5/li participate in discussions, presentations, performances, roleplay/improvisations and debates | En6/li participate in discussions, presentations, performances, roleplay/improvisations and debates |
| | En1/1j gain, maintain and monitor the interest of the listener(s) En1/1k consider and | 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) |
| | evaluate different viewpoints, attending to and building on the contributions of others En1/11 select and use | 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 |
| | 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 | En6/11 select and use appropriate registers for effective communication |
| | | | Readir | ng | | |
| W | En1/2.1a apply phonic knowledge and skills as the route to decode words | En2/2.1a continue to apply phonic knowledge and skills as the route to | En3/2.1a apply their growing knowledge of root words, prefixes and | En4/2.1a apply their growing knowledge of root words, prefixes and | En5/2.1a apply their growing knowledge of root words, prefixes and | En6/2.1a 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

suffixes (morphology and

etymology), as listed in

English Appendix 1, both to read aloud and to

suffixes (morphology and

etymology), as listed in

English Appendix 1, both to read aloud and to

suffixes (etymology and

morphology) as listed in

Appendix 1, both to read

aloud and to understand

decode words until

automatic decoding has

become embedded and

reading is fluent

En1/2.1b respond

speedily with the correct

sound to graphemes



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



| | | En1/2.1i reread these | En2/2.1h reread these books to build up their | | | | |
|----|------------------|---|---|-------------------------------------|--|---|---|
| | | books to build up their | fluency and confidence in | | | | |
| | | fluency and confidence in | word reading. | | | | |
| | | word readin | - | | | | |
| | | En1/2.2a develop | En2/2.2a develop | En3/2.2a develop positive | En4/2.2a develop | En5/2.2a maintain | En6/2.2a maintain |
| | | pleasure in reading, | pleasure in reading, | attitudes to reading, and | positive attitudes to | positive attitudes to | positive attitudes to |
| | | motivation to read, | motivation to read, | an understanding of what | reading, and an | reading and an | reading and an |
| | | vocabulary and | vocabulary and | they read, by: | understanding of what | understanding of what | understanding of what |
| | | understanding by: | understanding by: | | they read, by: | they read by: | they read by: |
| | | : !:-+:: | : 1:-4: | i. listening to and | : linkarisin naka mad | : | : |
| | | i. listening to and discussing a wide | i. listening to, discussing and | discussing a wide range of fiction, | i. listening to and discussing a wide | i. continuing to read and discuss an | i. continuing to read and discuss an |
| | | range of poems, | expressing views | poetry, plays, non- | range of fiction, | increasingly wide | increasingly wide |
| | | stories and non- | about a wide | fiction and | poetry, plays, | range of fiction, | range of fiction, |
| | | fiction at a level | range of | reference books or | non-fiction and | poetry, plays, | poetry, plays, |
| | | beyond that at | contemporary | textbooks | reference books | non-fiction and | non-fiction and |
| | | which they can | and classic | ii. reading books that | or textbooks | reference books | reference books |
| | | read | poetry, stories | are structured in | ii. reading books | or textbooks | or textbooks |
| | | independently | and non-fiction at | different ways and | that are structured | ii. reading books | ii. reading books |
| | \supset | ii. being encouraged | a level beyond | reading for a | in different ways | that are structured | that are structured |
| | 3 | to link what they | that at which they | range of purposes | and reading for a | in different ways | in different ways |
| 7 | <u> </u> | read or hear to | can read | iii. using dictionaries | range of purposes | and reading for a | and reading for a |
| 9 | Ď | their own | independently | to check the | iii. using dictionaries | range of purposes | range of purposes |
| 2 | $ar{\mathbf{p}}$ | experiences | ii. discussing the | meaning of words | to check the | iii. increasing their | iii. increasing their |
| | Comprehension | iii. becoming very familiar with key | sequence of events in books | that they have read | meaning of words that they have | familiarity with a wide range of | familiarity with a wide range of |
| 13 | 3 | stories, fairy | and how items of | iv. increasing their | read | books, including | books, including |
| | | stories and | information are | familiarity with a | iv. increasing their | myths, legends | myths, legends |
| | | traditional tales, | related | wide range of | familiarity with a | and traditional | and traditional |
| | | retelling them and | iii. becoming | books, including | wide range of | stories, modern | stories, modern |
| | | considering their | increasingly | fairy stories, myths | books, including | fiction, fiction from | fiction, fiction from |
| | | particular | familiar with and | and legends, and | fairy stories, | our literary | our literary |
| | | characteristics | retelling a wider | retelling some of | myths and | heritage, and | heritage, and |
| | | iv. recognising and | range of stories, | these orally | legends, and | books from other | books from other |
| | | joining in with | fairy stories and | v. identifying themes | retelling some of | cultures and | cultures and |
| | | predictable | traditional tales | and conventions in | these orally | traditions | traditions |
| | | phrases | iv. being introduced to non-fiction | a wide range of books | v. identifying themes and conventions | iv. recommending books that they | iv. recommending books that they |
| | | v. learning to appreciate | books that are | vi. preparing poems | in a wide range of | have read to their | have read to their |
| | | rhymes and | structured in | and play scripts to | books | peers, giving | peers, giving |
| | | poems, and to | different ways | read aloud and to | vi. preparing poems | reasons for their | reasons for their |
| | | recite some by | v. recognising | perform, showing | and play scripts to | choices | choices |
| | | recite some by | v. recognising | perform, showing | and play scripts to | choices | choices |



| | heart | simple recurring | understanding | read aloud and to | v. identifying and | v. identifying and |
|------|-------------------------------------|----------------------------|--------------------------|--------------------------|-----------------------|-----------------------|
| V | discussing word | literary language | through intonation, | perform, showing | discussing | discussing |
| | meanings, linking | in stories and | tone, volume and | understanding | themes and | themes and |
| | new meanings to | poetrv | action | through | conventions in | conventions in |
| | those already | vi. discussing and | vii. discussing words | intonation, tone, | and across a | and across a |
| | known | clarifying the | and phrases that | volume and | wide range of | wide range of |
| En1/ | 2.2b understand bot | meanings of | capture the | action | writing | writing |
| | the books they can | words, linking | reader's interest | vii. discussing words | vi. making | vi. making |
| | eady read accurately | new meanings to | and imagination | and phrases that | comparisons | comparisons |
| | nd fluently and those | known | viii. recognising | capture the | within and across | within and across |
| | they listen to by | vocabulary | some different | reader's interest | books | books |
| | 11107 1101011110 137 | vii. discussing their | forms of poetry | and imagination | vii. learning a wider | vii. learning a wider |
| i | . drawing on what | favourite words | ionno er peen y | viii. recognising | range of poetry by | range of poetry by |
| | they already know | and phrases | En3/2.2b understand | some different | heart | heart |
| | or on background | viii. continuing to | what they read, in books | forms of poetry | viii. preparing poems | viii. preparing poems |
| | information and | build up a | they can read | is.iiio oi pooiiy | and plays to read | and plays to read |
| | vocabulary | repertoire of | independently, by | En4/2.2b understand | aloud and to | aloud and to |
| | provided by the | poems learnt by | independently, by | what they read, in books | perform, showing | perform, showing |
| | teacher | heart. | | they can read | understanding | understanding |
| ii | | appreciating | i. checking that the | independently, by | through | through |
| " | text makes sense | these and | text makes sense | independently, by | intonation, tone | intonation, tone |
| | to them as thev | reciting some, | to them, | | and volume so | and volume so |
| | read and | with appropriate | discussing their | i. checking that the | that the meaning | that the meaning |
| | correcting | intonation to | understanding | text makes sense | is clear to an | is clear to an |
| | inaccurate | make the | and explaining the | to them, | gudience | gudience |
| | reading | meaning clear | meaning of words | discussing their | dodicited | dodience |
| | iii. discussing the | meaning clear | in context | understanding | En5/2.2b understand | En6/2.2b understand |
| | significance of the | En2/2.2b understand | ii. asking questions | and explaining | what they read by | what they read by |
| | title and events | both the books that they | to improve their | the meaning of | what they read by | what they read by |
| is a | | can already read | understanding of a | words in context | | |
| iv. | on the basis of | accurately and fluently | text | ii. asking questions | i. checking that the | i. checking that the |
| | what is being said | and those that they listen | iii. drawing | to improve their | book makes | book makes |
| | and done | to by | inferences such as | understanding of | sense to them, | sense to them, |
| | v. predicting what | ю бу | inferring | a text | discussing their | discussing their |
| | might happen on | | characters' | iii. drawing | understanding | understanding |
| | the basis of what | i. drawing on what | feelings, thoughts | inferences such | and exploring the | and exploring the |
| | has been read so | they already | and motives from | as inferring | meaning of words | meaning of words |
| | far | know or on | their actions, and | characters' | in context | in context |
| | iui | background | justifying | feelings, thoughts | ii. asking questions | ii. asking questions |
| | | information and | inferences with | and motives from | to improve their | to improve their |
| | | vocabulary | evidence | their actions, and | understanding | understanding |
| | 1/2.2c participate in | provided by the | iv. predicting what | justifying | iii. drawing | iii. drawing |
| | cussion about what is | teacher | might happen | inferences with | inferences such | inferences such |
| read | d to them, taking turns | ii. checking that the | from details stated | evidence | as inferring | as inferring |



| and listening to what | text makes sense | and implied | iv. predicting what | characters' | characters' |
|--------------------------|--|---|---|--|--|
| others say | to them as they | v. identifying main | might happen | feelings, thoughts | feelings, thoughts |
| En1/2.2d explain clearly | read, and correctina | ideas drawn from more than 1 | from details stated and | and motives from their actions, and | and motives from their actions, and |
| their understanding of | inaccurate | paragraph and | implied | justifying | justifying |
| what is read to them | reading | summarising | v. identifying main | inferences with | inferences with |
| | iii. making | these | ideas drawn from | evidence | evidence |
| | inferences on the | vi. identifying how | more than 1 | iv. predicting what | iv. predicting what |
| | basis of what is being said and | language, structure, and | paragraph and summarising | might happen from details | might happen from details |
| | done | presentation | these | stated and | stated and |
| | iv. answering and | contribute to | vi. identifying how | implied | implied |
| | asking questions | meaning | language, | v. summarising the | v. summarising the |
| | v. predicting what | | structure, and | main ideas drawn | main ideas drawn |
| | might happen on | | presentation | from more than 1 | from more than 1 |
| | the basis of what has been read so | En3/2.2c retrieve and | contribute to | paragraph, identifying key | paragraph, identifying key |
| | far | record information from non-fiction | meaning | details that | details that |
| | l idi | Hon-liction | | support the main | support the main |
| | | En3/2.2d participate in | En4/2.2c retrieve and | ideas | ideas |
| | En2/2.2c participate in | discussion about both | record information from | vi. identifying how | vi. identifying how |
| | discussion about books, | books that are read to | non-fiction | language, | language, |
| | poems and other works | them and those they can | | structure and presentation | structure and presentation |
| | that are read to them and those that they can read | read for themselves, taking turns and listening to what | En4/2.2d participate in discussion about both | contribute to | contribute to |
| | for themselves, taking | others say. | books that are read to | meaning | meaning |
| | turns and listening to | omers say. | them and those they can | | 3 |
| | what others say | | read for themselves, | En5/2.2c discuss and | En6/2.2c discuss and |
| | | | taking turns and listening | evaluate how authors use | evaluate how authors use |
| | En2/2.2d explain and | | to what others say. | language, including | language, including |
| | discuss their understanding of books, | | | figurative language, considering the impact on | figurative language, considering the impact on |
| | poems and other | | | the reader | the reader |
| | material, both those that | | | ine reader | ine reader |
| | they listen to and those | | | En5/2.2d distinguish | En6/2.2d distinguish |
| | that they read for | | | between statements of | between statements of |
| | themselves. | | | fact and opinion | fact and opinion |
| | | | | En5/2.2e retrieve, record | En6/2.2e retrieve, record |
| | | | | and present information | and present information |
| | | | | from non-fiction | 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 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 En5/2.2h provide | 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 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 En6/2.2h provide |
|----------|--|--|---|---|--|--|
| | | | | | reasoned justifications for their views. | reasoned justifications for their views. |
| | | | Writin | g | | |
| S | i. words containing each of the 40+ phonemes already taught ii. common exception words | i. segmenting spoken words into phonemes and representing these by graphemes, | En3/3.1a use further prefixes and suffixes and understand how to add them (English <u>Appendix 1</u>) En3/3.1b spell further homophones | En4/3.1a use further prefixes and suffixes and understand how to add them (English Appendix 1) En4/3.1b spell further homophones | En5/3.1a use further prefixes and suffixes and understand the guidance for adding them En5/3.1b spell some words with 'silent' letters | En6/3.1a use further prefixes and suffixes and understand the guidance for adding them En6/3.1b spell some words with 'silent' letters |
| Spelling | iii. the days of the week En1/3.1b name the letters of the alphabet: | spelling many correctly ii. learning new ways of spelling phonemes for which 1 or more | En3/3.1c spell words that are often misspelt (English Appendix 1) En3/3.1d place the possessive apostrophe | En4/3.1c spell words that are often misspelt (English Appendix 1) En4/3.1d place the possessive apostrophe | 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 | spellings are already known, and learn some | accurately in words with regular plurals and in words with irregular plurals | 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 | words with each | En3/3.1e use the first 2 or | | spelling of some words | spelling of some words |
|---|--|------------------------------|---|------------------------------|------------------------------|
| names to | spelling, | 3 letters of a word to check | En4/3.1e use the first 2 or | needs to be learnt | needs to be learnt |
| distinguish | including a few | its spelling in a dictionary | 3 letters of a word to check | specifically, as listed | specifically, as listed |
| between | common | | its spelling in a dictionary | in <u>Appendix 1</u> | in <u>Appendix 1</u> |
| alternative | homophones | En3/3.1f write from | | | |
| spellings of the | iii. learning to spell | memory simple sentences, | En4/3.1f write from | En5/3.1e use dictionaries | En6/3.1e use dictionaries |
| same sound | common | dictated by the teacher, | memory simple sentences, | to check the spelling and | to check the spelling and |
| | exception words | that include words and | dictated by the teacher, | meaning of words | meaning of words |
| En1/3.1c add prefixes | iv. learning to spell more words with | punctuation taught so far. | that include words and punctuation taught so far. | En5/3.1f use the first 3 or | En6/3.1f use the first 3 or |
| and suffixes: | contracted forms | | porterodilori idogrii so idi. | 4 letters of a word to check | 4 letters of a word to check |
| | v. learning the | | | spelling, meaning or both | spelling, meaning or both |
| i. using the spelling | possessive | | | of these in a dictionary | of these in a dictionary |
| rule for adding –s | apostrophe | | | | o, |
| or –es as the plural marker for | (singular) | | | En5/3.1g use a | En6/3.1g use a |
| nouns and the | vi. distinguishing | | | thesaurus | thesaurus |
| third person | between | | | | |
| singular marker | homophones | | | | |
| for verbs | and near- | | | | |
| ii. using the prefix | homophones | | | | |
| un– | | | | | |
| iii. using –ing, –ed, – | | | | | |
| er and –est where | En2/3.1b add suffixes to | | | | |
| no change is | spell longer words, | | | | |
| needed in the | including -ment, -ness, - | | | | |
| spelling of root | ful, -less, -ly | | | | |
| words | En2/3.1c apply spelling | | | | |
| | rules and guidelines, as | | | | |
| En1/3.1d apply simple | listed in English Appendix | | | | |
| spelling rules and | 1 | | | | |
| guidance, as listed in English Appendix 1 | _ | | | | |
| III <u>Eligiish Appendix i</u> | En2/3.1d write from | | | | |
| En1/3.1e write from | memory simple sentences | | | | |
| memory simple sentences | dictated by the teacher | | | | |
| dictated by the teacher | that include words using | | | | |
| that include words using | the GPCs, common | | | | |
| the GPCs and common | exception words and | | | | |
| exception words taught so | punctuation taught so far. | | | | |
| far. | | | | | |

| | En1/3.2a sit correctly at a En2/3.2a form lower- | En3/3.2a use the | En4/3.2a use the | Pupils should be taught to | Pupils should be taught to |
|-------------------------------|--|--|--|---------------------------------------|-------------------------------------|
| | table, holding a pencil case letters of the correct | diagonal and horizontal | diagonal and horizontal | write legibly, fluently and | write legibly, fluently and |
| | | strokes that are needed to | strokes that are needed to | with increasing speed by: | with increasing speed by: |
| | | join letters and understand | join letters and understand | 31 / | 5 1 , |
| | En1/3.2b begin to form | which letters, when | which letters, when | En5/3.2a choosing | En6/3.2a choosing |
| | lower-case letters in the En2/3.2b start using | adjacent to one another, | adjacent to one another, | which shape of a letter to | which shape of a letter to |
| 1 2 | correct direction, starting some of the diagonal and | are best left unjoined | are best left unjoined | use when given choices | use when given choices |
| 1 2 | and finishing in the right horizontal strokes needed | | | and deciding whether or | and deciding whether or |
| 13 | place to join letters and | En3/3.2b increase the | En4/3.2b increase the | not to join specific letters | not to join specific letters |
| nanawilling and riesellialion | understand which letters, En1/3.2c form capital when adjacent to one | legibility, consistency and quality of their handwriting | legibility, consistency and quality of their handwriting | En5/3.2b choosing the | En6/3.2b choosing the |
| ح | letters when adjacen to one another, are best left | quality of meir nanawning | quality of their nandwriting | writing implement that is | writing implement that is |
| 2 | unjoined | | | best suited for a task | best suited for a task |
| 2 | En1/3.2d form digits 0-9 | | | best solica for a rask | best solica for a fask |
| | En2/3.2c write capital | | | | |
| Ü | En1/3.2e understand letters and digits of the | | | | |
| | which letters belong to correct size, orientation | | | | |
| | which handwriting and relationship to one | | | | |
| 1 = | | | | | |
| | formed in similar ways) case letters | | | | |
| | and to practise these En2/3.2d use spacing | | | | |
| | between words that | | | | |
| | reflects the size of the | | | | |
| | letters. | | | | |
| | En1/3.3a write sentences En2/3.3a Develop | En3/3.3a Plan their | En4/3.3a Plan their | En5/3.3a Plan their | En6/3.3a Plan their |
| | by: positive attitudes towards | writing by: | writing by: | writing by: | writing by: |
| | and stamina for writing | | | | |
| | i. saying out loud by: | i. discussing writing | i. discussing writing | i. identifying the | identifying the |
| | what they are | similar to that | similar to that | audience for and | audience for and |
| | going to write i. writing narratives | which they are | which they are | purpose of the | purpose of the |
| Composition | about about personal ii. composing a experiences and | planning to write in order to | planning to write in order to | writing, selecting the appropriate | writing, selecting the appropriate |
| ΙĘ | sentence orally those of others | understand and | understand and | form and using | form and using |
| į | before writing it (real and fictional) | learn from its | learn from its | other similar | other similar |
| I | iii. sequencing ii. writing about real | structure, | structure, | writing as models | writing as models |
| 1= | sentences to form events | vocabulary and | vocabulary and | for their own | for their own |
| | short narratives iii. writing poetry | grammar | grammar | ii. noting and | ii. noting and |
| | iv. re-reading what iv. writing for | ii. discussing and | ii. discussing and | developing initial | developing initial |
| | they have written different | recording ideas | recording ideas | ideas, drawing on | ideas, drawing on |
| | to check that it purposes makes sense | E 0 (0 0) D (t) L :: | 5 4 40 01 5 6 1 11 | reading and research where | reading and research where |
| | Hukes selise | En3/3.3b Draft and write | En4/3.3b Draft and write | necessary | necessary |
| | | by: | by: | Hecessury | necessury |



| teacher. Comparison of the continuous of the | | | | | | |
|--|-------------------------|------------------------|-----------------------|-----------------------|--------------------------|--------------------------|
| teacher or other pupils En1/3 3c read their writing adoud clearly enough to be heard by their peers and the leacher. I planning or saying oul loud what they ward going to write about in does and/or key words, including what they want to 5x0y, sentence by sentence boulding, 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, and consistently, and consistently an | En1/3.3b discuss what | En2/3.3b Consider what | | | iii. in writing | iii. in writing |
| teacher or other pupils En1/3 3c read their writing alloud clearly enough to be heard by their peers and the reacher. En2/3 3c make simple additions, revisions and corrections to their own writing by: En2/3 3c make simple additions, revisions and corrections to their own writing by: ii. evaluating their writing mokes sense and that verbs to indicate time are used correctly and correctly | | | i. composing and | i. composing and | narratives, | narratives, |
| En/3.3c read their writing aloud clearly enough to be heard by their peers and the leacher. End/3.3c read their writing aloud clearly enough to be heard by their peers and the leacher. i. planning or soying out loud what they are going to write about ii. writing down ideas and/or key words, including new vocabulary and increasing range of sentence by sentence | teacher or other pupils | before beginning by: | | | considering how | considering how |
| En1/3.3c read their writing gloud clearly saying aut load 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 by sentence of the continuous form writing by: En2/3.3c make simple additions, revisions and corrections to their own writing by: ii. 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. proposing iii. assessing the effectiveness of their own and others writing and before time are used correctly and consistently, in proposing iii. proposing characters and office the search of their own and other busing strilegation. | | | | | authors have | authors have |
| writing aloud clearly enough to be heared by that they are going to write about microsoring range of sentence by s | En1/3.3c read their | i. planning or | , | , | developed | developed |
| enough to be heard by their peers and the teacher. What they are words, including a worled and rich wocabulary and an increasing range of sentence structures (See English Appendix programmer and words) in norn-arrative material, using simple organisational devices sense and that words that they want to say, sentence by sentence by sentence additions, revisions and correctly and consistently, including verbs in the confirmuous form iii. proporting and the fefficitiveness of their own and correctly and consistently, including verbs in inprovements in spelling, whose the fefficitiveness of their own and others writing and suggesting in prograssively building a varied and rich wocabulary and an increasing range of sentence structures (See English Appendix 2) ii. evaluating their writing with the teacher and other pupils ii. rereading to check that their writing writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the confirmuous form iii. proposing in spelling, vocabulary to vocabulary to vocabulary to vortice and advance the action or programmer and vocabulary and an increasing range of sentence structures (See English Appendix variety). Enforts and increasing range of sentence structures (See English Appendix 2) ii. errapiding to the fefficity of the feffi | writing aloud clearly | | | | characters and | characters and |
| their peers and the teacher. Going to write about and rich about and rich vocabulary and an increasing range of sentence words, including new vocabulary and an increasing range of sentence structures (See English Appendix 2) Going to say, sentence by sentence by sentence by sentence by sentence of corrections to their own and other's writing mither writing might be teacher and other pupils ii. rereading to check that their writing makes sense and that verbs to indicate time are used corrections to fer own verbs to indicate time are used corrections to fer own verbillary to in normal makes sense and that verbs to indicate time are used corrections to fer own verbs to indicate time are used corrections of their own and others' writing and inthe continuous form iii. proposing improvements iii. proposing improvements iii. proposing improvements iii. proposing in spelling, vocabulary to vocabulary to vocabulary to vocabulary and an increasing to discharge the vocabulary and an increasing to drain their own and others' writing and suppropriate graphs around a them vocabulary and an increasing transfer and increasing to setting. Screditing a varried and increasing the vocabulary and an increasing transfer and increasing the performed vocabulary and an increasing to setting and suppropriate graphs around a them town and others' writing and suppropriate graphs around a them town and others' writing and suggesting improvements iii. proposing improvements iiii. proposing improvements iii. proposing improvements iii. propos | enough to be heard by | , 5 | | | settings in what | settings in what |
| teacher. about ii. writing down ideas and/or key words, including new wocabulary and an increasing range of sentence structures (See English Appendix 2) 2) 2) 2) 3. c moke simple additions, revisions and corrections to their own writing by: ii. 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. profereding to check for errors iii. proposing iii. proposing iii. proposing iii. proposing iii. proposing of sentence structures (See English Appendix 2) 2) 2) 2) ii. organising paragraphs around a theme iii. in narratives, creating settings, characters and plot plot iv. in non-narrative material, using simple organisational devices En4/3.3c Evaluate and edit by: En4/3.3c Evaluate and others' writing and suggesting and suggesting and suggesting and suggesting improvements iii. proposing changes to grammar and ovacobulary, understanding how such choices can change and enhance meaning iii. in narratives, carca thene by: En5/3.3b Draft and write by: En5/3.3b Draft and write by: En5/3.3b Draft and write by: En5/3.3b Toritinate by: En5/3.3b Toritinate by: En5/3.b Torit and write by: En5/3.3b Torit and write by: En5/3.3b Torit and so rese performed En5/3.3b Torit and since sening creating settings, characters and antending how such choices can change | their peers and the | , | | | pupils have read, | pupils have read, |
| ii. writing down ideas and/or key words, including new vocabulary iii. encapsulating what they want to say, sentence by sentence additions, revisions and corrections to their own writing by: i. evaluating with the teacher and other 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, proofspelling, proopsing in proposing in propos | teacher. | 3 3 | 5 | | listened to or seen | listened to or seen |
| ideas and/or key words, including new vocabulary words, including new vocabulary iii. encapsulating what they want to say, sentence by sentence by sentence by sentence additions, revisions and corrections to their own writing by: i. evaluating their writing with the teacher and other pupils iii. rereading to check that their writing makes sense and that verbs to indicate lime are used consistently, including verbs in the continuous form iii. proofreading to check for errors in spelling, words in spelling, and the proofreading to check for errors in spelling. | | | | | performed | performed |
| words, including new occabulary iii. encapsulating what they want to say, sentence by 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 iii. 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 consistently, in proposing iii. proposing iii. proposing improvements iii. proposing of charges to sunday and surgesting improvements iii. proposing of charges to grammar and vocabulary to vocabulary to selecting appropriate gappropriate gappropriate gappropriate gappropriate and popropriate gappropriate appropriate gappropriate appropriate gappropriate appropriate gappropriate appropriate gappropriate gappropriate appropriate gappropriate appropriate gappropriate gappropriate appropriate gappropriate gappropriate appropriate gappropriate appropriate gappropriate gappropriate appropriate gappropriate appropriate gappropriate gappropriate appropriate appropriate gappropriate appropriate gappropriate appropriate gappropriate appropriate appropriate gappropriate appropriate appropriate gappropriate appropriate app | | _ | | , | | |
| new vocabulary encapsulating what they want to say, sentence by sentence by sentence by sentence 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. proposing on the continuous form iii. proposing iii. proposing of their own and other's writing and believed to the continuous form iii. proposing iii. proposing of their own and other's writing and vocabulary to vo | | , | | | En5/3.3b Draft and write | En6/3.3b Draft and write |
| iii. encapsulating what they want to say, sentence by sentence En2/3.3c make simple additions, revisions and corrections to their own untiling 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 consistently, including verbs in the continuous form iii. proofreading to check for errors iiii. proofreading to check for errors iiii. pr | | • | | | | |
| what they want to say, sentence by sentence around a theme around a sentence and plot of cheracters and devices and sentence beneated by sentence and sentence beneated by sen | | , | English Appendix | • | , | , |
| to say, sentence by sentence being paragraphs around a theme in narratives, creating settings, characters and plot plot iv. in non-narrative material, using simple organisational devices and advance the edit 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. proposing appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ii. in narratives, describing settings, characters and advance the edit by: iii. in non-narrative material, using simple organisational devices and atmosphere and integrating dialogue to convey character and advance the effectiveness of their own and others' writing and consistently, including verbs in the continuous form iii. proposing appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ii. in narratives, carchange and enhance meaning ii. in narratives, carchange and enhance meaning ii. in narratives, describing action organisational devices and atmosphere and integrating dialogue to con | | | 2) | 2) | i selectina | i selecting |
| 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 it ime are used correctly and consistently, including verbs in the continuous form iii. proposing iii. programsational devices iiii. in narratives, around a theme around a theme wocabulary, understanding vocabulary, understanding how such choices can change and enhance meaning iii. in narratives, describing settings, characters and atmosphere and atmosphere and integrating dialogue to convey character and advance the action iii. précising longer passages of bail obvietin administration around a theme iiii. in narratives, creating settings, describing settings, settings, 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 paragraphs paragraphs iii. proposing changes to grammar and vocabulary to vocabulary to vocabulary to sucabulary | | | ii. organising | ii. organising | 9 | <u> </u> |
| 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. proposing iiii. proposing iiii. proposing iiii. proposing iiiii. proposing iiii. proposing iiiiiii. proposing iii | | | 5 5 | | | |
| En2/3.3c make simple additions, revisions and corrections to their own writing by: i. evaluating their writing with the teacher and other pupils iii. rereading to check that their writing makes seen 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, | | , | . 5 | around a theme | | 9 |
| 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. proporing of their own and including verbs in the continuous form iii. proposing the form iii. proposing their oxidate in spelling, the form in spelling, the form in spelling, additions, revisions and corrections to their own ond ocorrections to their own ond others writing and suggesting in proposing changes to check for errors in spelling, and corrections to their own ond corrections to the continuous in proposing changes to changes to check for errors in spelling, and corrections to the continuous in spelling, and corrections and corrections of their own ond others' writing and suggesting in proposing changes to check for errors in spelling, and corrections and corre | | Fn2/3 3c make simple | iii. in narratives, | iii. in narratives, | | ,, |
| 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. proopsing iii. proofreading to check for errors grammar and other pupils iii. proposing iii. proposing iii. proposing iii. proposing iii. proposing iii. proposing iv. in non-narrative material, using simple organisational viv. in non-narrative material, using simple organisational plot iv. in non-narrative material, using simple organisational iii. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action action iii. professing longer precising longer l | | | creating settings, | creating settings, | | 9 |
| 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 their own and iii. proposing iii. in narratives, describing settings, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action iiii. profesising longer passages to build cohesion within and across paragraphs organisational organis | | • | 0 0 | | | |
| 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. propoficading to check for errors in spelling, wrocabulary to vocabulary to vocab | | | plot | plot | | |
| 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 including verbs in including verbs in form iii. proofreading to check for errors in spelling, | | willing by: | iv. in non-narrative | iv. in non-narrative | 9 | |
| 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, | | i avaluatina thair | material, | material, | | |
| 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, | | | using simple | using simple | 5 | 5 |
| 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, | | S | organisational | organisational | 5 . | 3 . |
| 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 form iii. proposing iii. proofreading to check for errors in spelling, | | | devices | devices | | |
| check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form form form form iii. proposing iii. profereading to check for errors in spelling, | | 1 1 | | | | |
| 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, | | 5 | En3/3.3c Evaluate and | En4/3.3c Evaluate and | | |
| sense and that verbs to indicate time are used consistently, including verbs in form form form form ii. proofreading to check for errors in spelling, | | | | | | |
| verbs to indicate time are used correctly and consistently, including verbs in form form fill. proofreading to check for errors in spelling, | | 5 | , | , | • | and advance the |
| time are used correctly and consistently, including verbs in form ii. proofreading to check for errors in spelling, | | | i assessina the | i assessina the | action | action |
| correctly and consistently, including verbs in the continuous form form form check for errors in spelling, vocabulary to in spelling, including verbs in the consistently, others' writing and their own and others' writing and suggesting in others' writing and suggesting in spelling and suggesting in spelling and suggesting in spelling and suggesting in spelling and suggesting in suggesting in spelling and suggesting in spelling in suggesting in suggesting in spelling in suggesting i | | | 5 | 5 | iii. précising longer | iii. précising longer |
| consistently, including verbs in the continuous form iii. prooffreading to check for errors in spelling, vocabulary to inspelling, vocabulary to including verbs in the consistently, including verbs in the continuous improvements improvemen | | | | | passages | |
| including verbs in the continuous form ii. proposing iii. proofreading to changes to check for errors in spelling, vocabulary to including verbs in suggesting suggesting and suggesting improvements im | | , | | | iv. using a wide | |
| the continuous improvements improvements to build cohesion within and across paragraphs ii. proposing to changes to check for errors in spelling, vocabulary to improvements improvements improvements to build cohesion within and across paragraphs to build cohesion within and across paragraphs vithin and across paragraphs vocabulary to vocabulary vocabulary to vocab | | | 5 | 3 | range of devices | range of devices |
| form ii. proposing ii. proposing within and across within and across iii. proposing changes to changes to check for errors in spelling, vocabulary to iii. proposing within and across paragraphs paragraphs paragraphs vocabulary to vocabulary vocabulary to vocabulary vocabulary to vocabulary to vocabulary vocabulary vocabulary vocabulary vocabulary vocabulary vocabulary vocabulary vocabulary v | | ũ . | | | 5 | to build cohesion |
| iii. proofreading to changes to changes to changes to grammar and grammar and v. using further v. using further in spelling, vocabulary to vocabulary to organisational | | | • | | within and across | within and across |
| check for errors grammar and grammar and v. using further v. using further in spelling, vocabulary to vocabulary to organisational organisational | | | | | paragraphs | paragraphs |
| in spelling, vocabulary to vocabulary to organisational organisational | | 1 3 | | | v. using further | v. using further |
| , , , | | | <u> </u> | 9 | organisational | organisational |
| graninal and improve | | grammar and | improve | improve | and | and |
| punctuation (for consistency, consistency, presentational presentational | | 9 | • | • | presentational | 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 | 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 |
|--|---|--|---|---|
| | | | and plural, distinguishing | and plural, distinguishing |



| | | | | | 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 |
|----------------------------------|-----------------------------------|--|--|---|--|--|
| vocabolary, Granninar exponerous | Mossbulger Crammar 9 Dinothiation | 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, 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, |



| | | | | 1 1 | |
|---|--------------------------|---------------------------------|---------------------------------|--|--|
| I | specify | in <u>Appendix 2</u> | in <u>Appendix 2</u> | where, when, | where, when, |
| | iii. the present and | | | whose, that or | whose, that or |
| | past tenses | En3/3.4b indicate | En4/3.4b indicate | with an implied (ie | with an implied (ie |
| | correctly and | grammatical and other | grammatical and other | omitted) relative | omitted) relative |
| | consistently | features by: | features by: | pronoun | pronoun |
| | including the | | | vii. learning the | vii. learning the |
| | progressive form | i. using commas | i. using commas | grammar for | grammar for |
| | iv. subordination | after fronted | after fronted | years 5 and 6 | years 5 and 6 |
| | (using when, if, | adverbials | adverbials | in <u>Appendix 2</u> | in <u>Appendix 2</u> |
| | that, or because) | ii. indicating | ii. indicating | | |
| | and co- | possession by | possession by | En5/3.4b indicate | En6/3.4b indicate |
| | ordination (using | using the | using the | grammatical and other | grammatical and other |
| | or, and, or but) | possessive | possessive | features by: | features by: |
| | v. learning the | apostrophe with | apostrophe with | | |
| | grammar for year 2 in | singular and plural | singular and | i. using commas to | i. using commas to |
| | English Appendix | nouns | plural nouns | clarify meaning or | clarify meaning or |
| | 2 | iii. using and | iii. using and | avoid ambiguity in | avoid ambiguity in |
| | vi. some features of | punctuating direct | punctuating direct | writing | writing |
| | written Standard | speech | speech | ii. using hyphens to | ii. using hyphens to |
| | English | | | avoid ambiguity | avoid ambiguity |
| | Erigion | En3/3.4c use and | En4/3.4c use and | iii. using brackets, | iii. using brackets, |
| | En2/3.4c use and | understand the | understand the | dashes or | dashes or |
| | understand the | grammatical terminology | grammatical terminology | commas to | commas to |
| | grammatical terminology | in <u>Appendix 2</u> accurately | in <u>Appendix 2</u> accurately | indicate | indicate |
| | in English Appendix 2 in | and appropriately in | and appropriately in | parenthesis | parenthesis |
| | discussing their writing | discussing their writing and | discussing their writing | iv. using semicolons, | iv. using semicolons, |
| | and reading. | reading | and reading. | colons or dashes | colons or dashes |
| | did redding. | | | to mark | to mark |
| | | | | boundaries | boundaries |
| | | | | between | between |
| I | | | | independent clauses | independent clauses |
| | | | | | |
| | | | | v. using a colon to | v. using a colon to |
| | | | | introduce a list vi. punctuating bullet | introduce a list vi. punctuating bullet |
| | | | | vi. punctuating bullet points consistently | vi. punctuating bullet points consistently |
| I | | | | points consistently | points consistently |
| | | | | 5 5 60 4 | 5 ((0) |
| | | | | En5/3.4c use and | En6/3.4c use and |
| | | | | understand the | understand the |
| | | | | grammatical terminology | grammatical terminology |
| | | | | in <u>Appendix 2</u> accurately | in <u>Appendix 2</u> accurately |
| | | | | and appropriately in | and appropriately in |



| | | discussing their writing and reading. | discussing their writing and reading. |
|--|--|---------------------------------------|---------------------------------------|
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