

# English Overview – EYFS, Key Stage 1 and Key Stage 2 \*writing – black / reading - red

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<b>Year R</b>	<p>Phase 2, Letters and Sounds</p> <p>LetterJoin patterns and name writing + Pencil grip</p> <p>Emergent Writing linked to texts to include labels, cards and messages</p>	<p>Guided Reading Phase 3 Set 6, 7 and consonant digraphs, Letters and Sounds</p> <p>LetterJoin (Phase 2 graphemes)</p> <p>Writing activities linked to texts to include short captions and letter writing</p>	<p>Guided Reading Phase 3 vowel digraphs, Letters and Sounds</p> <p>LetterJoin (Phase 3 graphemes)</p> <p>Writing activities linked to texts to include fact books, clues, story maps</p>	<p>Guided Reading Phase 3 Revision and Phase 4, Letters and Sounds</p> <p>LetterJoin (Phase 3 graphemes)</p> <p>Writing activities linked to texts to include narratives, recounts and letters</p>	<p>Guided Reading Phase 4, Letters and Sounds</p> <p>LetterJoin (Capital letters)</p> <p>Writing Activities linked to texts to include narratives, speech bubbles and recipes</p>	<p>Guided Reading Phase 4, Letters and Sounds</p> <p>LetterJoin (Capital letters)</p> <p>Writing Activities linked to texts to include poetry, narratives and posters</p>
		<p>Harry and the Dinosaurs Start School</p> <p>Ruby's Worry</p> <p>Funnybones</p> <p>Anna Hibiscus' Song</p> <p>The colour monster</p> <p>Funny Bones</p>	<p>Not a Box</p> <p>On Sudden Hill</p> <p>Stanley's Stick</p> <p>Stickman</p> <p>It's Okay to be Different! (NF)</p>	<p>Blue Penguin</p> <p>Polar Bear, Polar Bear, What do you hear</p> <p>Walking Through the Jungle</p> <p>Surprising Sharks! (NF)</p> <p>Beware of the Crocodile (NF)</p> <p>We're Going on a Bear Hunt (R)</p>	<p>Astro Girl</p> <p>The Way Back Home</p> <p>Naughty Bus</p> <p>The Snail and the Whale</p> <p>You Can't Take an Elephant on the Bus (R)</p>	<p>No Dinner!</p> <p>The Gingerbread Man</p> <p>The Gigantic Turnip</p> <p>Jack and the Beanstalk</p> <p>Little Red Hen</p> <p>The Leopard's Drum</p>	<p>The Great Big Cuddle (P)</p> <p>Oi Frog! (R)</p> <p>The Hungry Caterpillar</p> <p>Tad</p> <p>The Dot</p>
<b>Key Stage 1</b>	<b>Year 1</b>	<p>Story writing – retelling</p> <p>(Instructions)</p>	<p>Letter</p> <p>(Recount)</p>	<p>Stories with repeating patterns</p> <p>(Poetry)</p>	<p>Instructions</p> <p>(Story writing)</p>	<p>Recount</p> <p>Poetry</p>	<p>Story writing</p> <p>Letter</p>
		<p>Ruby's Worry</p>	<p>The Last Wolf</p>	<p>How to find gold</p>	<p>Beegu</p>	<p>The Dark</p>	<p>Patten's Pumpkin</p>
	<b>Year 2</b>	<p>Story writing</p>	<p>Recount</p> <p>(Instructions)</p>	<p>Letter</p> <p>(Story writing)</p>	<p>Instructions</p> <p>(Letter )</p>	<p>Story writing</p> <p>(Recount)</p>	<p>Instructions</p> <p>Poetry</p> <p>(story writing)</p>
		<p>Secret Sky Garden</p>	<p>Moth</p>	<p>Rabbit and bear</p>	<p>If all the world were...</p>	<p>Anna Hibiscus</p>	<p>Rapunzel</p>

Lower Key Stage 2	Year 3	Story writing (Instructions)	Diary (Explanation text)	Newspaper report (Story writing)	Non-Chronological report Poetry	Story Writing Book review	Persuasive text (Biography)
		Mouse, Bird, Snake, Wolf	Pebble in my pocket Gregory Cool	Pugs of the frozen north	The lion and the unicorn	The boy at the back of the class	One Plastic Bag
	Year 4	Poetry/descriptive writing (Newspaper report)	Story writing (Persuasive brochure)	Explanation text (Story writing)	Diary (Balanced argument)	Story writing (Non-chronological report)	Biography (Persuasive letter)
		The Dark Werewolf Club Rules	Varjak Paw	Arthur and the golden rope	The Tin Forest	The Wild Robot	The Bluest of Blues
Upper Key Stage 2	Year 5	Story writing (Non-chronological report)	Explanation text (News reports) (Poetry)	Persuasive letter (Biographies)	Story writing (Diary entries)	Fictional story – action and adventure (Advertising brochure)	Recounts (Fictional stories – myths and legends)
		Pax	Dark Sky Poems	The Journey	Tom's Midnight Garden	Cosmic	Odysseus
	Year 6	Setting/atmosphere description  Persuasive speech	Persuasive letter Diary entry  (Poetry - effective language )	Explanation texts Narrative story	Narrative story Balanced argument	Character description Narrative story	Auto-biography Non-chronological report
		Varmints	Suffragettes	The song from Somewhere else	Rooftoppers	The Last Wild	Running on Empty

## Early Years Foundation Stage - Related to English

### Communication and Language

#### Listening, Attention and Understanding Early Learning Goal

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Make comments about what they have heard and ask questions to clarify their understanding.

Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.

#### Speaking Early Learning Goal

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### Physical Development

#### Fine Motor Skills Early Learning Goal

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;

Use a range of small tools, including scissors, paint brushes and cutlery;

Begin to show accuracy and care when drawing

### Literacy

#### Comprehension Early Learning Goal

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.

#### Word Reading Early Learning Goal

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### Writing Early Learning Goal

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.



## Development Matters

Communication and Language	Children in Reception will be learning to:	Examples of how we might support this:
	Understand how to listen carefully and why listening is important.	Promote and model active listening skills: "Wait a minute, I need to get into a good position for listening, I can't see you. Let's be quiet so I can concentrate on what you're saying." Signal when we want children to listen: "Listen carefully now for how many animals are on the broom." Link listening with learning: "I could tell you were going to say the right answer, you were listening so carefully."
	Learn new vocabulary.	Identify new vocabulary before planning activities, for example, changes in materials: 'dissolving', 'drying', 'evaporating'; in music: 'percussion', 'tambourine'. Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel. Discuss which category the word is in, for example: "A cabbage is a kind of vegetable. It's a bit like a sprout but much bigger". Have fun saying the word in an exaggerated manner. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?"
	Use new vocabulary through the day.	Model words and phrases relevant to the area being taught, deliberately and systematically: "I'm thrilled that everyone's on time today", "I can see that you're delighted with your new trainers", "Stop shrieking, you're hurting my ears!", "What a downpour – I've never seen so much rain!", "It looks as if the sun has caused the puddles to evaporate", "Have you ever heard such a booming voice?" Use the vocabulary repeatedly through the week. Keep a list of previously taught vocabulary and review it in different contexts.
	Ask questions to find out more and to check they understand what has been said to them.	Show genuine interest in knowing more: "This looks amazing, I need to know more about this." Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before you move on to why and 'how do you know' questions: "I wonder why this jellyfish is so dangerous? Ahh, it has poison in its tentacles."
	Articulate their ideas and thoughts in well-formed sentences	Use complete sentences in your everyday talk. Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters. Narrate your own and children's actions: "I've never seen so many beautiful bubbles, I can see all the colours of the rainbow in them." Build upon their incidental talk: "Your tower is definitely the tallest I've seen all week. Do you think you'll make it any higher?" Suggestion: ask open questions - "How did you make that? Why does the wheel move so easily? What will happen if you do that?" Instead of correcting, model accurate irregular grammar such as past tense, plurals, complex sentences: "That's right: you drank your milk quickly; you were quicker than Darren."
	Connect one idea or action to another using a range of connectives.	Narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat." Remind children of previous events: "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!" Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?"
	Describe events in some detail.	Make deliberate mistakes highlighting to children that sometimes you might get it wrong: "It's important to get things in the right order so that people know what I'm talking about. Listen carefully to see if I have things in the right order: 'last week...' Use sequencing words with emphasis in your own stories: "Before school I had a lovely big breakfast, then I had a biscuit at break time and after that I had two pieces of fruit after lunch. I'm so full!"
	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Think out loud how to work things out. Encourage children to talk about a problem together and come up with ideas for how to solve it. Give children problem solving words and phrases to use in their explanations: 'so that', 'because', 'I think it's...', 'you could...', 'it might be...'
	Develop social phrases.	Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"
	Engage in storytimes.	Timetable a storytime at least once a day. Draw up a list of books that you enjoy reading aloud to children, including traditional and modern stories. Choose books that will develop their vocabulary. Display quality books in attractive book corners. Send home familiar and good-quality books for parents to read aloud and talk about with their children. Show parents how to share stories with their children.

	Listen to and talk about stories to build familiarity and understanding.	Read and re-read selected stories. Show enjoyment of the story using your voice and manner to make the meaning clear. Use different voices for the narrator and each character. Make asides, commenting on what is happening in a story: "That looks dangerous – I'm sure they're all going to fall off that broom!" Link events in a story to your own experiences. Talk about the plot and the main problem in the story. Identify the main characters in the story, and talk about their feelings, actions and motives. Take on different roles in imaginative play, to interact and negotiate with people in longer conversations. Practise possible conversations between characters
	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Make familiar books available for children to share at school and at home. Make time for children to tell each other stories they have heard, or to visitors.
	Use new vocabulary in different contexts.	Have fun with phrases from the story through the day: "I searched for a pencil, but no pencil could be found." Explain new vocabulary in the context of story, rather than in word lists
	Listen carefully to rhymes and songs, paying attention to how they sound.	Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words and phrases. Model noticing how some words sound: "That poem was about a frog on a log; those words sound a bit the same at the end don't they? They rhyme." In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next. Encourage children to have fun with rhyme, even if their suggestions don't make complete sense. Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children to join in with the correct number of 'claps'.
	Learn rhymes, poems and songs.	Select traditional and contemporary poems and rhymes to read aloud to children. Help children to join in with refrains and learn some verses by heart using call and response. When singing songs by heart, talk about words in repeated phrases from within a refrain or verse so that word boundaries are noticed and not blurred: "Listen carefully, what words can you hear? Oncesuppona time: once – upon – a – time."
	Engage in non-fiction books.	Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons
	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Make the books available for children to share at school and at home.
Literacy	Read individual letters by saying the sounds for them.	Help children to read the sounds speedily. This will make sound-blending easier.
	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop. Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.
	Read some letter groups that each represent one sound and say sounds for them.	Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.
	Read a few common exception words matched to the school's phonic programme.	Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.
	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught. Children should not be required to use other strategies to work out words.

	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read.
	Form lower-case and capital letters correctly.	Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.
	Spell words by identifying the sounds and then writing the sound with letter/s.	Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.
	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Support children to form the complete sentence orally before writing. Help children memorise the sentence before writing by repeatedly saying it aloud. Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. Dictate sentences to ensure they contain only the taught sound-letter correspondences
	Re-read what they have written to check that it makes sense.	Model how you read and re-read your own writing to check it makes sense.
Physical Development	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check: <ul style="list-style-type: none"> <li>• that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers</li> <li>• that they can move and rotate their lower arms and wrists independently</li> </ul> Help children to develop the core strength and stability they need to support their small motor skills. Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars. Offer children activities to develop and further refine their small motor skills. Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay. Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children? Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic.
	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Encourage children to draw freely. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.

## National Curriculum – English

### **Purpose of study**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society.

### **Aims**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

## National Curriculum - Year 1

During Year 1, teachers should build on work from the 'Early Years Foundation Stage', making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier.

The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words.

This includes common words containing unusual GPCs.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words.

This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time, they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters.

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

Blue objectives – National Curriculum Objectives / Black objectives – Objectives specific to each genre.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<b>Year 1</b>		<ul style="list-style-type: none"> <li>- Say out loud what they are going to write about</li> <li>- Compose a sentence orally before writing it</li> <li>- Sequence sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>- Say out loud what they are going to write about</li> <li>- Compose sentences orally before writing them down</li> <li>- Re-read what they have written to check that it makes sense</li> <li>- Discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>- Compose a sentence orally before writing it</li> <li>- Sequence sentences to form short narratives</li> <li>- Re-read what they have written to check that it makes sense</li> <li>- Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Say out loud what they are going to write about</li> <li>- Sequence sentences to form short narratives</li> <li>- Re-read what they have written to check that it makes sense</li> <li>- Discuss what they have written with the teacher or other pupils</li> </ul>
	<u>Story writing – retelling</u> <ul style="list-style-type: none"> <li>- Begin to set the scene in the opening</li> <li>- Events flow in a logical order</li> <li>- Some basic description being used – character or setting</li> </ul>		<u>Letter</u> <ul style="list-style-type: none"> <li>- Know the structure of a letter, starting with ‘Dear –’</li> <li>- Sign off at the end</li> <li>- Write events in chronological order</li> </ul>	<u>Stories with repeating patterns</u> <ul style="list-style-type: none"> <li>- Begin to use simple adjectives for description</li> <li>- Repeated sequence/pattern - phrases or sayings</li> </ul>	<u>Instructions</u> <ul style="list-style-type: none"> <li>- Put each instruction on a new line.</li> <li>- Show more of an understanding of chronological order</li> <li>- Use time conjunctions to sequence events</li> <li>- Begin to use noun phrases with adjectives for extra detail</li> </ul>	<u>Recount</u> <ul style="list-style-type: none"> <li>- Begin to sequence events in time order</li> <li>- Have a clear introduction using one or 2 of the ‘5W’ questions</li> <li>- Understand the need for a caption with a drawing/ photo</li> </ul>	<u>Letter</u> <ul style="list-style-type: none"> <li>- To organise information by a sequence of time or subject</li> <li>- Use the structure of a letter</li> <li>- Include an opening paragraph to explain why they are writing to you</li> <li>- Use basic conjunctions to link ideas</li> </ul>

	<p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>- Opening sentence to explain what the instructions are for</li> <li>- Begin to use time conjunctions to sequence events</li> <li>- Begin to write events in chronological order</li> <li>- Put each instruction on a new line</li> </ul>	<p><b>Recount</b></p> <ul style="list-style-type: none"> <li>- Brief story opening to set the scene</li> <li>- Plan the events in a basic story outline – beg, middle, end</li> <li>- Describe a character</li> <li>- Use expanded noun phrases</li> </ul>	<p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- Listen and respond appropriately to adults and their peers</li> <li>- Ask relevant questions to extend their understanding and knowledge</li> <li>- Use relevant strategies to build up their vocabulary</li> <li>- Participate in discussions, presentations, role play and performances.</li> </ul>	<p><b>Story writing</b></p> <ul style="list-style-type: none"> <li>- Basic outline of beginning, middle and end</li> <li>- Events flow in a logical order</li> <li>- Brief description for the character and setting</li> </ul>	<p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- Understand and begin to use alliteration</li> <li>- Use simple adjectives for descriptive effect.</li> <li>- Participate in discussions, presentations, performances and role play.</li> <li>- Start to use a greater range of vocabulary</li> </ul>	<p><b>Story writing</b></p> <ul style="list-style-type: none"> <li>- Story opening to set the scene</li> <li>- Plan the events in a story outline – beg/middle/end</li> <li>- Describe a character and the setting in more detail – expanded noun phrases.</li> </ul>
PoR Book	Ruby's Worry	The Last Wolf	How to find gold	Beegu	The Dark	Patten's Pumpkin
	<ul style="list-style-type: none"> <li>- Leave spaces between words</li> <li>- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>- Punctuate sentences using a capital letter and a full stop</li> </ul>	<ul style="list-style-type: none"> <li>- Join words &amp; join clauses using 'and'</li> </ul>	<ul style="list-style-type: none"> <li>- Punctuate sentences using a capital letter and a full stop</li> <li>- Develop an understanding of question marks</li> </ul>	<ul style="list-style-type: none"> <li>- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>- Develop an understanding of exclamation marks</li> <li>- Join words &amp; join clauses using 'and'</li> </ul>
VPaG objectives	<ul style="list-style-type: none"> <li>- Combine words to make sentences</li> <li>- Sequence sentences to form short narratives</li> <li>- Understand and use capital letters correctly and use correct letter formation</li> </ul>	<ul style="list-style-type: none"> <li>- Sequence sentences to form short narratives</li> <li>- Understand, identify and use the words 'singular' and 'plural' correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Use and understand regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], include knowledge of the effects of these suffixes on the meaning of the noun</li> </ul>	<ul style="list-style-type: none"> <li>- Use and understand suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> <li>- Sequence sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>- Know how the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, undoing: untie]</li> </ul>	<ul style="list-style-type: none"> <li>- Sequence sentences to form short narratives</li> <li>- Understand, identify and use the words 'singular' and 'plural' correctly</li> </ul>

## National Curriculum - Year 2

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word-reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell many of the words covered in year 1 correctly. Finally, they should be able to form individual letters correctly, establishing good handwriting habits from the beginning.

Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

Blue objectives – National Curriculum Objectives / Black objectives – Objectives specific to each genre.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 2</b>	<ul style="list-style-type: none"> <li>- Write about real events</li> <li>- Write for different purposes</li> <li>- Plan or say out loud what they are going to write about (think it, say it, say it again, write it &amp; check it)</li> <li>- Encapsulate what they want to say, sentence by sentence</li> <li>- Respond regularly to teacher marking /feedback</li> </ul>	<ul style="list-style-type: none"> <li>Write about real events</li> <li>- Write down ideas and/or key words, including new vocabulary</li> <li>- Evaluate their writing with the teacher and other pupils, reading aloud what they have written with appropriate intonation</li> </ul>	<ul style="list-style-type: none"> <li>Write for different purposes</li> <li>- Encapsulate what they want to say, sentence by sentence, proof-reading to check for errors in spelling, grammar and punctuation</li> <li>- Re-read to check that their writing makes sense</li> </ul>	<ul style="list-style-type: none"> <li>- Write about real events</li> <li>- Write down ideas and/or key words, including new vocabulary</li> <li>- Re-read to check that their writing makes sense</li> <li>- Make the meaning clear to the audience</li> </ul>	<ul style="list-style-type: none"> <li>- Write for different purposes</li> <li>- Edit sections of their writing to improve, apply skills and move forward</li> <li>- Evaluate their writing with the teacher and other pupils</li> </ul>	<ul style="list-style-type: none"> <li>- Write about real events</li> <li>- Write poetry</li> <li>- Encapsulate what they want to say, sentence by sentence</li> <li>- Re-read to check that their writing makes sense</li> <li>- Evaluate their writing with the teacher and other pupils</li> </ul>

	<p><u>Story writing - retelling</u></p> <ul style="list-style-type: none"> <li>- Include a short opening to set the scene</li> <li>- Basic structure of beg, middle, end</li> <li>- Include description</li> <li>- Use a few openers to show changes in place or time</li> </ul>	<p><u>Instructions</u></p> <ul style="list-style-type: none"> <li>- Brief opening sentence explaining what the instructions are for</li> <li>- Number each instruction and put on a new line</li> <li>- Use chronological order and time conjunctions to sequence each item</li> </ul>	<p><u>Letter writing</u></p> <ul style="list-style-type: none"> <li>- Know how to start and end a letter correctly</li> <li>- Introductory paragraph to explain why you are writing</li> <li>- Begin to organise information into ordered paragraphs with a time or sequence</li> <li>- Begin to use coordinating and subordinating conjunctions to link ideas together</li> </ul>	<p><u>Instructions</u></p> <ul style="list-style-type: none"> <li>- Include an opening description of what the instructions are for</li> <li>- Know how to set out instructions correctly</li> <li>- Use some noun phrases with adjectives for extra detail</li> <li>- Show understanding of imperative verbs</li> </ul>	<p><u>Story writing</u></p> <ul style="list-style-type: none"> <li>- Time conjunctions to order events</li> <li>- Use a range of coordinating and subordinating conjunctions to link ideas</li> <li>- Begin to use exclamatory sentences</li> </ul>	<p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>- Use alliteration and descriptive adjectives for effect</li> <li>- Continue to build up a repertoire of poems learnt by heart, and recite some with appropriate intonation.</li> </ul>
		<p><u>Recounts</u></p> <ul style="list-style-type: none"> <li>- Include a clear introduction using a range of the 5W questions</li> <li>- Include a caption and drawing</li> <li>- Use a more formal tone with some personal thoughts and feelings</li> <li>- Write down ideas and/or key words, including new vocabulary</li> </ul>	<p><u>Story writing</u></p> <ul style="list-style-type: none"> <li>- Opening section to set the scene using the 5W questions</li> <li>- Expanded noun phrases to add detail and description</li> <li>- Time conjunctions to order events</li> <li>- Use some conjunctions to link ideas</li> </ul>	<p><u>Letter writing</u></p> <ul style="list-style-type: none"> <li>- Understand how a letter is set out</li> <li>- Use some paragraphs of sequenced information with time conjunctions</li> <li>- Use a range of conjunctions to link ideas together</li> </ul>	<p><u>Recount</u></p> <ul style="list-style-type: none"> <li>- Know how a recount is set out, with a title and clear introduction</li> <li>- Ensure you use first person and past tense throughout</li> <li>- Show more independence with time conjunctions and conjunctions to link ideas together</li> <li>- Add a final paragraph explaining your personal thoughts about the event</li> </ul>	<p><u>Story writing</u></p> <ul style="list-style-type: none"> <li>- Opening section to set the scene using the 5W questions</li> <li>- Expanded noun phrases to add detail and description</li> <li>- Try to include a question to engage the reader</li> <li>- Use openers to show changes in place or time</li> </ul>
<b>PoR Bk</b>	Secret Sky Garden	Rapunzel	Moth	If all the world were..	Rabbit and Bear	Anna Hibiscus
<b>VPaG objecti</b>	<ul style="list-style-type: none"> <li>- Use familiar punctuation correctly – full stops, capital letters and question marks</li> </ul>	<ul style="list-style-type: none"> <li>- Use familiar punctuation correctly – full stops, capital letters, question marks and exclamation</li> </ul>	<ul style="list-style-type: none"> <li>- Use commas for lists correctly</li> <li>- Learn how to use sentences in different</li> </ul>	<ul style="list-style-type: none"> <li>- Use apostrophes for contracted forms correctly</li> <li>- Learn how to use sentences in different</li> </ul>	<ul style="list-style-type: none"> <li>- Learn how to use sentences in different forms – statements, questions,</li> </ul>	<ul style="list-style-type: none"> <li>- Use apostrophes for singular possession correctly</li> <li>- Use familiar punctuation correctly –</li> </ul>

	<p>- Learn how to use sentences in different forms – statements and questions</p> <p>- Use expanded noun phrases to describe and specify. (eg. the blue butterfly)</p> <p>- Form nouns using suffixes such as –ness, –er.</p>	<p>marks</p> <p>- Learn how to use sentences in different forms – statements, questions and exclamations</p> <p>- Use the present and past tenses correctly and consistently.</p> <p>- Form nouns by compounding [for example, whiteboard, superman]</p> <p>- Use the suffixes –er, –est in adjectives</p>	<p>forms – statements, questions and exclamations</p> <p>- Use expanded noun phrases to describe and specify.</p> <p>- Begin to use subordination (using when, if, that, or because)</p> <p>- Begin to use co-ordination (using or, and, or but)</p> <p>- Form adjectives using suffixes such as –ful, –less</p>	<p>forms – statements, questions, exclamations and commands</p> <p>- Use expanded noun phrases to describe and specify.</p> <p>- Begin to use subordination (using when, if, that, or because)</p> <p>- Begin to use co-ordination (using or, and, or but)</p> <p>- Use the suffix –ly in Standard English to turn adjectives into adverbs</p>	<p>exclamations and commands</p> <p>- Use the present and past tenses correctly and consistently</p> <p>- Use the progressive form of verbs in the present and past tense to mark actions in progress [eg. she is drumming, he was shouting]</p> <p>* SATs Practice – any SPaG elements that need revisiting</p>	<p>full stops, capital letters, question marks and exclamation marks</p> <p>- Use the present and past tenses correctly and consistently, including the progressive form.</p> <p>- Use some subordination (when, if, that, or because)</p> <p>- Use some co-ordination (or, and, or but)</p>
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[Blue objectives](#) – National Curriculum Objectives / [Black VPAG objectives](#) – specific grammar objectives from the NC, Year 2, Appendix 2

- A full list of suffixes can be found in the Year 2 spelling section in English Appendix 1

## National Curriculum – Lower Key stage 2 – Year 3 and 4

By the beginning of Year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support.

Children should become increasingly independent, with all of the above, by the end of year 4.

In Year 4, teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

By Year 4, most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Blue objectives – National Curriculum Objectives / Black objectives – Objectives specific to each genre.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<ul style="list-style-type: none"> <li>- Compose and rehearse sentences orally</li> <li>- In narratives, create settings, characters and plot</li> <li>- In non-narrative material, use simple organisational devices [for example, headings and sub-headings]</li> <li>- Proof-read for spelling and punctuation errors</li> <li>- Propose changes to</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss and record ideas organising paragraphs around a theme</li> <li>- In non-narrative material, use simple organisational devices [for example, headings and sub-headings]</li> <li>- Assess the effectiveness of their own and others' writing and suggest improvements</li> <li>- Propose changes to</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss writing similar to that which they are planning to write</li> <li>- Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>- In non-narrative material, use simple organisational devices [for example,</li> </ul>	<ul style="list-style-type: none"> <li>- In narratives, create settings, characters and plot organising paragraphs around a theme</li> <li>- Assess the effectiveness of their own and others' writing and suggest improvements</li> <li>- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	<ul style="list-style-type: none"> <li>- In narratives, create settings, characters and plot</li> <li>- In non-narrative material, use simple organisational devices [for example, headings and sub-headings]</li> <li>- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	<ul style="list-style-type: none"> <li>- In non-narrative material, use simple organisational devices [for example, headings and sub-headings]</li> <li>- Proof-read for spelling and punctuation errors</li> <li>- Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>

	grammar and vocabulary to improve consistency.	grammar and vocabulary	headings and sub-headings]			
	<u>Story writing</u> - Begin to use paragraphs to give structure - Try to set the scene at the beginning with some detail. - Tell the events in order - Use some conjunctions to link ideas	<u>Diary</u> - Start with the date and 'Dear Diary' - Include an introduction to set the scene of the day - Add what you are going to do or hopes for the next day and then sign off	<u>Newspaper report</u> - Include a clear headline and possibly a byline - Show some paragraphs to organise the information - Try to make the headline short and catchy - Include some adverbs to add drama and emphasis	<u>Non-chronological report</u> - Use a clear title - Add an introduction to engage the reader - Include clear sub-headings - Ensure paragraphs link to the sub-headings and organise the information	<u>Story writing</u> - Clear paragraphs throughout - Begin to use figurative language - Use a range of openers to show changes in place/time - Ensure the correct tense is used accurately throughout	<u>Persuasive text</u> - Use an introductory paragraph to explain why you are writing - Use some clear paragraphs to outline each main reason for your view, then explain in further details. - Use a more formal tone and keep in the first person.
	<u>Instructions</u> - Clear introductory sentence to explain what the instructions are for - Use numbers for each instruction - Put each instruction on a new line and in chronological order - Begin to use imperative verbs	<u>Explanation text</u> - Use a clear title - Try to include an introduction to explain why the object/thing is useful - Add a diagram or picture with labels to help the reader understand more - Ensure it is written in the third person with a more formal tone.	<u>Story writing</u> - Show some paragraphs for structure - Begin to build up the tension and action - Try to make the ending clear - Begin to use more expanded noun phrases with carefully chosen vocabulary	<u>Poetry</u> - Use expanded noun phrases with some carefully chosen vocabulary - Express opinions and feelings - Include some similes and metaphors to create imagery - Continue to build up a repertoire of poems learnt by heart, and recite some with appropriate intonation.	<u>Book review</u> - Use a clear title - Include an opening paragraph to introduce the topic - Try to use some adverbials to sequence the points - Include some topic specific vocabulary	<u>Biography</u> - Include clear paragraphs, in chronological order, for the events in their life - Ensure there is a mixture of tenses for past and present experiences and then future tense for their hopes - Engage the reader

PoR Book	Secret Sky Garden	Pebble in my pocket	Pugs of the frozen north	The lion and the unicorn	The boy at the back of the class	One Plastic Bag
	Mouse, Bird, Snake, Wolf	Gregory Cool				

<b>VPaG objectives</b>	<ul style="list-style-type: none"> <li>- Begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>- Begin to use fronted adverbials</li> <li>- Begin to use commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>	<ul style="list-style-type: none"> <li>- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>- Begin to use fronted adverbials</li> <li>- Begin to use commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to use direct speech correctly</li> <li>- Begin to understand possession by using the possessive apostrophe with plural nouns correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Indicate possession by using the possessive apostrophe with plural nouns</li> <li>- Begin to use a range of conjunctions, adverbs and prepositions to express time and cause</li> </ul>
	<p>Begin to introduce paragraphs as a way to group related material</p> <ul style="list-style-type: none"> <li>- Try to use the forms a or an correctly, according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</li> </ul>	<p>Begin to introduce paragraphs as a way to group related material</p> <ul style="list-style-type: none"> <li>- Begin to form nouns using a range of prefixes [for example super-, anti-, auto-]</li> </ul>	<p>Introduce some paragraphs as a way to group related material</p> <ul style="list-style-type: none"> <li>- Try to understand and use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</li> <li>- Begin to use headings and sub-headings to aid presentation</li> <li>- Use the forms a or an correctly, according to whether the next word begins with a consonant or a vowel, for example, a rock, an open box</li> </ul>	<p>Show an understanding of word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>Introduce inverted commas to punctuate direct speech</p> <ul style="list-style-type: none"> <li>- Express time, place and cause using some conjunctions [for example, when, before, after, while, so, because],</li> <li>- Use headings and sub-headings to aid presentation</li> </ul>	<p>Express time, place and cause using some</p> <ul style="list-style-type: none"> <li>*conjunctions [for example, when, before, after, while, so, because],</li> <li>*adverbs [for example, then, next, soon, therefore],</li> <li>*prepositions [for example, before, after, during, in, because of]</li> <li>- Recognise word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</li> </ul>

[Blue objectives](#) – National Curriculum Objectives / [Black VPaG objectives](#) – specific grammar objectives from the NC, Year 3 and 4, Appendix 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<ul style="list-style-type: none"> <li>- Compose and rehearse sentences orally</li> <li>- In non-narrative material, use organisational devices [for example, headings and sub-headings]</li> <li>- Proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>- In narratives, create settings, characters and plot</li> <li>- Discuss and record ideas organising paragraphs around a theme</li> <li>- Assess the effectiveness of their own and others' writing and suggest improvements</li> <li>- Propose changes to grammar and vocabulary to improve consistency.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss writing similar to that which they are planning to write</li> <li>- Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>- In non-narrative material, use organisational devices [for example, headings and sub-headings]</li> </ul>	<ul style="list-style-type: none"> <li>- Assess the effectiveness of their own and others' writing and suggest improvements</li> <li>- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	<ul style="list-style-type: none"> <li>- In narratives, create settings, characters and plot organising paragraphs around a theme.</li> <li>- In non-narrative material, use simple organisational devices [for example, headings and sub-headings]</li> <li>- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	<ul style="list-style-type: none"> <li>- In non-narrative material, use simple organisational devices [for example, headings and sub-headings]</li> <li>- Proof-read for spelling and punctuation errors</li> <li>- Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>
	<p><u>Newspaper report</u></p> <ul style="list-style-type: none"> <li>- Include a headline and by line</li> <li>- Include an introduction to summarise the article – include the 5W questions</li> <li>- Add a conclusion to link to the introduction and bring the report up to date</li> <li>- Include comparative conjunctions to show opposite views</li> </ul>	<p><u>Persuasive brochure</u></p> <ul style="list-style-type: none"> <li>- Include short, snappy phrases and sentences</li> <li>- Ensure the information is clearly laid out in boxes and paragraphs</li> <li>- Use eye-catching fonts and sizes – colourful and varied</li> <li>- Include a final reminder of the product at the end</li> </ul>	<p><u>Story writing</u></p> <ul style="list-style-type: none"> <li>- Include short sentences to build up the tension</li> <li>- Choose powerful verbs to emphasis the action</li> <li>- Include speech to move the action forwards</li> <li>- The story is well planned and organised with clear paragraphs</li> </ul>	<p><u>Diary</u></p> <ul style="list-style-type: none"> <li>- Ensure events are organised into paragraphs of chronological order</li> <li>- Within each paragraph, combine describing the events with personal thoughts and feelings</li> <li>- Use an informal chatty tone</li> <li>- Use a range of conjunctions to link ideas</li> </ul>	<p><u>Story writing</u></p> <ul style="list-style-type: none"> <li>- The story flows and keeps the reader interested</li> <li>- Vocabulary choices add interest and excitement</li> <li>- Add similes and metaphors</li> <li>- Speech begins to give detail to the characters</li> </ul>	<p><u>Persuasive letter</u></p> <ul style="list-style-type: none"> <li>- Ensure there is a concluding paragraph to summarise the arguments.</li> <li>- Use a formal greeting to close the letter – Yours sincerely / faithfully</li> <li>- Use persuasive techniques such as boastful language and rhetorical questions</li> <li>- Include expanded noun phrases for positive descriptions</li> </ul>

	<p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>- Use expanded noun phrases with carefully chosen vocabulary</li> <li>- Express opinions and feelings with emotion</li> <li>- Include similes and metaphors to create imagery</li> <li>- Continue to build up a repertoire of poems learnt by heart, and recite some with appropriate intonation.</li> </ul>	<p><u>Story writing</u></p> <ul style="list-style-type: none"> <li>- Include a climax to the main problem</li> <li>- Include questions to engage the reader-</li> <li>- Use nouns and pronouns for clarity and cohesion</li> <li>- Use adverbs and adverbial phrases</li> </ul>	<p><u>Explanation Text</u></p> <ul style="list-style-type: none"> <li>- Ensure there are clear paragraphs to organise each stage of the explanation into.- Add a clear conclusion – something that suggests what the reader might want to find out about next.</li> <li>- Ensure there is topic specific vocabulary</li> <li>- Understand and use causal conjunctions to show simple cause and effect between things.</li> </ul>	<p><u>Balanced argument</u></p> <ul style="list-style-type: none"> <li>- Include a clear title, which could be a question</li> <li>- The opening paragraph explains clearly the issue being discussed</li> <li>- Ensure there are 3 reasons for and 3 reasons against the issue – organised in clear paragraphs</li> <li>- The conclusion summarises and adds a personal viewpoint</li> </ul>	<p><u>Non-chronological report</u></p> <ul style="list-style-type: none"> <li>- Finish with a conclusion to summarise</li> <li>- Mostly formal language but some informal word choices to engage the reader</li> <li>- Use factual details for accuracy, detail and description</li> <li>- Include expanded noun phrases for description</li> </ul>	<p><u>Biography</u></p> <ul style="list-style-type: none"> <li>- Add an introduction to summarise who you are writing about and why they are important</li> <li>- End with a conclusion to summarise their life and how they will inspire others</li> <li>- Use factual details for accuracy, detail and description</li> <li>- Include specific vocabulary for names of people and places</li> </ul>
PoR Book	The Dark Werewolf Club Rules	Varjak Paw	Arthur and the golden rope	The Tin Forest	The Wild Robot	The Bluest of blues
VPaG objectives	<ul style="list-style-type: none"> <li>- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>- Identify and use fronted adverbials</li> <li>- Use commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>- Extend the range of sentences with more than one clause by using a wide range of conjunctions, including when, if, because, although</li> </ul>	<ul style="list-style-type: none"> <li>- Extend the range of sentences with more than one clause by using a wide range of conjunctions, including when, if, because, although</li> <li>- Use fronted adverbials</li> <li>- Use commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>- Understand possession by using the possessive apostrophe with plural nouns</li> <li>- Use direct speech correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Indicate possession by using the possessive apostrophe with plural nouns</li> <li>- Use a range of conjunctions, adverbs and prepositions to express time and cause</li> </ul>

<ul style="list-style-type: none"> <li>- Use paragraphs as a way to group related material</li> <li>- Use the forms a or an correctly, according to whether the next word begins with a vowel or consonant [for example, a rock, an open box]</li> </ul>	<p>Use paragraphs as a way to group related material</p> <ul style="list-style-type: none"> <li>- Form nouns correctly, using a range of prefixes [for example super-, anti-, auto-]</li> <li>- Use headings and sub-headings to aid presentation</li> </ul>	<p>Use paragraphs as a way to group related material</p> <ul style="list-style-type: none"> <li>- Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</li> <li>- Use the forms a or an correctly, according to whether the next word begins with a consonant or a vowel, for example, a rock, an open box</li> </ul>	<p>Show an understanding of word families based on common words, showing how words are related in form and meaning, for example, solve, solution, solver, dissolve, insoluble</p>	<p>Use inverted commas to punctuate direct speech</p> <ul style="list-style-type: none"> <li>- Express time, place and cause using *conjunctions [for example, when, before, after, while, so, because], *adverbs [for example, then, next, soon, therefore],</li> <li>- Use headings and sub-headings to aid presentation</li> </ul>	<p>Express time, place and cause using some *conjunctions [for example, when, before, after, while, so, because], *adverbs [for example, then, next, soon, therefore], *prepositions [for example, before, after, during, in, because of]</p> <ul style="list-style-type: none"> <li>- Recognise word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</li> </ul>
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[Blue objectives](#) – National Curriculum Objectives / [Black VPAG objectives](#) – specific grammar objectives from the NC, Year 3 and 4, Appendix 2



## National Curriculum – Upper Key stage 2 – Year 5 and 6

By the beginning of Year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.

They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.

Children should be able to prepare readings, with appropriate intonation to show their understanding, and they should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside, as well as in school, for pleasure and information.

By Year 6, all children should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate

By Year 6, children should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English. During Years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

By the end of Year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in Year 7, across all subjects and not just English.

Year 5 and 6 children should be able to reflect their understanding of the audience for, and purpose of, their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are.

Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study.

[Blue objectives](#) – National Curriculum Objectives / [Black objectives](#) – Objectives specific to each genre.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<ul style="list-style-type: none"> <li>- Identify the audience for and purpose of the writing</li> <li>- Start to note and develop initial ideas</li> <li>- Use other similar writing as models for their own</li> <li>- When writing narratives, begin to consider how authors have developed characters and settings in what pupils have</li> </ul>	<ul style="list-style-type: none"> <li>- Draw on reading and research for their ideas</li> <li>- Select the appropriate grammar and vocabulary for their particular text</li> <li>- Begin to precise longer passages</li> <li>- Structure the text and guide the reader, for example using headings, bullet points or underlining</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to select the appropriate form for their writing, understanding how their grammar and vocabulary choices can change and enhance a text's meaning</li> <li>- Begin to distinguish between the language of speech and writing</li> <li>- Begin to use more devices to build cohesion within and across paragraphs</li> </ul>	<p>When writing narratives, begin to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <ul style="list-style-type: none"> <li>- In narratives, describe the settings and characters</li> <li>- Ensure the consistent and correct use of</li> </ul>	<p>When writing narratives, begin to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <ul style="list-style-type: none"> <li>- In narratives, describe the settings and characters</li> <li>- Integrate dialogue to convey characters</li> </ul>	<ul style="list-style-type: none"> <li>- When writing narratives, begin to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>- In narratives, describe the settings, characters and atmosphere</li> <li>- Assess the effectiveness of their</li> </ul>

	<p>read, listened to or seen performed</p> <ul style="list-style-type: none"> <li>- Structure the text and guide the reader, for example using headings, bullet points or underlining</li> </ul>	<ul style="list-style-type: none"> <li>- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure the correct subject and verb agreement when using singular and plural</li> <li>- Proof-read for spelling and punctuation errors</li> </ul>	<p>tense throughout a piece of writing</p> <ul style="list-style-type: none"> <li>- Begin to edit and redraft sections, paragraphs and whole pieces of written work with more independence</li> </ul>	<p>feelings and to advance the action</p> <ul style="list-style-type: none"> <li>- Begin to propose changes to vocabulary, grammar and punctuation to enhance the effects and clarify meaning</li> </ul>	<p>own and others' writing</p> <ul style="list-style-type: none"> <li>- Regularly respond to teacher and peer feedback and marking.</li> </ul>
	<p><u>Story - Historical setting</u></p> <ul style="list-style-type: none"> <li>- Ensure the language reflects the setting so clues to the time/culture are given</li> <li>- Include history specific vocabulary</li> <li>- Ensure there is a clear structure to the story</li> <li>- Use a wide range of openers to show changes in place and time</li> </ul>	<p><u>Explanation text</u></p> <ul style="list-style-type: none"> <li>- Paragraphs organise the stages of the process in a logical order</li> <li>- Detailed diagrams help the reader understand</li> <li>- The conclusion adds what the reader could find out about next</li> <li>- Include causal conjunctions</li> </ul>	<p><u>Persuasive letter</u></p> <ul style="list-style-type: none"> <li>- Include addresses, the date and 'Dear' in the right places</li> <li>- Add a conclusion and a formal greeting to close</li> <li>- Use clear, persuasive techniques to get the point across</li> <li>- Use modal verbs and adverbs</li> <li>- Include the passive voice</li> </ul>	<p><u>Story writing</u></p> <ul style="list-style-type: none"> <li>- Use clear paragraphs to help structure the story correctly</li> <li>- Begin to use a range of figurative language to create images</li> <li>- Include questions to engage the reader</li> </ul>	<p><u>Fictional story – action/adventure</u></p> <ul style="list-style-type: none"> <li>- Use short sentences to build the tension, mystery and suspense</li> <li>- Ensure the action is fast paced</li> <li>- Choose powerful verbs to emphasise actions</li> </ul>	<p><u>Recount</u></p> <ul style="list-style-type: none"> <li>- Include clear paragraphs combining descriptive detail of events with personal thoughts and opinions</li> <li>- Add a reflection and overall opinion to end</li> <li>- Include a glossary to define key words</li> </ul>
	<p><u>Non-chronological report</u></p> <ul style="list-style-type: none"> <li>- Ensure paragraphs organise the sub sections of information and each one has a sub heading</li> <li>- Begin to include presentational devices such as fact boxes and bullet points</li> <li>- Keep to a mostly formal tone with some informal phrases to engage the reader as appropriate</li> </ul>	<p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>- Evaluate how authors use language, including figurative language, considering the impact on the reader, then model their own writing on this</li> <li>- Discuss an increasingly wide range of poetry and understand how it is written before using it to model their own writing</li> </ul> <p><u>News report</u></p>	<p><u>Biography</u></p> <ul style="list-style-type: none"> <li>- Ensure the introduction engages the reader with a summary of the person</li> <li>- Paragraphs are used to chronologically organise the person's life</li> <li>- Add a conclusion to explain how the person will be remembered or how they inspire others</li> </ul>	<p><u>Diary entry</u></p> <ul style="list-style-type: none"> <li>- Use the introduction to try to set the scene and outline the event</li> <li>- Try to combine descriptive details with personal thoughts</li> <li>- Add a reflection to close, looking towards the future and next steps</li> </ul>	<p><u>Advertising brochure</u></p> <ul style="list-style-type: none"> <li>- Start with a hook and appeal to the target audience</li> <li>- Include a catchy slogan or phrase</li> <li>- Use clear presentational devices</li> <li>- Use descriptive vocabulary</li> </ul>	<p><u>Fictional stories – myths and legends</u></p> <ul style="list-style-type: none"> <li>- Organise the story with a journey or quest</li> <li>- Ensure good triumphs at the end</li> <li>- Use clear imagery to help the reader visualise the action</li> </ul>

		<ul style="list-style-type: none"> <li>- Ensure the headline is catchy, using rhyme, a pun or alliteration</li> <li>- Include adverbs for dramatic effect</li> <li>- Include causal conjunctions to show cause and effect</li> </ul>				
PoR Book	Pax	Dark Sky Poems	The Journey	Tom's Midnight Garden	Cosmic	Odysseus
VPaG objectives	<ul style="list-style-type: none"> <li>- Use commas to clarify meaning or avoid ambiguity in writing</li> <li>- Use a colon to introduce a list</li> </ul>	<ul style="list-style-type: none"> <li>- Use the perfect form of verbs to mark relationships of time and cause</li> <li>- Use brackets, dashes or commas to indicate parenthesis</li> <li>- Punctuate bullet points consistently</li> </ul>	<ul style="list-style-type: none"> <li>- Use passive verbs to affect the presentation of information in a sentence</li> <li>- Use modal verbs or adverbs to indicate degrees of possibility [for example, might, should, will, must]</li> </ul>	<ul style="list-style-type: none"> <li>- Use expanded noun phrases to convey complicated information concisely</li> <li>- Use semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>- Use the perfect form of verbs to mark relationships of time and cause</li> </ul>	<ul style="list-style-type: none"> <li>- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>- Use hyphens to avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>- Use expanded noun phrases to convey complicated information concisely</li> </ul>
	<ul style="list-style-type: none"> <li>- Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</li> <li>- Convert nouns or adjectives into verbs using prefixes [for example, dis-, de-, mis-, over- and re-]</li> </ul>	<ul style="list-style-type: none"> <li>- Indicate degrees of possibility using adverbs [for example, perhaps, surely]</li> <li>- Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> </ul>	<ul style="list-style-type: none"> <li>- Link ideas across paragraphs using adverbials of time [for example, later], of place [for example, nearby]</li> </ul>		<ul style="list-style-type: none"> <li>- Use commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<ul style="list-style-type: none"> <li>- Link ideas across paragraphs using adverbials of number [for example, secondly] tense choices [for example, he had seen her before]</li> </ul>

[Blue objectives](#) – National Curriculum Objectives / [Black VPaG objectives](#) – specific grammar objectives from the NC, Year 5 and 6, Appendix 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> <li>- Identify the audience for and purpose of the writing</li> <li>- Note and develop initial ideas</li> <li>- Use other similar writing as models for their own</li> <li>- When writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>- Structure the text and guide the reader, for example using headings, bullet points or underlining</li> </ul>	<p>Draw on reading and research for their ideas</p> <ul style="list-style-type: none"> <li>- Select the appropriate grammar and vocabulary for their particular text</li> <li>- Precise longer passages</li> <li>- Structure the text and guide the reader, for example using headings, bullet points or underlining</li> <li>- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>- Select the appropriate form for their writing, understanding how their grammar and vocabulary choices can change and enhance a text's meaning</li> <li>- Distinguish between the language of speech and writing</li> <li>- Use more devices to build cohesion within and across paragraphs</li> <li>- Ensure the correct subject and verb agreement when using singular and plural</li> <li>- Proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>- When writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>- In narratives, describe the settings and characters</li> <li>- Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>- Edit and redraft sections, paragraphs and whole pieces of written work</li> <li>- Proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>- When writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>- In narratives, describe the settings and characters</li> <li>- Integrate dialogue to convey characters feelings and to advance the action</li> <li>- Propose changes to vocabulary, grammar and punctuation to enhance the effects and clarify meaning</li> <li>- Proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>- Propose changes to vocabulary, grammar and punctuation to enhance the effects and clarify meaning</li> <li>- Assess the effectiveness of their own and others' writing</li> <li>- Regularly respond to teacher and peer feedback and marking.</li> <li>- Edit and redraft sections, paragraphs and whole pieces of written work</li> <li>- Structure the text and guide the reader, for example using headings, bullet points or underlining</li> </ul>
	<p><u>Persuasive campaign speech</u></p> <ul style="list-style-type: none"> <li>- Use the title to pose a question</li> <li>- Ensure the introduction clearly sets out the purpose for the speech</li> <li>- Include detailed paragraphs to outline the main ideas with supporting evidence</li> <li>- Add a conclusion which appeals to the audience to make their decision</li> </ul>	<p>- <u>Persuasive letter</u></p> <ul style="list-style-type: none"> <li>- Have a clear introduction to explain the purpose for writing</li> <li>- Use the conclusion to indicate when the author hopes to hear from the recipient</li> <li>- Use persuasive techniques – hyperbole, rhetorical questions and alliteration</li> <li>- Use subjunctive phrases</li> </ul>	<p><u>Explanation text</u></p> <ul style="list-style-type: none"> <li>- Paragraphs organise the stages of the process in a logical and chronological order</li> <li>- Include bullet points for listed items</li> <li>- Ensure it is written in the present tense with time conjunctions to sequence events</li> <li>- Use causal conjunctions</li> </ul>	<p><u>Narrative story</u></p> <ul style="list-style-type: none"> <li>- Ensure the tense and first or third person is correct to suit the style of the story</li> <li>- Use personification and onomatopoeia to create clear images</li> <li>- Add a range of time conjunctions to create events and develop cohesion</li> </ul>	<p><u>Character description</u></p> <ul style="list-style-type: none"> <li>- Paint a clear picture of the character with detail and description – use expanded noun phrases and well-chosen adverbs</li> <li>- Use a wide range of high quality vocabulary to give clear images and engage the reader</li> <li>- Include similes, metaphors and hyperbole</li> </ul>	<p><u>Auto-biography</u></p> <ul style="list-style-type: none"> <li>- Use the introduction to summarise your life so far <ul style="list-style-type: none"> <li>– what makes you unique?</li> </ul> </li> <li>- Paragraphs are used to chronologically organise your life into sections</li> <li>- End with a conclusion <ul style="list-style-type: none"> <li>– what else would you like to achieve?</li> </ul> </li> </ul>

	<p><u>Describe a setting/atmosphere</u></p> <ul style="list-style-type: none"> <li>- Use a wide range of expanded noun phrases, with adjectives to add detail and description</li> <li>- Use a range of figurative language to engage the reader</li> <li>- Include adverbs and adverbial phrases</li> </ul>	<p><u>Diary entry</u></p> <ul style="list-style-type: none"> <li>- Start by setting the scene and outlining events and experiences</li> <li>- Add descriptive details with personal feelings, thoughts and opinions</li> <li>- Sign off to close, with a reason for stopping writing</li> <li>- Use an informal, chatty tone</li> </ul> <p><u>Poetry – effective language</u></p> <ul style="list-style-type: none"> <li>- Learn a wide range of poetry by heart then model their own writing on this</li> <li>- Ensure there is clear imagery and use of figurative language to engage the reader</li> </ul>	<p><u>Narrative story</u></p> <ul style="list-style-type: none"> <li>- Include a clear opening to set the scene and introduce the characters</li> <li>- Make the build-up of tension and action clear</li> <li>- Ensure there is a climax to the main problem</li> <li>- Include a clear resolution</li> </ul>	<p><u>Balanced argument</u></p> <ul style="list-style-type: none"> <li>- Use a clear title which could be a question</li> <li>- The opening paragraph should explain what the issue is and how it has arisen</li> <li>- Add a conclusion which summarises and gives the writer's personal viewpoint and recommendations</li> </ul>	<p><u>Narrative story</u></p> <ul style="list-style-type: none"> <li>- Include questions to engage the reader</li> <li>- Add exclamatory sentences</li> <li>- Use a wide range of coordinating and subordinating conjunctions to show ideas are linked together</li> </ul>	<p><u>Non-chronological report</u></p> <ul style="list-style-type: none"> <li>- Include an introduction to engage the reader in the topic</li> <li>- Use a wide range of presentational devices such as fact boxes, bullet points, a glossary and varied font types</li> <li>- Include technical vocabulary linked to the topic</li> <li>- Use the passive voice</li> </ul>
PoR Bks	Varmints	Suffragettes	The song from somewhere else	Rooftoppers	The Last Wild	Running on Empty
VPaG objectives	<ul style="list-style-type: none"> <li>- Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>- Use expanded noun phrases to convey complicated information concisely</li> </ul>	<ul style="list-style-type: none"> <li>- Use the perfect form of verbs to mark relationships of time and cause</li> <li>- Use expanded noun phrases to convey complicated information concisely</li> <li>- Use commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<ul style="list-style-type: none"> <li>- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>- Use brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>- Use modal verbs or adverbs to indicate degrees of possibility [for example, might, should, will, must]</li> <li>- Use semi-colons, colons or dashes to mark boundaries between independent clauses</li> </ul>	<ul style="list-style-type: none"> <li>- Use passive verbs to affect the presentation of information in a sentence</li> <li>- Use a colon to introduce a list</li> </ul>	<ul style="list-style-type: none"> <li>- Use passive verbs to affect the presentation of information in a sentence</li> <li>- Punctuate bullet points consistently</li> <li>- Use relative clauses beginning with who, which, where, when, whose, that or with an</li> </ul>

						implied (i.e. omitted) relative pronoun
	<ul style="list-style-type: none"> <li>- Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</li> <li>- Indicate degrees of possibility using adverbs [for example, perhaps, surely]</li> </ul>	<ul style="list-style-type: none"> <li>- Convert nouns or adjectives into verbs using prefixes [for example, dis–, de–, mis–, over– and re–]</li> </ul>	<ul style="list-style-type: none"> <li>- Indicate degrees of possibility using adverbs [for example, perhaps, surely]</li> <li>- Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> </ul>	<ul style="list-style-type: none"> <li>- Link ideas across paragraphs using adverbials of number [for example, secondly]</li> <li>- tense choices [for example, he had seen her before]</li> </ul>	<ul style="list-style-type: none"> <li>- Link ideas across paragraphs using adverbials of time [for example, later], of place [for example, nearby]</li> </ul>	

[Blue objectives](#) – National Curriculum Objectives / [Black VPAG objectives](#) – specific grammar objectives from the NC, Year 5 and 6, Appendix 2

