

# **Eltham Church of England Primary School**

## **Long Term Planning Overview of Coverage and Progression**

### **For English**

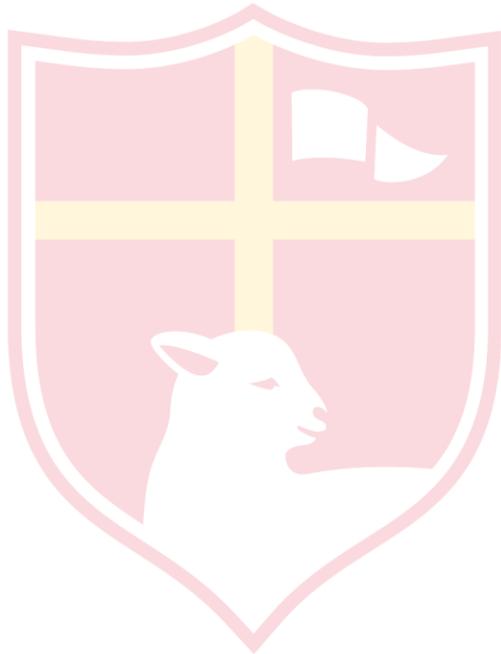
- This long term planning grid ensures coverage of the National Curriculum.
- The document should be used alongside the National Curriculum and Spelling overview to produce weekly English writing and Guided Reading plans.
- The whole text specified should be used as part of the teaching sequence for writing. Activities should be linked to it where possible but the focus should always be on what is going to provide the best stimulus for the children and get the best writing from them.
- Each whole text(s) should be covered over the half term and writing outcomes over a 1-2 week teaching sequence.
- Where possible punctuation and grammar activities should be taught within the units and have been plotted where they best fit with the text type that is being covered.
- Carousel and Whole Class Guided Reading time should be used to specifically teach the Skills of DERIC and planning should have a clear focus that reflects these skills.
- Spellings are planned in line with Phase 5 and Phase 6 in Year 1 and 2 and from Years 3-6 Teachers follow a spelling programme that covers the statutory requirements of the NC as well as supplementing with words from the statutory words lists for Years 3 and 4 and 5 and 6 (see separate overview).



Year group: 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing</b>						
<b>Whole text</b>	<b>Farmer Duck and Fergus' Scary Night</b>	<b>Jolly Postman and The Christmas Jolly Postman</b>	<b>Katie in London/ Katie in Scotland</b>	<b>Beegu and Bob Man on the Moon</b>	<b>Snail and the Whale</b>	
<b>Writing outcomes</b>	<p><b>Narrative:</b> retell story of Farmer Duck</p> <p><b>Narrative:</b> character description</p> <p><b>Literary Recount:</b> diary entry as character Farmer Duck</p> <p><b>Procedural:</b> Job Description for a farmer</p> <p><b>Literary Recount:</b> Letter from Fergus</p> <p><b>Personal Recount:</b> visit to Mudchute Farm.</p>	<p><b>Narrative:</b> setting description-castle</p> <p><b>Imaginative Recount:</b> letter of apology from Goldilocks</p> <p><b>Narrative:</b> alternative version of Three Little pigs.</p> <p><b>Imaginative Recount:</b> diary as a servant to Queen Elizabeth 1</p>	<p><b>Literary Recount:</b> diary entry as Katie in London</p> <p><b>Non-Chronological report:</b> London</p> <p><b>Narrative:</b> setting description of London during the fire</p> <p><b>Poetry:</b> descriptive poetry of the fire-focus on rhyming couplets.</p> <p><b>Imaginative Recount:</b> eyewitness account of Great Fire</p> <p><b>Factual Recount:</b> biography of Samuel Pepys</p> <p><b>Narrative:</b> Nessie adventure story</p> <p><b>Procedural:</b> Letter to invite the lion to Scotland</p> <p><b>Poetry-Shape poems:</b> Loch Ness Monster</p>	<p><b>Procedural (instructions) :</b> how to look after the moon</p> <p><b>Literary Recount:</b> postcard as a space Tourist</p> <p><b>Literary Recount:</b> Letter in role as Beegu</p> <p><b>Information :</b>Neil Armstrong fact file</p>	<p><b>Non chronological report:</b> whales</p> <p><b>Narrative:</b> descriptive Postcard</p> <p><b>Newspaper Recount:</b> Newspaper report</p> <p><b>Persuasion:</b> poster 'save the oceans'</p>	
<b>Composition</b>	<p>Plan writing 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</li> </ul>	<p>Plan writing 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> </ul>	<p>Plan writing 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>	<p>Plan writing 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</li> </ul>	<p>Plan writing 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</li> </ul>	

	by their peers and the teacher.	-Read aloud their writing clearly enough to be heard by their peers and the teacher.		by their peers and the teacher.	by their peers and the teacher.
<b>Punctuation Grammatical Terminology</b>  <i>Words in bold are those that need to be taught and learnt.</i>  <i>Consolidate</i>	Separate <b>words</b> with <b>spaces</b> .  Recognise the use of <b>capital letters</b> and <b>full stops</b> to demarcate sentences.  Begin to punctuate sentences using <b>capital letters</b> and <b>full stops</b> .  Name the letters of the alphabet in order.  Begin to form lower case letters in the correct direction, starting and finishing in the right place.  Use capital letters for people, places, days of the week and for the personal pronoun 'I'.	Use joining words and joining clauses using ' <b>and</b> '  Recognise words combine to make <b>sentences</b> .  Recognise the use of <b>exclamation marks</b> to demarcate sentences.  Begin to punctuate sentences using an <b>exclamation mark</b> .  <i>Use capital letters for people, places, days of the week and for the personal pronoun 'I.'</i>	Recognise the use of <b>question marks</b> to demarcate sentences.  Begin to punctuate sentences using a <b>question mark</b> .  Use regular <b>plural noun suffixes –s or –es</b> (e.g dog, dogs, wish, wishes) including the effects of these suffixes on the meaning of a noun.  Use the <b>prefix –un</b> to change the meaning of verbs and adjectives (e.g. unkind, untie.)	Apply the spelling rules for adding the endings <b>–ing, –ed and –er</b> to verbs where no change is needed to the <b>root word</b> .  Sequence sentences to form short narratives	<i>Sequence sentences to form short narratives.</i>  <i>Use capital letters for people, places, days of the week and for the personal pronoun 'I.'</i>
<b>Sentence Structures</b> <i>Consolidate</i>  <i>Teach</i>	Verb, person sentences	Verb, person sentences	Verb, person sentences	Verb, person sentences	Verb, person sentences
<b>Evaluate and Edit</b> <i>Highlighted objectives are those than lend</i>	.To make simple additions, revisions and corrections to their own writing by: <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>				

<i>themselves to being consolidated across the curriculum.</i>	<ul style="list-style-type: none"><li>- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly and KS1 spellings and HFW]</li><li>- Reading aloud what they have written with appropriate intonation to make the meaning clear.</li></ul>
<b>Presentation/ Handwriting</b>	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. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.



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## Reading

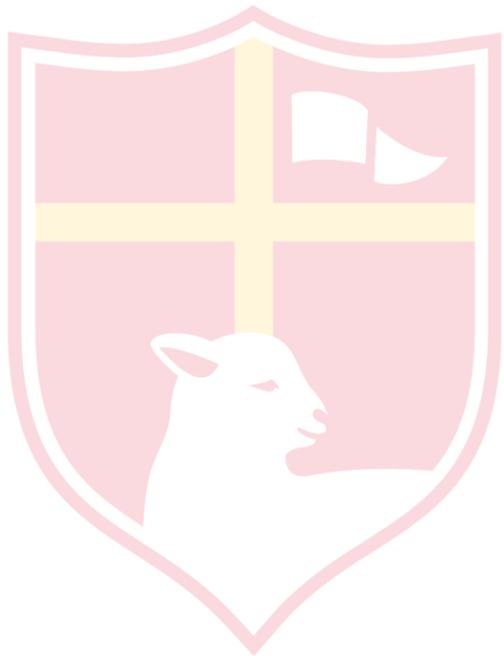
<p><b>Whole Class Guided Reading Texts</b></p> <p><i>The teaching of DERIC skills through the Whole texts/text types specified.</i></p>	<p><b>D:</b> Decoding words  <b>E:</b> Explaining new vocabulary (discussing vocabulary in context and discussing understanding of whole texts)  <b>R:</b> Retrieving information (Understand, sequence, summarise, retrieve and record information from texts, including nonfiction and dictionaries).  <b>I:</b> Interpreting information (Draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence).  <b>C:</b> Choice (Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader-thinking about the choices made).</p>	<p style="text-align: center;">Carousel</p> <p style="text-align: center;">Poetry        Rhyming couplets and shape poems/personal responses to poetry/reciting familiar poems by heart</p>
<p><b>National Curriculum statements.</b></p>	<p><b>Decoding (word reading)</b>        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        Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught        Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word        Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings        Read other words of more than one syllable that contain taught GPCs        Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)        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        Re-read these books to build up their fluency and confidence in word reading.</p> <p><b>Attitudes to reading</b>        Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently        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        Discussing word meanings, linking new meanings to those already known <b>(E)</b></p> <p><b>Understanding reading</b>        Drawing on what they already know or on background information and vocabulary provided by the teacher <b>(R)</b>        Checking that the text makes sense to them as they read and correcting inaccurate reading <b>(D)</b>        Discussing the significance of the title and events <b>(R)</b>        Making inferences on the basis of what is being said and done <b>(I)</b>        Predicting what might happen on the basis of what has been read so far <b>(I)</b>        Participate in discussion about what is read to them, taking turns and listening to what others say        Explain clearly their understanding of what is read to them. <b>(E)</b></p>	
<p><b>Spoken Language/ Inc. Word aware techniques</b></p>	<p>Select and use appropriate register for effective communication.        Use spoken language to imagine and explore ideas.        Use spoken language to develop spoken language through speculation and exploring ideas.</p>	



Year group: 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing</b>						
Whole text	<b>Tiger Skin Rug</b> <b>No Dinner</b>	<b>The Emperor's Egg</b>	<b>Lila and the Secret of Rain/ Bringing the Rain to Kapiti Plain</b>	<b>Traction Man</b>	<b>The Lighthouse Keeper's Lunch</b>	
Writing outcomes	<b>Narrative:</b> 1st person retelling of story in role as tiger <b>Narrative:</b> Alternative Traditional Tale <b>Non Chronological Report:</b> Tiger	<b>Narrative:</b> setting description-Antarctic <b>Literary Recount:</b> diary in role as Daddy emperor penguin <b>Persuasion:</b> travel brochure/leaflet	<b>Narrative:</b> setting description-Kapiti Plain <b>Persuasion:</b> Letter to the cloud <b>Information Report-</b> African Safari guide <b>Personal Recount:</b> trip to museum <b>Narrative:</b> 3rd person retelling of 'Lila and the Secret of Rain' <b>Imaginative Recount:</b> postcard home from Kenya in role as Barnaby Bear	<b>Non-Chronological Report:</b> a toy through the ages. <b>Whole Narrative:</b> Adventure/action story	<b>Instructions:</b> Recipe <b>Literary Recount:</b> Diary <b>Narrative:</b> alternative ending	
<b>Composition</b>  <i>Highlighted objectives are those than lend themselves to being consolidated across the curriculum.</i>	Consider what they are going to write before beginning by: -Planning or saying out loud what they are going to write about - Writing down ideas and/or key words, including new vocabulary - Encapsulating what they want to say, sentence by sentence  Grouping ideas so a narrative has a clear beginning, middle and ending.  Introducing paragraphs to organise ideas using headings and sub-headings.	Consider what they are going to write before beginning by: -Planning or saying out loud what they are going to write about - Writing down ideas and/or key words, including new vocabulary - Encapsulating what they want to say, sentence by sentence  Extend the range of sentences using co-ordinating or sub-ordinating conjunctions. (E.g Incredibly, Antarctica is actually a desert because it has very little rainfall.)	Consider what they are going to write before beginning by: -Planning or saying out loud what they are going to write about - Writing down ideas and/or key words, including new vocabulary - Encapsulating what they want to say, sentence by sentence  Grouping ideas so a narrative has a clear beginning, middle and ending.  Extend the range of sentences using co-ordinating or sub-ordinating conjunctions. (E.g Lila was devastated because even her saddest story didn't make the the sky cry )	Consider what they are going to write before beginning by: -Planning or saying out loud what they are going to write about - Writing down ideas and/or key words, including new vocabulary - Encapsulating what they want to say, sentence by sentence  Introducing paragraphs to organise ideas using headings and sub-headings.  Grouping ideas so a narrative has a clear beginning, middle and ending.	Consider what they are going to write before beginning by: -Planning or saying out loud what they are going to write about - Writing down ideas and/or key words, including new vocabulary - Encapsulating what they want to say, sentence by sentence  Grouping ideas so a narrative has a clear beginning, middle and ending.	

<p><b>Punctuation Grammatical Terminology</b></p> <p><i>Words in bold are those that need to be taught and learnt.</i></p> <p><i>Consolidate</i></p>	<p>Use <b>capital letters</b> for people, places, days of the week and for the personal pronoun 'I.'</p> <p>Use both familiar and new punctuation correctly including <b>commas in a list</b> to separate items.</p> <p>Joining words and joining clauses using '<b>and</b>.'</p> <p>Use <b>expanded noun phrases</b> to describe and specify. (E.g The ferocious, unruly tiger climbed on the table.)</p>	<p>Use <b>co-ordinating conjunctions</b> or, and, or, but</p> <p>Use <b>sub-ordinating conjunctions</b> when, if, that, because.</p> <p>Recognize how grammatical patterns in a sentence indicate its function as a <b>question</b>.</p> <p>Recognize how grammatical patterns in a sentence indicate its function as a <b>command</b>.</p> <p>Use of -ly in Standard English to turn adjectives into adverbs.</p>	<p>Use <b>apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns (E.g the girl's name.)</p> <p>Recognize how grammatical patterns in a sentence indicate its function as an <b>exclamation</b>.</p> <p>Recognize how grammatical patterns in a sentence indicate its function as a <b>statement</b>.</p> <p>Use the present and past tenses correctly and consistently including the progressive form.</p>	<p>Use the correct choice and consistent use of <b>present and past</b> tense throughout writing.</p> <p>Formation of nouns using suffixes such as -ness, -er and by compounding.</p> <p>Formation of adjectives using <b>suffixes</b> such as -ful and -less.</p>	<p>Revision of SPAG for SATS</p>
<p><b>Sentence Structures</b></p> <p><i>Consolidate</i></p> <p><i>Teach</i></p>	<p>Verb, person sentences</p> <p>List sentences</p>	<p>Simile sentences</p> <p>Paired conjunctions sentences</p>	<p>Simile sentences</p> <p>If, if , if, then sentences</p>	<p>Verb, person sentences</p> <p>Paired conjunctions sentences</p>	<p>Simile sentences</p> <p>Double ly sentences</p>
<p><b>Evaluate and Edit</b></p> <p><i>Highlighted objectives are those than lend themselves to being consolidated across the curriculum.</i></p>	<p>.To 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> <li>- <b>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly and KS1 spellings and HFW]</b></li> <li>- Reading aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>				

<b>Presentation/ Handwriting</b>	Form lower-case letters of the correct size relative to one another. 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 unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.



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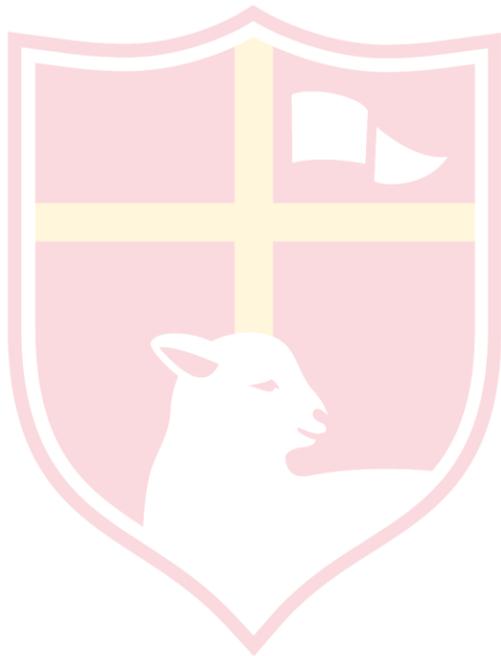
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## Reading

<p><b>Whole Class Guided Reading Texts</b></p> <p><i>The teaching of DERIC skills through the Whole texts/text types specified.</i></p>	<p><b>D:</b> Decoding words  <b>E:</b> Explaining new vocabulary (discussing vocabulary in context and discussing understanding of whole texts)  <b>R:</b> Retrieving information (Understand, sequence, summarise, retrieve and record information from texts, including nonfiction and dictionaries).  <b>I:</b> Interpreting information (Draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence).  <b>C:</b> Choice (Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader-thinking about the choices made).</p>				
	<b>Carousel</b>	<b>Carousel</b>	<b>Whole Class</b>	<b>SATS REVISION</b>	Poetry
			Selected texts covering a range of fiction genres, non-fiction and poetry <b>SATS REVISION</b>		List poems/ acrostics/personal responses to poetry/ reciting familiar poems by heart
<p><b>National Curriculum statements.</b></p>	<p><b>Decoding (word reading)</b>          Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent          Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes          Read accurately words of two or more syllables that contain the same graphemes as above          Read words containing common suffixes          Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word          Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered          Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation          Re-read these books to build up their fluency and confidence in word reading.</p> <p><b>Attitudes to reading</b>          Listen to listening to, discuss and express 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.          Discuss the sequence of events in books and how items of information are related. <b>(R)</b>          Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.          Be introduced to non-fiction books that are structured in different ways.          Recognize simple recurring literary language in stories and poetry.          Discuss and clarify the meanings of words, linking new meanings to known vocabulary. <b>(E)</b>          Discuss their favourite words and phrases <b>(C)</b>          Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p><b>Understanding reading</b>          Draw on what they already know or on background information and vocabulary provided by the teacher. <b>(R)</b>          Check that the text makes sense to them as they read and correcting inaccurate reading. <b>(D)</b>          Make inferences on the basis of what is being said and done. <b>(I)</b>          Answering and asking questions. <b>(R)</b>          Predict what might happen on the basis of what has been read so far. <b>(I)</b>          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.          Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. <b>(E)</b></p>				

<b>Spoken Language/</b>	Ask relevant questions to extend their understanding and knowledge.
	Use relevant strategies to build their vocabulary.
<b>Inc. Word aware techniques</b>	Select and use appropriate register for effective communication.
	Use spoken language to imagine and explore ideas.
	Consider and evaluate different viewpoints.
	Use spoken language to develop spoken language through speculation and exploring ideas.



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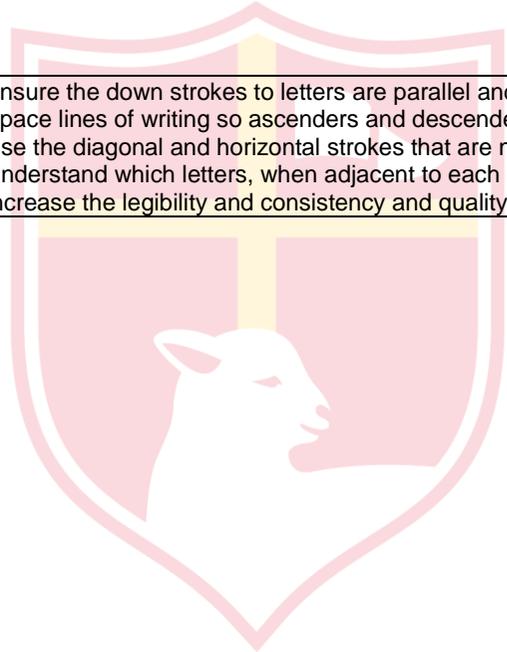
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Year group: 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing</b>						
Whole text	<b>The Great Kapok Tree</b>	<b>Charlie and the Chocolate Factory</b>	<b>There's a Pharaoh in my Bath (historical)</b> <b>Carpet of Dreams (traditional Tale)</b>	<b>Benjamin Zephaniah Biography/Performance Poetry</b>	<b>Stone Age Boy</b>	
Writing outcomes	<b>Narrative:</b> setting description-Rainforest <b>Non Chronological Report:</b> rainforest	<b>Literary Recount:</b> diary entry in role as Charlie <b>Narrative:</b> character description-Willy Wonka <b>Instruction/procedural:</b> recipe for a new chocolate bar that the Oompa Loompas can make.	<b>Narrative:</b> escape/action <b>Explanation:</b> mummification <b>Literary recount:</b> diary entry <b>Narrative:</b> setting description <b>Non Chronological Report:</b> camel/adaptations	<b>Poetry:</b> performance poetry <b>Persuasion:</b> letter to Year 6 about secondary school <b>Biography:</b> Benjamin Zephaniah	<b>Diary Entry:</b> Diary entry written as the boy from the text Stone Age Boy. <b>Narrative:</b> Stone Age Boy.	
<b>Composition</b>  <i>Highlighted objectives are those than lend themselves to being consolidated across the curriculum.</i>	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Use heading and subheadings to aid presentation. Compose and rehearse sentences orally. Extend the range of sentences with more than one clause by using a wider range of conjunctions (conjunctions between the clauses) e.g. I am happy when eating chocolate. Introduce paragraphs as a way to group related material.	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Compose and rehearse sentences orally. Extend the range of sentences with more than one clause by using a wider range of conjunctions (conjunctions between the clauses) e.g. I am happy when eating chocolate. Introduce paragraphs as a way to group related material.	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. Extend the range of sentences with more than one clause by using a wider range of conjunctions (conjunctions between the clauses) e.g. I am happy when eating chocolate. Introduce paragraphs as a way to group related material. In narrative create vivid settings.	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. To compose and rehearse sentences orally with an increasing range of sentence structures. Extend the range of sentences with more than one clause by using a wider range of conjunctions (conjunctions between the clauses) e.g. I am happy when eating chocolate. Introduce paragraphs as a way to group related material.	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Introduce paragraphs as a way to group related material. To compose and rehearse sentences orally with an increasing range of sentence structures. Extend the range of sentences with more than one clause by using a wider range of conjunctions (conjunctions between the clauses) e.g. I	

	In narrative create vivid settings.				am happy when eating chocolate.
<p><b>Punctuation Grammatical Terminology</b></p> <p><i>Words in bold are those that need to be taught and learnt.</i></p>	<p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Use <b>word families</b> to help with spelling patterns.</p> <p>Use fronted adverbials.</p> <p>Use commas after fronted adverbials.</p> <p>Extend the range of sentences with more than one clause by using a wider range of <b>conjunctions</b>, including when, if, because, although.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of <b>conjunctions</b>, including when, if, because, although.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Use the <b>present perfect</b> form of verbs in contrast to the past tense.</p> <p>Use and understand <b>consonant, consonant vowel letter</b> and <b>vowel letter</b>.</p> <p>Use <b>conjunctions, adverbs</b> and <b>prepositions</b> to express time and cause</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of <b>conjunctions</b>, including when, if, because, although.</p> <p>Use <b>word families</b> to help with spelling patterns.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use and understand <b>consonant, consonant vowel letter</b> and <b>vowel letter</b>.</p> <p>Use and punctuate <b>direct speech</b> using <b>inverted commas (or speech marks)</b>.</p> <p>Use <b>conjunctions, adverbs</b> and <b>prepositions</b> to express time and cause</p>	<p>Use and punctuate <b>direct speech</b> using <b>inverted commas (or speech marks)</b>.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use <b>word families</b> to help with spelling patterns.</p> <p>Extend the range of sentences with more than one clause by using a wider range of <b>conjunctions</b>, including when, if, because, although.</p>	<p>Extend the range of sentences with more than one <b>clause</b> by using a wider range of conjunctions, including when, if, because, although.</p> <p>Indicate possession by using the <b>possessive apostrophe</b> with plural nouns.</p> <p>Use and punctuate <b>direct speech</b> using <b>inverted commas (or speech marks)</b>.</p> <p>Use present perfect form of verbs instead of the simple past.</p> <p>Use and punctuate <b>direct speech</b> using <b>inverted commas (or speech marks)</b>.</p>

<p><b>Sentence Structures</b></p> <p>Teach</p>	<p>BOYS sentences Personification of the weather sentences.</p>	<p>BOYS sentences Emotion word, comma Simile (like a/ as a)</p>	<p>BOYS sentences Simile (like a/ as a) Personification of the weather sentences.</p>	<p>Emotion word, comma</p>	<p>List sentences</p>
<p><b>Evaluate and Edit</b> <i>Highlighted objectives are those than lend themselves to being consolidated across the curriculum.</i></p>	<p>Respond to teacher's identified improvements and redraft accordingly.  <b>Proof read for spelling errors (focus on KS1 words, wordlists and patterns that have been taught).</b>            Proof read for sentence level punctuation.            Proof-read their own and others' work to check for errors with increasing accuracy, and make improvements            Read aloud their own writing to a group using appropriate intonation, controlling the volume so that the meaning is clear.</p>				
<p><b>Presentation/ Handwriting</b></p>	<p>Ensure the down strokes to letters are parallel and equidistant.            Space lines of writing so ascenders and descenders of letters do not touch.            Use the diagonal and horizontal strokes that are needed to join letters.            Understand which letters, when adjacent to each other, are best left un-joined.            Increase the legibility and consistency and quality of their handwriting.</p>				

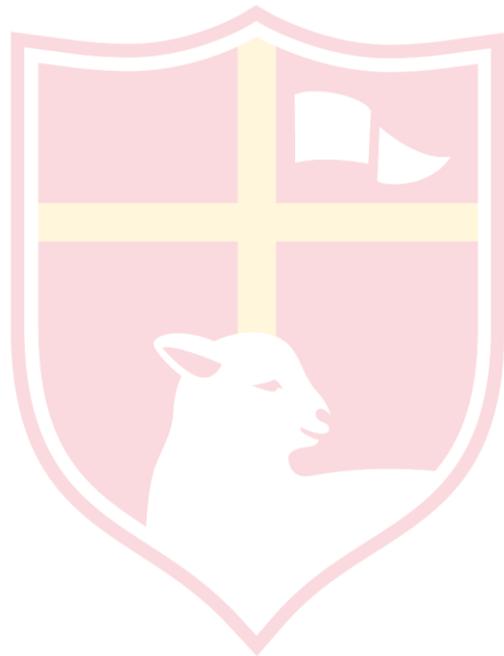


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## Reading

<p><b>Whole Class Guided Reading Texts</b></p> <p><i>The teaching of DERIC skills through the Whole texts/text types specified.</i></p>	<p><b>D:</b> Decoding words  <b>E:</b> Explaining new vocabulary (discussing vocabulary in context and discussing understanding of whole texts)  <b>R:</b> Retrieving information (Understand, sequence, summarise, retrieve and record information from texts, including nonfiction and dictionaries).  <b>I:</b> Interpreting information (Draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence).  <b>C:</b> Choice (Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader-thinking about the choices made).</p> <p style="text-align: center;"><b>Whole Class</b></p> <p style="text-align: center;">Selected texts covering a range of fiction genres, non-fiction and poetry          Poetry: Limericks, haiku, tanka/research a particular poet/personal responses to poetry/recite familiar poems by heart</p>
<p>National Curriculum statements.</p>	<p><b>Decoding (word reading)</b>          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          Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p><b>Attitudes to reading</b>          Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks          Reading books that are structured in different ways and reading for a range of purposes          Using dictionaries to check the meaning of words that they have read <b>(E)</b>          Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally          Identifying themes and conventions in a wide range of books          Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action          Discussing words and phrases that capture the reader's interest and imagination <b>(E) (C)</b>          Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p><b>Understanding reading</b>          Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <b>(E)</b>          Asking questions to improve their understanding of a text          Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <b>(I)</b>          Predicting what might happen from details stated and implied <b>(I)</b>          Identifying main ideas drawn from more than one paragraph and summarising these <b>(R)</b>          Identifying how language, structure, and presentation contribute to meaning <b>(E)</b>          Retrieve and record information from non-fiction <b>(R)</b>          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.</p>
<p><b>Spoken Language/ Inc. Word aware techniques</b></p>	<p>Ask relevant questions to extend their understanding and knowledge.          Use relevant strategies to build their vocabulary.          Select and use appropriate register for effective communication.          Give well-structured explanations for different purposes.          Use spoken language to imagine and explore ideas.          Consider and evaluate different viewpoints.          Articulate arguments and opinions.</p>

Use spoken language to develop spoken language through speculation and exploring ideas.  
Participate in debate.



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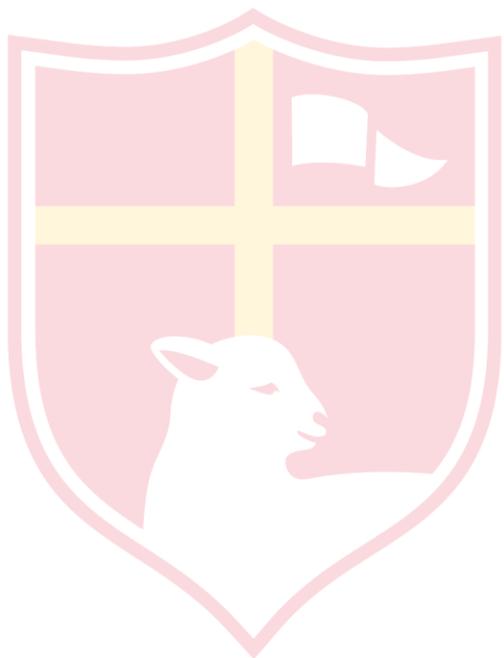
Year group: 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing</b>						
Whole text	<b>Escape to Pompeii Roman Mysteries (historical/mystery)</b>	<b>Ice Palace (fantasy/adventure) Shackleton's Adventure</b>	<b>The Boy at the Back of the Class (cultural) Beowulf (legend/epic narrative poem)</b>	<b>Krindlekrax</b>	<b>Film</b>	
Writing outcomes	<b>Non Chronological Report:</b> Volcanoes <b>Persuasion:</b> advert to buy a house near a volcano <b>Narrative:</b> description of the eruption of Vesuvius <b>Narrative:</b> story extension	<b>Literary Recount-</b> informal Letter <b>Information/hybrid text:</b> Survival guide-report/instructions/explanation <b>Narrative:</b> Character description	<b>Narrative:</b> refugee narrative <b>Narrative:</b> description of exotic fruit <b>Newspaper report:</b> Ahmet and his story  <b>Information:</b> fact-file mythical creature <b>Hybrid text: instructions with explanation:</b> how to care for a mythical creature <b>Poetry: narrative poetry in style of epic poem about their own mythical creature.</b>	<b>Literary recount:</b> diary <b>Biography:</b> role model/hero	<b>Narrative:</b> action <b>Persuasion:</b> formal Letter to government-how to be more eco friendly <b>Information Report:</b> transcript linked to documentary writing (David Attenborough)	
<b>Composition</b>  <i>Highlighted objectives are those than lend themselves to being consolidated across the curriculum.</i>	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To compose and rehearse sentences orally with an increasing range of sentence structures. In narratives create interesting characters.	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Use paragraphs to organise ideas around a theme. Discuss and record ideas. To use simple organisational devices e.g. headings, subheadings, diagrams, labels and captions, maps, flowcharts.	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. To compose and rehearse sentences orally with an increasing range of sentence structures. To use simple organisational devices e.g. headings, subheadings, diagrams, labels and captions, maps, flowcharts. Use paragraphs to organise ideas around a theme.	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Use paragraphs to organise ideas around a theme. In narratives create interesting characters.	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. In narratives create interesting settings, characters and plot. To use simple organisational devices e.g. headings, subheadings, diagrams, labels and captions, maps, flowcharts.	

		In narratives create interesting characters.			
<p><b>Punctuation Grammatical Terminology</b></p> <p><i>Words in bold are those that need to be taught and learnt.</i></p> <p><i>Consolidate</i></p>	<p>Use <b>fronted adverbials</b>.</p> <p>Use commas after <b>fronted adverbials</b>.</p> <p>To understand and use the word <b>determiner</b>.</p> <p>To choose <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition.</p> <p>Introduce types of pronouns and focus on <b>possessive pronouns</b>.</p>	<p>To use inverted commas and other <b>punctuation</b> to indicate <b>direct speech</b>.</p>	<p>To choose <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition. Use letters where they can include the first and second person.</p>		<p>To use inverted commas and other <b>punctuation</b> to indicate <b>direct speech</b>.</p> <p>To use <b>apostrophes</b> to mark <b>plural</b> possession.</p>
<p><b>Sentence Structures</b></p> <p><i>Consolidate</i></p> <p><i>Teach</i></p>	<p><i>List sentences</i></p> <p>Noun, which/who/where sentences</p>	<p><i>Emotion word, (comma) sentences</i></p> <p>2 pairs sentence</p>	<p><i>BOYS sentences</i></p> <p>Noun, which/who/where sentences</p>	<p><i>Emotion word, comma</i></p> <p>Double ly ending sentences</p>	<p>Verb, person sentences</p>
<b>Evaluate and Edit</b>	<p>Respond to the teacher's identified improvements and redraft accordingly.</p> <p>Suggest their own improvements in their own and others writing and see redrafting as a tool for developing their ideas not just change their writing</p> <p>Propose changes to grammar to improve consistency including the accurate use of pronouns in sentences.</p> <p>Read aloud their own writing to themselves so the meaning is clear.</p>				
<b>Presentation/ Handwriting</b>	<p>Ensure the down strokes to letters are parallel and equidistant.</p> <p>Space lines of writing so ascenders and descenders of letters do not touch.</p> <p>Use the diagonal and horizontal strokes that are needed to join letters.</p> <p>Understand which letters, when adjacent to each other, are best left un-joined.</p> <p>Increase the legibility and consistency and quality of their handwriting.</p>				

## Reading

<p><b>Whole Class Guided Reading Texts</b></p> <p><i>The teaching of DERIC skills through the Whole texts/text types specified.</i></p>	<p><b>D:</b> Decoding words  <b>E:</b> Explaining new vocabulary (discussing vocabulary in context and discussing understanding of whole texts)  <b>R:</b> Retrieving information (Understand, sequence, summarise, retrieve and record information from texts, including nonfiction and dictionaries).  <b>I:</b> Interpreting information (Draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence).  <b>C:</b> Choice (Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader-thinking about the choices made).</p> <p style="text-align: center;"><b>Whole Class</b></p> <p style="text-align: center;">Selected texts covering a range of fiction genres, non-fiction and poetry            Poetry: Riddles, epic narrative poetry/research a particular poet/personal responses to poetry/recite familiar poems by heart</p>
<p>National Curriculum statements.</p>	<p><b>Decoding (word reading)</b>            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            Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p><b>Attitudes to reading</b>            Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks            Reading books that are structured in different ways and reading for a range of purposes            Using dictionaries to check the meaning of words that they have read <b>(E)</b>            Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally            Identifying themes and conventions in a wide range of books            Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action            Discussing words and phrases that capture the reader's interest and imagination <b>(E) (C)</b>            Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p><b>Understanding reading</b>            Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <b>(E)</b>            Asking questions to improve their understanding of a text <b>(R)</b>            Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <b>(I)</b>            Predicting what might happen from details stated and implied <b>(I)</b>            Identifying main ideas drawn from more than one paragraph and summarising these <b>(R)</b>            Identifying how language, structure, and presentation contribute to meaning <b>(E)</b>            Retrieve and record information from non-fiction <b>(R)</b>            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.</p>
<p><b>Spoken Language/ Inc. Word aware techniques</b></p>	<p>Ask relevant questions to extend their understanding and knowledge.            Use relevant strategies to build their vocabulary.            Select and use appropriate register for effective communication.            Give well-structured explanations for different purposes.            Use spoken language to imagine and explore ideas.            Consider and evaluate different viewpoints.            Articulate arguments and opinions.</p>

Use spoken language to develop spoken language through speculation and exploring ideas.  
Participate in debate.



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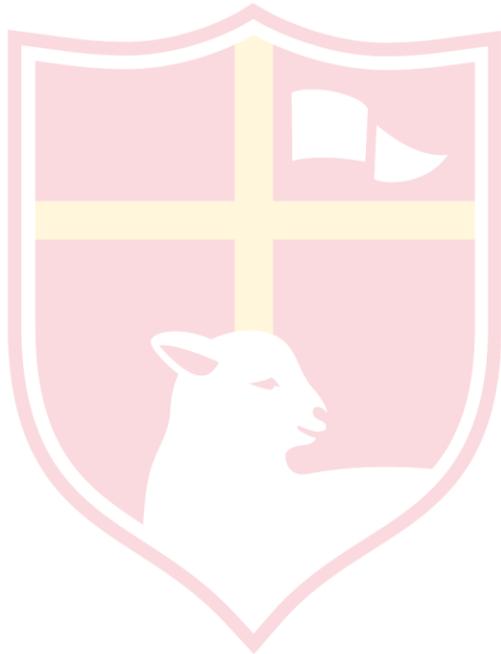
Year group: 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing</b>						
<b>Whole text</b>	<b>Kensuke's Kingdom (adventure)</b>	<b>Oliver Twist (classic fiction)</b>	<b>Odysseus (Myth)</b>		<b>Wonder (modern fiction/issue)</b>	<b>There's a Boy in the Girl's Bathroom</b>
<b>Writing outcomes</b>	<b>Narrative:</b> Informal letter to friend <b>Balanced Argument:</b> should the family sail around the world? <b>Narrative:</b> setting description-island <b>Literary Recount:</b> Video diaries <b>Narrative:</b> split narrative <b>Poetry:</b> Kennings	<b>Narrative:</b> escape action writing <b>Narrative:</b> character description-Fagin <b>Newspaper Recount:</b> formal Newspaper report on the Death of Nancy	<b>Non chronological report:</b> Greek Monster <b>Narrative:</b> setting description-new land <b>Poetry:</b> Writing a song <b>Persuasion:</b> letter <b>Information:</b> Disability text		<b>Literary Recount:</b> Emails-writing in role <b>Balanced argument:</b> should Jeff be Bradley's friend? <b>Scripting:</b> Carla and Bradley conversation/ fight scene	<b>Whole Narrative-</b> Box of Surprises. <b>Factual recount:</b> magazine article on conditions for children <b>Reporter</b>
<b>Composition</b>  <i>Highlighted objectives are those than lend themselves to being consolidated across the curriculum.</i>	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Consider how authors have developed characters and settings. To describe settings, characters and integrate dialogue to convey the character and the action. Use further organisational and presentation devices to structure the text and guide the reader.	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To use a wide range of devices to build cohesion within and across paragraphs	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Use further organisational and presentation devices to structure the text and guide the reader. To use a wide range of devices to build cohesion within and across paragraphs <b>To précise longer passages.</b>		Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Consider how authors have developed characters and settings. To describe settings, characters and integrate dialogue to convey the character and the action.	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Consider how authors have developed characters and settings. To describe settings, characters and integrate dialogue to convey the character and the action.

<p><b>Punctuation Grammatical Terminology</b></p> <p><i>Words in bold are those that need to be taught and learnt.</i></p> <p><i>Consolidate</i></p>	<p>Use <b>commas</b> to clarify meaning or avoid <b>ambiguity</b>.</p> <p>Use the perfect form of word to mark relationships to time and cause.</p> <p>Use <b>relative clauses</b> beginning with who, which, where, when, whose that or an omitted <b>relative pronoun</b>.</p> <p>Use of <b>modal</b> verbs in their writing e.g. would, should, could, may, might, must.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p>	<p>Use of <b>brackets</b>, dashes or commas to indicate <b>parenthesis</b>.</p> <p>Use <b>commas</b> to clarify meaning or avoid <b>ambiguity</b>.</p> <p>To recognise vocabulary and structures that are appropriate for formal speech.</p>	<p>Use <b>relative clauses</b> beginning with who, which, where, when, whose that or an omitted <b>relative pronoun</b>.</p> <p>Use of <b>modal</b> verbs in their writing e.g. would, should, could, may, might, must.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>To use passive verbs to affect the presentation of information in a sentence.</p>	<p>Use of <b>modal</b> verbs in their writing e.g. would, should, could, may, might, must.</p> <p>Use of <b>brackets</b>, dashes or commas to indicate <b>parenthesis</b>.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p>	<p>Use <b>relative clauses</b> beginning with who, which, where, when, whose that or an omitted <b>relative pronoun</b>.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use <b>commas</b> to clarify meaning or avoid <b>ambiguity</b></p> <p>Use of <b>brackets</b>, dashes or commas to indicate <b>parenthesis</b>.</p>
<p><b>Sentence Structures</b></p> <p><i>Consolidate</i></p> <p><i>Teach</i></p>	<p>Verb, person sentences</p> <p>Noun, which/who/where sentences</p> <p>3_ed sentences</p>	<p>All the W's sentences</p> <p>3 bad- question? sentences</p>	<p>Double ly ending sentences</p> <p>Simile sentence</p> <p>Personification of weather sentences</p> <p>Some; other sentences</p>	<p>Ad, same ad sentences</p> <p>If, if , if, then sentences.</p> <p>Many question sentences.</p>	<p>Simile sentence</p> <p>Personification of weather sentences</p>
<p><b>Evaluate and Edit</b></p>	<p>Ensure the consistent and correct use of tense across a piece of writing.</p> <p>Ensure correct subject and verb agreement when using singular and plural.</p> <p>Proof read for spelling and punctuation errors.</p>				
<p><b>Presentation/ Handwriting</b></p>	<p>To write legibly, fluently and with increasing speed.</p> <p>To choose which shape of letter when given choices.</p> <p>To decide whether or not to join specific letters.</p> <p>To choose the writing implement that is best suited for a task.</p>				

## Reading

<p><b>Whole Class Guided Reading Texts</b></p> <p><i>The teaching of DERIC skills through the Whole texts/text types specified.</i></p>	<p><b>D:</b> Decoding words  <b>E:</b> Explaining new vocabulary (Discussing vocabulary in context and discussing understanding of whole texts)  <b>R:</b> Retrieving information (Understand, sequence, summarise, retrieve and record information from texts, including nonfiction and dictionaries).  <b>I:</b> Interpreting information (Draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence).  <b>C:</b> Choice (Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader-thinking about the choices made).</p> <p style="text-align: center;"><b>Whole Class</b></p> <p style="text-align: center;">Selected texts covering a range of fiction genres, non-fiction and poetry          Poetry: Cinquains songs /research a particular poet/personal responses to poetry/recite familiar poems by heart</p>
<p>National Curriculum statements.</p>	<p><b>Decoding (word reading)</b>          Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.</p> <p><b>Attitudes to reading</b>          Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks          Reading books that are structured in different ways and reading for a range of purposes          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          Recommending books that they have read to their peers, giving reasons for their choices          Identifying and discussing themes and conventions in and across a wide range of writing          Making comparisons within and across books          Learning a wider range of poetry by heart          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</p> <p><b>Understanding Reading</b>          Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context <b>(E)</b>          Asking questions to improve their understanding <b>(R)</b>          Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <b>(I)</b>          Predicting what might happen from details stated and implied <b>(I)</b>          Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas <b>(R)</b>          Identifying how language, structure and presentation contribute to meaning <b>(C)</b>          Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <b>(C)</b>          Distinguish between statements of fact and opinion <b>(R)</b>          Retrieve, record and present information from non-fiction <b>(R)</b>          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          Explain and discuss understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes <b>(E)</b>          Provide reasoned justifications for their views <b>(I)</b></p>
<p><b>Spoken Language/ Inc. Word aware techniques</b></p>	<p>Ask relevant questions to extend their knowledge and understanding.          Use spoken language to develop understanding through speculating and hypothesising.          Select and use appropriateness registers for effective communication.          Give well-structured explanations for different purposes.</p>

Consider and evaluate different viewpoints, attending to and building on the contribution of others.  
Articulate and justify answers, arguments and opinions  
Use relevant strategies to build their vocabulary.  
Speak audibly and fluently using an increasing command of the English language



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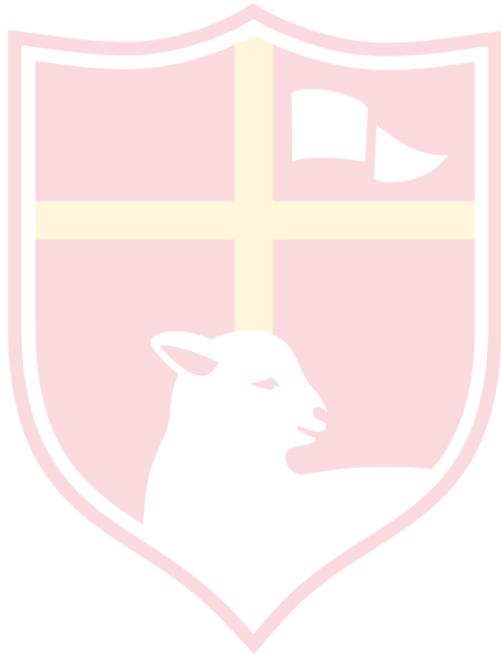
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Year group: 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing</b>						
<b>Whole text</b>	<b>War Horse</b> (historical/adventure)	<b>Rooftoppers</b> (historical/adventure)	<b>Skellig</b> (fantasy)		<b>The Landlady</b> (suspense/thriller)	<b>Macbeth</b> (play-literary heritage)
<b>Writing outcomes</b>	<b>Literary recount:</b> diaries <b>Persuasion:</b> letter to army captain <b>Information/Hybrid text:</b> survival guide for soldiers <b>Flashback narrative:</b> based on piano	<b>Narrative:</b> setting description-London from the Rooftops <b>Literary Recount:</b> Contrasting diary entries showing register/level of formality	<b>Narrative:</b> Tension opening <b>Narrative:</b> Split narrative <b>Information:</b> Formal/informal internet safety leaflet (link to internet safety week) <b>Balanced argument:</b> home school vs regular school <b>Literary Recount:</b> Humorous SATS diary <b>Newspaper Recount:</b> sighting of Skellig		<b>Literary recount:</b> letter that uses foreshadowing <b>Whole Narrative:</b> thriller	<b>Persuasion:</b> letter in role as Lady Macbeth <b>Poetry sonnets:</b> based on Macbeth.
<b>Composition</b>  <i>Highlighted objectives are those than lend themselves to being consolidated across the curriculum.</i>	To identify the audience and purpose of writing. To consider how authors have created characters and settings. To select appropriate grammar and vocabulary understanding how such choices can change and enhance meaning ( <i>writing with the reader in mind</i> ). To note and develop initial ideas drawing on reading and research. To use a wide range of devices to build cohesion across paragraphs. To use organisation devices to structure texts and guide the reader e.g. bullet points.	To identify the audience and purpose of writing. To consider how authors have created characters and settings. Distinguish between the language of speech and writing and choose the appropriate register. To select appropriate grammar and vocabulary understanding how such choices can change and enhance meaning ( <i>writing with the reader in mind</i> ). To use a wide range of devices to build cohesion across paragraphs.	To identify the audience and purpose of writing. To consider how authors have created characters and settings. To note and develop initial ideas drawing on reading and research. <b>To précise a longer passage.</b> To use organisation devices to structure texts and guide the reader e.g. bullet points. To select appropriate grammar and vocabulary understanding how such choices can change and enhance meaning ( <i>writing with the reader in mind</i> ). To use a wide range of devices to build cohesion across paragraphs.		To identify the audience and purpose of writing. To select appropriate grammar and vocabulary understanding how such choices can change and enhance meaning ( <i>writing with the reader in mind</i> ). Distinguish between the language of speech and writing and choose the appropriate register. To identify the audience and purpose of writing. To use a wide range of devices to build cohesion across paragraphs.	To identify the audience and purpose of writing. To perform their own composition using appropriate intonation, volume and movement so that meaning is clear. To use a wide range of devices to build cohesion across paragraphs. Distinguish between the language of speech and writing and choose the appropriate register.
<b>Punctuation Grammatical Terminology</b>	Use <b>relative clauses</b> beginning with <b>who, which, where, when, whose</b> that	<b>Synonym</b> and <b>antonym</b> .	Use of <b>brackets, dashes</b> or <b>commas</b> to indicate <b>parenthesis</b> .		Use of <b>brackets, dashes</b> or <b>commas</b> to indicate <b>parenthesis</b> .	Use <b>commas</b> to clarify meaning (3 clause sentences).

<p>Words in bold are those that need to be taught and learnt.</p> <p>Consolidate</p>	<p>or an omitted <b>relative pronoun</b>.</p> <p>Use <b>commas</b> to clarify meaning or avoid <b>ambiguity</b>.</p> <p>Use of <b>brackets, dashes</b> or <b>commas</b> to indicate <b>parenthesis</b>.</p> <p>Use of <b>modal verbs</b> in their writing e.g. <b>would, should, could, may, might, must</b>.</p> <p><b>Subject and object</b>.</p> <p>Use punctuation of <b>bullet points</b> to list information.</p> <p>Use of the <b>colon</b> to introduce a list.</p> <p>Use of <b>semi-colon</b> within lists.</p> <p>To recognise vocabulary and structures that are appropriate for formal writing including subjunctive forms.</p> <p>Use the <b>active</b> and <b>passive</b>.</p>	<p>Use <b>dashes</b> to mark the boundary between two independent clauses.</p> <p>Use ellipses in their writing.</p> <p>Use <b>semi-colon</b> to mark the boundary between two independent clauses.</p> <p>How <b>hyphens</b> can be used to avoid ambiguity e.g. man-eating shark, recover/re-cover.</p> <p>Use <b>commas</b> to clarify meaning (3 clause sentences).</p>	<p>Use of <b>modal verbs</b> in their writing e.g. <b>would, should, could, may, might, must</b>.</p> <p>How <b>hyphens</b> can be used to avoid ambiguity e.g. man-eating shark, recover/re-cover.</p> <p>Use of the <b>colon</b> to introduce a list.</p> <p>Use of <b>semi-colon</b> within lists.</p> <p>To recognise vocabulary and structures that are appropriate for formal writing including subjunctive forms.</p> <p>Use the <b>active</b> and <b>passive</b>.</p> <p>Use <b>colon</b> to mark the boundary between two independent clauses.</p> <p>Use <b>semi-colon</b> to mark the boundary between two independent clauses</p> <p>Punctuation of <b>bullet points</b> to list information.</p> <p>Use <b>dashes</b> to mark the boundary between two independent clauses.</p> <p>Use ellipses in their writing.</p> <p>Use <b>commas</b> to clarify meaning (3 clause sentences).</p>	<p>Use <b>dashes</b> to mark the boundary between two independent clauses.</p> <p>Use <b>semi-colon</b> to mark the boundary between two independent clauses.</p> <p>Use the <b>active</b> and <b>passive</b>.</p> <p>Use <b>colon</b> to mark the boundary between two independent clauses.</p> <p>Use <b>semi-colon</b> to mark the boundary between two independent clauses</p>	
<p><b>Sentence Structures</b></p> <p>Consolidate</p> <p>Teach</p>	<p>3_ed sentences</p> <p>O. (I) sentences</p> <p>Some; others sentences</p> <p>The more, the more sentences</p> <p>P.C. sentences</p>	<p>The more, the more sentences</p> <p>_ing, _ed sentences</p> <p>De:De sentences</p>	<p>O. (I) sentences</p> <p>Some; others sentences</p>	<p>Many questions sentence</p> <p>3 bad-(dash) question?</p> <p>Sentences</p> <p>Irony sentences</p>	<p>Some; others sentences</p> <p>Imagine 3 examples:</p>

<b>Evaluate and Edit</b>	Ensure the consistent and correct use of tense across a piece of writing. Ensure correct subject and verb agreement when using singular and plural. Focus editing of work on punctuation and spelling errors. Focus editing of work on effectiveness of writing and rewriting to enhance effects and clarify meaning. Proofread work and assess the effectiveness of their own and others' writing making necessary corrections and improvements.
<b>Presentation/ Handwriting</b>	To write legibly, fluently and with increasing speed. To choose which shape of letter when given choices. To decide whether or not to join specific letters. To choose the writing implement that is best suited for a task.

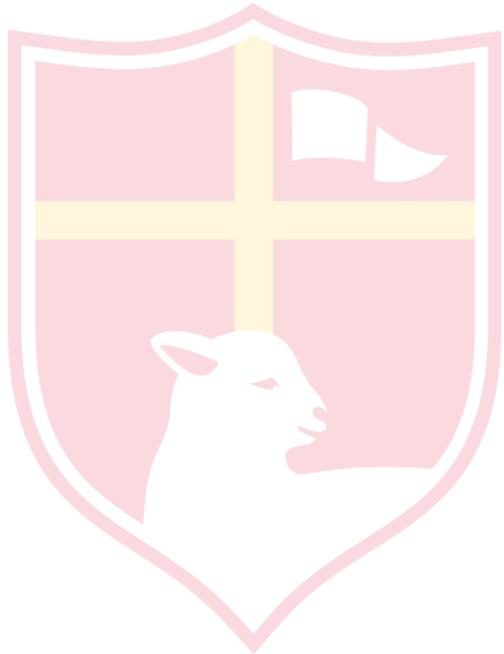


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## Reading

<p><b>Whole Class Guided Reading Texts</b></p> <p><i>The teaching of DERIC skills through the Whole texts/text types specified.</i></p>	<p><b>D:</b> Decoding words  <b>E:</b> Explaining new vocabulary (discussing vocabulary in context and discussing understanding of whole texts)  <b>R:</b> Retrieving information (Understand, sequence, summarise, retrieve and record information from texts, including nonfiction and dictionaries).  <b>I:</b> Interpreting information (Draw inferences from texts, explain word meanings, predict information, events or ideas from text, justifying with evidence).  <b>C:</b> Choice (Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader-thinking about the choices made by the author).</p>				
	<p>Whole Text-The Boy in the Tower-Polly Ho-Yen</p>	<p style="text-align: center;"><b>Whole Class</b></p> <p>Selected texts covering a range of fiction genres, non-fiction and poetry</p>	<p style="text-align: center;"><b>SATS Revision</b></p>	<p style="text-align: center;"><b>SATS Revision</b></p>	<p style="text-align: center;"><b>Poetry</b></p> <p>Research a particular poet/personal responses to poetry/recite familiar poems by heart</p>
<p><b>National Curriculum statements.</b></p>	<p><b>Decoding (word reading)</b>          Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p><b>Attitudes to reading</b>          Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks          Reading books that are structured in different ways and reading for a range of purposes          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          Recommending books that they have read to their peers, giving reasons for their choices          Identifying and discussing themes and conventions in and across a wide range of writing          Making comparisons within and across books          Learning a wider range of poetry by heart          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</p> <p><b>Understanding Reading</b>          Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context <b>(E)</b>          Asking questions to improve their understanding <b>(R)</b>          Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <b>(I)</b>          Predicting what might happen from details stated and implied <b>(I)</b>          Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas <b>(R)</b>          Identifying how language, structure and presentation contribute to meaning <b>(E)</b>          Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <b>(C)</b>          Distinguish between statements of fact and opinion <b>(R)</b>          Retrieve, record and present information from non-fiction <b>(R)</b>          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          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 <b>(E)</b>          Provide reasoned justifications for their views. <b>(I)</b></p>				

<p><b>Spoken Language/</b> <b>Inc. Word aware</b> <b>techniques</b></p>	<p>Ask relevant questions to extend their knowledge and understanding. Use spoken language to develop understanding through speculating and hypothesising. Select and use appropriateness registers for effective communication. Give well-structured explanations for different purposes. Consider and evaluate different viewpoints, attending to and building on the contribution of others. Articulate and justify answers, arguments and opinions Use relevant strategies to build their vocabulary. Speak audibly and fluently using an increasing command of the English language</p>
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