



English Curriculum Overview

EYFS

By the end of Nursery children should be able to:

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

By the end of Reception children should be able to:

Comprehension	Word Reading	Writing
<ul style="list-style-type: none"> ● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ● Anticipate (where appropriate) key events in stories. ● Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play 	<ul style="list-style-type: none"> ● Say a sound for each letter in the alphabet and at least 10 digraphs. ● Read words consistent with their phonic knowledge by sound-blending. ● Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> ● Write recognisable letters, most of which are correctly formed. ● Spell words by identifying sounds in them and representing the sounds with a letter or letters. ● Write simple phrases and sentences that can be read by others

English Curriculum Overview

Year 1

Each half term, you will cover fiction & non-fiction.

Each term, you will need to cover a Poetry unit. This may be for about a week & standalone - not linked to your other English learning journey that term.

Books in green = copies in school/on EF Root

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Narrative - Stories by the same author with predictable phrasing</p> <p>Choose 2 to cover within English learning journey to support the writing outcomes. The other texts can be used during story times and/or guided reading or special write, making it explicit all stories are from the same author.</p> <p>Author - Julia Donalson: The Gruffalo The Stick Man Room on the Broom The Snail & the Whale The Smartest Giant In Town Monkey Puzzle</p> <p>Different authors but predictable phrasing: Hush! A Thai Lullaby - Minfong Ho (BAME) Handa's Surprise - Eileen Brown (BAME)</p> <p>Barrier Text/s (can be used as story time): The Gruffalo's Child (non-linear text) Barrier text must be read and discussed with the children.</p>		<p>Narrative - stories with familiar settings</p> <p>Choose 2-3 to cover within English learning journey to support the writing outcomes. The other texts can be used during story times and/or guided reading or special write, making it explicit all stories are stories with familiar settings.</p> <p>Text/s: The Rainbow Fish - Marcus Pfister Paddington Bear - Michael Bond Gorilla - Anthony Browne Dogger - Shirley Hughes Max Goes To The Doctors - Adria F. Klein (BAME) Rudy helps out - Jill L Donahue (BAME)</p> <p>Barrier Text/s The Tiger Who Came for Tea (complexity of plot) The Owl Babies (complexity of plot) Barrier text must be read and discussed with the children (choose one of the two).</p>		<p>Narrative - traditional tales</p> <p>Choose 2-3 to cover within English learning journey to support the writing outcomes. The other texts can be used during story times and/or guided reading or special write, making it explicit all stories are traditional tales.</p> <p>Text/s: The 3 Little Pigs Goldilocks & the Three Bears Jack & the Beanstalk Sing Me A Story - Grace Hallworth (BAME)</p> <p>Barrier Text/s: 3 Billy Goats Gruff - Paul Galdone (archaic language) Barrier text must be read and discussed with the children.</p>	

<p><u>Outcomes</u> Write simple character descriptions.</p> <p>Main outcome - Write a simple narrative using patterned language, words and phrases taken from familiar stories.</p>	<p><u>Outcomes</u> Write a series of sentences to retell events (first, next, then, finally)</p> <p>Main outcome - write a setting description</p>	<p><u>Outcomes</u> Write a detailed character description</p> <p>Main outcome - write a retelling of a traditional/fairy tale, with a clear opening and ending</p>
<p>This learning journey should evidence that pupils are beginning to:</p> <ul style="list-style-type: none"> • Use capital letters & full stops • Use capital letters for proper nouns & the personal pronoun 'I' • Make some word choices which are relevant to the context (word banks are used to support this) • Use spacing between words. • Use adjectives (these may not be used accurately at this point) • Orally compose sentences and write them. • Read their writing loud enough to be heard by their peers & teacher • Spell words containing each of the 40+ phonemes already taught • Make phonetically plausible attempts at common exception (irregular) words. • Correctly form letters rehearsed in KL 	<p>This learning journey should evidence that pupils:</p> <ul style="list-style-type: none"> • Use capital letters and full stops more consistently • Are beginning to use exclamation marks & questions marks (this may be inconsistent at this point) • Begin to attempt to use other conjunctions • Begin to use adjectives to add detail • Begin to use 'and' • Attempt to use other conjunctions (sentence structure may not always be accurate at this point) • Decide what to write • Edit simple spelling mistakes and omitted punctuation (May be supported). • Spell words containing each of the 40+ phonemes already taught • Make phonetically plausible attempts at common exception (irregular) words. • Apply Spelling rule for adding -s and -es to make a word plural • Correctly form letters rehearsed in KL 	<p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> • Independently compose sentences orally and write it • Use capital letters and full stops consistently • Choose word choices which are relevant to the context (word banks may be used) • Use adjectives to add detail • Sequence sentences to form short narratives. • Sequence ideas (e.g -stories have a beginning, middle & end) • Confidently make word choices relevant to the context (i.e -independently choosing words from a word bank to use in their own writing) • Use 'and' confidently • Attempt to use other conjunctions (sentence structure is mainly accurate) • Edit simple spelling mistakes and omitted punctuation (May be supported) • Spell words containing each of the 40+ phonemes already taught • Make phonetically plausible attempts at common exception (irregular) words. Most of which are spelt correctly • Use -ing, -ed, -er and -est are used where no change to the spelling of the root word is required • Correctly form letters rehearsed in KL

In order to be working at expected, children must demonstrate the objectives whilst showing cohesion and control over their writing.

Non-Fiction

Pupils should be exposed to quality examples of the non-fiction texts detailed below. Use www.literacywagoll.com or the banded home reader books for examples of non-fiction books.

Non-Fiction - Labels, lists and captions	Non-Fiction - Recounts	Non-Fiction - Reports	Non-Fiction - Instructions	Non-Fiction - Reports	Non-Fiction - Recount
<p><u>Outcomes</u> Write labels and sentences linked to the texts read</p>	<p><u>Outcomes</u> Write simple first person recounts based on personal experience, using</p>	<p><u>Outcomes</u> A simple non-chronological report with a series of sentences</p>	<p><u>Outcomes</u> Following a practical experience, write up the instructions for a simple</p>	<p><u>Outcomes</u> A simple non-chronological report with a series of sentences</p>	<p><u>Outcomes</u> Write a recount from the point of view of a character in a familiar story.</p>

	adverbs of time to aid sequencing	to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general	recipe	to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general	
<p>This learning journey should evidence that pupils are beginning to:</p> <ul style="list-style-type: none"> *Use capital letters & full stops *Use spacing between words. *Orally compose sentences and write them. *Read their writing loud enough to be heard by their peers & teacher *Spell words containing each of the 40+ phonemes already taught *Make phonetically plausible attempts at common exception (irregular) words. *Correctly form letters rehearsed in KL 	<p>This learning journey should evidence that pupils are beginning to:</p> <ul style="list-style-type: none"> *Use capital letters & full stops *Use capital letters for proper nouns and the personal pronoun 'I' *Use adjectives to add details *Sequence sentences *Identify omitted punctuation. *Spell words containing each of the 40+ phonemes already taught *Make phonetically plausible attempts at common exception (irregular) words. *Correctly form letters rehearsed in KL 	<p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> *Leave spaces between words *Use 'and' *Begin to use exclamation marks & questions marks (this may be inconsistent at this point) *Read their writing loud enough to be heard by their peers & teacher *Spell words containing each of the 40+ phonemes already taught *Make phonetically plausible attempts at common exception (irregular) words. *Correctly form letters rehearsed in KL 	<p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> *Leave spaces between words *Use 'and' *Begin to use exclamation marks & questions marks (this may be inconsistent at this point) *Read their writing loud enough to be heard by their peers & teacher *Spell words containing each of the 40+ phonemes already taught *Make phonetically plausible attempts at common exception (irregular) words. *Correctly form letters rehearsed in KL 	<p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> *Leave spaces between words *Use 'and' *Begin to use exclamation marks & questions marks (this may be inconsistent at this point) *Read their writing loud enough to be heard by their peers & teacher *Edit simple spelling mistakes and omitted punctuation (May be supported) *Spell words containing each of the 40+ phonemes already taught *Make phonetically plausible attempts at common exception (irregular) words. Most of which are spelt correctly *Correctly form letters rehearsed in KL 	<p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> *Pupils can independently decide what to write. *Independently compose sentences orally and write it *Use capital letters and full stops consistently *Recount events in a sequence *Use 'and' confidently *Attempt to use other conjunctions (sentence structure is mainly accurate) *Edit simple spelling mistakes and omitted punctuation (May be supported) *Spell words containing each of the 40+ phonemes already taught Make phonetically plausible attempts at common exception (irregular) words. Most of which are spelt correctly *Use -ing, -ed, -er and -est are used where no change to the spelling of the root word is required *Correctly form letters rehearsed in KL
In order to be working at expected, children must demonstrate the objectives whilst showing cohesion and control over their writing.					
<p>Poetry - Vocabulary building</p> <p><u>Suggested outcomes</u></p> <p>Read and perform free verse</p>		<p>Poetry - Vocabulary building</p> <p><u>Suggested outcomes</u></p> <p>Read and perform free verse</p>		<p>Poetry - Vocabulary building</p> <p><u>Suggested outcomes</u></p> <p>Read, write and perform free verse</p>	

English Curriculum Overview

Year 2

Each half term, you will cover fiction & non-fiction.

Each term, you will need to cover a Poetry unit. This may be for about a week & standalone - not linked to your other English learning journey that term.

Books in green = copies in school/on EF Root

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Narrative - Journey stories</p> <p><i>Both texts to be used as part of the English learning journey. One as the main text and the other can be used to for intertextual links and comparisons..</i></p> <p>Text/s: The Lonely Beast - Chris Judge The Troll - Julia Donaldson</p> <p>Barrier Text/s: The trouble with Trolls - Jan Brett (non-linear) currently out of stock</p> <p>Barrier text must be taught (as part of story time, English learning journey and/or guided reading).</p>	<p>Narrative - Stories including fantasy creatures</p> <p><i>Both texts to be used as part of the English learning journey. One as the main text and the other can be used to for intertextual links and comparisons.</i></p> <p>Text/s: The Minpins - Roald Dahl Into The Forest - Anthony Browne</p> <p>Barrier Text/s (can be used as story time): Where the Wild Things Are (archaic)</p> <p>Barrier text must be taught (as part of story time, English learning journey and/or guided reading).</p>	<p>Narrative - Contemporary stories</p> <p><i>All texts to be used as part of the English learning journey. One as the main text and the others can be used to for intertextual links and comparisons..</i></p> <p>Text/s: Lost and Found - Oliver Jeffers The Bear and the Piano by David Lichfield Voices In The Park - Anthony Browne Ruby's worry - Tom Percival (BAME)</p> <p>Barrier Text/s (can be used as story time): Lost & Found (Resistant text)</p> <p>Barrier text must be taught (as part of story time, English learning journey and/or guided</p>	<p>Narrative - Historical fiction</p> <p><i>Both texts to be used as part of the English learning journey. One as the main text and the other can be used to for intertextual links and comparisons..</i></p> <p>Text/s: The Story of the Great Fire of London - Jill Atkins Toby and The Great Fire of London - Margaret Nash Joseph's Cradle - Jude Daly (BAME)</p> <p>Barrier Text/s (can be used as story time): Samuel Pepys Diaries (archaic)</p> <p>Barrier text must be taught (as part of story time, English learning journey and/or guided reading).</p>	<p>Narrative - Adventure stories & revisiting</p> <p><i>Both fiction texts to be used as part of the English learning journey. One as the main text and the other can be used to for intertextual links and comparisons..</i></p> <p><i>Non-Fiction text should be used for guided reading or part of the English learning journey for Non-Chron and/or Instructions.</i></p> <p>Text/s: Dougal's Deep Sea Diary - Simon Bartram A Planet full of Plastic - Neal Layton (NON-FICTION) The Secret of Black Rock - Joe Todd-Stanton How to find gold - Vivanes Schwarz (BAME)</p> <p>Barrier Text/s (can be used as story time): Pinocchio - Carlo Collodi (Arhaic)</p> <p>Barrier text must be taught (as part of story time, English learning journey and/or guided reading).</p>	

		reading).		
<u>Outcomes</u> Write a re-telling of a journey story with slight innovation.	<u>Outcomes</u> Character description	<u>Outcomes</u> Use a familiar story as a model to write a new story.	<u>Outcomes</u> A collection of letters and diaries written in the first person - may link to setting descriptions.	<u>Outcomes</u> Create own journey story based on a familiar text. Independent outcomes produced based on previous learning throughout the year.
This learning journey should evidence that pupils can: <ul style="list-style-type: none"> *Write simple narratives *Say or record in writing or pictorially their ideas for writing e.g. create a story plan *Use capital letters and full stops *Use past and present tense correctly *Use commas in a list *Use conjunctions and, so, but, because * Use features of standard written English *Reread their writing to check it makes sense and know how to correct errors (Supported through gap tasks) *Make plausible attempts at spellings including common exception words. *Leave appropriate spaces between words. *Correctly form letters rehearsed in KL 	This learning journey should evidence that pupils can: <ul style="list-style-type: none"> *Use capital letters and full stops *Use past and present tense correctly *Use commas in a list *Use conjunctions and, so, but, because * Use features of standard written English *Use expanded noun phrases to describe and specify. *Use new vocabulary in writing *Reread their writing to check it makes sense and know how to correct errors (Supported through gap tasks) *Make plausible attempts at spellings including common exception words. *Leave appropriate spaces between words. *Correctly form letters rehearsed in KL 	This learning journey should evidence that pupils can: <ul style="list-style-type: none"> *Write simple narratives *Say or record in writing or pictorially their ideas for writing e.g. create a story plan *Use capital letters and full stops consistently *Correctly structure statements, questions, exclamation sentences and commands and punctuate correctly *Use past and present tense correctly *Use commas in a list *Use apostrophes for contractions *Use a range of subordinating and coordinating conjunctions * Use features of standard written English *Reread their writing to check it makes sense and know how to correct errors (encourage independence) *Make plausible attempts at spellings including common exception words. *Can form most capital letters, digits and lower case letters showing good control over orientation and size *Correctly form letters rehearsed in KL including capital letters and numbers 	This learning journey should evidence that pupils can: <ul style="list-style-type: none"> *Write for a range of purposes * Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences *Correctly structure statements, questions, exclamation sentences and commands and punctuate correctly *Use apostrophes for possession and contractions. *Use past and present tense correctly including use of the progressive form *Use expanded noun phrases to describe and specify. *Use new vocabulary in writing *Use commas in a list *Use a range of subordinating and coordinating conjunctions * Use features of standard written English *Reread their writing to check it makes sense and know how to correct errors (encourage independence) *Make plausible attempts at spellings including common exception words. *Can form most capital letters, digits and lower case letters showing good control over orientation and size *Correctly form letters rehearsed in KL and begin use the diagonal and horizontal strokes needed to join some letters 	At this point in the year, the national curriculum should now be covered . Children must be able to demonstrate the following in order to be school as per LA standardisation in fiction and non-fiction units. These objectives are taken directly from the Teacher Assessment Framework: <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. In addition the objectives above, revisit objectives in which the children are still not yet secure.

In order to be working at expected, children must demonstrate the objectives whilst showing cohesion and control over their writing.

Non-Fiction

Pupils should be exposed to quality examples of the non-fiction texts detailed below. Use www.literacywagoll.com or the banded home reader books for examples of non-fiction books.

Non-fiction - Recount	Non-fiction - Instructions	Non-fiction - Non-chronological reports	Non-fiction - Recount	Non-fiction - Non-chronological reports	Non-fiction - Instructions
<p><u>Outcomes</u> Write first person recounts retelling events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person</p>	<p><u>Outcomes</u> Write a series of fiction-based instructions (i.e. 'How to look after a monster').</p>	<p><u>Outcomes</u> Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate</p>	<p><u>Outcomes</u> Write first person recounts retelling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person</p>	<p><u>Outcomes</u> Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate</p>	<p><u>Outcomes</u> Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams.</p>
<p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> *Use capital letters and full stops *Write about real events *Use past tense correctly *Use conjunctions and, so, but, because * Use features of standard written English *Use expanded noun phrases to describe and specify. *Reread their writing to check it makes sense and know how to correct errors (Supported through gap tasks) *Make plausible attempts at spellings including common exception words. *Leave appropriate spaces between words. *Correctly form letters rehearsed in KL 	<p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> *Use capital letters and full stops *Correctly structure commands and questions and use question marks. *Use tense correctly *Use a range of conjunctions e.g. and, so, but, because, or, if, when, while * Use features of standard written English *Use expanded noun phrases to describe and specify. *Reread writing to check it makes sense and know how to correct errors (Supported through gap tasks) *Make plausible attempts at spellings including common exception words. *Leave appropriate spaces between words. *Correctly form letters rehearsed in KL 	<p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> *Write for a range of purposes *Use capital letters and full stops *Correctly structure statements and questions and use question marks. *Use tense correctly *Use a range of conjunctions for subordination and coordination e.g. and, so, but, because, or, if, when, while *Use suffix -ly and begin to experiment with suffixes ment, less, full, ness * Use features of standard written English *Use expanded noun phrases to describe and specify. *Use new vocabulary in writing with a focus on technical vocab *Reread their writing to check it makes sense and know how to correct errors (encourage independence) *Make plausible attempts at spellings including common exception words. *Leave appropriate spaces between words. *Correctly form letters rehearsed in KL including capital letters and numbers 	<p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> *Write about real life events. * Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences *Correctly structure statements, questions, exclamation sentences and commands and punctuate correctly *Use apostrophes for possession and contractions. *Use past and present tense correctly including use of the progressive form *Use expanded noun phrases to describe and specify. *Use new vocabulary in writing *Use commas in a list *Use a range of subordinating and coordinating conjunctions * Use features of standard written English *Reread their writing to check it makes sense and know how to correct errors (encourage independence) *Make plausible attempts at spellings including common exception words. *Can form most capital letters, digits and lower case letters showing good control over 	<p>At this point in the year, the national curriculum should now be covered .</p> <p>Children must be able to demonstrate the following in order to be school as per LA standardisation in fiction and non-fiction units. These objectives are taken directly from the Teacher Assessment Framework:</p> <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. <p>In addition the objectives above, revisit objectives in which the children are still not yet secure.</p>	

			orientation and size *Correctly form letters rehearsed in KL and begin use the diagonal and horizontal strokes needed to join some letters	
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In order to be working at expected, children must demonstrate the objectives whilst showing cohesion and control over their writing.

Poetry - Shape poems <u>Suggested outcomes</u> Read, write and perform free verse	Poetry - Patterned poems <u>Suggested outcomes</u> Read, write and perform free verse	Poetry - Free verse <u>Suggested outcomes</u> Read, write and perform free verse
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English Curriculum Overview

Year 3

Each half term, you will cover fiction & non-fiction.

Each term, you will need to cover a Poetry unit. This may be for about a week & standalone - not linked to your other English learning journey that term.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Narrative - Traditional/Fairy Tales</p> <p><i>Both books to be used as part of the English learning journey. One as the main text and the other can be used to for intertextual links and comparisons.</i></p> <p>Text/s: Hansel & Gretel - Jane Ray Fairy Tales from the Brothers Grimm</p> <p>Barrier Text/s Fairy Tales by Hans Cristian Anderson (Archaic)</p> <p>Barrier text must be taught (as part of English learning journey and/or whole class reading).</p>		<p>Narrative - twisted fairy tales</p> <p><i>Choose 1 text as a main text for the half term. The other books can be used to make intertextual links and comparisons.. Extracts can be used as part of the learning journey and/or whole class reading sessions.</i></p> <p>Text/s: The Lost Happy Endings - Carol Ann Duffy The Lost Fairy Tales - Isabel Otter The True Story of the Three Little Pigs - Jon Scieszka The Stinky Cheese Man & Other Fairly Stupid Tales - Jon Scieszka</p> <p>Barrier Text/s The True Story of the Three Little Pigs - Jon Scieszka (Complexity of the narrator)</p> <p>Barrier text must be taught (as part of English learning journey and/or whole class reading).</p>		<p>Narrative - adventure stories</p> <p><i>Choose 1 book as a main text for the half term. The other books can be used to make intertextual links and comparisons.. Extracts can be used as part of the learning journey and/or whole class reading sessions.</i></p> <p>Text/s: Pages and Co - Tilly and the Book Wanderers by Anna James Leon & the Place Inbetween - Graham Baker-Smith Cyborg Cat: Rise of the Parsons Road Gang - Ade Adepitan</p> <p>Barrier Text/s Peter Pan J.M Barrie (archaic language)</p> <p>Barrier text must be taught (as part of English learning journey and/or whole class reading).</p>	
<p><u>Outcomes</u> Settings & Character descriptions</p>		<p><u>Outcomes</u> A short story chapter with a focus on settings & character descriptions as well as effective opening and ending</p>		<p><u>Outcomes</u> An adventure story containing an action paragraph, showing setting & character descriptions and effective opening and ending</p>	

<p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> *Create settings and plots independently. *Write for a range of real purposes and audiences in a range of genres with evidence of an understanding of the audience. *Use capital letters, full stops, question marks, exclamation marks to demarcate sentences *Use commas in a list *begin to organise around a theme and sometimes demarcates paragraphs on the page. *Reread both their own and others' writing to make sure it makes sense and identify errors in spelling, grammar and punctuation. *Extend a range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, as (building on year 2 knowledge) *Use similes *Vary sentence openers. *Carefully select adventurous words to add detail and engage the reader. *Add detail by the expansion of noun phrases before and after the noun and through the use of adverbials. *Decide whether 'a' or 'an' is needed in front of a word and usually make the right choice in independent writing *identify most common spelling mistakes and beginning to use one or two taught strategies to reduce misspellings. * Use spelling rules and patterns from Y3/4 with increasing accuracy. * Apply skills taught in Kinetic Letters. 	<p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> *Create settings and plots independently. *Write for a range of real purposes and audiences in a range of genres with evidence of an understanding of the audience. *Use capital letters, full stops, question marks, exclamation marks to demarcate sentences *Use inverted commas to punctuate speech *begin to organise around a theme and sometimes demarcates paragraphs on the page. *Reread both their own and others' writing to make sure it makes sense and identify errors in spelling, grammar and punctuation. *Extend a range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, as (building on year 2 knowledge) *Use prepositions to indicate time, place and cause (before, after, during, in, because of). *Use adverbs to indicate time, place and cause (then, next, soon, closely, therefore). *Vary sentence openers. *Carefully select adventurous words to add detail and engage the reader. *Add detail by the expansion of noun phrases before and after the noun and through the use of adverbials. *Usually correctly spell words with prefixes without any associated changes in spelling * Use spelling rules and patterns from Y3/4 with increasing accuracy *Apply skills taught in Kinetic Letters. 	<p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> *Create settings and plots independently. *Write for a range of real purposes and audiences in a range of genres with evidence of an understanding of the audience. *Use capital letters, full stops, question marks, exclamation marks to demarcate sentences with total accuracy *Use inverted commas to punctuate speech *Begin to organise around a theme and sometimes demarcates paragraphs on the page. *Reread both their own and others' writing to make sure it makes sense and identify errors in spelling, grammar and punctuation. *identify possible improvements in grammar and vocabulary in their own and others' writing *identify possible improvements in grammar and vocabulary in their own and others' writing *Extend a range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, as (building on year 2 knowledge) *Use prepositions to indicate time, place and cause (before, after, during, in, because of). *Use adverbs to indicate time, place and cause (then, next, soon, closely, therefore). *Vary sentence openers. *Carefully select adventurous words to add detail and engage the reader. *Use similes *Add detail by the expansion of noun phrases before and after the noun and through the use of adverbials. *Usually correctly spell words with prefixes without any associated changes in spelling * Use spelling rules and patterns from Y3/4 with increasing accuracy *Apply skills taught in Kinetic Letters. <p>Use this unit of work to revisit any previous objectives which children have not fully grasped/demonstrated regularly in writing.</p>
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In order to be working at expected, children must demonstrate the objectives whilst showing cohesion and control over their writing.

Non-Fiction

Pupils should be exposed to quality examples of the non-fiction texts detailed below. Use www.literacywagoll.com or the banded home reader books for examples of non-fiction books.

Non-Fiction - Recount	Non-Fiction - Instructions	Non-Fiction - Explanation	Non-Fiction - Persuasion	Non-Fiction - Recount & Non-Chronological
<p><u>Suggested outcomes</u> A letter/diary/journal entry from the point of view of a character</p>		<p><u>Suggested outcomes</u> Research a particular topic and write an explanation about how and why something works/happens</p>	<p><u>Suggested outcomes</u> Persuasive letter, speech, brochure, advert</p>	<p><u>Suggested outcomes</u> Research a particular area and write a report, organising ideas around a topic/theme.</p>

This learning journey should evidence that pupils can:

- *Write for a range of real purposes and audiences in a range of genres with evidence of an understanding of the audience.
- *Use capital letters, full stops, question marks, exclamation marks to demarcate sentences
- *Use commas in a list
- *use apostrophes for contracted forms and for the singular possessive **with total accuracy**
- *begin to organise around a theme and sometimes demarcates paragraphs on the page.
- *Reread both their own and others' writing to make sure it makes sense and identify errors in spelling, grammar and punctuation.
- *Extend a range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, as (building on year 2 knowledge)
- *Use similes
- *Vary sentence openers.
- *Use adverbs to indicate time, place and cause (then, next, soon, closely, therefore).
- *Carefully select adventurous words to add detail and engage the reader.
- *Add detail by the expansion of noun phrases before and after the noun and through the use of adverbials.
- *Decide whether 'a' or 'an' is needed in front of a word and usually make the right choice in independent writing
- * Use spelling rules and patterns from Y3/4 with increasing accuracy
- *identify most common spelling mistakes and beginning to use one or two taught strategies to reduce misspellings..
- * Apply skills taught in Kinetic Letters.

This learning journey should evidence that pupils can:

- *Write for a range of real purposes and audiences in a range of genres with evidence of an understanding of the audience.
- *Use capital letters, full stops, question marks, exclamation marks to demarcate sentences
- *Organise ideas into paragraphs.
- *Reread both their own and others' writing to make sure it makes sense and identify errors in spelling, grammar and punctuation.
- *Extend a range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, as .
- *Use conjunctions to indicate time, place and cause (when, before, after, while, so, because).
- *Use prepositions to indicate time, place and cause (before, after, during, in, because of).
- *Use adverbs to indicate time, place and cause (then, next, soon, closely, therefore).
- *Use simple devices including headings and subheadings to guide the reader through the text
- *Vary sentence openers.
- *Carefully select adventurous words to add detail and engage the reader.
- *Add detail by the expansion of noun phrases before and after the noun and through the use of adverbials.
- *Select the appropriate tense including the present perfect form for verbs e.g *He has gone out to play in contrast to he went out to play*
- *Use spelling rules and patterns from Y3/4 with increasing accuracy
- *Apply skills taught in Kinetic Letters.

This learning journey should evidence that pupils can:

- *Write for a range of real purposes and audiences in a range of genres with evidence of an understanding of the audience.
- *Use capital letters, full stops, question marks, exclamation marks to demarcate sentences
- *Organise ideas into paragraphs.
- *Reread both their own and others' writing to make sure it makes sense and identify errors in spelling, grammar and punctuation.
- *Extend a range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, as .
- *Use conjunctions to indicate time, place and cause (when, before, after, while, so, because).
- *Use prepositions to indicate time, place and cause (before, after, during, in, because of).
- *Use adverbs to indicate time, place and cause (then, next, soon, closely, therefore).
- guide the reader through the text
- *Vary sentence openers.
- *Carefully select adventurous words to add detail and engage the reader.
- *Add detail by the expansion of noun phrases before and after the noun and through the use of adverbials.
- *Usually distinguish between and correctly spell further homophones and near homophones e.g *pair/pear/wait/weight/our/are*
- *navigate a dictionary to find the initial letter of any word and use the guide words to search to the third letter
- *Use spelling rules and patterns from Y3/4 with increasing accuracy
- *Apply skills taught in Kinetic Letters.

This learning journey should evidence that pupils can:

- *Write for a range of real purposes and audiences in a range of genres with evidence of an understanding of the audience.
- *Use capital letters, full stops, question marks, exclamation marks to demarcate sentences with **total accuracy**
- *Organise ideas into paragraphs.
- *Reread both their own and others' writing to make sure it makes sense and identify errors in spelling, grammar and punctuation.
- *Extend a range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, as .
- *Use conjunctions to indicate time, place and cause (when, before, after, while, so, because).
- *Use prepositions to indicate time, place and cause (before, after, during, in, because of).
- *Use adverbs to indicate time, place and cause (then, next, soon, closely, therefore).
- guide the reader through the text
- *Vary sentence openers.
- *Carefully select adventurous words to add detail and engage the reader.
- *Use simple devices including headings and subheadings to guide the reader through the text
- *Add detail by the expansion of noun phrases before and after the noun and through the use of adverbials.
- * Use spelling rules and patterns from Y3/4 with increasing accuracy.
- *recognise related words from the same word family and **usually** deduces the meaning of related words correctly e.g '*heard*' within '*misheard*'
- *Apply skills taught in Kinetic Letters.

Use this unit of work to revisit any previous objectives which children have not fully grasped/demonstrated regularly in writing.

In order to be working at expected, children must demonstrate the objectives whilst showing cohesion and control over their writing.

Poetry - list poem

Suggested outcomes

Read, write and perform poem

Poetry - shape poem

Suggested outcomes

Read, write and perform poem

Poetry - patterned poem

Suggested outcomes

Read, write and perform poem

English Curriculum Overview

Year 4

Each half term, you will cover fiction & non-fiction.

Each term, you will need to cover a Poetry unit. This may be for about a week & standalone - not linked to your other English learning journey that term.

Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
<p>Fiction - Myths & Quests - narrative with a focus on character descriptions & settings</p> <p><i>Choose 1 text as a main text for the half term. The other books can be used to make intertextual links and comparisons.. Extracts can be used as part of the learning journey and/or whole class reading sessions.</i></p> <p>Text/s: Who let the Gods out? Maz Evans Fleeced - Julia Wills (currently out of stock) Mythologica: An encyclopedia of Gods, monsters & mortals from Ancient Greece (NON FICTION)</p> <p>Barrier Text/s: Who Let the Gods out? - Maz Evans (complexity of plot)</p> <p>Barrier text must be taught (as part of English learning journey and/or whole class reading).</p>	<p>Narrative - Adventure story featuring suspense and action</p> <p><i>Choose 1 text as a main text for the half term. The other books can be used to make intertextual links and comparisons. Extracts can be used as part of the learning journey and/or whole class reading sessions.</i></p> <p>Text/s: Kensuke's Kingdom - Michael Morpurgo The Wild Robot - Peter Brown (class set) Robinson Crusoe - Daniel Defoe (Yr 5 dark red level 17 home reader) Creepy Carrots - Aaron Reynolds Treasure Island (Yr 5 dark red level 17 home reader) - Robert Louis Stevenson</p> <p>Barrier Text/s The Wild Robot - Peter Brown (complexity of narrator) Robinson Crusoe - Daniel Defoe (complexity of narrator/ archaic)</p> <p>At least one of these barrier texts must be taught (as part of English learning journey and/or whole class reading).</p>	<p>Fiction - focus on drawing together character & settings descriptions and action</p> <p><i>Choose 1 text as a main text for the half term. The other books can be used to make intertextual links and comparisons.. Extracts can be used as part of the learning journey and/or whole class reading sessions.</i></p> <p>Text/s: Sword in the Stone - T.S White Use extracts from Arthur High King of Britain - Michael Morpurgo How to Train your Dragon - Cressida Cowell Dragonology and/or Wizardology - (non fiction text) - Dugald Steer</p> <p>Barrier Text/s Sword in the Stone - T.S White (archaic text)</p> <p>Barrier text must be taught (as part of English learning journey and/or whole class reading).</p>			
<p>Write a narrative with a focus on effective setting & character descriptions</p>	<p>Suggested outcome - Narrative with a focus on creating suspense and portraying action</p>	<p>Suggested outcome - write a story featuring suspense and action and effective character & setting descriptions</p>			
<p>This learning journey should evidence that pupils can:</p>	<p>This learning journey should evidence that pupils can:</p>	<p>This learning journey should evidence that pupils can:</p>			

- Usually choose and correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity and apply this to a range of independent writing.
- Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases e.g. *the teacher expanded to: The strict maths teacher with curly hair strode into the room.*
- Use a wide range of subordinating conjunctions (including conjunctions of time such as before, after, since, until and others such as if, when, although) at the beginning and within sentences to add relevant detail to complex sentences e.g. *We put our coats on when we went outside. When we went outside, we put our coats on.*
- Use, adverbs and prepositions to express time (before, after,) cause and place and apply this to a wide range of independent writing.
- Use similes and metaphors accurately with some experimentation with personification.
- Use inverted commas confidently and consistently to punctuate direct speech and beginning to use other punctuation connected with inverted commas appropriately e.g. *The conductor shouted, "Sit down!"*. Pupils need to ensure they use a new speaker new line.
- Independently compose and orally rehearse sentences, usually including new vocabulary.
- Independently plan narrative texts into paragraphs. They do this before they writing through using a suitable planning format. Pupil knows how to demarcate paragraphs on the page and usually remembers how to do this during independent writing.
- Consistently and confidently create an appropriate setting, two or three distinguishable characters and a coherent plot. Descriptions contain relevant detail and some interaction between characters.
- Independently proof read and amend their own writing, checking for accuracy of grammar, spelling, punctuation and vocabulary throughout the text.
- Usually follow spelling rules (without any alterations to the spelling) e.g. *il-, im-, ir-, re-, sub-, super-, anti-, auto-* to alter the meaning of nouns by adding prefixes and can give a clear definition of the new noun.
- Usually correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word e.g. *forgetting, beginner, preferred.*
- Usually correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word e.g. *forgetting, beginner, preferred.*
- Usually correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word e.g. *forgetting, beginner, preferred.*
- Correctly form and join most letters in accordance with the Kinetic Letters handwriting scheme.

- Usually choose and correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity and apply this to a range of independent writing.
- Use simple, compound and complex sentences are used effectively to convey complicated or detailed information and ideas.
- Use sentences that are often opened in different ways to create effects.
- Use fronted adverbials that are used to start sentences and most are punctuated by a comma to mark the clause
- Use, adverbs and prepositions to express time (before, after,) cause and place and apply this to a wide range of independent writing
- Explain the concept of verb tense and writing shows an awareness of how commonly used verbs are inflected in different tenses. Pupil uses (with some errors) the present perfect form in contrast to past tense
- Use ambitious vocabulary – most words are used correctly within the context of the sentence. Words are mostly selected for effect, including specific and technical vocabulary.
- Use inverted commas confidently and consistently to punctuate direct speech and beginning to use other punctuation connected with inverted commas appropriately e.g. *The conductor shouted, "Sit down!"*. Pupils need to ensure they use a new speaker new line.
- Use apostrophes to indicate plural possession.
- Independently compose and orally rehearse sentences, usually including new vocabulary.
- Independently plan narrative texts into paragraphs. They do this before they writing through using a suitable planning format. Pupil knows how to demarcate paragraphs on the page and usually remembers how to do this during independent writing.
- Consistently and confidently create an appropriate setting, two or three distinguishable characters and a coherent plot. Descriptions contain relevant detail and some interaction between characters.
- Usually and accurately assess the effectiveness of their own and others' writing and make improvements. They can make suggestions for alterations and justify. For example – *I think you should change this adjective to describe the haunted house as this makes it appear more spooky.*
- Independently proof read and amend their own writing, checking for accuracy of grammar, spelling, punctuation and vocabulary throughout the text.
- Spell most words taught so far (y3/4 statutory word list) and those which have not yet been taught are spelt using knowledge of spelling, morphology and etymology (the origin of words). Commonly misspelt words are spelt correctly.
- Usually find words in a dictionary, can accurately check their own attempt at spellings against the correct spellings and make any amendments.
- Correctly form and join most letters in accordance with the Kinetic Letters handwriting scheme.

- Usually choose and correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity and apply this to a range of independent writing.
- Use simple, compound and complex sentences are used effectively to convey complicated or detailed information and ideas.
- Use similes and metaphors accurately with some experimentation with personification.
- Use ambitious vocabulary – most words are used correctly within the context of the sentence. Words are mostly selected for effect, including specific and technical vocabulary.
- Use inverted commas confidently and consistently to punctuate direct speech and beginning to use other punctuation connected with inverted commas appropriately e.g. *The conductor shouted, "Sit down!"*. Pupils need to ensure they use a new speaker new line.
- Use apostrophes to indicate plural possession.
- Independently compose and orally rehearse sentences, usually including new vocabulary.
- Demonstrate variation in sentence structure which includes simple, compound and complex sentences.
- Independently plan narrative texts into paragraphs. They do this before they writing through using a suitable planning format. Pupil knows how to demarcate paragraphs on the page and usually remembers how to do this during independent writing.
- Consistently and confidently create an appropriate setting, two or three distinguishable characters and a coherent plot. Descriptions contain relevant detail and some interaction between characters.
- Usually and accurately assess the effectiveness of their own and others' writing and make improvements. They can make suggestions for alterations and justify. For example – *I think you should change this adjective to describe the haunted house as this makes it appear more spooky.*
- Independently proof read and amend their own writing, checking for accuracy of grammar, spelling, punctuation and vocabulary throughout the text.
- Spell most words taught so far (y3/4 statutory word list) and those which have not yet been taught are spelt using knowledge of spelling, morphology and etymology (the origin of words). Commonly misspelt words are spelt correctly.
- Usually follow spelling rules (without any alterations to the spelling) e.g. *il-, im-, ir-, re-, sub-, super-, anti-, auto-* to alter the meaning of nouns by adding prefixes and can give a clear definition of the new noun.
- Usually correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word e.g. *forgetting, beginner, preferred.*
- Spell homophones and near homophones mostly correctly e.g. *accept/except, affect/effect.*
- Correctly form and join most letters in accordance with the Kinetic Letters handwriting scheme.

Non-Fiction

Pupils should be exposed to quality examples of the non-fiction texts detailed below. Use www.literacywagoll.com or the banded home reader books for examples of non-fiction books.

Non-Fiction - Explanation	Non- Fiction - Biography	Non- Fiction - Persuade	Non Fiction - Discussion text	Non fiction - Report	Non fiction - Newspaper report
<p><u>Suggested outcomes</u></p> <p>Write an explanation for the way something works and why</p>	<p><u>Suggested outcomes</u></p> <p>Write a biography with headings and subheadings for Black History Month</p>	<p><u>Suggested outcomes</u></p> <p>Write a speech/letter persuading an audience of a particular point of view</p>	<p><u>Suggested outcomes</u></p> <p>Write a speech exploring ‘for’ and ‘against’ arguments</p>	<p><u>Suggested outcomes</u></p> <p>Write a non-chronological report based on notes gathered from a range of sources</p>	<p><u>Suggested outcomes</u></p> <p>Write a newspaper report outlining events</p>
<p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> • Explain the concept of verb tense and writing shows an awareness of how commonly used verbs are inflected in different tenses. Pupil uses (with some errors) the present perfect form in contrast to past tense • Consistently and confidently identify, name, and describe key organisational and language features of a shared text working with a partner, small group or whole class. They can confidently identify a text features by naming it and give a clear example of how it could be used and why. • Independently select the most relevant information, key vocabulary and ideas from discussion and notes to plan their own writing. E.g <i>Can take notes during discussion and use them in a planning format.</i> • Independently plan non fiction texts into paragraphs. They do this before they writing through using a suitable planning format. Pupil knows how to demarcate paragraphs on the page and usually remembers how to do this during independent writing. • Cluster related information logically and write an engaging main heading for the text and relevant sub headings for each paragraph. • Independently proof read and amend their own writing, checking for accuracy of grammar, spelling, punctuation and vocabulary throughout the text. • Usually correctly spell words where suffixes beginning with vowel letters are added to 	<p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> • Use apostrophes to indicate plural possession. • Consistently and confidently identify, name, and describe key organisational and language features of a shared text working with a partner, small group or whole class. They can confidently identify a text features by naming it and give a clear example of how it could be used and why. • Independently select the most relevant information, key vocabulary and ideas from discussion and notes to plan their own writing. E.g <i>Can take notes during discussion and use them in a planning format.</i> • Independently plan non fiction texts into paragraphs. They do this before they writing through using a suitable planning format. Pupil knows how to demarcate paragraphs on the page and usually remembers how to do this during independent writing. • Cluster related information logically and write an engaging main heading for the text and relevant sub headings for each paragraph. • Independently proof read and amend their own writing, checking for accuracy of grammar, spelling, punctuation and vocabulary throughout the text. • Usually correctly spell words where suffixes beginning with vowel letters are added to 	<p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> • Use ambitious vocabulary – most words are used correctly within the context of the sentence. Words are mostly selected for effect, including specific and technical vocabulary. • Use apostrophes to indicate plural possession. • Consistently and confidently identify, name, and describe key organisational and language features of a shared text working with a partner, small group or whole class. They can confidently identify a text features by naming it and give a clear example of how it could be used and why. • Independently select the most relevant information, key vocabulary and ideas from discussion and notes to plan their own writing. E.g <i>Can take notes during discussion and use them in a planning format.</i> • Independently plan non fiction texts into paragraphs. They do this before they writing through using a suitable planning format. Pupil knows how to demarcate paragraphs on the page and usually remembers how to do this during independent writing. • Independently proof read and amend their own writing, checking for accuracy of grammar, spelling, punctuation and vocabulary throughout the text. • Spell most words taught so far 	<p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> • Use apostrophes to indicate plural possession. • Consistently and confidently identify, name, and describe key organisational and language features of a shared text working with a partner, small group or whole class. They can confidently identify a text features by naming it and give a clear example of how it could be used and why. • Independently select the most relevant information, key vocabulary and ideas from discussion and notes to plan their own writing. E.g <i>Can take notes during discussion and use them in a planning format.</i> • Independently plan non fiction texts into paragraphs. They do this before they writing through using a suitable planning format. Pupil knows how to demarcate paragraphs on the page and usually remembers how to do this during independent writing. • Independently proof read and amend their own writing, checking for accuracy of grammar, spelling, punctuation and vocabulary throughout the text. • Spell most words taught so far (y3/4 statutory word list) and those which have not yet been taught are spelt using knowledge of spelling, for example, morphology and etymology (the origin of words). Commonly misspelt 	<p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> • Use ambitious vocabulary – most words are used correctly within the context of the sentence. Words are mostly selected for effect, including specific and technical vocabulary. • Use apostrophes to indicate plural possession. • Consistently and confidently identify, name, and describe key organisational and language features of a shared text working with a partner, small group or whole class. They can confidently identify a text features by naming it and give a clear example of how it could be used and why. • Independently select the most relevant information, key vocabulary and ideas from discussion and notes to plan their own writing. E.g <i>Can take notes during discussion and use them in a planning format.</i> • Demonstrate variation in sentence structure which includes simple, compound and complex sentences. • Independently plan non fiction texts into paragraphs. They do this before they writing through using a suitable planning format. Pupil knows how to demarcate paragraphs on the page and usually remembers how to do this during independent writing. • Independently proof read and amend their own writing, checking for accuracy of grammar, spelling, punctuation and vocabulary throughout the text. • Spell most words taught so far (y3/4 statutory word list) and those which have not yet been taught are spelt using 	<p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> • Use apostrophes to indicate plural possession. • Consistently and confidently identify, name, and describe key organisational and language features of a shared text working with a partner, small group or whole class. They can confidently identify a text features by naming it and give a clear example of how it could be used and why. • Independently select the most relevant information, key vocabulary and ideas from discussion and notes to plan their own writing. E.g <i>Can take notes during discussion and use them in a planning format.</i> • Demonstrate variation in sentence structure which includes simple, compound and complex sentences. • Independently plan non fiction texts into paragraphs. They do this before they writing through using a suitable planning format. Pupil knows how to demarcate paragraphs on the page and usually remembers how to do this during independent writing. • Independently proof read and amend their own writing, checking for accuracy of grammar, spelling, punctuation and vocabulary throughout the text. • Spell most words taught so far (y3/4 statutory word list) and those which have not yet been taught are spelt using

<p>grammar, spelling, punctuation and vocabulary throughout the text.</p> <ul style="list-style-type: none"> • Spell homophones and near homophones mostly correctly e.g accept/except, affect/effect. • Usually find words in a dictionary, can accurately check their own attempt at spellings against the correct spellings and make any amendments. • Correctly form and join most letters in accordance with the Kinetic Letters handwriting scheme. 	<p>words of more than one syllable, understanding when to double the final consonant in the root word e.g <i>forgetting</i>, <i>beginner</i>, <i>preferred</i>.</p> <ul style="list-style-type: none"> • Usually remember and write a dictated sentence accurately applying newly taught spelling patterns and punctuation with accuracy. • Correctly form and join most letters in accordance with the Kinetic Letters handwriting scheme. 	<p>(y3/4 statutory word list) and those which have not yet been taught are spelt using knowledge of spelling, for example, morphology and etymology (the origin of words). Commonly misspelt words are spelt correctly.</p> <ul style="list-style-type: none"> • Spell homophones and near homophones mostly correctly e.g accept/except, affect/effect. • Correctly form and join most letters in accordance with the Kinetic Letters handwriting scheme. 	<p>words are spelt correctly.</p> <ul style="list-style-type: none"> • Usually correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word e.g <i>forgetting</i>, <i>beginner</i>, <i>preferred</i>. • Spell homophones and near homophones mostly correctly e.g accept/except, affect/effect. • Usually find words in a dictionary, can accurately check their own attempt at spellings against the correct spellings and make any amendments. • Correctly form and join most letters in accordance with the Kinetic Letters handwriting scheme. 	<p>relevant sub headings for each paragraph.</p> <ul style="list-style-type: none"> • Independently proof read and amend their own writing, checking for accuracy of grammar, spelling, punctuation and vocabulary throughout the text. • Spell most words taught so far (y3/4 statutory word list) and those which have not yet been taught are spelt using knowledge of spelling, for example, morphology and etymology (the origin of words). Commonly misspelt words are spelt correctly. • Correctly form and join most letters in accordance with the Kinetic Letters handwriting scheme. 	<p>knowledge of spelling, for example, morphology and etymology (the origin of words). Commonly misspelt words are spelt correctly.</p> <ul style="list-style-type: none"> • Usually correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word e.g <i>forgetting</i>, <i>beginner</i>, <i>preferred</i>. • Usually find words in a dictionary, can accurately check their own attempt at spellings against the correct spellings and make any amendments. • Usually remember and write a dictated sentence accurately applying newly taught spelling patterns and punctuation with accuracy. • Correctly form and join most letters in accordance with the Kinetic Letters handwriting scheme.
<p>Poetry - Free Verse <u>Suggested outcomes</u> Read, write and perform poetry</p>		<p>Poetry - Patterned poem (Kennings) <u>Suggested outcomes</u> Read, write and perform poetry Recite some narrative poetry from memory - read and respond</p>		<p>Poetry - Collage poetry <u>Suggested outcomes</u> Read, write and perform poetry Research a poet Personal responses to poetry</p>	

English Curriculum Overview

Year 5

Each half term, you will cover fiction & non-fiction.

Each term, you will need to cover a Poetry unit. This may be for about a week & standalone - not linked to your other English learning journey that term.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Narrative - Portal Stories</p> <p><i>Choose 1 book as a main book for the half term. The other books can be used to make intertextual links and comparisons. Extracts can be used as part of the learning journey and/or whole class reading sessions.</i></p> <p><u>Text/s - Portal Stories:</u> Alice Through the Looking Glass - Lewis Carroll Tom's Midnight Garden - Philippa Pearce The Lion, the Witch and the Wardrobe - CS Lewis The Secret Garden - Frances Hodgson-Burnett</p> <p>Barrier Text/s: Alice Through The Looking Glass - Lewis Carroll (archaic text)</p>	<p>Narrative - Historical Fiction</p> <p><i>Choose 1 book as a main book for the half term. The other books can be used to make intertextual links and comparisons. Extracts can be used as part of the learning journey and/or whole class reading sessions.</i></p> <p><u>Victorian Era</u> Street Child - Bernie Doherty A Christmas Carol - Charles Dickens</p> <p>Barrier Text/s: A Christmas Carol - Charles Dickens (archaic text) Barrier text must be taught (as part of English learning journey and/or whole class reading).</p>	<p>Narrative - suspense and mystery</p> <p><i>Choose 1 book as a main book for the half term. The other books can be used to make intertextual links and comparisons. Extracts can be used as part of the learning journey and/or whole class reading sessions.</i></p> <p><u>Text/s:</u> Clockwork or All Wound Up - Philip Pullman The Infinite Lives of Maisie Day - Christopher Edge The Many Worlds of Albie Bright - Christopher Edge The longest night of Charlie Noon - Christopher Edge A Series of Unfortunate Events - Lemony Snicket A Place Called Perfect - Helena Duggan A Monster Calls - Patrick Ness</p> <p>Barrier Text/s: Clockwork or All Wound Up - Philip Pullman (complexity of text)</p>	<p>Narrative - action & adventure stories</p> <p><i>Choose 1 book as a main book for the half term. The other books can be used to make intertextual links and comparisons. Extracts can be used as part of the learning journey and/or whole class reading sessions.</i></p> <p><u>Text/s:</u> The House with Chicken Legs - Sophie Anderson Sky Song - Abi Elphinstone Time Travelling with a hamster - Ross Welford Cogheart - Peter Bunzl Moonlocket & Sky Circus (follow up of Cogheart) - Peter Bunzl Shakleton's Journey - William Grill The Journey (picture book) - Aaron Becker A Pinch of Magic - Michelle Harrison</p> <p>Barrier Text/s: Cogheart, Moonlocket & Sky Circus- Peter Bunzl (complexity of narrative) Sky Song - Abi Elphinstone (complexity of narrator)</p> <p>At least one of these barrier texts must be taught (as part of English learning journey and/or whole</p>		

<p>Tom's Midnight Garden - Philippa Pearce (archaic text) The Secret Garden - Frances Hodgson-Burnett (archaic text) The Lion, the Witch and the Wardrobe - C.S.Lewis (archaic text)</p> <p>At least one of these barrier texts must be taught (as part of English learning journey and/or whole class reading).</p>		<p>A Series of Unfortunate Events - Lemony Snicket (complexity of narrator)</p> <p>At least one of these barrier texts must be taught (as part of English learning journey and/or whole class reading).</p>	<p>class reading).</p>
<p><u>Suggested outcomes</u> Narrative with a focus on character description, action through the portal and setting description of where they end up</p>	<p><u>Suggested outcomes</u> Short stories with a focus on one narrative technique or theme.</p>	<p><u>Suggested outcomes</u> Develop skills of building up atmosphere in writing e.g. passages building up tension Explore a text in detail. Setting and character description. Diaries (varying point of view). Character studies (hybrid text types)</p>	<p><u>Suggested outcomes</u> Develop skills of building up description, imagery. Focus on control and vocabulary choices. Short narrative extracts. Atmosphere/setting descriptions.</p>
<p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> • Use ambitious vocabulary – most words are used correctly within the context of the sentence. • Use relative clauses beginning with who, which, where, when, that • Use devices to build cohesion, including adverbials of time and place • Use similes, metaphors, personification are used and hyperboles (exaggeration for effect) • Can usually describe settings, characters and atmosphere and include dialogue to convey character and move the story along. They can portray characters' through meaningful interaction and dialogue • Can usually select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning 	<p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> • Consistently use expanded noun phrases to convey precise and detailed information concisely. • Use the present perfect form of verbs to mark relationships of time and cause e.g <i>She has gone on holiday (and won't be back for some time). The coach has left without you (because you were too late).</i> • Use devices to build cohesion, including adverbials of time and place • Use a growing range of punctuation (brackets, commas and dashes to show parenthesis) with some accuracy. • Use similes, metaphors, personification are used and hyperboles (exaggeration for effect) • Can usually draw on what they have learnt about how authors develop characters and settings to help them create their own 	<p><u>Revise previously taught statements with a focus on those below</u></p> <p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> • Select word choices for deliberate effect and used with precision. • Use devices to build cohesion, including adverbials of time and place • Use a growing range of punctuation (brackets, commas and dashes to show parenthesis) with some accuracy. • Use similes, metaphors, personification are used and hyperboles (exaggeration for effect) • Can usually draw on what they have learnt about how authors develop characters and settings to help them create their own • Can usually describe settings, characters and atmosphere and include dialogue to convey character and move the story along. They can portray characters' through meaningful interaction and dialogue • Can usually select appropriate grammar and vocabulary and is beginning to understand how such 	<p><u>Revise previously taught statements with a focus on those below</u></p> <p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> • Use devices to build cohesion, including adverbials of time and place • Use commas to clarify meaning and avoid ambiguity • Use similes, metaphors, personification are used and hyperboles (exaggeration for effect) • Can usually draw on what they have learnt about how authors develop characters and settings to help them create their own • Can usually select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning • Can proof read their own and others' writing and evaluate against the WILF. They can spot their own errors with spelling, grammar and punctuation and make suggestions for improvement

<ul style="list-style-type: none"> • Can proof read their own and others' writing and evaluate against the WILF. They can spot their own errors with spelling, grammar and punctuation and make suggestions for improvement 	<ul style="list-style-type: none"> • Can usually describe settings, characters and atmosphere and include dialogue to convey character and move the story along. They can portray characters' through meaningful interaction and dialogue • Can proof read their own and others' writing and evaluate against the WILF. They can spot their own errors with spelling, grammar and punctuation and make suggestions for improvement 	<p>choices can change and enhance meaning</p> <ul style="list-style-type: none"> • Can proof read their own and others' writing and evaluate against the WILF. They can spot their own errors with spelling, grammar and punctuation and make suggestions for improvement 	
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Non-Fiction

Pupils should be exposed to quality examples of the non-fiction texts detailed below. Use www.literacywaqoll.com or the banded home reader books for examples of non-fiction books.

Non-Fiction - Recounts (News reports)	Non-Fiction - report	Non-Fiction - explanation	Non-Fiction - discussion	Non-Fiction - Report	Non-Fiction - Balanced argument, letters, diaries etc
<p><u>Suggested outcomes</u> Write a news report of an 'unfolding event', including detail expressed in ways that will engage the reader/viewer.</p>	<p><u>Suggested outcomes</u> Non-chronological reports or information leaflets comparing subjects.</p>	<p><u>Suggested outcomes</u> Children to design a machine or contraption and explain how it works. (Include hybrid elements of instructional writing)</p>	<p><u>Suggested outcomes</u> Write up a balanced discussion presenting two sides of an argument, following a debate</p>	<p><u>Suggested outcomes</u> A report - perhaps linked to the narrative - e.g. a magical object used by the knights of Camelot? (Instructions for how to activate the object?)</p>	<p><u>Suggested outcomes</u> Opportunities for independent writing - progression from text types already covered this year: Write up a balanced argument presenting both sides. Present a point of view in the form of a letter and/or diary selecting style and vocabulary appropriate to the reader and the register (formal/informal)</p>
<p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> • Can usually identify the intended purpose and audience for writing • Use modal verbs or adverbs to indicate degrees of possibility e.g <i>it could be, it might be possibly</i> • Use devices to build cohesion, including adverbials of time and place • Use commas to clarify meaning and avoid ambiguity • Use a growing range of punctuation 	<p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> • Can usually identify the intended purpose and audience for writing • Use modal verbs or adverbs to indicate degrees of possibility e.g <i>it could be, it might be possibly</i> • Use devices to build cohesion, including adverbials of time and place • Show an understanding of the difference between standard and non-standard English and use appropriately and accurately 	<p><u>Revise previously taught statements with a focus on those below</u></p> <p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> • Can usually identify the intended purpose and audience for writing • Use devices to build cohesion, including adverbials of time and 	<p><u>Revise previously taught statements with a focus on those below</u></p> <p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> • Can usually identify the intended purpose and audience for writing • Use devices to build cohesion, including adverbials of time and 	<p><u>Revise previously taught statements with a focus on those below</u></p> <p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> • Can usually identify the intended purpose and audience for writing • Use the present perfect form of verbs to mark relationships of time and cause e.g <i>She has gone on holiday (and won't be</i> 	<p><u>Revise previously taught statements with a focus on those below</u></p> <p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> • Can usually identify the intended purpose and audience for writing • Use devices to build cohesion, including adverbials of time and place • Use a growing range of

<p>(brackets, commas and dashes to show parenthesis) with some accuracy.</p> <ul style="list-style-type: none"> • Can usually produce internally coherent paragraphs in logical sequence • Can proof read their own and others' writing and evaluate against the WILF. They can spot their own errors with spelling, grammar and punctuation and make suggestions for improvement 	<ul style="list-style-type: none"> • Can usually think aloud and record their own ideas, sometimes drawing on independent reading and research • Can usually select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning • Use further organisational and presentational devices to structure a text and guide the reader e.g <i>Use headings and sub headings, use bullet points and integrate diagrams and charts, linking conclusion to introduction</i> • Can proof read their own and others' writing and evaluate against the WILF. They can spot their own errors with spelling, grammar and punctuation and make suggestions for improvement 	<p>place</p> <ul style="list-style-type: none"> • Can usually think aloud and record their own ideas, sometimes drawing on independent reading and research • Can usually produce internally coherent paragraphs in logical sequence • Can usually select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning • Use further organisational and presentational devices to structure a text and guide the reader e.g <i>Use headings and sub headings, use bullet points and integrate diagrams and charts, linking conclusion to introduction</i> • Can proof read their own and others' writing and evaluate against the WILF. They can spot their own errors with spelling, grammar and punctuation and make suggestions for improvement 	<p>place</p> <ul style="list-style-type: none"> • Use commas to clarify meaning and avoid ambiguity • Can proof read their own and others' writing and evaluate against the WILF. They can spot their own errors with spelling, grammar and punctuation and make suggestions for improvement 	<p><i>back for some time). The coach has left without you (because you were too late).</i></p> <ul style="list-style-type: none"> • Show an understanding of the difference between standard and non-standard English and use appropriately and accurately • Can usually produce internally coherent paragraphs in logical sequence • Use further organisational and presentational devices to structure a text and guide the reader e.g <i>Use headings and sub headings, use bullet points and integrate diagrams and charts, linking conclusion to introduction</i> • Can proof read their own and others' writing and evaluate against the WILF. They can spot their own errors with spelling, grammar and punctuation and make suggestions for improvement 	<p>punctuation (brackets, commas and dashes to show parenthesis) with some accuracy.</p> <ul style="list-style-type: none"> • Can proof read their own and others' writing and evaluate against the WILF. They can spot their own errors with spelling, grammar and punctuation and make suggestions for improvement
<p>Poetry - Spoken word</p> <p><u>Suggested outcomes</u> Listen to, read and respond to poetry/raps. Experiment with writing their own.</p>		<p>Poetry - Cinquain</p> <p><u>Suggested outcomes</u> Read and respond to cinquains. Experiment with writing their own. Read, write and perform.</p>		<p>Poetry - Classic poetry</p> <p><u>Suggested outcomes</u> Language exploration. Identify features. Read, write and perform.</p>	

English Curriculum Overview

Year 6

Each half term, you will cover fiction & non-fiction.

Each term, you will need to cover a Poetry unit. This may be for about a week & standalone - not linked to your other English learning journey that term.

Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
<p>Narrative - suspense/setting/ atmosphere descriptions</p> <p><i>Choose 1 book as a main book for the half term. The other books can be used to compare features of portal stories, making intertextual links & comparisons. Extracts can be used as part of the learning journey and/or whole class reading sessions.</i></p> <p>Text/s: Letters from the Lighthouse - Emma Carroll Pax - Sara Pennypacker My Secret War Diary by Flossie Albright - Marcia Williams Rose Blanche - Ian McEwan The diary of Anne Frank - Anne Frank Once - Morris Gleitzman The Amazing Story of Aldophus Tips - Michael Morpurgo Private Peaceful - Michael Morpurgo War Horse - Michael Morpurgo Welcome to Nowhere - Elizabeth Laird</p> <p>Barrier Text/s: Pax - Sara Pennypacker (complexity of narrator) Anne Frank (complexity of narrator) Letter from the lighthouse - Emma Carroll (complexity of plot) At least one of these barrier texts must be taught (as part of English learning journey and/or whole class reading).</p>	<p>Narrative - Adventure/ quest: review key narrative technique e.g. creating characterisation with dialogue to advance action, atmosphere, setting etc</p> <p><i>Choose 1 book as a main book for the half term, making intertextual links & comparisons. Extracts can be used as part of the learning journey and/or whole class reading sessions.</i></p> <p>Text/s: The Explorer - Katherine Rundell The Jungle Book - Rudyard Kipling Running Wild - Michael Morpurgo The Island at the End of Everything - Kiran Millwood Hargrave Into the Jungle Stories for Mowgli - Katherine Rundell The Great Kapok Tree - Lynne Cherry The Vanishing Rainforest - Richard Platt</p> <p>Barrier Text/s: The Jungle Book - Rudyard Kipling (archaic language) The Island at the End of Everything - Kiran Millwood Hargrave (Complexity of plot)</p> <p>At least one of these barrier texts must be taught (as part of English learning journey and/or whole class reading).</p>	<p>Narrative - Film narrative</p> <p><i>Choose 1 book as a main book for the half term, making intertextual links & comparisons. Extracts can be used as part of the learning journey and/or whole class reading sessions.</i></p> <p>Text/s: The Lord of the Rings - JRR Tolkien War of the Worlds - H.G Wells The Wizards of Once - Cressida Cowell The Wizards of Once Twice Magic - Cressida Cowell Northern Lights - Philip Pullman Millions - Frank Cottrell Boyce</p> <p>Barrier Text/s: The Lord of the Rings - JRR Tolkien (archaic language/ complexity of plot) War of the Worlds - H.G Wells (archaic text) The Wizards of Once - Cressida Cowell (complexity of narrator)</p> <p>At least one of these barrier texts must be taught (as part of English learning journey and/or whole class reading).</p>			

<p><u>Suggested Outcomes</u> Writing in role using a distinctive voice - diary entry</p>	<p><u>Suggested Outcomes</u> Write a section of narrative (or several narratives) based around a setting/ atmosphere description.</p>	<p><u>Suggested Outcomes</u> A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique</p>	<p><u>Suggested Outcomes</u> A single extended narrative.</p>
<p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> • Identify the intended purpose and audience for writing. • Think aloud and record their ideas, sometimes drawing on independent reading, choosing ideas for impact and to enhance the effectiveness of what they write • Usually select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning • Proofread their own and others' writing and evaluate against the WILF. • Spot their own errors with spelling, grammar and punctuation and make suggestions for improvement • Use ambitious vocabulary – most words are used correctly within the context of the sentence • Use expanded noun phrases to convey complicated information concisely and uses them across a wide range of independent writing • Confidently uses modal verbs or adverbs to indicate degrees of possibility, including modal to write about things that never happened e.g <i>If I had gone outside, I might</i> 	<p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> • Draw imaginatively on what they have learnt about how authors develop characters and settings to help them create their own • Describe settings, characters and atmosphere and include dialogue to convey character and move the story along. They can portray characters' through meaningful interaction and dialogue • Use a thesaurus introduce varied and precise vocabulary to avoid repetition and backs up choices with a dictionary to ensure the word it used in the correct context • Use ambitious vocabulary – most words are used correctly within the context of the sentence • Use expanded noun phrases to convey complicated information concisely and uses them across a wide range of independent writing • Use embedded relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun to write complex sentences e.g <i>The girl, whose hair flowed wildly, ran through the forest or The boy, wearing a grey t-shirt, was happy.</i> 	<p><u>Revise previously taught statements with a focus on those below</u></p> <p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> • Confidently use the present perfect form of verbs to mark relationships of time and cause and is usually able to choose to use the past perfect form to mark relationships of time and cause e.g. <i>She has known for some time that the money was missing but had hoped it would turn up.</i> • Use devices to build cohesion, including adverbials of time, place and number • Use a range of figurative language in independent writing. • Almost always produce internally coherent paragraphs in a logical sequence and link them, signposting the reader e.g <i>establishing simple links between paragraphs through use of language like firstly, next, moreover, using topic sentences</i> • Recognise and use vocabulary and structures that are appropriate for formal speech and writing including the use of question tags for informal speech e.g. <i>He's your friend, isn't he?</i>, or the use of subjunctive forms for formal writing and speech e.g. <i>If I were or Were they to come</i> 	<p><u>Revise previously taught statements with a focus on those below</u></p> <p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> • Draw imaginatively on what they have learnt about how authors develop characters and settings to help them create their own • Describe settings, characters and atmosphere and include dialogue to convey character and move the story along. They can portray characters' through meaningful interaction and dialogue • Use ambitious vocabulary – most words are used correctly within the context of the sentence • Use expanded noun phrases to convey complicated information concisely and uses them across a wide range of independent writing • Use embedded relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun to write complex sentences e.g <i>The girl, whose hair flowed wildly, ran through the forest or The boy, wearing a grey t-shirt, was happy.</i> • Use devices to build cohesion, including adverbials of time, place and number • Use a range of figurative language in independent writing.

<p><i>have seen the bird.</i></p> <ul style="list-style-type: none"> • Use devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> • Use a range of figurative language in independent writing. 			
<p>Non-Fiction Pupils should be exposed to quality examples of the non-fiction texts detailed below. Use www.literacywagoll.com or the banded home reader books for examples of non-fiction books.</p>				
<p>Non-Fiction - Letter Writing</p>	<p>Non-Fiction - Reports</p>	<p>Non-Fiction - Non-chronological Report</p>	<p>Non-Fiction - Persuasion</p>	<p>Non-Fiction - Balanced Arguments</p>
<p><u>Suggested outcomes</u> Letters both fiction (in character) and non-fiction (as self).</p>	<p><u>Suggested outcomes</u> A report about a real-life or fictional event (based around class text) - Choose an appropriate style and form of writing to fit a specific style or purpose and audience drawing on knowledge of different non-fiction text (newspaper reports).</p>	<p><u>Suggested outcomes</u> Write reports as part of a presentation on a nonfiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</p>	<p><u>Suggested outcomes</u> Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness. Persuasive letters, debate, report etc.</p>	<p><u>Suggested outcomes</u> A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints.</p>
<p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> • Identify the intended purpose and audience for writing • Use devices to build cohesion, including adverbials of time, place and number • Use ambitious vocabulary – most words are used correctly within the context of the sentence • Proofread their own and others’ writing and evaluate against the WILF. • Spot their own errors with spelling, grammar and punctuation and make 	<p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> • Identify the intended purpose and audience for writing • Use the passive voice to affect the presentation of the sentence. • Use the semicolon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semicolons within lists. • Punctuate bullet points accurately and uses hyphens to avoid ambiguity 	<p><u>Revise previously taught statements with a focus on those below</u></p> <p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> • Identify the intended purpose and audience for writing • Use further organisational and presentational devices to structure a text and guide the reader e.g <i>Use headings and subheadings, use bullet points and integrate diagrams and charts. Linking conclusion to introduction</i> • Punctuate bullet points 	<p><u>Revise previously taught statements with a focus on those below</u></p> <p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> • Identify the intended purpose and audience for writing • Use devices to build cohesion, including adverbials of time, place and number 	<p><u>Revise previously taught statements with a focus on those below</u></p> <p>This learning journey should evidence that pupils can:</p> <ul style="list-style-type: none"> • Identify the intended purpose and audience for writing • Use devices to build cohesion, including adverbials of time, place and number

suggestions for improvement		accurately and uses hyphens to avoid ambiguity		
<p>Poetry - Classic Poetry <u>Suggested outcomes</u> Interpret poems explaining how the poet creates shades of meaning. Justify own views and explain underlying themes. Different poetic forms,</p>	<p>Poetry - Free verse - Poems with imagery <u>Suggested outcomes</u> Explain the impact of figurative and expressive language, including metaphors, similes and personification. Use carefully observed details and apt images to bring subject matter alive; avoid cliché in their own writing.</p>	<p>Poetry - Performance Poetry <u>Suggested outcomes</u> Vary pitch, pace, volume, rhythm and expression in relation to the poem's meaning and form. Use actions, sound effects, musical patterns, images and dramatic interpretation. Invent nonsense words and situations and experiment with unexpected word combinations. Write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour.</p>		