

# **Dunmore**

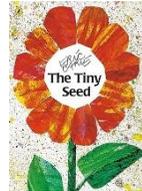
# **English Curriculum**



**Scheme of Work EYFS – Year 6**

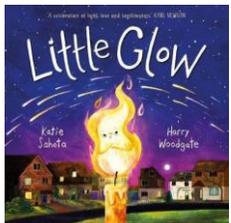
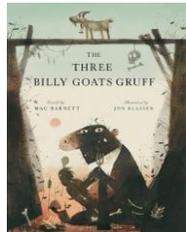
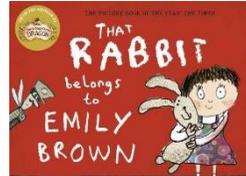
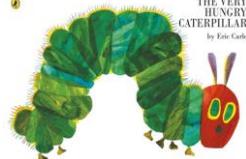
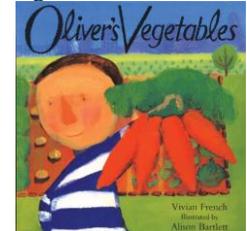
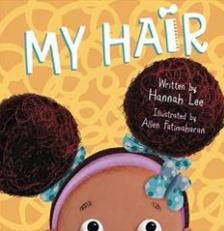
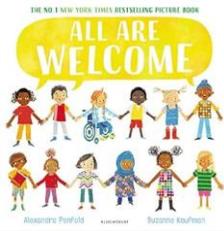
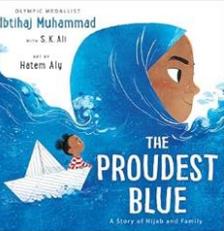
The English curriculum at Dunmore is underpinned by a love of language and stories, and their ability to open new worlds for children. We have selected a diverse range of rich texts to drive our English learning journeys. At the start of each unit of work, children explore a text in detail using class discussions, detailed vocabulary work, drama and more. Writing outcomes are clearly modelled to inspire and support children, and key grammar, punctuation and spelling skills are taught in context before students put these into practice in their own written work. We encourage all children to strive for excellence in their spoken and written English (including handwriting), enabling them to communicate their ideas clearly and effectively. Comprehension skills are taught through daily guided reading sessions, where children encounter additional rich texts, chosen to suit their ability and capture their imaginations.

# **EYFS**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Themes</b>	All about me Harvest Traditional Tales Autumn	Celebrations Dinosaurs Christmas	Winter Chinese New Year Space	Superheroes Spring Easter	Gardens Plants Minibeasts	Life cycles Summer Holidays
<b>Celebrations and experiences</b>	Starting school Routines Harvest Halloween Autumn	Diwali Firework Night Remembrance Day Children in Need Advent Christmas	Valentine's Day Chinese New Year	World Book Day Mother's Day Pancake Day Lent Easter	Sports Day Garden project	Father's Day Living Eggs experience Transition
<b>Driver texts</b>	The Colour Monster Starts School The Gingerbread Man Little Red Riding Hood The Enormous Turnip Leaf Man Autumn Feast – Nature's Harvest	Diwali information book Dinosaur information books The Nativity Story	Jack Frost Chinese New Year information books. Space information books. Say hello to the baby animals – winter Winter Sleep – A Hibernation Story	A Superhero like you  A Superpower like mine  Busy Spring: Nature Wakes Up  The Easter story	The Tiny Seed  	The Very Hungry Caterpillar  Usborne Life Cycles series.  Wild Summer – Life in the Heat
<b>Communication and language</b>	<p>Speaking</p> <ul style="list-style-type: none"> <li>• Speak to adults and children in the class</li> <li>• Use sentences to communicate needs and feelings</li> <li>• Start to instigate conversation</li> <li>• Explain things through speech</li> <li>• Introduce new vocabulary into sentences</li> <li>• Describe things in more detail</li> <li>• Express likes and dislikes</li> <li>• Tell stories – imaginary and retelling familiar stories</li> <li>• Reason with others and find ways to solve problems.</li> </ul> <p>Listening, attention and understanding</p> <ul style="list-style-type: none"> <li>• Listen to each other, staff and visitors in a range of situations</li> <li>• Show a good level of attention and concentration during guided tasks</li> <li>• Show a good level of attention and concentration in different situations e.g. carpet time, assemblies, lesson inputs.</li> <li>• Listen and engage with a range of stories</li> </ul>					

	<ul style="list-style-type: none"> <li>• Understand the importance of listening to stay safe.</li> <li>• Follow instructions starting with 1 step and building up to more complex 3 step instructions</li> <li>• Take turns during conversations</li> <li>• Ask and answer questions</li> </ul>					
Literacy comprehension	<ul style="list-style-type: none"> <li>• Join in with rhymes, songs and poems</li> <li>• Listen to and enjoy a range of books, both fiction and non-fiction.</li> <li>• Know that text in English is read top to bottom and left to right</li> <li>• Turn pages in a book carefully</li> <li>• Understand beginning and end</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence some events from a familiar story using prompts</li> <li>• Discuss the books they have heard</li> <li>• Answer simple questions about a familiar book</li> <li>• Use pictures in the book to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Know some simple books or rhymes from memory</li> <li>• Say what they like or dislike about a book</li> <li>• Explore new vocabulary in stories</li> <li>• Use the front cover of a book to make a prediction</li> </ul>	<ul style="list-style-type: none"> <li>• Use events, vocabulary and characters from a book in play</li> <li>• Join in with repeated phrases in well-known stories</li> <li>• Increase confidence when sequencing a story</li> <li>• Talk about what might happen at the end of a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Make reasonable suggestions about what might happen next in a story</li> <li>• Know the difference between fiction and non-fiction</li> <li>• Correctly sequence a story</li> <li>• Answer 'why' questions using because</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about books confidently, giving reasons for their ideas</li> <li>• Understand key vocabulary</li> <li>• Use storylines in role play</li> <li>• Recall many parts of a story with accuracy.</li> </ul>
Word reading	Rocket Phonics					
Writing	<ul style="list-style-type: none"> <li>• Write name from a name card</li> <li>• Develop an awareness that writing communicates meaning</li> <li>• Mark making to communicate meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some recognisable letters e.g. name and initial sounds</li> <li>• Increasing control when making marks and drawing</li> <li>• Copies adult writing behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Record letters for initial and end sounds</li> <li>• Segment CVC words using known sounds.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Build CVC words and CVCC words using known graphemes</li> <li>• Use writing in play</li> <li>• Start to write simple captions</li> </ul>	<ul style="list-style-type: none"> <li>• Caption writing and simple sentences.</li> <li>• Continue to build on knowledge of letter sounds in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Write for a range of purposes</li> <li>• Write short sentences using finger spaces</li> <li>• Use capital letters and full stops in some writing.</li> </ul>

# Year 1

Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Termly writing focus:	Throughout Year 1, our focus will be on writing successful sentences, using our 'every piece, every time' methodology (see below). As the year progresses, we will introduce the conjunction 'and' to join clauses. Once ready, we will progress to sequencing sentences to form short narratives.					
<b>Driver texts</b> for English lessons:	You Choose, <i>Nick Sharratt</i>  Ketchup on your Cornflakes, <i>Nick Sharratt</i>  What Makes Me a Me?, <i>Ben Faulks</i>  The Leaf Thief, <i>Alice Hemming and Nicola Slater</i>  A Walk in the Woods, <i>Flora Martin</i>  Funnybones, <i>Allan and Janet Ahlberg</i>  Room on the Broom, <i>Julia Donaldson</i>	Little Glow, <i>Katie Sahota</i>  Paperdolls, <i>Julia Donaldson</i>  The Oak Tree, <i>Julia Donaldson</i>  Lost and Found, <i>Oliver Jeffers</i>  The Night Before Christmas, <i>Clement Clarke Moore</i>  Stickman, <i>Julia Donaldson</i>	Traditional tales: The Three Little Pigs  Red Riding Hood  The Three Billy Goats Gruff 	Supertato, <i>Sue Hendra and Paul Linnet</i>  Stanley's Stick, <i>John Hegley</i>  That Rabbit Belongs to Emily Brown, <i>Cressida Cowell</i>  <small>CRESSIDA COWELL with NEAL LAYTON</small>  Where the Wild Things Are, <i>Maurice Sendak</i>  Hairy Maclary from Donaldsons Dairy, <i>Lynley Dodd</i>	The Very Hungry Caterpillar, <i>Eric Carle</i>   The Smartest Giant in Town, <i>Julia Donaldson</i>  Owl Babies, <i>Martin Waddell</i>	Aliens Love Underpants, <i>Claire Freedman</i>  The Extraordinary Gardener, <i>Sam Boughton</i>  The Secret Sky Garden, <i>Linda, Sarah and Fiona Lumbers</i>  Oliver's Vegetables, <i>Vivian French</i>  Monkey Puzzle, <i>Julia Donaldson</i>  Rabbit and Bear: Rabbits Bad Habits, <i>Jim Field</i>
<b>Read-aloud texts</b> to share in class (a selection to include):	    					

In Year 1, we are developing positive attitudes towards stamina for writing in every lesson. We use 'Every Piece, Every Time' and our writing must always:

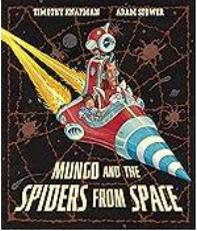
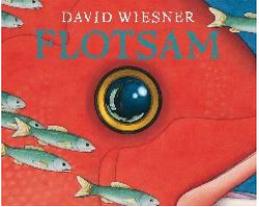
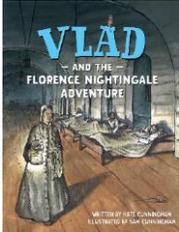
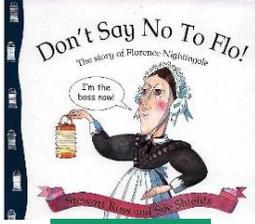
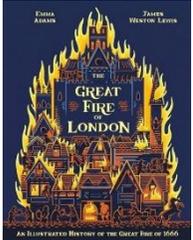
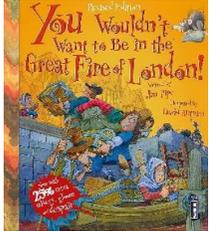
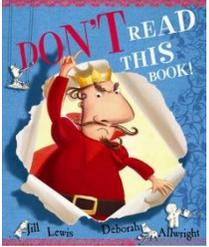
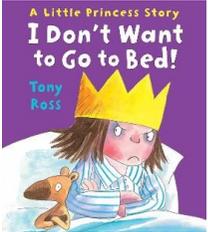
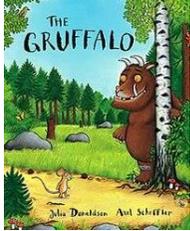
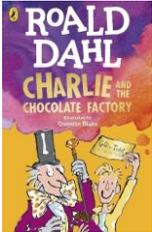
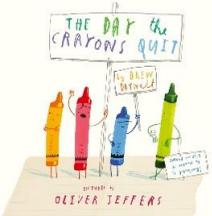
- have finger spaces between words;
- have capital letters to start sentences;
- have full stops to finish sentences;

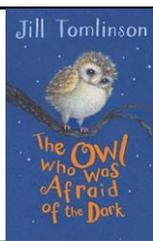
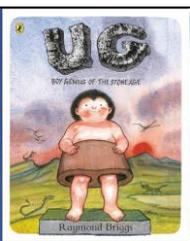
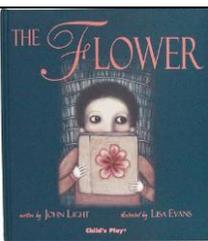
- have capital letters for names and the pronoun “I”.

<b>At KS1, Year 1 pupils should be taught to:</b>	
<b>Reading: word reading</b>	<ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes,</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught,</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word,</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings,</li> <li>• read other words of more than one syllable that contain taught GPCs,</li> <li>• read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s),</li> <li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words,</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul>
<b>Reading: comprehension</b>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently,</li> <li>• being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics, recognising and joining in with predictable phrases, learning to appreciate rhymes and poems, and to recite some by heart,</li> <li>• discussing word meanings, linking new meanings to those already known.</li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher,</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading,</li> <li>• discussing the significance of the title and events,</li> <li>• making inferences on the basis of what is being said and done,</li> <li>• predicting what might happen on the basis of what has been read so far,</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say,</li> <li>• explain clearly their understanding of what is read to them.</li> </ul>
<b>Writing: transcription</b>	<p>Spell:</p> <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught,</li> <li>• common exception words,</li> <li>• the days of the week.</li> </ul> <p>Name the letters of the alphabet:</p>

	<ul style="list-style-type: none"> <li>• naming the letters of the alphabet in order,</li> <li>• using letter names to distinguish between alternative spellings of the same sound.</li> </ul> <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs,</li> <li>• using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul> <p>Apply simple spelling rules and guidance, write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>
<b>Writing: handwriting</b>	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place,</li> <li>• form capital letters,</li> <li>• form digits 0-9,</li> <li>• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>
<b>Writing: composition</b>	<p>Write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about,</li> <li>• composing a sentence orally before writing it,</li> <li>• sequencing sentences to form short narratives,</li> <li>• re-reading what they have written to check that it makes sense,</li> <li>• discuss what they have written with the teacher or other pupils,</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>
<b>Vocabulary, grammar and punctuation</b>	<ul style="list-style-type: none"> <li>• leave spaces between words,</li> <li>• join words and joining clauses using ‘and’</li> <li>• begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark,</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’.</li> </ul>

# Year 2

Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Driver texts for English lessons:</b></p>	<p>Molly McDrew stories, <i>Naomi Joslyn</i></p>  <p>Emma Jane's Aeroplane, <i>Katie Haworth</i></p>  <p>Dogs in Space, <i>Vix Southgate</i></p> 	<p>Mungo stories, <i>Timothy Knapman</i></p>  <p>Flotsam, <i>David Wiesner</i></p> 	<p>Vlad and the Florence Nightingale Adventure, <i>Kate Cunnigham</i></p>  <p>Information books about Florence Nightingale and Mary Seacole</p>  	<p>Vlad and the Great Fire of London, <i>Kate Cunnigham</i></p>  <p>Information books about the Great Fire of London</p>  	<p>Don't Read this Book!, <i>Jill Lewis</i></p>  <p>I Don't Want to Go to Bed!, <i>Tony Ross</i></p>  <p>The Gruffalo, <i>Julia Donaldson</i></p> 	<p>Charlie and the Chocolate Factory, <i>Roald Dahl</i></p>  <p>The Day the Crayons Quit, <i>Oliver Jeffers</i></p> 
<p>Termly writing focus:</p>	<p>Adventure story. Fact file. Writing about real events</p>	<p>Narratives – changing an ending. Making comparisons. Christmas writing.</p>	<p>Non-chronological report. Instructions.</p>	<p>Narratives.</p>	<p>Recount. Traditional tales. Diaries.</p>	<p>Character description. Letters.</p>

<p><b>Read-aloud texts</b> to share in class (a selection including):</p>					
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In Year 2, we develop positive attitudes towards and stamina for writing. We use ‘**Every Piece, Every Time**’ and our writing must always:

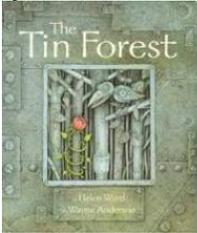
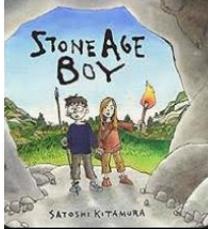
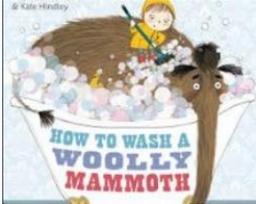
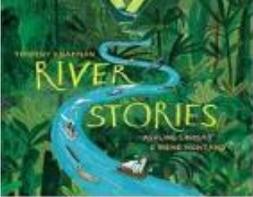
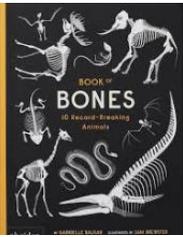
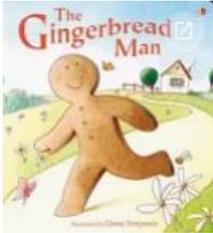
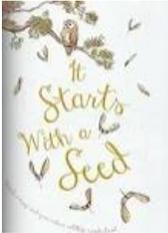
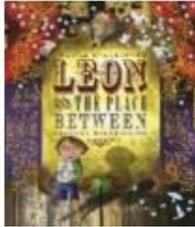
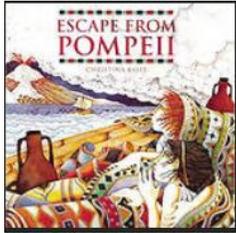
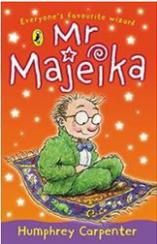
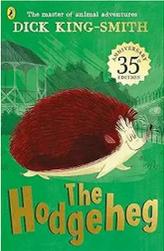
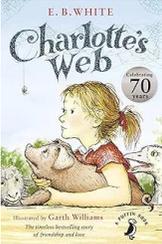
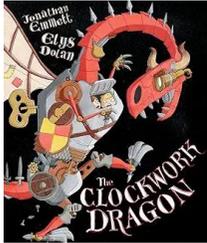
- have finger spaces between words;
- have capital letters to start sentences;
- have full stops to finish sentences;
- have capital letters for names and the pronoun “I”;
- use question marks (?) and exclamation marks (!) correctly.

<p><b>At KS1, Year 2 pupils should be taught to:</b></p>	
<p><b>Reading: word reading</b></p>	<ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read words containing common suffixes</li> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul>
<p><b>Reading: comprehension</b></p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently,</li> <li>• discussing the sequence of events in books and how items of information are related,</li> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales,</li> <li>• being introduced to non-fiction books that are structured in different ways,</li> <li>• recognising simple recurring literary language in stories and poetry,</li> </ul>

	<ul style="list-style-type: none"> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary, discussing their favourite words and phrases,</li> <li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher,</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading,</li> <li>• making inferences on the basis of what is being said and done,</li> <li>• answering and asking questions,</li> <li>• predicting what might happen on the basis of what has been read so far,</li> <li>• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say,</li> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>
<b>Writing: transcription</b>	<ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly,</li> <li>• learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones,</li> <li>• learning to spell common exception words,</li> <li>• learning to spell more words with contracted forms,</li> <li>• learning the possessive apostrophe (singular) [for example, the girl's book],</li> <li>• distinguishing between homophones and near-homophones,</li> <li>• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly,</li> <li>• apply spelling rules and guidance,</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>
<b>Writing: handwriting</b>	<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another,</li> <li>• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined,</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters,</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>
<b>Writing: composition</b>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional),</li> <li>• writing about real events,</li> </ul>

	<ul style="list-style-type: none"> <li>• writing poetry,</li> <li>• writing for different purposes.</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary,</li> <li>• encapsulating what they want to say, sentence by sentence.</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils,</li> <li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form,</li> </ul> <p>roof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly], read aloud what they have written with appropriate intonation to make the meaning clear.</p>
<p><b>Vocabulary, grammar and punctuation</b></p>	<ul style="list-style-type: none"> <li>• learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular),</li> <li>• learn how to use: sentences with different forms: statement, question, exclamation, command, expanded noun phrases to describe and specify [for example, the blue butterfly], the present and past tenses correctly and consistently including the progressive form, subordination (using when, if, that, or because) and co-ordination (using or, and, or but),</li> <li>• use some features of written Standard English, use and understand the grammatical terminology when discussing their writing.</li> </ul>

## Year 3

Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Driver texts for English lessons	<p>The Tin Forest, <i>Helen Ward and Wayne Anderson</i></p>  <p>The Iron Man, <i>Ted Hughes</i></p> 	<p>Stone Age Boy, <i>Satoshi Kitamura</i></p>  <p>How to Wash a Woolly Mammoth, <i>Michelle Robinson</i></p> 	<p>River Stories, <i>Timothy Knapman</i></p>  <p>Book of Bones, <i>Gabrielle Balkan</i></p> 	<p>The Gingerbread Man, <i>Mairi Mackinnon</i></p>  <p>Gruff's Guide to Fairy Tale Land, <i>Amy Sparkes</i></p> 	<p>It Starts With a Seed, <i>Laura Knowles</i></p>  <p>Leon and the Place Between, <i>Grahame Baker-Smith</i></p> 	<p>Escape from Pompeii, <i>Christina Balit</i></p>  <p>Boudica's Army, <i>Hilary McKay</i></p> 
Termly writing focus:	<p>Setting description</p> <p>Character description</p>	<p>Retell a story</p> <p>Instructions</p>	<p>Recount</p> <p>Non chronological report</p>	<p>Dialogue</p> <p>Traditional tales</p>	<p>Poetry</p> <p>Diary writing</p>	<p>Newspaper article</p> <p>Persuasive text</p>
Read-aloud texts to share in class:						

In lower KS2, we are building positive attitudes towards writing and our stamina for writing. We use 'Every Piece, Every Time' and our writing must always:

- have capital letters to start sentences;
- have full stops to finish sentences;

- have capital letters for names and the pronoun “I”;
- use question marks (?) and exclamation marks (!) correctly;
- use apostrophes for contractions and possession;
- be written in the correct tense.

<b>At lower KS2, pupils should be taught to:</b>	
<b>Reading: word reading</b>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>
<b>Reading: comprehension</b>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks,</li> <li>• reading books that are structured in different ways and reading for a range of purposes,</li> <li>• using dictionaries to check the meaning of words that they have read,</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally,</li> <li>• identifying themes and conventions in a wide range of books,</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action,</li> <li>• discussing words and phrases that capture the reader’s interest and imagination,</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry],</li> </ul> <p>Understand what they read in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context,</li> <li>• asking questions to improve their understanding of a text,</li> <li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence,</li> <li>• predicting what might happen from details stated and implied,</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these,</li> <li>• identifying how language, structure, and presentation contribute to meaning,</li> <li>• retrieve and record information from non-fiction,</li> <li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>
<b>Writing: transcription</b>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1),</li> <li>• spell further homophones,</li> </ul>

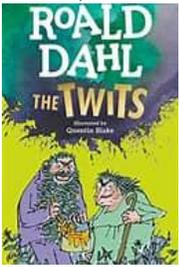
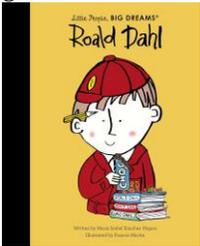
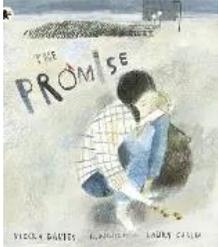
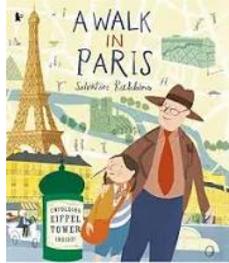
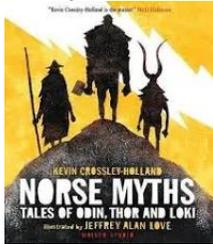
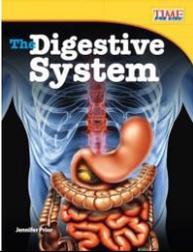
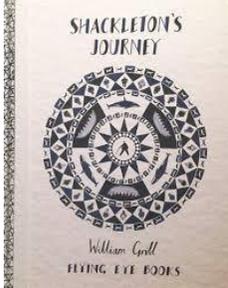
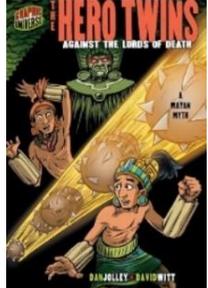
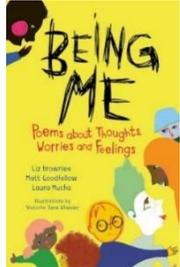
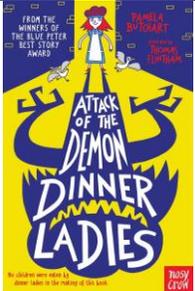
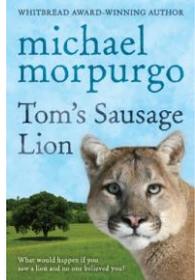
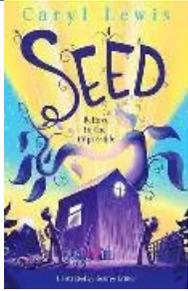
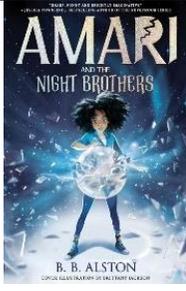
	<ul style="list-style-type: none"> <li>• spell words that are often misspelt (English Appendix 1),</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's],</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary,</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far,</li> <li>• learn to spell new words correctly and have plenty of practice in spelling them.</li> </ul>
<b>Writing: handwriting</b>	<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined,</li> <li>• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>
<b>Writing: composition</b>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar,</li> <li>• discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2),</li> <li>• organising paragraphs around a theme,</li> <li>• in narratives, creating settings, characters and plot,</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements,</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences,</li> <li>• proof-read for spelling and punctuation errors,</li> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>
<b>Vocabulary, grammar and punctuation</b>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although,</li> <li>• using the present perfect form of verbs in contrast to the past tense,</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition,</li> <li>• using conjunctions, adverbs and prepositions to express time and cause,</li> </ul>

- using fronted adverbials,
- learning the grammar for years 3 and 4 in English Appendix 2,

Indicate grammatical and other features by:

- using commas after fronted adverbials,
- indicating possession by using the possessive apostrophe with plural nouns,
- using and punctuating direct speech,
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

# Year 4

Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 5
<p>Driver texts for English lessons:</p>	<p>The Twits, <i>Roald Dahl</i></p>  <p>Little People, Big Dreams: Roald Dahl, <i>Maria Isabel Sánchez Vegara</i></p> 	<p>The Promise, <i>Nicola Davies</i></p>  <p>Walk in Paris, <i>Salvatore Rubbino</i></p> 	<p>Norse myths</p> <p>Tales of Odin, Thor and Loki by Kevin Crossley-Holland</p>  <p>The Digestive System</p> 	<p>Shackleton's Journey, <i>William Grill</i></p> 	<p>Various plastic pollution books:</p>   	<p>The Hero Twins, <i>Jolley Dan</i></p>  <p>Being Me, <i>various poets</i></p> 
<p>Writing focus:</p>	<p>Narrative</p> <p>Biography writing</p>	<p>Letter of apology</p> <p>Non-chronological report</p>	<p>Playscript</p> <p>Persuasive speech</p> <p>Information text</p>	<p>Informal letter</p> <p>Newspaper report (chronological report)</p>	<p>Poetry</p> <p>Information text</p>	<p>Narrative</p> <p>Poetry</p>
<p>Read-aloud texts to share in class:</p>	 	 				

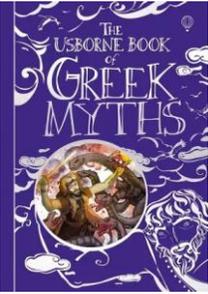
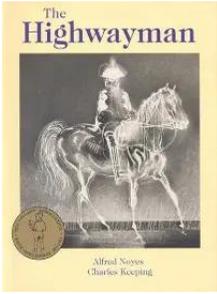
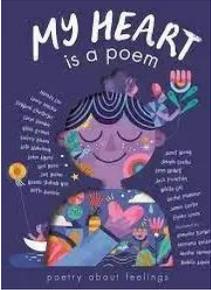
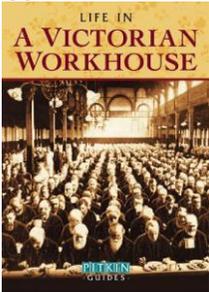
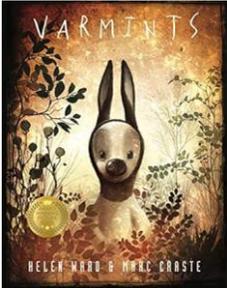
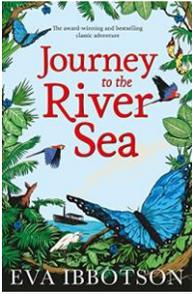
In lower KS2, we are building positive attitudes towards writing and our stamina for writing. We use 'Every Piece, Every Time' and our writing must always:

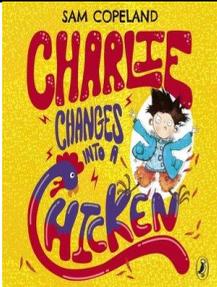
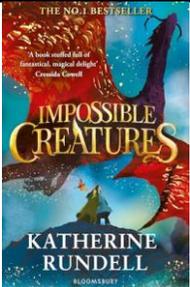
- have capital letters to start sentences;
- have full stops to finish sentences;
- have capital letters for names and the pronoun “I”;
- use question marks (?) and exclamation marks (!) correctly;
- use apostrophes for contractions and possession;
- be written in the correct tense.

<b>At lower KS2, pupils should be taught to:</b>	
<b>Reading – word reading</b>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet, read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.</li> </ul>
<b>Reading - comprehension</b>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks,</li> <li>• reading books that are structured in different ways and reading for a range of purposes,</li> <li>• using dictionaries to check the meaning of words that they have read,</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally,</li> <li>• identifying themes and conventions in a wide range of books English,</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action,</li> <li>• discussing words and phrases that capture the reader’s interest and imagination,</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry],</li> </ul> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context,</li> <li>• asking questions to improve their understanding of a text,</li> <li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence,</li> <li>• predicting what might happen from details stated and implied,</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these,</li> <li>• identifying how language, structure, and presentation contribute to meaning,</li> <li>• retrieve and record information from non-fiction,</li> <li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>
<b>Writing – transcription</b>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them (English Appendix 1),</li> <li>• spell further homophones,</li> </ul>

	<ul style="list-style-type: none"> <li>• spell words that are often misspelt (English Appendix 1),</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's],</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary, write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>
<b>Writing - handwriting</b>	<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined,</li> <li>• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>
<b>Writing – composition</b>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar,</li> <li>• discussing and recording ideas,</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue),</li> <li>• progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ,</li> <li>• organising paragraphs around a theme,</li> <li>• in narratives, creating settings, characters and plot,</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements,</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences,</li> <li>• proof-read for spelling and punctuation errors,</li> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>
<b>Vocabulary, grammar and punctuation</b>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although,</li> <li>• using the present perfect form of verbs in contrast to the past tense,</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition,</li> <li>• using conjunctions, adverbs and prepositions to express time and cause,</li> <li>• using fronted adverbials,</li> <li>• learning the grammar for years 3 and 4 in English Appendix 2,</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials,</li> <li>• indicating possession by using the possessive apostrophe with plural nouns,</li> </ul>

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|--|---|
|  | <ul style="list-style-type: none"><li>• using and punctuating direct speech,</li><li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li></ul> |
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Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Driver texts</b> for English lessons:</p>	<p>The Usborne Books of Greek Myths</p> 	<p>The Highwayman, Alfred Noyes</p>  <p>My Heart is a Poem, various poets</p> 	<p>Street Child, Berlie Doherty</p> 	<p>Life in a Victorian Workhouse, Paul Higginbotham</p>  <p>Varmints, Helen Ward and Marc Craste</p> 	<p>Journey to River Sea, Eva Ibbotson</p> 	<p>Macbeth, William Shakespeare (retold by Andrew Matthews)</p> 
<p>Termly writing focus:</p>	<p>Myth <b>narratives</b>.</p>	<p>Two <b>narratives</b> from <b>different perspectives</b> inspired by <i>The Highwayman</i>.</p> <p>Write and perform <b>poetry</b>.</p>	<p>Inference and deduction, persuasion, dialogue, character and plot development.</p>	<p>Research and <b>non-fiction</b> writing based on Victorian workhouses.</p>	<p><b>Fiction</b> writing incorporating playscripts, character, recount, summaries, notetaking, recount, author intent and indirect speech.</p>	<p>A range of writing inspired by Shakespeare's Macbeth, including persuasive texts, newspaper reports, poetry, debate.</p>

<p>Read-aloud texts to share in class:</p>		
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In upper KS2, we have positive attitudes towards writing and our stamina for writing. We use 'Every Piece, Every Time' and our writing must always:

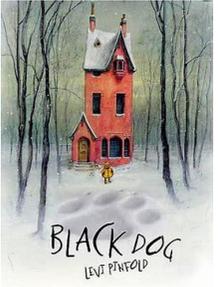
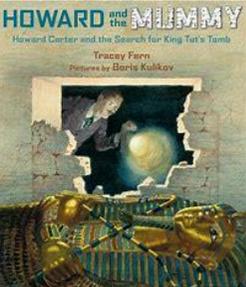
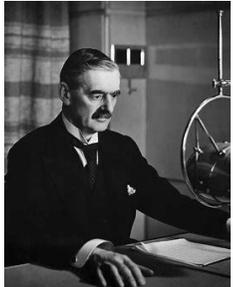
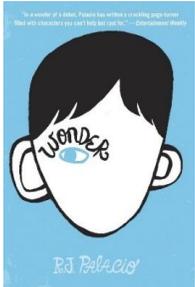
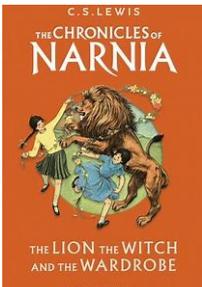
- have capital letters and full stops to finish sentences;
- have capital letters for proper nouns;
- use question marks (?), commas (,) and exclamation marks (!) correctly;
- be written in the correct tense and standard English;
- use apostrophes for contractions and possession;
- be written in paragraphs.

<p><b>In upper KS2, pupils should be taught to:</b></p>	
<p><b>Reading: word reading</b></p>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</li> </ul>
<p><b>Reading: comprehension</b></p>	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks,</li> <li>• reading books that are structured in different ways and reading for a range of purposes,</li> <li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions,</li> <li>• recommending books that they have read to their peers, giving reasons for their choices,</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing,</li> <li>• making comparisons within and across books,</li> <li>• learning a wider range of poetry by heart,</li> <li>• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>• checking that the book makes sense to them,</li> <li>• discussing their understanding and exploring the meaning of words in context,</li> <li>• asking questions to improve their understanding,</li> </ul>

	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence,</li> <li>• predicting what might happen from details stated and implied,</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas,</li> <li>• identifying how language, structure and presentation contribute to meaning,</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader,</li> <li>• distinguish between statements of fact and opinion,</li> <li>• retrieve, record and present information from non-fiction,</li> <li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously,</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.</li> </ul>
<b>Writing: transcription</b>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them,</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn],</li> <li>• continue to distinguish between homophones and other words which are often confused,</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1,</li> <li>• use dictionaries to check the spelling and meaning of words,</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary,</li> <li>• use a thesaurus.</li> </ul>
<b>Writing: handwriting</b>	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters,</li> <li>• choosing the writing implement that is best suited for a task</li> </ul>
<b>Writing: composition</b>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing,</li> <li>• selecting the appropriate form and using other similar writing as models for their own,</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary,</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning,</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action,</li> <li>• précising longer passages, using a wide range of devices to build cohesion within and across paragraphs,</li> </ul>

	<ul style="list-style-type: none"> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing,</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning,</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing,</li> <li>• ensuring correct subject and verb agreement when using singular and plural,</li> <li>• distinguishing between the language of speech and writing and choosing the appropriate register,</li> <li>• proof-read for spelling and punctuation errors.</li> </ul>
<p><b>Vocabulary, grammar and punctuation</b></p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms,</li> <li>• using passive verbs to affect the presentation of information in a sentence,</li> <li>• using the perfect form of verbs to mark relationships of time and cause,</li> <li>• using expanded noun phrases to convey complicated information concisely,</li> <li>• using modal verbs or adverbs to indicate degrees of possibility,</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun,</li> <li>• learning the grammar for years 5 and 6 in English Appendix 2,</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing,</li> <li>• using hyphens to avoid ambiguity,</li> <li>• using brackets, dashes or commas to indicate parenthesis,</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses,</li> <li>• using a colon to introduce a list,</li> <li>• punctuating bullet points consistently,</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>

## Year 6

Year 6	Term 1	Term 2	Term 3	Term 4	Terms 5 and 6
<p>Driver text(s) for English lessons</p>	<p>Black Dog, <i>Levi Pinfold</i></p> 	<p>Howard and the Mummy, <i>Tracey E. Fern</i></p> 	<p>Multiple sources including biography and recent news.</p> 	<p>Sources from WWII: transcripts of speeches, propaganda and posters, Pathé News and video clips</p> 	<p>Wonder, <i>R. J. Palacio</i></p> 
<p>Termly writing focus:</p>	<p><b>Poetry and narrative</b> writing, using figurative and descriptive language to create atmosphere.</p>	<p>A <b>formal letter</b> of complaint. <b>Narrative</b>, including dialogue.</p>	<p>Writing inspired by influential figures and recent news: <b>Descriptive recount.</b> <b>Factual report.</b> <b>Persuasive speech.</b></p>	<p>Evacuee <b>diaries</b> and <b>letters.</b> Writing in a historical context, with authentic details. <b>Third person narrative</b>, including dialogue.</p>	<p><b>Non-chronological report</b> (character analysis) Formal, informative <b>letter.</b> Persuasive <b>brochure.</b></p>
<p>Read aloud texts to share in class (a selection from):</p>					

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- includes capital letters for proper nouns;
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- is written in the correct tense and in standard English;

- uses apostrophes for contractions and possession;
- is organized into paragraphs.

<b>In upper KS2, pupils should be taught to:</b>	
<b>Reading: word reading</b>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</li> </ul>
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<b>Vocabulary, grammar and punctuation</b>	<p>Develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>• learning the grammar for years 5 and 6 in English appendix 2</li> </ul>

Indicate grammatical and other features by:

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- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semicolons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading