



Brooklands Primary School

Brooklands Primary School Curriculum Overview

English

“If you want to change the world, pick up your pen and write.” – Dr Martin Luther King

Vocabulary	Writing to entertain and writing to inform	Progression
N Title Pages Author Illustrations Photographs Facts	<p>Sentence Structure and Punctuation I can develop my communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’ I can spot and suggest rhymes I can count or clap syllables in a word I can recognise words with the same initial sound, such as money and mother</p> <p>Composition and Effect I can use some of my print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy I can write some letters accurately I can use a comfortable grip with good control when holding pens and pencils I can show a preference for a dominant hand</p> <p style="text-align: center;">Word Reading, comprehension, transcription and composition knowledge and skills</p>	<p>This builds on birth to age 3 as children continue to be aware of and join in with rhymes and songs and are beginning to do this independently. Children continue to pay attention to stories and read them with adults. They can ask questions about a book, make comments and share ideas. Children can now confidently mark make and are beginning to explain what their marks mean.</p>
	<p>Word Reading and Comprehension I can 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 I can enjoy listening to longer stories and can remember much of what happens</p> <p>Speaking and Listening I can engage in extended conversations about stories, learning new vocabulary I can use a wider range of vocabulary I can understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p>	<p>This leads to Reception by continuing to develop children’s phonological awareness and prepares them to learn new phonemes in order to segment and blend.</p>

		I know many rhymes, I am able to talk about familiar books, and I am able to tell a long story I can use longer sentences of four to six words	
	Viocabulary	Writing to entertain and inform	Progression
R		<p><u>Text Structure and Organisation</u> I can rehearse out loud what I am going to write about I can compose a sentence orally before writing it I can sequence sentences to form short narratives, orally and then in writing</p> <p><u>Sentence Structure and Punctuation</u> I can use finger spaces to separate words I can use capital letters at the start of the sentence and for the personal pronoun 'I' I am beginning to join sentences with 'and' I am beginning to use question marks I can generate adjectives</p> <p><u>Composition and Effect</u> Fiction I can spell words by identifying the sounds and then writing the sound with letter/s Poem I can spell some tricky words Verse I can hold a pencil effectively in preparation for fluent writing (using the tripod grip in almost all cases) Rhyme I can form lower case letters correctly Non-fiction Recount I can use my 5 senses for description Retrieve Predict I can collect ambitious words to help me describe settings, characters and events Information Adjective I can discuss what I have written with the teacher or other pupils Question I can improve my work with the help of an adult</p>	<p>This builds on Nursery by developing children's awareness of print and know how to represent individual letter sounds, digraphs and trigraphs to segment words whilst reading and writing. Children continue to develop and enjoyment of reading and can talk about their favourite texts.</p> <p>This leads to year 1 as children are becoming more independent writers, segmenting unfamiliar words independently. They can read a range of common exception words and can also write some of these. Children have a basic punctuation and know how to form a sentence.</p>
		Word Reading, comprehension, transcription and composition knowledge and skills	
		<p><u>Word Reading and Comprehension</u> I can use my phonic knowledge to decode words I can retell stories, giving the main points in sequence I can discuss the title, events and characters in a story I can clearly show my understanding of a story I can recognise and join in with predictable phrases</p>	

		<p>I can retrieve simple information from a text I can identify some basic layout features I can make inferences and predictions using clues in the text</p> <p><u>Speaking and Listening</u></p> <p>I can take on the role of a character, exploring their thoughts and feelings (e.g. Thought tapping, hot seating, speech/thought bubbles) I can freeze frame an event in a story I can listen to stories with attention and concentration I can talk about a story with an adult or a child, discussing preferences and giving reasons I can participate in discussion about what is read to me I can talk about things that interest me, expressing my feelings and ideas I can speak clearly so others can understand me I can listen with attention and concentration I can respond appropriately to adults or classmates I can take turns when speaking to an adult I can engage in imaginative play I can engage in simple role play, showing what a character might say or do I can participate in discussion about what has been read to me I can talk about a poem with an adult or another child, discussing preferences and giving reasons</p>		
	Vocabulary	Writing to entertain	Writing to inform	Progression
Y1	<p>Simple Sentence Compound Sentence Statement Question Capital Letters and Full Stops Exclamation marks Question marks Co-ordinating conjunction Preposition Narrative Title Character Retrieve Predict Predictable Suffix Determiner Noun Adjective</p>	<p><u>Text Structure and Organisation</u> Retell stories in sequence, focusing on who, what, where Write stories with a beginning/middle/end Divided into beginning, middle and end</p> <p><u>Sentence Structure and Punctuation</u> Words combined to make sentences Simple sentences sequenced to form a paragraph Use of and, but, so to join sentences. Begin to use because, then Uses statements, commands and questions Use of Capital Letters for I and for names, full stops, question Marks and exclamation marks</p> <p><i>Use plurals (s and es) correctly</i> <i>Uses words with suffixes when no change is required</i> <i>Uses the prefix un to change meaning</i> <i>Introduce some simple prepositions e.g. inside, outside, towards, across, under</i> <i>Introduce some simple determiners e.g. many, your, this, that, his, her, their, some, more, those, these</i></p> <p><u>Composition and Effect</u> Use familiar story language such as repetitive catch phrases and stock sentences</p>	<p><u>Text Structure and Organisation</u> Simple factual sentences based around a theme or linked to a story Uses headings, bullet points, labelled diagrams</p> <p><u>Sentence structure and Punctuation</u> Use statements, questions and exclamations Words combined to make sentences and simple sentences sequenced to form a paragraph Use of and, but, so to join sentences. Begin to use because, then Use capital letters, full stops, question marks and exclamation marks appropriately.</p> <p><u>Composition and effect</u> Precise, clear language to give information Tier Two and Three Vocabulary used Awareness of purpose Develop viewpoint through comments</p>	<p>This builds on Reception as children will continue to use adjectives for description. The children have learnt simple conjunctions such as ‘and’ ‘because’, this prepares them for learning additional conjunctions in Year 1. The children have some understanding of basic punctuation such as capital letters for I and and the use of full stops, this will be built upon in Y1 where children learn a wider range of punctuation. The children will develop their retrieval skills. They will consolidate their phonics knowledge.</p>

<p>Plural Poem Recite Verse Rhyme Syllable Information Non-fiction Recount Layout</p>	<p>Begin to use ambitious Tier Two vocabulary Use one or more adjectives for description Use alliteration and simple similes Use conjunctions or simple adverbials to open sentences (e.g. First/Next/Unfortunately/Sadly)</p>		<p>This leads to Y2 by beginning to develop sentence structure by introducing some conjunctions to form compound sentences. The children are becoming more aware of basic punctuation and are beginning to use it to punctuate the beginning and end of sentences. In reading the children are continuing to develop retrieval skills and they are demonstrating their understanding by recounting events, sequencing the main points.</p>
<p>Word Reading, comprehension, transcription and composition knowledge and skills</p>			
<p><u>Word Reading and Comprehension</u></p> <p>I can use my phonic knowledge to decode words I can use context, grammar and graphic knowledge to predict and check the meaning of unfamiliar words/text I can retell stories, giving the main points in sequence I can identify and record some key features of story language I can retell stories orally, using the key features to help me I can retell some simple rhymes and stories, using actions or props I can read some simple poems aloud, using actions and props I can identify and record some key features of different rhyming poems I can check a text makes sense and self-correct inaccurate reading I can discuss the title, events and characters in a story and nursery rhyme I can retrieve simple information from the text I can identify some basic layout features of a story (e.g. title, picture, author) I can identify some basic layout features of a poem (e.g. verses, capital letter for a new line) I can identify some basic layout features of a recount (e.g. title) I can make inferences and predictions using clues in the text I can clearly show my understanding of a story in pictures, words or explanations I can recognise and join in with predictable phrases I can link what I have read to my own experiences I can recount events, giving the main points in sequence and using key features I can identify and record some key features of recounts e.g. time connectives, chronological order.</p> <p><u>Transcription and Spelling</u></p> <p>I can rehearse out loud what I am going to write about I can compose a sentence orally before writing it I can use writing models to help me structure my own writing such as from known stories, recounts, rhyming poems I can collect ambitious words to help me describe settings, characters and events I can use my 5 senses for description I can re-read what I have written to check it makes sense I can read aloud my writing clearly enough to be heard by others so we can discuss my work With the help of an adult, I can say why my work is good and suggest simple improvements orally</p> <p>Sit correctly at the table, holding a pencil comfortably and correctly Begin to form lowercase letters in the correct direction, starting and finishing in the right place and form capital letters correctly Form digits 0-9 correctly</p>			

		<p>Understand which letters belong to which handwriting families</p> <p>Know all letters of the alphabet in order and the sounds which they represent</p> <p>I can split words into syllables</p> <p>I can segment words into sounds and choose graphemes to represent the sounds</p> <p>Spell words and use spelling rules from the Y1 word list correctly</p> <p>Speaking and Listening</p> <p>I can take on the role of a character, exploring their thoughts and feelings (e.g. Thought tapping, hot seating, speech/thought bubbles)</p> <p>I can freeze frame an event in a story, poem</p> <p>I can listen to stories with attention and concentration</p> <p>I can talk about a story / poem with an adult or a child, discussing preferences and giving reasons</p> <p>I can talk about the things that interest me, expressing my feelings and ideas</p> <p>I can participate in discussion about what is read to me</p> <p>I can speak clearly so others can understand me</p> <p>I can respond appropriately to adults or classmates</p> <p>I can take turns when speaking to an adult, in pairs or to a small group</p> <p>I can say two sentences without prompting (e.g. to recite a rhyme, recount events or tell a story)</p> <p>I can recite some rhymes by heart</p> <p>I can engage in imaginative play</p> <p>I can engage in simple role play, showing what a character might say or do</p> <p>I can try out new words and ways of expressing meaning</p> <p>I can join sentences together with conjunctions when speaking</p>		
	Vocabulary	Writing to entertain	Writing to inform	Progression
Y2	<p>Simple/Compound Sentence</p> <p>Noun</p> <p>Adjective</p> <p>(Expanded) Noun Phrase</p> <p>Capital Letters and Full Stops</p> <p>Question Marks and Exclamation Marks</p> <p>Comma</p> <p>Apostrophe</p> <p>Retrieve</p> <p>Infer(ence)</p> <p>Predict</p> <p>Vowel</p> <p>Verbs</p>	<p>Text Structure and Organisation</p> <p>Sequence narrative with a clear beginning, middle and end</p> <p>Use long and short sentences for description and emphasis</p> <p>Sentence Structure and Punctuation</p> <p>Simple and compound sentences joined with FANBOYS</p> <p>Subordination with because, if, when, that, while, until</p> <p>Begin to use 'who' to form a relative clause</p> <p>Use statements, commands, questions and exclamations</p> <p>Capital Letters for I and for names, full stops, question marks, exclamation marks</p> <p>Apostrophes for contraction and singular possession</p> <p>Introduce inverted commas</p> <p><i>Uses the present and past tense consistently</i></p> <p><i>Use 3rd person consistently</i></p> <p><i>Uses the present and past continuous/progressive</i></p> <p><i>Uses expanded noun phrases</i></p>	<p>Text Structure and Organisation</p> <p>Text clearly structured into introduction, middle section and ending</p> <p>Introduction has a hook to engage the reader e.g. factual statement, question</p> <p>Related ideas grouped into paragraphs or sections</p> <p>Clear endings with extra information, final comment or question</p> <p>Headings and Sub-headings used</p> <p>Diagrams and lists used to enhance information presented</p> <p>Features clearly mark out genre e.g. headline</p> <p>Sentence Structure and Punctuation</p> <p>Noun phrases for information</p> <p>Capital Letters for I and for names</p>	<p>This builds on Y1 by continuing to develop more detailed sentences, using expanded noun phrases and list of 3 for description. A greater variety of conjunctions are introduced to enable the children to vary their compound sentences. Children are reading with increased prosody and fluency and as a result are gaining a better understanding of the texts that they read, meaning that they can self correct when the words they read don't make sense.</p>

<p>Past and Present (Progressive)Tense 3rd person FANBOYS Statement, question, exclamation, command Verse Rhyme Simile and Alliteration</p>	<p><i>Uses -ly to turn adjectives into adverbs</i> <i>Uses nouns formed using suffixes</i> <i>Uses -er and -est for comparative and superlative</i> <i>Introduce some further prepositions e.g. behind, above, along, before, between, after</i></p> <p><u>Composition and Effect</u> Write in the style of a familiar story, magpieing words and phrases Experiment with using ambitious Tier Two vocabulary Generate simple synonyms for common vocabulary Use alliteration, adverbs and similes for description Use list of 3 for description Introduce a wider variety of sentence openers (-ly, simple adverbials)</p>	<p>Full Stops, Question Marks Exclamation Marks, Apostrophes for contraction and singular possession Consistent use of tenses Simple and compound sentences joined with FANBOYS Subordination with because, if, when, that, while, until. Begin to use 'who' to form a relative clause Vary openers to sentences e.g. -ly</p> <p><u>Composition and Effect</u> Select relevant content to include to meet purpose Use the features of the text type appropriately Tier Two and Three vocabulary used for detail and description Viewpoint is expressed in the form of an opinion or attitude Expanded noun phrases List of 3 for description Use long and short sentences for description and information</p>	<p>This leads to Y3 by reading longer extracts of text and being able to skim and scan to retrieve information. The children are able to use clues to predict what might happen next and they are beginning to infer information about a character from the text. The children are beginning to use some diagonal and horizontal strokes to join letters. The children are beginning to add variety to their sentences, both in the conjunctions that they use and also in showing an awareness of choosing sentence openers for effect, such as by making use of a range –ly words. Children are able to use apostrophes for contraction and singular possession and they are able to maintain a consistent tense.</p>
<p>Word Reading, comprehension, transcription and composition knowledge and skills</p>			
<p><u>Word Reading and Comprehension</u></p> <p>I can use my phonic knowledge to decode unfamiliar words I can use context, grammar and graphic knowledge to predict and check the meaning of unfamiliar words/text I can retell some simple stories, using actions or props and giving the main points in sequence I can retell stories orally, using the key features and story language to help me I can identify and record some key features of story language I can check a text makes sense and self-correct inaccurate reading I can discuss the title, events and characters in a story I can retrieve simple information from a text by looking for key words I can identify some basic layout features (e.g. title, picture, author) I can make inferences and predictions using clues in the text I can clearly show my understanding of a story in pictures, words or explanations I can recognise and join in with predictable phrases I can blend the sounds in words to help me read fluently and accurately I can read a range of tricky words I can recognise predictable or repetitive phrases in poems I can read for meaning by drawing on what I already know</p>			

I can comment on various layout features in a poem (e.g. verse)
I can comment on various layout features (e.g. date, paragraphs, ellipsis for passing of time)
I can read poems that are structured in different ways
I can independently choose and read familiar books fluently and with confidence
I can link what I have read to my own experiences

Transcription and Spelling

Form lowercase letters, capital letters and digits in the correct size relative to one another using spacing between words that reflects the size of the letters
Start to use some of the diagonal and horizontal strokes needed to join letters
Plan and say out loud what I am going to write about.
Sequence sentences to form short narratives using elements from known stories and my 5 senses.
Collect ambitious words and phrases to use in my own writing.
Evaluate and improve my work with the teacher and other pupils.
With support, check that my work is grammatically correct.
Read aloud what I have written with appropriate intonation.
Record my ideas for writing in a variety of ways (e.g. Using ICT, whole class plan)
Write about real events and write narratives about personal experiences and those of others, both real and imagined.
Spell words and use spelling rules from the Y2 word list correctly

Speaking and Listening

I can say why I like a particular word or phrase
I can vary talk in simple ways to gain and hold the attention of the reader
I can ask relevant questions to help with understanding
I can talk about things that interest me, expressing my feelings and ideas
I can speak clearly so others can understand me
I can listen with attention and concentration
I can listen and to, discuss and express my views about a range of stories
I can respond appropriately to adults or classmates making simple comments and suggestions
I can try out new words and ways of expressing meaning
I can participate in discussion about what has been read to me
I can talk about a story with an adult or another child, discussing preferences and giving reasons
I can retell stories using the conventions of familiar story language
I can join sentences together with conjunctions when speaking
I can engage in imaginative play
I can take on the role of a character, exploring their thoughts and feelings (e.g. Thought tapping, hot seating)
I can freeze frame an event in a story
I can say three or four compound sentences when recounting an event
I can recount experiences, connecting ideas together through talk, using props or actions
I can use a range of drama strategies to explore characters, events and issues
I can present parts of a known story or parts of my own story to the rest of the class

	Vocabulary	Writing to entertain	Writing to inform	Writing to persuade	Progression
Y3	<p>Statement, command, explanation, question</p> <p>Definite/Indefinite article</p> <p>Nouns, verbs, adjectives, adverb, fronted adverbial, preposition</p> <p>Simple, Compound, Complex sentences</p> <p>Simile, Alliteration, Onomatopoeia</p> <p>Conjunctions</p> <p>Inverted commas</p> <p>Comma</p> <p>Prefix, Suffix</p> <p>Retrieve</p> <p>Infer</p> <p>Predict</p> <p>Summarise</p> <p>Stanza</p> <p>Noun phrase</p> <p>Apostrophe</p> <p>Heading/Sub-heading</p> <p>1st/3rd person</p> <p>Colon</p> <p>Relative Clause</p> <p>Ellipsis</p> <p>Past and Present (Progressive/Perfect) Tense</p> <p>Determiner</p>	<p><u>Text Structure and Organisation</u> Uses paragraphs to structure work Use different story structures to write and use more complex structures to begin each section</p> <p><u>Sentence Structure and Punctuation</u> Embellished simple sentences - adverb starters to add detail, where when, how fronted adverbials, prepositional phrases Secure knowledge of compound sentences using FANBOYS Develop subordination with a range of subordinating conjunctions Secure use of KSI range of punctuation Inverted commas for dialogue Ellipsis to create tension Colons to introduce a list</p> <p><i>Sentence of 3 for description</i> <i>-ing clauses as openers</i> <i>Use a range of powerful verbs for effect</i> <i>Use a range of Tier Two Vocabulary for effect and interest the reader with word choice</i> <i>Use similes, alliteration, onomatopoeia for description</i></p> <p><u>Composition and Effect</u> Uses nouns formed using prefixes Uses a/an correctly Expresses time, place or cause with conjunctions or prepositions Uses the present perfect tense Use past and present tense consistently Use 1st and 3rd person consistently Introduce some further prepositions e.g. next to, by the side, in front of, during, though, throughout, because of</p>	<p><u>Text Structure and Organisation</u> Introduction develops hook e.g. using questions or statements Paragraphs are used to group information around a theme Topic sentences are used to introduce paragraphs Bullet points, lists, diagrams, headings and sub-headings used Ending is developed e.g includes extra information, reminders, personal response, link to introduction</p> <p><u>Sentence Structure and Punctuation</u> Relative clauses used to add extra information Secure knowledge of compound sentences using FANBOYS Develop subordination with a range of subordinating conjunctions Colons to introduce a list Secure use of KSI range of punctuation</p> <p><u>Composition and Effect</u> Select content to inform the reader and make purpose clear Use the features of the text type appropriately Tier Two and Three vocabulary used for detail and description Viewpoint is expressed in the form of an opinion or attitude Sentence of three for description or information Specific and technical vocabulary to add detail</p>	<p><u>Text Structure and Organisation</u> Writing clearly sectioned into a beginning, middle and ending Introduction develops hook e.g. using questions or statements Paragraphs are used to group information around a theme Topic sentences are used to introduce paragraphs Ending is developed e.g includes extra information, reminders, personal response, link to introduction</p> <p><u>Sentence Structure and Punctuation</u> Present perfect tense used to make time and cause Embellished simple sentences - adverb starters to add detail, where when, how fronted adverbials, prepositional phrases Relative clauses used to add extra information Secure knowledge of compound sentences using FANBOYS Develop subordination with a range of subordinating conjunctions Secure use of KSI range of punctuation</p> <p><u>Composition and Effect</u></p>	<p>This builds on Y2 by continuing to develop the use of adverbial sentence starters to add detail to their work. Sentence complexity continues to develop by securing the use of FANBOYS conjunctions and the use of a range of subordinating conjunctions. The use of commas in a list is built on by introducing the use a colon to introduce the list. Punctuation from Year 1 and 2 is now used with confidence and accuracy. In reading the children are continuing to develop inference skills and are now using evidence from the text to support their thoughts. The children are able to identify the main events across longer pieces of text, sequencing them accurately.</p> <p>This leads to Y4 by the introduction of a new genre of writing which is then developed through their KS2 journey. The children begin to use clauses as sentence openers, focusing on -ing. Paragraphs are used to group information around a theme and begin to use topic sentences to open the paragraph. The children will begin to select word choices</p>

	<p>Figurative language Perfect tense</p>			<p>Use the features of the text type appropriately Viewpoint is expressed in the form of an opinion or attitude Pattern of three for persuasion</p>	<p>for effect, such as powerful verbs. When reading, the children can identify main ideas drawn from more than one paragraph and can summarise them. The children have a more secure grasp of inference, using clues in the text to draw inferences about the characters' feelings, thoughts and motives.</p>
<p>Word Reading, comprehension, transcription and composition knowledge and skills</p>					
<p>Word Reading and Comprehension I can continue to use a range of strategies to read and understand unfamiliar words or text I can listen to and discuss a wide range of fiction, poetry, non-fiction and reference books I can retell familiar stories orally, using actions or props I can read texts that are structured in different ways I can read for a range of purposes I can use dictionaries to check the meaning of words read I can read for meaning, discussing my understanding of words and phrases I can ask questions to improve my understanding I can draw inferences about characters' feelings thoughts and motives using clues in the text and can justify my ideas with evidence from the text I can make predictions using details stated and clues in the text I can identify main ideas drawn from more than one paragraph and summarise these I can identify different genres of writing I can identify the genre features of a postcards and letters, discussing their use I can discuss words and phrases that capture the readers imagination I can prepare poems to read aloud, showing understanding through intonation, tone, volume and action I can recognise some different forms of poetry</p> <p>Transcription and Spelling Spell words and use spelling rules from the Y3 word list correctly Plan my writing by analysing writing of a similar genre to learn its structure, grammar and vocabulary. Plan my writing by discussing and recording ideas. Compose and rehearse sentences orally using talk for writing. Create characters, settings and plots using modelled versions and my own imagination. Open my sentences in a variety of ways appropriate to the genre. Assess the effectiveness of my own writing and the writing of others, suggesting improvements in grammar and vocabulary. I can read aloud my writing, using appropriate intonation and tone.</p> <p>Use the diagonal and horizontal strokes that are needed to join letters. Understand which letters, when adjacent to one another, are best left un-joined Increase the legibility, consistency and quality of my handwriting.</p>					

		<p>Speaking and Listening</p> <p>I can take part in discussion about books that are read to me or that I have read myself</p> <p>I can work in a pair to generate ideas for writing, listening to the views of others</p> <p>I can create roles or scenarios</p> <p>I can use an increasing range of drama strategies (e.g. Overheard conversations, conscience alley)</p> <p>I can respond to a speaker's main ideas, developing them through relevant comments and suggestions</p> <p>I can attempt different roles and responsibilities in pairs or groups</p> <p>I can say a paragraph aloud with or without notes</p> <p>I can sustain conversations in a variety of contexts</p> <p>I begin to select vocabulary to create an effect</p> <p>I am beginning to use Standard English where appropriate</p>			
	Vocabulary	Writing to entertain	Writing to inform	Writing to persuade	Progression
Y4	<p>Preposition, adjective, adverb, coordinating conjunctions, pronouns, nouns, adverbials, apostrophe, ellipsis</p> <p>Plural</p> <p>Possessive Verb</p> <p>Noun phrase</p> <p>Noun / Pronoun</p> <p>Subject</p> <p>Inverted Commas</p> <p>Retrieve</p> <p>Infer</p> <p>Predict</p> <p>Summarise</p> <p>Prefix</p> <p>Suffix</p> <p>Simple, Compound, Complex sentence</p> <p>Fronted Adverbial</p> <p>Relative Clause</p> <p>Main / subordinate clause</p>	<p>Text Structure and Organisation</p> <p>Consolidate understanding of story structure and use features of different types of stories</p> <p>Paragraphs used to indicate a change in place or a jump in time</p> <p>Write paragraphs that skim/use in-depth detail</p> <p>Use different ways to introduce or connect paragraphs</p> <p>Sentence Structure and Punctuation</p> <p>Develop use of long sentences for description and short sentences to move the action forward</p> <p>Secure use of simple, embellished, compound and complex sentences with a range of conjunctions</p> <p>Correct dialogue punctuation</p> <p>Comma after adverb opening</p> <p>Commas to mark clauses</p> <p>Apostrophe for plural possession</p> <p><i>Use 's' correctly to show plural or possession</i></p> <p><i>Use Standard English verb forms</i></p> <p><i>Use expanded noun phrases (expanded using adjectives, nouns or prepositional phrases)</i></p> <p><i>Use fronted adverbials</i></p> <p><i>Avoid repetition/ambiguity with use of pronouns and nouns</i></p> <p><i>Introduce further prepositions e.g. at, underneath, since, towards, beneath, beyond</i></p> <p><i>Introduce conditionals: could, would, should and use in writing for possibility</i></p>	<p>Text Structure and Organisation</p> <p>Paragraphs are extended and developed to organise ideas around a theme</p> <p>Logical or chronological order</p> <p>Develop use of a topic sentence</p> <p>Link information within paragraphs with a range of conjunctions</p> <p>Use different ways to introduce or connect paragraphs</p> <p>Use bullet points, diagrams, headings and sub-headings/other non-fiction features</p> <p>Choose pronouns/nouns, adverbials and conjunctions to aid cohesion</p> <p>Ending links to the beginning</p> <p>Sentence structure and punctuation</p> <p>Secure use of all KS1 punctuation</p> <p>Comma after adverb opening and to mark clauses</p> <p>Apostrophe for plural possession</p> <p>Write paragraphs that skim/use in-depth detail</p> <p>Develop use of long sentences for description and short sentences to move the action forward</p>	<p>Text Structure and Organisation</p> <p>Paragraphs are extended and developed to organise ideas around a theme</p> <p>Logical or chronological order</p> <p>Develop use of a topic sentence</p> <p>Link information within paragraphs with a range of conjunctions</p> <p>Use different ways to introduce or connect paragraphs</p> <p>Use bullet points, diagrams, headings and sub-headings</p> <p>Choose pronouns/nouns, adverbials and conjunctions to aid cohesion</p> <p>Ending could include a personal opinion/response, reminders, question, warning, encouragement or link to the beginning</p> <p>Sentence structure and punctuation</p> <p>Secure use of all KS1 punctuation</p>	<p>This builds on Y3 reading by using longer chapter books with more challenging vocabulary and themes, by spelling new words from the Y4 word list correctly and being introduced to new spelling rules. This builds on Y3 speaking and listening through being able to sustain longer conversations and discussions and add to their repertoire of drama techniques. In writing, the children are introduced to new sentence types and features of writing and are expected to use these new features to write at length.</p> <p>This leads to Y5 by giving the children the framework to use the reading skills on longer texts to prepare them for the complex chapter books in Y2, by securing their use of spelling and punctuation from Years N-4, by introducing them to</p>

	<p>Past and Present (Progressive/Perfect) tense</p> <p>Homophone</p> <p>Standard English</p> <p>Headings, sub-headings</p> <p>Capital Letters, Full Stops,</p> <p>Question/Exclamation Marks, Commas, Colon, apostrophe</p> <p>contraction</p> <p>1st/3rd person</p> <p>Paragraph</p> <p>Dialogue</p> <p>Stanza</p> <p>Quantifier</p> <p>Definite / indefinite article</p> <p>Conditional</p>	<p><u>Compostion and Effect</u></p> <p>Use similes as sentence starters</p> <p>-ed clauses as starters</p> <p>-ing + -ly as starters</p> <p>Sentence of 3 for action</p> <p>Use comparative and superlative adjectives</p> <p>Use similes, metaphors, personification and pathetic fallacy for description</p>	<p>Secure use of simple, embellished, compound and complex sentences with a range of conjunctions</p> <p><u>Composition and Effect</u></p> <p>Clear purpose for writing with relevant content to inform the reader</p> <p>Features of the text type are clearly used</p> <p>Viewpoint is established and maintained through use of opinions, attitudes or expert comments</p> <p>Standard English is used to show formality</p> <p>Tier Two and Three vocabulary is deliberately selected</p> <p>Sentence of 3 for action</p>	<p>Comma after adverb openers and to mark clauses</p> <p>Apostrophe for plural possession</p> <p>Write paragraphs that skim/use in-depth detail</p> <p>Develop use of long sentences for description and short sentences to move the action forward</p> <p>Secure use of simple, embellished, compound and complex sentences with a range of conjunctions</p> <p><u>Composition and Effect</u></p> <p>Secure use of all KSI punctuation</p> <p>Comma after adverb openers and to mark clauses</p> <p>Apostrophe for plural possession</p> <p>Write paragraphs that skim/use in-depth detail</p> <p>Develop use of long sentences for description and short sentences to move the action forward</p> <p>Secure use of simple, embellished, compound and complex sentences with a range of conjunctions</p>	<p>complex sentences that will be secured in Y5, by practising the features of writing to entertain and inform, and by introducing them to some more of the features of writing to persuade, which will be studied in more detail in UKS2.</p>
<p>Word Reading, comprehension, transcription and composition knowledge and skills</p>					
<p><u>Word reading and comprehension</u></p> <p>I can continue to use a range of strategies to read and understand unfamiliar words or text</p> <p>I can retell a range of familiar stories orally and recount events</p> <p>I can read for a range of purposes, identifying genres and analysing features of layout and content</p> <p>I can read for meaning, including retrieving information, summarising ideas from more than one paragraph, investigating and discussing vocabulary (including using a dictionary), inferring information, making predictions and discussing authorial intent and the effect of words, phrases and features</p> <p>I can ask questions to improve my understanding</p>					

		<p>I can read poems that are structured in different ways I can recite a range of poetry orally I read regularly, choosing a wide variety of genres including poetry, narrative and non-fiction and selecting challenging texts Hyperlink to reading objectives and text types Hyperlink to poetry progression</p> <p><u>Transcription and composition</u> I can plan my writing by analysing WAGOLLS, recording ideas and rehearsing a wide range of sentence structures I can develop a rich vocabulary to describe settings, characters and plot I can write imaginatively, taking into account audience and purpose and using features of the text type Write neatly, using joined handwriting I can write using standard English I can edit my writing for errors in spelling, punctuation and grammar I can edit my writing to make improvements Spell words and use spelling rules from the Y4 word list correctly</p> <p>Hyperlink to Writing objectives, including spelling, and text type features</p> <p><u>Speaking and Listening</u> I can sustain conversation, explaining ideas I can respond to the ideas of others I can take part in group discussions I can take on different roles in a group discussion I can use drama techniques to enhance meaning of a text</p> <p>Hyperlink to drama techniques and S&L</p>				
	Vocabulary	Writing to entertain	Writing to inform	Writing to persuade	Writing to discuss	Progression
Y5	<p>Simple, Compound and Complex sentences Noun, Verb, Adjective, Adverb, preposition Noun Phrase Direct and Indirect Speech Brackets, Dashes, Commas</p>	<p><u>Text Structure and Organisation</u> Write narratives with different structures e.g. missing chapters, new endings, repetitive events, retell narratives from a different perspective Paragraphs to indicate a jump in place, time, topic or action</p> <p><u>Sentence Structure and Punctuation</u> Use a variety of conjunctions to build cohesion in a paragraph Secure use of simple, embellished, compound and complex sentences with a</p>	<p><u>Text Structure and Organisation</u> Independent planning for language and features Secure use of a range of layouts suitable to texts Secure use of paragraphs - ideas linked within and across paragraphs using conjunctions, pronouns and adverbials Use a variety of ways to open texts and draw the reader in Clear summary at the end to appeal directly to the reader</p> <p><u>Sentence Structure and Punctuation</u> Use of rhetorical questions to draw in the reader Drop in -ed clause Use a variety of conjunctions to build cohesion in a paragraph Secure use of simple, embellished, compound and complex sentences with a full range of conjunctions and punctuation</p>		<p>This builds on Y4 continuing to write narratives with different structures. The children have learnt how to use commas to mark clauses and they will continue to explore the use of commas in Y5, They will have some knowledge of clauses and will develop this further in Y5, They will consolidate different sentence starters in Y5.</p>	

<p>Embedded Clause/Relative Clause / Subordinate Clause</p> <p>Homophone</p> <p>Suffix</p> <p>Consonant</p> <p>Retrieve</p> <p>Infer(ence)</p> <p>Predict</p> <p>Summarise</p> <p>Coordinating and Subordinating conjunctions</p> <p>Modal / Conditional verb</p> <p>Articles/Quantifiers/Determiners</p> <p>Cohesion</p> <p>Paragraph</p> <p>Possessive and Personal Pronoun</p> <p>Possessive Determiner</p> <p>Past, Present and Future (Progressive and Perfect) Tenses</p> <p>Synonym</p> <p>Capital Letters, Full Stops, Question/Exclamation Marks. Apostrophes</p> <p>Prefix</p> <p>Suffix</p> <p>Silent letters</p> <p>Cohesion</p> <p>Dialect</p>	<p>full range of conjunctions and punctuation</p> <p>Use multiple subordinate clauses for effect</p> <p>Brackets, dashes and commas for parenthesis</p> <p>Commas to avoid ambiguity</p> <p><i>Convert nouns and adjectives to verbs and use them in writing</i></p> <p><i>Write relative clauses using where/who/which/when/whose/that or an omitted pronoun</i></p> <p><i>Use adverbs and modals to express degrees of possibility</i></p> <p><i>Use adverbials of time, place, number and manner</i></p> <p><i>All tenses and Standard English used securely</i></p> <p>Composition and Effect</p> <p>Use narrative voice to affect the reader</p> <p>Expanded -ed clauses as sentence starters</p> <p>Eloration of adverbial phrases as starters</p> <p>Drop in -ed clause</p> <p>Move clauses around for effect</p> <p>Modals express possibility, prediction and permission</p> <p>Use ambitious Tier Two vocabulary to create an effect</p>	<p>Use multiple subordinate clauses for effect</p> <p>Brackets, dashes and commas for parenthesis</p> <p>Commas to avoid ambiguity</p> <p>Composition and Effect</p> <p>Clear purpose for writing with relevant content to inform the reader</p> <p>Features of the text type are clearly used and are selected for effect</p> <p>Content is balanced and controlled (writing to discuss)</p> <p>Viewpoint is established and maintained through use of clear use of opinions, attitudes or expert comments for credibility</p> <p>Standard English and vocabulary choice are used clearly demonstrate level of formality</p> <p>Tier Two and Three vocabulary is deliberately selected - vocabulary is appropriate to text type</p> <p>Some use of stylistic features such as emotive language or word play</p> <p>Indicate degrees of possibility with adverbs</p> <p>Modals express possibility, permission or prediction (writing to persuade)</p>	<p>This leads to Y6 as children will further develop their reading skills, focusing particularly on language and why an author has used specific vocabulary. In Y6 children will consolidate various sentence structures, Children will continue to use ambitious tier 2 and 3 vocabulary and will use this to generate synonyms and anyonyms in Y6. The children have a clear understanding of a variety of punctuation and will continue to develop this in Y6.</p>
<p>Word Reading, comprehension, transcription and composition knowledge and skills</p>			
	<p>Word Reading and Comprehension</p> <p>I can increase my familiarity with a wide range of themes and narrative genres</p> <p>I can identify and discuss themes and conventions in and across a wide range of writing</p> <p>I can make comparisons within and across books</p> <p>I can read for meaning and explore the meaning of words in context</p> <p>I can ask questions to improve my understanding</p> <p>I can draw inferences, justifying these with evidence</p> <p>I can make more complex inferences about a text the main ideas</p>		

I can summarise the main ideas drawn from more than one paragraph, identifying key details that support
I can make predictions about what will happen next based on details stated and implied
I can identify how language, structure and presentation contribute to meaning
I can discuss and evaluate how authors use language and consider the impact on the reader
I can participate in discussions about books that are read to me or I have read myself
I can ask for help to work out the pronunciation of unfamiliar words and use inference skills to work out their meaning
I can use skimming and scanning techniques to answer complex retrieval questions
I can identify synonyms in a text to help me locate information
I can continue to apply my knowledge of root words, prefixes and suffixes to help me read aloud and understand the meaning of new words
I can read poems that are structured in different ways
I can explain why I would recommend a poem to an adult or a classmate
I can ask questions to improve my understanding of a poem
I can draw inferences about the meaning of a poem using clues in the text
I can identify similes, metaphors, and imagery and I can discuss and analyse reasons they may be used in a narrative
I can identify how language, structure and presentation contribute to meaning
I can talk about the effect particular words create
I can comment on an author's use of language, discussing its effect on the reader
I can begin to explain how a writer has created a particular atmosphere with words or imagery
I can explain why an author has chosen a particular word or phrase
I can read for a wide range of purposes
I can discuss my understanding of a text, exploring the meaning of unfamiliar words in context
I can retrieve information from more than one area of a text
I can retrieve information from books/leaflets/texts in other curriculum areas
I can retrieve, record and present information from fiction and non-fiction texts
I can identify the features of a persuasion text
I can compare and contrast different discussion/persuasive texts (on screen and written texts), noting their similar and different features
I can read texts structured in different ways
I can perform poems and plays, showing understanding through intonation, tone and volume so the meaning is clear
I can identify and analyse different forms of figurative language in a poem
I can begin to look below the surface and make more complex inferences about a text

Reading for Pleasure

I can listen to, read, discuss and compare a wide range of poetry, plays, non-fiction and fiction (including modern fiction, fiction from our literary heritage and fiction from other cultures)
I can self-select and read a wide range of challenging texts
I read regularly and can talk confidently about books and authors
I can recommend books, giving reasons for my choices
I can prepare poems to read aloud and recite a further poem by heart

Transcription and Spelling

Spell words and use spelling rules from the Y5 word list correctly

	<p>Plan my writing by identifying audience and purpose, selecting the appropriate form and using similar models for writing and talk for writing strategies. Note down and develop initial ideas, drawing on reading and research. Consider how authors have developed settings and characters in what I have read, listened to or watched Assess the effectiveness of my own writing and the writing of others and propose changes to grammar, punctuation and vocabulary to enhance effects and clarify meaning.</p> <p>Write legibly, fluently and with increasing speed. Practise my handwriting regularly to increase the speed. Decide whether to join letters as part of my personal style. Decide what standard of handwriting is acceptable for a given task (e.g. Notes).</p> <p>Speaking and Listening I can read aloud with accuracy and at a reasonable speaking pace I can speak in extended turns to express ideas and feelings with some relevant detail I can structure talk to support meaning and show attention to the listener I can tell a story using notes to support my ideas I can use a range of drama strategies to explore characters, stories or issues I can work in role to explore issues from different point of views, reflecting on its effectiveness I can vary and deliberately select vocabulary and grammar to suit audience/purpose I can talk at length (at least two paragraphs) staying on topic and responding to comments I can use a wide variety of drama strategies to explore events and processes I can create roles or scenarios I can use an increasing range of drama strategies (e.g. Overheard conversations, conscience alley) I can investigate, reflect on and discuss the feelings, behaviour or relationships between characters</p> <p>I can sustain conversation, explaining or giving reasons for my ideas I can attempt different roles and responsibilities in pairs or groups I can take part in discussion about books that are read to me or that I have read myself I can use a wide variety of drama strategies to explore characters, stories or issues in a poem</p> <p>I can debate an issue, taking different viewpoints I can consider and evaluate different viewpoints I can recognise and comment on different ways that meaning can be expressed I can work in role to explore issues from different points of view</p>					
Y6	Vocabulary	Writing to entertain	Writing to inform	Writing to persuade	Writing to discuss	Progression
	Retrieve Infer(ence) Predict Summarise	<p>Text Structure and Organisation Write narratives with different structures e.g. stories within stories, flashbacks and styles Use paragraphs to vary pace or emphasis</p>	<p>Text Structure and Organsation Secure independent planning and application of ideas Use and choose a variety of text layouts appropriate to purpose Balanced coverage of a topic Use different techniques to conclude texts</p>			This builds on Y5 by allowing children to read a full range of genres and answer more complex inference and authorial intent questions.

<p>Simple, Compound and Complex Sentences Modal Verbs</p>	<p>Write using different or multiple narrators Clearly link paragraphs together in different ways</p>	<p>Choose or create publishing format to enhance text type and engage the reader Link ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (repetition of word/phrase), grammatical connections (e.g. use of adverbials) and elision Use layout devices such as headings, sub-headings, columns, bullets, tables to structure text</p>	<p>They will begin to write more detailed answers using quotations from the text to support. The children will complete their knowledge of spelling rules and spelling patterns, applying these in their independent writing. In writing, they will build on Y5 by being able to use the full range of punctuation for effect and being secure in their use of audience and purpose for a full range of genres. They use their knowledge of punctuation, sentence structure and vocabulary and begin to select it for effect.</p>
<p>Punctuation - capital Letter, Full Stop, Question/Exclamation Mark, Comma, Apostrophe, Brackets, Dashes, Semi Colon, Colon, Hyphen, Ellipsis</p>	<p>Sentence Structure and Punctuation Controlled use of a variety of sentence types for effect Use a wide range of cohesive devices e.g. repetition, ellipsis, adverbials</p>	<p>Sentence Structure and Punctuation Colons and Semi-Colons to separate independent clauses Semi-colons in a list Ellipsis to introduce a flashback or missing words Hyphens to avoid ambiguity Full range of punctuation used without error Use paragraphs to vary pace or emphasis Controlled use of a variety of sentence types for effect</p>	<p>This leads to Y7 by allowing children to discuss longer texts to prepare them for reading more challenging and varied texts. They have the opportunity to write at length and re-draft their work to prepare for writing lengthy pieces. Their knowledge of audience and purpose will lead to them using a wide variety of vocabulary and grammar for audiences and purposes in a range of contexts. Children can build on their secure grammatical knowledge from across KS2 to develop their writing skills, confidently using standard English, age-appropriate vocabulary and literary language. Children with secure knowledge will be able to build on this in Y7 by</p>
<p>Noun Phrase Modifier Coordinating and Subordinating Conjunctions</p>	<p><i>Use active and passive in different genres of writing</i> <i>Use subject, verb and object to construct passive voice</i> <i>Use all past, present and future tenses</i> <i>Secure use of Standard English linked to formality</i> <i>Use the subjunctive in different genres of writing</i></p>	<p>Composition and Effect Purpose of writing is clear and maintained with some imaginative treatment Features of selected form are clearly established and selected Varying levels of formality are adopted according to purpose and audience - there may be shifts in formality between dialogue and description</p>	<p>This leads to Y7 by allowing children to discuss longer texts to prepare them for reading more challenging and varied texts. They have the opportunity to write at length and re-draft their work to prepare for writing lengthy pieces. Their knowledge of audience and purpose will lead to them using a wide variety of vocabulary and grammar for audiences and purposes in a range of contexts. Children can build on their secure grammatical knowledge from across KS2 to develop their writing skills, confidently using standard English, age-appropriate vocabulary and literary language. Children with secure knowledge will be able to build on this in Y7 by</p>
<p>Stanza Figurative Language Prefix Suffix Bullet Points Tense – Past, Present and Future (Perfect and Progressive)</p>	<p><i>Use synonyms or antonyms to avoid repetition</i> <i>Secure choice and use of tenses</i> <i>Modifiers to qualify, intensify or emphasise</i> Composition and Effect Use narrative voice and language choices to affect or influence the reader Make deliberate choices about formality of writing Write for audiences of different ages and interests</p>	<p>Viewpoint is established and controlled and may convey an individual voice. Ideas and opinions are developed with some selection and ordering of text to engage the reader Use a range of techniques to involve the reader - comments, questions, observations, rhetorical questions Ideas are developed through controlled use of elaboration, nominalisation and imaginative details Vocabulary is precise with a mixture of Tier Two and Three words A range of stylistic features contribute to the effect of the text</p>	<p>This leads to Y7 by allowing children to discuss longer texts to prepare them for reading more challenging and varied texts. They have the opportunity to write at length and re-draft their work to prepare for writing lengthy pieces. Their knowledge of audience and purpose will lead to them using a wide variety of vocabulary and grammar for audiences and purposes in a range of contexts. Children can build on their secure grammatical knowledge from across KS2 to develop their writing skills, confidently using standard English, age-appropriate vocabulary and literary language. Children with secure knowledge will be able to build on this in Y7 by</p>
<p>Word Classes – Abstract/Common/Collective/Proper Nouns, Verbs, Adjectives, Adverbs</p>	<p>Use ambitious Tier Two vocabulary to create an effect Write in the style of an author - influenced by language, time period, setting etc. Create emphasis through word order</p>	<p>Word Reading, comprehension, transcription and composition knowledge and skills</p>	<p>This leads to Y7 by allowing children to discuss longer texts to prepare them for reading more challenging and varied texts. They have the opportunity to write at length and re-draft their work to prepare for writing lengthy pieces. Their knowledge of audience and purpose will lead to them using a wide variety of vocabulary and grammar for audiences and purposes in a range of contexts. Children can build on their secure grammatical knowledge from across KS2 to develop their writing skills, confidently using standard English, age-appropriate vocabulary and literary language. Children with secure knowledge will be able to build on this in Y7 by</p>
<p>Determiners – Possessive, Demonstrative, Quantifiers, Articles</p>	<p>Word Reading and Comprehension Continue to apply my knowledge of root words, prefixes and suffixes to help me read aloud Discuss themes across writing and make comparisons between texts and draw inferences about feelings, thoughts and motives. Justify my inferences using evidence from the text.</p>	<p>Word Reading, comprehension, transcription and composition knowledge and skills</p>	<p>This leads to Y7 by allowing children to discuss longer texts to prepare them for reading more challenging and varied texts. They have the opportunity to write at length and re-draft their work to prepare for writing lengthy pieces. Their knowledge of audience and purpose will lead to them using a wide variety of vocabulary and grammar for audiences and purposes in a range of contexts. Children can build on their secure grammatical knowledge from across KS2 to develop their writing skills, confidently using standard English, age-appropriate vocabulary and literary language. Children with secure knowledge will be able to build on this in Y7 by</p>
<p>Subjunctive / passive / active Voice</p>	<p>Word Reading and Comprehension Continue to apply my knowledge of root words, prefixes and suffixes to help me read aloud Discuss themes across writing and make comparisons between texts and draw inferences about feelings, thoughts and motives. Justify my inferences using evidence from the text.</p>	<p>Word Reading, comprehension, transcription and composition knowledge and skills</p>	<p>This leads to Y7 by allowing children to discuss longer texts to prepare them for reading more challenging and varied texts. They have the opportunity to write at length and re-draft their work to prepare for writing lengthy pieces. Their knowledge of audience and purpose will lead to them using a wide variety of vocabulary and grammar for audiences and purposes in a range of contexts. Children can build on their secure grammatical knowledge from across KS2 to develop their writing skills, confidently using standard English, age-appropriate vocabulary and literary language. Children with secure knowledge will be able to build on this in Y7 by</p>

	<p>Synonym and Antonym</p> <p>Etymology</p> <p>Thesaurus</p> <p>Identify how language, structure and presentation contribute to meaning . Discuss my understanding of a text, exploring the meaning of unfamiliar words in context . Make predictions based on details stated and implied. Provide reasoned justifications for my views.</p> <p>Identify similes, metaphors, and other figurative language Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Discuss themes across poems and make comparisons between texts building on my own and others' ideas and challenging views courteously. Ask questions to improve my understanding of a text and poem. Read writing that is structured differently. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction in other curriculum areas. I can identify word play, puns and alliteration. Comment on why layout features have been used uch as headings, subheadings, columns, bullets or tables have been used to structure a text Read discussion and persuasive texts that are structured in different ways .</p> <p><u>Transcription and Spelling</u> Spell words and use spelling rules from the Y6 word list correctly.</p> <p>Use models and talk for writing to help with my own writing. Independently note and develop initial ideas in a variety of ways. Consider how authors have developed characters and settings in what I have read, listened to or seen performed. Effectively describe settings, characters and atmosphere and integrate dialogue to convey character or advance the action. I can link ideas across paragraphs using a wider variety of cohesive devices (e.g. repetition of a word, use of adverbials or an ellipsis) Assess the effectiveness of my own and others' writing, editing for improvements in spelling and grammar errors, vocabulary and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense and subject/verb agreement. Identify the audience and purpose for writing. Use organisational and presentational devices to structure a text and guide the reader</p> <p>Write legibly, fluently and with increasing speed Practise my handwriting regularly to increase the speed Choose which shape of letter to use when given choice</p> <p><u>Reading for pleasure</u> I can explain why I would recommend a book to an adult or a classmate I can listen to, read, discuss and compare a wide range of poetry, plays, non-fiction and fiction (including modern fiction, fiction from our literary heritage and fiction from other cultures) I can self-select and read a wide range of challenging texts I read regularly and can talk confidently about books and authors I know a wide variety of poems by heart I can prepare poems and plays to read aloud</p>	<p>reading and writing with increased breadth and depth.</p>
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I can explain why I would recommend a poem to an adult or a classmate

Speaking and Listening

Speak in extended turns to express ideas and feelings

Structure talk to support meaning and show attention to the listener

I can vary and deliberately select vocabulary and grammar to suit audience/purpose

I can understand different ways to take the lead and support others in a group

I can talk at length (at least three paragraphs) staying on topic and responding to comments

I can identify different question types

I can tell a story using notes to support my ideas

I can recognise and comment on different ways that meaning can be expressed

I can work in role to explore issues from different points of view

I can use a wide variety of drama strategies to explore characters, stories or issues

I can perform my own compositions, using appropriate intonation volume and movement so that meaning is clear

I can consider and evaluate different viewpoints

I can challenge views courteously