Broadway Junior School
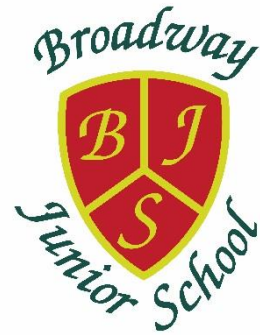
Whole School
English Planning and Assessment

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Classic Tales Stories from Fairy Tales told by Bernie Doherty, Dragon Mountain, The Brave Sister, Selkie **Picture Books** Peace at Last, The Lighthouse Keeper's Lunch, Dogger, The Jolly Postman	**Narrative** Retell a 3 part story that has a key central character. **Transform for GDS** Change character to opposite of first draft with a focus on opposite, Comparative and superlative adjectives.	**Narrative** Retell a traditional tale – with repeated events using the rule of three. **Transform for GDS** Make the three events contrast by using adjectives and careful choice of expanded noun phrases.	**Narrative** Plan and tell a 3 part story based on own experience with a focus on expanded noun phrases to provide detail and specification. **Transform for GDS** Revise the way the nouns are expanded e.g. Adjectives after the noun, before the noun and use of additional information.	**Narrative** Plan and tell a story in four parts with clear use of subordination and co-ordination. **Transform for GDS** Expand on the main event with a focus on use of verbs and adverbs.	**Narrative** To plan and write your own four part story showing the use of a range of sentence types and language to add detail. **Transform for GDS** Expand on the language by introducing simple figurative language and more adventurous vocabulary.	**Narrative** To plan and write a familiar story with a range of sentence types– applying the skills of Year 2. **Transform for GDS** Retell the familiar story with inclusion of some dialogue experimenting with speech punctuation.
Books by well-known Authors Anthony Browne, Shirley Hughes, Quentin Blake, John Burningham **Longer Narratives** Flat Stanley, George's Marvellous Medicine, Pugs of the Frozen North	**Non-chronological report** Use information from research to group and assemble information into a short non-chronological report. **Transform for GDS** Expand on the information using subordination, co-ordination, expanded noun phrases to describe and specify.	**Recount** Write a simple first person recount linked to topic or personal experience maintaining past tense and consistent use of first person. **Transform for GDS** Write same recount as a third person recount.	**Instructions** Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands **Transform for GDS** Extend and clarify instructions using expanded nouns, subordination and co-ordination to specify and add detail.	**Recount** Write a narrative recount in role. Write about a real experience. **Transform for GDS** Change the form of the recount e.g. postcard, diary or letter considering how language and vocabulary choices may change.	**Non-chronological report** Use the language and structural features in a specific form e.g. leaflet. **Transform for GDS** Change the form of the report from a leaflet to a page in a non-fiction book or letter to inform.	**Persuasion** Write a simple persuasive piece based on research, a topic of interest or a fictional book. **Transform for GDS** Change a simple persuasive piece based on research, a topic of interest or a fictional book into a persuasive letter.

Year 2	Autumn	Spring	Summer
Writing Assessment **Key Performance Indictors**	**KPIs On-track for Expected Standard (EXS)** • Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language • Use information from research to group and assemble information into a short non-chronological report. • Write about a real event, recording it simply and clearly • Demarcate sentences with capital letters and full stops. • Understand how to write in the past tense • Write in the first and third person • Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but) • Form lower-case letters in the correct direction, starting and finishing in the right place • Form lower-case letters of the correct size relative to one another in some of their writing • Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly • Spell most common exception words taught so far **KPIs On-track for Greater Depth (GDS)** • Expand information using some subordination AND co-ordination • Use some expanded noun phrases to describe and specify • Use a wider range of adjectives e.g. superlative and comparative adjectives • Structure own writing deciding on what goes in each part	**KPIs On-track for Expected Standard (EXS)** • Write simple, coherent narratives in four parts • Write about a real experience structured appropriately • Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands • Expand noun phrases to describe and specify • Demarcate many sentences with capital letters and full stops, and use question marks correctly when required • Use capital "I" for personal pronouns • Use a wider range of subordination (e.g. when/if/that/because) to join clauses • Form lower-case letters of the correct size relative to one another in most of their writing • Use spacing between words that reflects the sizes of the letters • Spell common exception words covered so far **KPIs On-track for Greater Depth (GDS)** • Write effectively and coherently to recount, instruct and entertain • Decide on the structure of writing based on its form. Know what features to change when changing the form of writing. • Identify where words are spelt incorrectly • Edit own writing with simple corrections • Add suffixes to spell some words correctly • Experiment with cursive writing • Understand 1st person and 3rd person writing • Experiment with a range of ways of expanding nouns • Experiment with adverbs	**KPIs On-track for Expected Standard (EXS)** • Write simple, coherent narratives in four parts • Write about real events, recording these simply and clearly • Write a simple persuasive piece • Demarcate most sentences with capital letters and full stops, and use question marks correctly when required • Use past tense mostly correctly and consistently • Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses • Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters • Spell many common exception words • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others **KPIs Greater Depth (GDS)** • Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • Experiment with simple figurative language • Make simple additions, revisions and proof-reading corrections to their own writing • spell most common exception words • add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)* • use the diagonal and horizontal strokes needed to join some letters • Independently choose to use features of different forms of writing showing awareness of audience and form.

Year 2	Autumn	Spring	Summer
Reading Assessment Key Performance Indictors	**KPIs On-track for Expected Standard (EXS)** • Read turquoise banded books with 90% accuracy without overt sounding out. • Recall a story structured into 3 parts with detail and story language. • Find information from research and take simple notes. • Identify similarities and differences between fiction and non-fiction; understand that non-fiction texts are structured in different ways • In a book closely matched to the GPCs taught, sound out many unfamiliar words accurately. • Read accurately words of two or more syllables that contain the same GPCs as those taught. • Answer questions on what has been read in discussion with the teacher and make simple inferences. • Identify some words and phrases they like and begin to say why. • Use personal experience to connect with texts • Begin to comment on language choices. • Work out meanings of new vocabulary from context. **KPIs On-track for Greater Depth (GDS)** • Discuss favourite words and phrases and give reasons for the choice. • Predict what might happen with responses linked closely to the story characters, plot and language read so far. • Explain how non-fiction books are used. • Can independently identify key features and use these to help find information. • In a book they can read independently explain what has happened so far, answer questions and make simple inferences.	**KPIs On-track for Expected Standard (EXS)** • Read purple / gold banded books with 90% accuracy without overt sounding out. • Independently recount the main events in the stories covered over the term. • Identify key features of instructional texts. • Identify key features of recount texts. • Read most common exception words. • Read most words containing common suffixes. • Comment on language choices and the effect on the reader. • With scaffolding and prompts comment on the effect of different sentence types and punctuation. • Discuss their favourite words and phrases and give reasons for their choice. • Predict what might happen with responses aligned closely to the story characters, plot and language read. • Work out meanings of some new vocabulary from context and knowledge. • Make plausible inferences based on a single point of reference in the text. • Recognise patterns of literary language. • **KPIs On-track for Greater Depth (GDS)** • Independently identify key features of instructional texts and different forms of recount texts and explain the purpose of the features. • Recognise when reading does not make sense and self-correct without undue hesitation • Demonstrate understanding of what they have read by inferring and confidently and accurately drawing on what they already know or on background information and vocabulary provided by the teacher. • Use evidence including quotations from or references to text • Comment and explain the effect of different sentence types and punctuation on the reader. • Comment on language choices, reasoning about their use. • Show some awareness that writers have viewpoints.	**KPIs Expected Standard (EXS)** • Read Gold + banded books with 90% accuracy without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words. • Read accurately most words of two or more syllables • Sound out most unfamiliar words accurately, without undue hesitation. • Read most words containing common suffixes. • Read most common exception words. • Answer questions and make some inferences. • Explain what has happened so far in what they have read. • Identify and explain features of persuasive texts and recounts. **KPIs Greater Depth (GDS)** • Confidently, accurately and fluently read Gold+ books. • Use knowledge of phonics and morphology effectively to read challenging, unfamiliar words. • Uses effectively intonation and expression to reflect the comprehension of what is read. • Read independently and make inferences from the text. • Make a plausible prediction about what might happen based on what has been read so far. • Make links between the book they are reading and other books they have read, drawing on themes, characters and events to illustrate comparisons. • Demonstrates breadth and depth to vocabulary. • Reason about what is read including grammar and vocabulary choices describing the impact on the reader.

Year 2

Keynote from National Curriculum for Year 2 Teachers: The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

Autumn	Spring	Summer
Physical Oracy: • Speak clearly and confidently with appropriate volume and pace in a range of contexts. • Gestures start to become increasingly natural to support speech e.g. gesturing towards someone if referencing their idea. • Use body language to show active listening and support meaning when speaking e.g. nodding along, facial expressions. **Linguistic Oracy:** • Speaking in sentences using joining phrases to create longer sentences. Through encouragement to use conjunctions and sentence stems in speech and writing. • Adapt how to speak in different situations according to the audience. • Use sentence stems to signal when they are building or challenging others' ideas in groups.	**Cognitive Oracy:** • Ask questions to find out more about a subject • Build on others' ideas in discussions • Make connections between what has been said and their own and others' experiences	**Social & Emotional Oracy:** • Start to develop an awareness of audience e.g. what might interest a certain group • Start to show awareness of others who have not spoken and invite them into the discussion e.g. saying their name, asking them a question, turning to them • Recite/deliver short pre-prepared material to an audience

Language progression Year 2

Language of comparison, comparing and contrasting	Language of deduction, making an assumption based on prior knowledge	The language of description & describing	The language of argument Agreement and disagreement	Language of evaluation Evaluative Talk	Language of Hypothesis	Language of Explanation Explaining	The language of retelling	Language of Prediction	Language of sequencing
They are the same because… They are similar because… They are different because….is…and…is… They are alike because they are both… It feels different because this one…and that one…	Say how the characters feel and explain why. I think that…because… This happened….because… I know this… What do you think happened? How do you know that…?	It / This is….and.. This has …and … The…is…and… They are……and… I feel…because… This is a big, round, red, beach ball	No because… Yes because… I agree / disagree because… I think…because… and also because……. However…Also…	I think my……. /book is….because…… Next time I could…… I found…hard/easy because… I like / dislike…because …. It was interesting because… I like this because… I like the part where…because …. What I found hard about this work was… I found this piece of work hard/easy because…	I think this…because… I know this, so I think … This will happen because…	I…because… When I …because… After I…… The…because … We/They…because… How…Why…Where…When	My partner said… First, Next, Then, After that, Finally… At last … Suddenly … 'What happened next?' 'What did…?'	…same… …similar… …different… I think….because… I predict that… because… I think they will be alike because they are both……	First… (First put the hat on) Next…… After that……… Finally…… Last of all…

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Books/ Stimulus The Lonely Beast The BFG The Tin Forest The Snowman Little Red Riding Hood West Boldon Lodge Visit Brazil topic from Geography Oliver and the Seawigs Wing – Literacy shed Pinocchio	**Narrative: The Lonely Beast** To write a story in four parts, in the first person, with a definite ending. **Transform for GDS** Change into a third person story. **Play script : Little Red Riding Hood** Change a narrative into a play script to perform.	**Narrative: The BFG** To write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included. **Transform for GDS** Revise how the sequence of the story is expressed Through conjunctions, adverbs and prepositional phrases.	**Narrative: Pinocchio** Re-tell or write their own story varying voice and intonation to create a specific effect in the audience and sustain interest. **Transform for GDS** Include dialogue to set the scene and present characters. Develop writing with a clear sense of purpose and intended effect on the reader	**Narrative: Oliver and the Seawigs** To write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward. **Transform for GDS** Revise one section of the story i.e. "problem". Use words and phrases to capture the readers' interest and imagination and select verbs carefully to describe actions,	**Narrative: Fairy tales** Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs of time. **Transform for GDS** Include detailed description of setting and time by using expanded noun phrases to give precise detail. **Instructions** Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience.	**Narrative: The Present** Write a story where dialogue is the drive to move the story on. **Transform for GDS** Revise the dialogue to provide strong characterisation. **Poetry (performance): Summer** Preparing poems and play scripts to read allow and to performing showing understanding through intonation tome volume and action.
Fairy tales, sleeping beauty, jack and the beanstalk Exploring school grounds Plants science topic The Present – Literacy shed Seasons – Summertime	**Review Year 2 learning** Recap previous learning to establish gaps in learning – formative assessment.	**Non-chronological Report : Brazil** Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing. **Transform for GDS** Change the form of the non-chronological report so there is a change in structure and language features **Recount: West Boldon Lodge** Write a narrative recount in role. Write about a real experience.	**Poetry: Wing, Literacy shed** Listen to and discussing a wide range of, poetry, discussing words and phrases that capture the reader's interest and imagination. Recognising different forms **Journalistic writing: Pinocchio** Children write a newspaper report including direct speech	**Non-chronological report: Exploring school grounds** Write a non-chronological report about a subject researched in a specific form e.g. leaflet **Transform for GDS** Compare the subject in the leaflet to another similar subject using language of comparison and contrast.	**Explanation: Plants** Write a series of extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and sufficient details are included. **Transform for GDS** Provide a clear audience for the explanation adding appropriate diagrams / flow charts and vocabulary choices to support the explanation for the specific audience.	**Persuasion: Link to curriculum area of your choice** Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader. **Transform** Change the viewpoint of the author, selecting vocabulary appropriately.

Year 3

Year 3	Autumn	Spring	Summer
Writing Assessment Key Performance Indictors	**KPIs On-track for Expected Standard (EXS)** • Write a four part story with strong ending. • Some use of inverted commas to mark direct speech • Maintain writing in the 1st person • Write a recount of an event in chronological order, expressing time, and place and cause using conjunctions, adverbs and prepositions. • Show some awareness of different sentence openers including adverbs. • With support begin to use paragraphs to organise ideas. • Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession • Apply and spell correctly all Key Stage 1 spelling rules and those from Year 3 covered so far • Use diagonal and horizontal strokes needed to join letters in some of their writing **KPIs On-track for Greater Depth (GDS)** • Independently choose and know what to adapt and include when changing the form of writing. • Maintain writing in the 1st and 3rd person. • Include additional features for the form and audience of the writing. • Independently and accurately use the full range of punctuation taught at Key Stage 1 and in year 3 and proof-read to make corrections.	**KPIs On-track for Expected Standard (EXS)** • Re-tell or write own story varying voice and intonation to create effects and sustain interest • Write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward. • Write a formal information piece with a specific audience and specific form • Organise paragraphs around a theme • Use heading and sub-headings to aid presentation • Begin to use joined writing throughout independent writing • Begin to experiment with figurative language • Write a series of extended sentences to explain a process • Use some words that capture the reader's interest, imagination and create a specific effect on the reader • Use inverted commas to punctuate direct speech • Capital letters, full stops, question marks and exclamation marks used mostly correctly. **KPIs On-track for Greater Depth (GDS)** • Use dialogue to support characterisation and set the scene to a story. • Apt use of vocabulary especially verbs • Independently choose and know what to adapt and include when changing the form of writing. • Inverted commas used mostly accurately • Use the language of comparison and contrast in report writing Evaluate own writing against the purpose, text structure, audience	**KPIs On-track for Expected Standard (EXS)** • Write a story that has a problem and a resolution and where dialogue is beginning to move the story on. • Write increasingly complicated instructions with a clear audience ensuring they can be easily followed. • Present a persuasive point of view in the form of a letter • Plan with a clear purpose, audience and form • Express time, place and cause using conjunctions • Independently organise paragraphs around a theme • Use expanded noun phrases to add detail and precision to writing • Capital letters, full stops, question marks, commas in a list and apostrophes for contraction are mostly correct, with very few errors. • Use inverted commas to punctuate direct speech • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly • Use joined writing throughout independent writing • Proof-read for spelling and punctuation errors making corrections and revisions to own writing. **KPIs On-track for Greater Depth (GDS)** • Explore a range of organisation devices depending on the form and purpose of the writing • Select precise vocabulary based on the audience and style of writing • Use dialogue to provide additional characterisation, using sparingly so it effectively adds detail to the writing • Use a wide range of co-ordinating and subordinating conjunctions with and across sentences.

Year 3	Autumn	Spring	Summer
Reading Assessment Key Performance Indictors	**KPIs On-track for Expected Standard (EXS)** • Apply the knowledge of morphemes to read aloud and attempt to make sense of the new words. • Use dictionaries to check the meaning of words. • Identify key words to look for when scanning a text to find information. • Infer characters thoughts and feelings. • Ask questions to improve understanding of the text. • Read exception words. • Recognise and discuss key themes and conventions. • Use scanning to identify the main purpose of text. • Discuss the purpose of dialogue in narratives. • Identify the narrator's voice. • Identify different parts of a story structure. • Identify causal language and discuss with an appropriate context. **KPIs On-track for Greater Depth (GDS)** • Read aloud accurately and make sense of new words with confidence. • Begin to understand what the writer is implying in a text. • Identify main ideas from more than one paragraph. • Discuss how the sequence of the story is expressed e.g. through conjunctions, adverbs and prepositional phrases. • Explain and reason about how vocabulary and grammar choices change when the form of the writing is changed with reference to audience and levels of formality. • Identify wider features within a genre and explain their purpose.	**KPIs On-track for Expected Standard (EXS)** • Apply the knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words. • Read further exception words with unusual correspondences between spelling and sound. • Purposefully skim and scan a text to retrieve key information • Use dictionaries to check the meaning if words and explain the meaning of these words in context • Infer a character's thoughts and feelings and feeling and justify their views. • Draw a straightforward inference from independent reading beginning to explain thinking and returning to the text to support opinion. • Identify language and structural features that create specific effects on the reader. • Explain how dialogue is used to support characterisation. • Identify how writers express a dilemma within a story. • Explain features of non-chronological reports in a specific form e.g. leaflets and consider their purpose. **KPIs On-track for Greater Depth (GDS)** • Confidently identify and discuss themes and conventions in texts read. • Use dictionaries to check the meaning of words and explain the meaning of these words in multiple contexts. • Identify author viewpoint with reference to the text. • Predict what might happen from details stated and attempt to predict from details implied. • Discuss and reason about how language is used to capture the reader's interest and create emphasis, humour, atmosphere or suspense. • Begin to reason about how language and punctuation help to create specific effects on the reader. • Explain how writers use different types of verbs to describe actions, thoughts and feelings. • Identify language of comparison and contrast.	**KPIs Expected Standard (EXS)** • Apply knowledge of root words, prefixes and suffixes to both read aloud and to understand the meaning of new words. • Read a range of exception words with confidence, explaining the links between spelling and sounds where these occur in the word. • With some independence can skim and scan to retrieve information from a text. • Draw inferences from reading with some reference to the text. • Understand how writers use figurative and expressive language to create images and atmosphere, describing the effect on the reader. • Predict what might happen from details stated and attempt to predict from details implied. • Identify words and phrases that support additional detail for the reader or provide precise information; discuss the effect of these on the reader. • Identify the structure of a story noting how paragraphs are structured to support cohesion. • Identify and explain how dialogue is used to create characterisation and move the story on. **KPIs Greater Depth (GDS)** • Confidently draw inferences from independent reading and justify opinions with evidence from the text. • Justify views about a text using reasoning and explanation skills. • Justify inferences made about character's thoughts and feelings by referring to and explaining both implicit and explicit information. • Identify and reason about distinctive language, structural and presentational features and demonstrate how these help the reader draw meaning from the text or help to structure the text. • Identify and explain the viewpoint of the narrator or writer. • Reason about the effectiveness of persuasive language and persuasive techniques.

Year 3

Keynote from National Curriculum for Year 3 Teachers: In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

Autumn	Spring	Summer
Physical Oracy: • Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas. • Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk. • Consider position and posture when addressing an audience. **Linguistic Oracy:** • Be able to use specialist language to describe their own and others' talk. • Use specialist vocabulary e.g. speak like an archaeologist. • Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.	**Cognitive Oracy:** • Offer opinions that aren't their own e.g. taking on the role of … • Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve through the introduction of Talk Detectives • Reach shared agreement in discussions	**Social & Emotional Oracy:** • Speak with confidence in front of an audience • Begin to recognise different roles within group talk e.g. chairperson • Adapt the content of their speech for a specific audience

Language progression Year 3

Language of comparison, comparing and contrasting	Language of deduction, making an assumption based on prior knowledge	The language of description & describing	The language of argument Agreement and disagreement	Language of evaluation Evaluative Talk	Language of Hypothesis	Language of Explanation Explaining	The language of retelling	Language of Prediction	Language of sequencing
… and…are both… …and…..are alike in that…… …...and…..are similar because …. …and….are different in that…. …is…but……is… … …..is…but…is…… ……is……while… ….is…..	I conclude that……because ……… I found that………becaus e……… As a result of………. I conclude that…… After looking at the data/information /results I conclude that………. On observing I found that………………	It looks/feels/soun ds/smells like………………… …. It appears to be……because… … It seems to be……as…………. I think it looks like…due to……… It reminds me of …because / therefore / meanwhile…… Why? How/? What? Tell Me About…	An argument for is………. Because….. An argument against is……because…. . I understand however / due to / but / therefore ……… I accept your decision however I feel / believe….. Because / as / due / to……	I found this work……because …… Next time I could/would…… …… Maybe you could try…… / I feel that… I enjoyed it because……. ……….was successful / ambitious because… You could improve this work by…………	Because I know that…… I know that……………… …. Due to this……………. I know that…	How…………… …… Why………… Where…… When………… ……… What………… … After…………… ……… Then / As a result of / Later / because….	Once upon a time…… Once there was… As a result of……… Meanwhile…… I remember that………. Then this happened…… Later on………. Eventually ……. Unfortunately… ……. Luckily……. During………. Lastly……… In the end….. To conclude / In conclusion……… ………	I predict that…because…how ever/meanwhile/ther efore/also…… I predict that……after………… I predict that…………as a result of…… This is probable because…… ……….and………are different in that…………therefor e as a result…….. After…………. I predict that……………. The outcome will be……because… What do you think? How did you come to that prediction?	First………..becau se……… Next…………ho wever…… Then…………the refore……… Finally/Eventuall y/Lastly… because…

Year 4	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
Classic Narratives Theseus And the Minotaur, Perseus **Narrative Texts** The Iron Man, the Sharman's Apprentice, The Great Kapok Tree, the Vanishing rainforest **Graphic Novels and Picture books** Leon and the Place in between, Mouse, Bird, snake, wolf **Well-loved Narratives** Charlotte's Web **Poetry** The Grinch **Non – Fiction Texts** Rivers Research on Climate Change The Romans	**Narrative – Greek Myth** To plan and write their own version of a familiar story with a focus on varied and rich vocabulary identifying stages in the telling; introduction, build-up, climax or conflict, resolution. **Transform for GDS** Add character descriptions designed to provoke sympathy or dislike in the reader. **Recount – Newspaper The Iron Man** Write a recount in the form of a newspaper Use direct quotes, linking paragraph together appropriately. **Transform for GDS** Make a change to the audience or form and chose what text and language features to use.	**Narrative – The Grinch** Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution. using figurative language to evoke mood and atmosphere **Transform for GDS** Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader. **Persuasion – Climate Change** Write a letter focussing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices **Transform for GDS** Change the letter into a different form e.g. Poster to non – chronological report organisational devises, use of vocabulary and linguistic devices	**Narrative – Leon and the Place in between** Plan a complete story focussed on organisational devices eg. Repeated words and phrases, adverbial phrases and use of pronouns. **Transform for GDS** Change the narrative voice or write from two perspectives. **Non- chronological Report – The Romans** Write a report with a clear audience and specific form. **Transform for GDS** Explore and manage the shifts between past and present within the report and transform by changing the form, style or audience - webpage **Instructions – Roman Roads** Write a set of instructions.	**Narrative - Rainforests** Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere **Transform for GDS** Transform the narrative through a change in atmosphere, varying the vocabulary to support it. **Explanation - Lifecycles** Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience. **Transform for GDS – The digestive system** Write same explanation in an informal style noting change of audience and form to suit this text.	**Narrative – Charlotte's Web** Write in role as a character from a story. **Transform for GDS** Change the narrative voice or write from two perspectives. **Non-chronological report** Plan, compose, edit and refine a non-chronological Write a report based on their own notes taken from several sources. **Transform for GDS** Turn the report into a clear form with a different audience e.g. Fact file, webpage, entry into non-fiction book.	**Narrative – Mouse, Bird, Snake Wolf** Plan and write a story with a strong central character using "show not tell" techniques to provide information to the reader about that character. **Transform for GDS** Develop additional characters and add detail to settings and figurative language to evoke time, place and mood. **Recount** Write a recount in the 1st person with a clear audience and form **Transform for GDS** Same recount in a different form and style e.g. Recount events as a diary.

Year 4

Year 4	Autumn	Spring	Summer
Writing Assessment **Key Performance Indictors**	**KPIs On-track for Expected Standard (EXS)** • Plan and write their own version of a familiar story with a focus on varied and rich vocabulary • Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution. • Write a recount in the 1st person with a clear audience and form • Write a recount in the form of a newspaper report. • Organise into paragraphs around a theme and for different sections of a story. • Include descriptive and expanded noun phrases to evoke setting and make it more vivid • Use of varied and rich vocabulary drawn from reading • Begin to use fronted adverbials • Use inverted commas accurately to punctuate direct speech • Begin to use sentences with more than one clause • Spell some words from Year 3/4 correctly and spell words in contracted form correctly • Consistently use joined writing **KPIs On-track for Greater Depth (GDS)** • Use character descriptions designed to provoke sympathy or dislike in the reader • Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader. • Adapt, or maintain writing in the 1st and 3rd person. • Select form of writing and make vocabulary and grammar choice based on audience	**KPIs On-track for Expected Standard (EXS)** • Plan a complete story focussed on organisational devices • Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere. • Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience • Write a report with a clear audience and specific form • Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose • Use inverted commas accurately and other speech punctuation to punctuate direct speech mostly accurately • Use present, past, progressive and perfect tense verb forms mostly accurately • Use pronouns and nouns to aid cohesion and avoid repetition • Confidently use fronted adverbials using a comma after the fronted adverbial • Begin to use relative clauses • Develop the use of sentences with more than one clause **KPIs On-track for Greater Depth (GDS)** • Write effectively for the purpose and audience, selecting language that shows good awareness of the reader • Independently choose to use a range of organisational and cohesive devices to help structure texts • Use a range of conjunctions to support cohesion within writing • Adapt style of writing based on a change to audience and form. • Select own success criteria • Explore and manage the shifts between past and present tense appropriately within information texts. • Use a range of descriptive techniques to manage changes in mood and atmosphere.	**KPIs On-track for Expected Standard (EXS)** • In narratives, write in role and describe settings and characters using "show not tell" techniques • Write a comparative report based on their own notes taken from several sources. • In persuasive writing, use exaggerated claims, tactics for grabbing attention and a range of linguistic devices g. puns, alliteration, invented words • Use a range of devices to structure the writing and support the reader based on the form and purpose. • Use the full range of punctuation taught in KS1 and so far in KS 2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas) • Use fronted adverbials including the correct use of a comma • Develop the use of sentences with more than one clause by using a wider range of conjunctions • Effectively use conjunctions, adverbs and prepositions to express time, cause and place • Spell correctly most words from the year 3/4 spelling list • Use joined-up writing throughout all independent writing • Make simple additions, revisions and proof-reading corrections to their own writing **KPIs Greater Depth (GDS)** • Independently plan and write for a range of purposes making choices about content, grammar, vocabulary and style of writing based on the audience and form. • Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood. • Consistently use dialogue sparingly so that it effectively adds detail to the writing and support characterisation • Consistently use a range of conjunctions to support cohesion • Use a range of precise vocabulary • Consistently produce legible joined handwriting • Evaluate and re-draft own writing, proposing changes to grammar and vocabulary

Year 4	Autumn	Spring	Summer
Reading Assessment Key Performance Indictors	**KPIs On-track for Expected Standard (EXS)** • Use knowledge of a range of root words, prefixes and suffixes to identify the meaning of unfamiliar words. • Discuss the meaning of new or unusual words in context. • Use skimming to identify main ideas and topic sentences within paragraphs, highlighting key information. • Scan a text to identify words or phrases that capture their interest and imagination, begin to explain why. • Explore how character descriptions are designed to provoke a response to the character. • Identify how rich and powerful language is used in the model text. • Explore and discuss how sentence structure and different sentence types create different effects on the reader. • Identify persuasive techniques and devices and discuss their impact. **KPIs On-track for Greater Depth (GDS)** • Discuss how shades of meaning can affect understanding. • Explore the origins of words within texts read. • Demonstrate understanding of figurative language. • Explain how descriptive techniques provoke responses. • Discuss and explain how language and vocabulary choices change when there is a change to the audience or form of the writing.	**KPIs On-track for Expected Standard (EXS)** • Use knowledge of root words, prefixes and suffixes to understand new words. • Use their understanding of unusual spelling-sound correspondences to choose the most appropriate pronunciation of a word. • Explain the meaning of words in more than one context. • Use skimming to identify main ideas within a paragraph and begin to summarise. • Comment on how writers use conventions to engage the reader. • Identify techniques writers use to create mood and atmosphere. • Use scanning to locate key information efficiently, for a purpose. • Draw inferences from independent reading using the text to justify responses. • Predict what might happen from both details stated and those implied. • Identify techniques and vocabulary choices to create an impersonal style to writing. **KPIs On-track for Greater Depth (GDS)** • Reason about words with reference to relationships between words. • Identify words and phrases with similar meaning. • Confidently and independently draw inferences from the text and justify opinions with evidence from the text. • Explain figurative language making links to other words and phrases. • Identify and explain different cohesive and organisational devices in fiction and non-fiction. • Identify how writers shift between past and present tense and the purpose of this. • Explain how vocabulary choices can impact on the mood, atmosphere and style of writing.	**KPIs Expected Standard (EXS)** • Decode most new words outside known vocabulary, making a good attempt at the word's pronunciation. • Independently identify and discuss many themes and conventions. • Explain how the same word can have different meanings in different contexts, identifying a word and give alternative meaning for it. • Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence. • Use skimming and scanning to identify main ideas from more than one paragraph and summarise the content of these. • Explain about how writers use different techniques to engage the reader. • Identify how features, structure and presentation contribute to meaning in fiction and non-fiction. • Understand and explain the difference between what is written and what is implied in a text. • Identify when a writer has used "show not tell techniques" and begin to explain how this impacts on the reader. • Scan a text to identify language used for comparison and contrast. **KPIs Greater Depth (GDS)** • Reason about words, explaining meaning in multiple contexts with reference to shades of meaning. • Identify words and phrases with similar meaning reasoning about the effectiveness. • Explain and reason about how writers use a range of literary techniques to create specific effects on the reader with reference to vocabulary and grammar. • Reason about the use of figurative language, the purpose of it and the effect it has on the reader. • Identify and discuss the narrative voice when there is more than one. • Explain the wider features of different genres and explain their purpose.

Year 4

Keynote from National Curriculum for Year 4 Teachers: In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

Autumn	Spring	Summer
Physical Oracy: • Deliberately select movement and gesture when addressing an audience. • To use pauses for effect in presentational talk e.g. when telling an anecdote or joke. • Use the appropriate tone of voice in the right context. **Linguistic Oracy:** • Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain	**Cognitive Oracy:** • Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event • Ask probing questions • Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets	**Social & Emotional Oracy:** • Use more natural and subtle prompts for turn taking • Start to develop empathy with an audience • Consider the impact of their words on others when giving feedback

Language progression Year 4

Language of comparison, comparing and contrasting	Language of deduction, making an assumption based on prior knowledge	The language of description & describing	The language of argument Agreement and disagreement	Language of evaluation Evaluative Talk	Language of Hypothesis	Language of Explanation Explaining	The language of retelling	Language of Prediction	Language of sequencing
……and….are both…… ……and……are alike in that……… …….and………are similar because… ……..and……have the following points in common: ……… One similarity between ……….and ……. .is that……… Another is…… A further………One difference is…… A further difference………	In conclusion, I would say that……… due to the fact that………….. My results make me think that……… because……… …………… Having analysed the data, I conclude that…………… ………	It looks / tastes / feels / sounds / smells like …… It appears to be…because… It seems to be like…….because…… I think it looks like……because……. It reminds me of……because……. Why? How? What? Tell Me About…	An argument for ….is…..because….and…. An argument against…… Is…….because…………and ………. I understand…. That….depending on the content but would argue…. I understand your point of view, however I disagree because…….	I enjoyed……… ……because… …………… …..was successful / ambitious because… You could improve this work by………… Maybe you could try…………… …. Next time I / you could / would……….	Because I know that ice melts, I know that… Maybe it's because …… Due to the fact that……I know that……will happen	How……… Why……… Where…… When…… What……After… Then / As a result of / Later / Meanwhile / Furthermore / Eventually / In contrast to / Because	In the beginning…… Subsequently …. On the other side of the forest…… Back at home ………. I remember that…………… With hindsight……… Reflecting upon………… In the event that…Lastly….. In the end……… To conclude / In conclusion / To sum up……	I predict that……..because …….however… Due to the fact that…(extension of because) As a result of…………………….. this will happen because…………… …. All events lead on to……because…… Because…and…are similar, I predict that…will happen. The outcome will be……due to…… Based on…….I predict that…… After hearing all the evidence, I think that…….. will happen	Whilst X was………. Y was…………D uring X – Y happened. Initially the……… were…… However……

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Books/ Stimulus Holes by Louis Sachar Cosmic Disco poetry Floodlands by Marcus Sedgwick Home Alone film Superheroes range of stimulus: books, Titanium music video and lyrics etc. Science topic: Living things and their habitats Grandpa's Great Escape by David Walliams Geography unit: Volcanoes Stay Where You Are Then Leave by John Boyne News wise external agency Kensuke's Kingdom by Michael Morpurgo History unit: Roker pier and beach	**Narrative: Holes** Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense. **Transform for GDS** Change the story to focus on a different technique looking at how the language choice changes.	**Narrative: Floodlands** Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases. **Transform for GDS** Adapt the story for a different audience aiming for consistency in character and style	**Narrative: Superheroes** Write a five part story using language to evoke mood and atmosphere and develop characterisation. **Transform for GDS** Change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere	**Narrative: Grandpa's Great Escape** Plan and tell a story to explore narrative viewpoint eg. Retell a familiar story from the point of view of another character. **Transform for GDS** Change the story to show parallel narrators where events are portrayed simultaneously.	**Narrative: Stay Where You Are Then Leave** Plan and write a non – linear story eg. Flashbacks, parallel narrators. Experiment with different formalities for different shifts. **Transform for GDS** Use the non-linear structure to show changes in atmosphere and mood.	**Narrative: Kensuke's Kingdom** Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward. **Transform for GDS** Add an additional narrative voice demonstrating a change in formality.
	Poetry: Cosmic Disco Plan, compose, edit and perform a poem/poems focusing on projecting their voice to a large audience. Ensure features of a specific type of poem are applied and language and grammatical features are used appropriately. **Transform** Explicitly consider the words and phrases used to express their ideas and how this supports the purpose of poetry	**Recount: Home Alone** Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required. **Transform** Write the same recount for two or three audiences, appealing to each one through managed shifts of formality.	**Non-chronological Reports: Animal fact file (linked to Science topic)** Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness. Ensure features of a specific form are applied and language and grammatical features are used appropriately for a specific audience. **Transform** Consider how another genre can be placed within the text with a shift of formality e.g. instructions or explanation embedded within the report.	**Explanation: Volcanoes** Plan, compose, edit and refine an explanation text; focussing on clarity, conciseness and impersonal style. **Transform** Transform the explanation or part of the explanation to a mixture of styles based on multiple audiences	**Journalistic: News wise** Write a journalistic report with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity. **Transform** Change to a police report (change point of view)/ first person recount with choices for the reader to refer to different sections. Interweave the use of diagrams and illustrations to show shifts in formality. Independently choose to use apt structural, vocabulary and grammar choices based on the form and audience.	**Persuasion: Save our beach (linked to local History unit)** Produce a piece of persuasive writing for different audiences, shifting levels of formality across the pieces e.g. an informal speech followed by a formal speech on the same subject. **Transform** Transform the piece into a persuasive letter with the shifts of formality embedded within it by focussing on use of vocabulary or adding quotes or references

Year 5	Autumn	Spring	Summer
Writing Assessment **Key Performance Indictors**	**KPIs On-track for Expected Standard (EXS)** • Use literary devices such as repetition, alliteration, "rule of three", humour and suspense in both narrative and poetry • Begin to use dialogue to convey character and advance the action • Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs • Write in the style of a particular author, organising writing into chapters, extend ways to link paragraphs using adverbs and adverbial phrases. • Write a recount with a specific form and audience • Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience. • Experiment with a range of expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones **KPIs On-track for Greater Depth (GDS)** • Independently adapt language choices based on the audience and the intended impact on the reader. • Write for more than one audience, managing changes in content, features and levels of formality. • Embed one text-type within another, controlling the writing and maintain the overall purpose. • Use a wide range of clause structures, sometimes varying their position within a sentence	**KPIs On-track for Expected Standard (EXS)** • Plan and write a five part story with clear awareness of the effect on the reader, using language to evoke mood and atmosphere and develop characterisation, drawing on reading to support vocabulary choice and style • Write a familiar story from another character's point of view • Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness. • Effectively use dialogue to convey character and advance the action. • Write an explanation text with a wide range of presentational and organisational devices • Use a wide range of presentational and organisational features to structure texts specific to the form and audience. • Begin to adapt writing based on a change in the audience. • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs • Use commas to clarify meaning and avoid ambiguity • Use a range of punctuation from KS 2 including brackets, dashes, commas, semi-colons and colons. • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Yr3/Yr4 and some Yr5/6 • Consistently produce legible joined handwriting **KPIs On-track for Greater Depth (GDS)** • Develop writing into a parallel narrative telling same events from two points of view. • Start to build cohesion within a paragraph e.g. some use of pronouns, conjunctions and reference chains. • Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing • Independently enhance the effectiveness of writing through reading, evaluating and re-drafting • Use the full range of punctuation taught correctly and appropriately • Evaluate and edit own and other's writing against a set of criteria generated themselves and drawn from reading.	**KPIs Expected Standard (EXS)** • Write with a clear narrative voice • In writing narratives describe, setting, character and atmosphere using a range of descriptive devices e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia, simile, metaphor, personification, hyperbole and symbolism. • Write with a non-linear structure: flashbacks or parallel narrators • Plan, compose, edit and refine a persuasive text; presenting detailed points and showing good awareness of the reader • Plan, compose, edit and refine a journalistic text showing good awareness of the reader • Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary • Use dialogue to convey character and advance the action. • Use preposition phrases and expanded noun phrases to add detail, qualification and precision • Build cohesion within and across a paragraph using a range of devices. • Spell correctly many words from Yr5/6 • Consistently produce legible joined writing **KPIs Greater Depth (GDS)** • Choose to combine text-types to support overall effectiveness of the writing. • Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices. • Select precise vocabulary and grammatical structures • Make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader • Use the full range of punctuation taught correctly and appropriately • Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis. • Develop own success criteria and makes choices on audience and form of writing.

Year 5	Autumn	Spring	Summer
Reading Assessment Key Performance Indictors	**KPIs On-track for Expected Standard (EXS)** • Apply knowledge of morphology and etymology to read aloud, working out unfamiliar words and sometimes making sense of new words. • Make comparisons between books, making links between themes, events and characters. • Scan a text to identify a word or phrase from reading and give alternative meaning for it. • Identify language, including figurative language the writer has chosen for impact and discuss and evaluate the impact on the reader. • Provide reasons for views about texts read. • Deduce characters' thoughts, feelings and motives for their actions • Identify and discuss writer technique such as repetition, recap, alliteration, onomatopoeia to create a specific effect such as humour and suspense. • Identify techniques, sentence structure and language techniques that supports precise and concise presentation of information in report writing. **KPIs On-track for Greater Depth (GDS)** • Explain similarities and differences between texts linked to themes and conventions. • Explain the meaning of words in different contexts. • Evaluate and reason about how language is used to evoke mood and atmosphere. • Evaluate how the writer has carefully considered the audience. • Explain the purpose of mixed-genre writing, explaining the techniques that show shifts in formality. • Describe and explain of features of a specific form support the purpose and acknowledgement of the audience.	**KPIs On-track for Expected Standard (EXS)** • Read aloud and understand the meaning of new words met, applying growing knowledge of morphology and etymology across a wide range of texts. • Decode most new words outside spoken vocabulary, making a good attempt at the word's pronunciation. • Make comparisons within and between books, comparing characters, considering viewpoints of authors and of fictional characters. • Scan a text, identifying themes and conventions. • Explain the meaning of words and phrases in different contexts. • Draw inferences from independent reading and explain thinking, returning to text to support opinions when prompted. • Provide explanations for views held about texts read. • Discuss how effectively the features of a specific form have been applied and how effective the use of language and grammatical features are. • Identify features that demonstrate author style with reference to vocabulary, sentence structure, themes and conventions. • Explore and discuss narrative viewpoint with reference to the text. • Identify the purpose of the presentational and organisational devices in a text. • Discuss vocabulary specifically chosen for clarity. **KPIs On-track for Greater Depth (GDS)** • Explain and reason about how writers use language and literary devices for comic or dramatic effect. • Explain the features that demonstrate author style with reference to vocabulary, sentence structure, themes and conventions. • Explain narrative viewpoint where there is more than one narrator or non- linear structure to the text. • Evaluate the effectiveness of different organisational and presentational devices.	**KPIs Expected Standard (EXS)** • Use knowledge of morphology and etymology to approach new words confidently, finding meaning and pronouncing accurately. • Explain how words and phrases can have different meaning in multiple contexts and the impact of this. • Draw inferences from reading and explain thinking, returning to the text to support opinions. • Use skimming and scanning to identify language and grammar features the writer had used to create specific effects and discuss the impact on the reader. • Identify distinctive language, structural and presentational features and demonstrate understanding of how these help the reader draw meaning from the text. • Justify opinions about texts with confidence. • Deduce characters' feelings, thoughts and motives for actions, and can explain the deduction process. • Identify techniques used to shift formality and evaluate the effectiveness and purpose. • Identify and discuss the effectiveness of words, phrases and sentence structure used for impersonal writing that is concise and clear. • Identify viewpoint in discussion texts and gather techniques for demonstrating the viewpoint. **KPIs Greater Depth (GDS)** • Confidently and consistently make comparisons within and between books discussing themes and conventions. • Confidently and independently draw inferences from texts and justify opinions with evidence from different parts of the text. • Recognise and explain nuances in vocabulary choices. • Identify techniques to show shifts in time and evaluate the use of vocabulary in grammar to demonstrate the shifts. • Identify and describe techniques for showing shifts in formality. Evaluate the effectiveness of the techniques. • Identify and discuss how a writer has appealed to more than one audience within one text.

Year 5

Keynote from National Curriculum for Year 5 Teachers: During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.

Autumn	Spring	Summer
Physical Oracy: • Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story. • Project their voice to a large audience. • Gestures become increasingly natural. **Linguistic Oracy:** • Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions. • Consider the words and phrases used to express their ideas and how this supports the purpose of talk.	**Cognitive Oracy:** • Draw upon knowledge of the world to support their own point of view and explore different perspectives • To be able to give supporting evidence e.g. citing a text, a previous example or a historical event • Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. that might be true, however what do you think about …?	**Social & Emotional Oracy:** • Listen for extended periods of time including notetaking, drawing visual • Adapt the content of their speech for a specific audience e.g. use of humour • Speak with flair and passion

Language progression Year 5

Language of comparison, comparing and contrasting	Language of deduction, making an assumption based on prior knowledge	The language of description & describing	The language of argument Agreement and disagreement	Language of evaluation Evaluative Talk	Language of Hypothesis	Language of Explanation Explaining	The language of retelling	Language of Prediction	Language of sequencing
In some ways….and….are alike. For instance they both… Another feature they have in common is that… Furthermore they are both…… However they also differ in some ways. For example…….while… Another difference is……	The fact is…………… In effect…………… Given that…………then ……… I deduce/deduct… … I have worked out…… In conclusion……… I conclude……	It looks / tastes / feels / sounds / smells like …… It appears to be………because ……. It seems to be like…….because …… I think it looks like………because …… It reminds me of………because ……… Why? How? What? Tell Me About….	In my opinion…… Should be banned. I have two main reasons for believing this. First of all, as I'm sure you'll agree…… My second important reason for wanting to ban……… is that…… Perhaps some people would argue that…… However, I would point out that……… It is clear that a ban on………….would be a great step forward!	My view is that………becaus e…This is supported by the fact that…… In my opinion…… furthermore…… However…… Possible improvements may include…	It is true that……… Can we prove that… In conclusion… I would like to prove / disprove… Perhaps the reason is ……	Because of…… x happened. For example…… In conclusion…… … To begin with……… As a result of…… The reason(s) for……	First, Next, Then, After that, Finally…. 'What happened next?' 'What did….?'	I predict that…………… I believe / I think………might / or………. If………. then…… X has happened, therefore I think……	Meanwhile…… Following this / that……… In the beginning………

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Books/ Stimulus Skellig Black History Month research and stimulus Letters from the Lighthouse Beamish: WW2 Polar Express book Shakespeare: potentially Macbeth Current affairs and children's own views (PSHE links) Alma – Literacy Shed Titanic historical research and documentaries	**Narrative: Skellig** Plan and write a story with a very distinct atmosphere – eg. suspense, panic, humour **Transform for GDS** Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere.	**Narrative: Letters** Plan and write a story with two narrators to tell the story from different perspectives. **Transform for GDS** Independently change the formality of the two narrators so that they contrast. Bring in another narrator (three in total) independently that provides the contrast.	**Narrative:** Shakespeare Change a play into a narrative. Review the story focussing on dialogue being used to develop characterisation and move action forward. **Transform for GDS** Independently focus on the vocabulary and grammar choices to support characterisation demonstrating assured and conscious control.	**Narrative: Alma** Plan and write a non-linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time. **Transform for GDS** Independently use a non-linear structure to show control of formality for different shifts of time.	**Narrative: Titanic** Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere. **Transform for GDS** Independently include dialogue to show shifts of formality; develop character and move the action forward.	**Narrative: Children's choice (link to leavers)** Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader. **Transform for GDS** Write own story that they have always wanted to write!
	Recount: Black History Month Write a biography in a specific form with a clear audience ensuring formality is appropriate **Transform** Independently consider how formality will change when the audience or form is changed	**Non-chronological Report: Beamish WW2** Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page. **Transform** Independently change the report to include managed shifts of formality, appealing to Different/multiple audiences. **Play scripts** Change a book into a play script in order to recite and perform.	**Persuasion: PSHE topic** Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively. **Transform** Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality, e.g. a formal speech with informal features and an informal speech with formal features.	**Discussion: Geography** Write a discussion text in a specific form with a specific audience e.g. documentary, article in a magazine. Use the subjunctive mood to establish formality and an authoritative voice. **Transform** Independently work out how to combine the discussion text within another text type, e.g. within a newspaper report, demonstrating assured and conscious control of formality.	**Explanation: Curriculum focussed** Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader. **Transform** Independently incorporate an explanation within another text type, demonstrating assured and conscious control of formality. Experiment with the form, for example write explanations of real-life situations that are in process e.g. unfolding events in world news.	**Non-fiction (choice)** Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.

Year 6	Autumn	Spring	Summer
Writing Assessment **Key Performance Indictors**	**KPIs On-track for Expected Standard (EXS)** • Integrate dialogue in narrative to convey character and advance the action • In narrative, describe settings and characters building a distinct atmosphere • Write a report with a distinct form and specific audience (e.g. leaflet), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page. • Write a biography in a specific form with a clear audience ensuring formality is appropriate • Use layout devices, such as headings, sub-headings, bullets and tables to structure texts • Write effectively for each purpose and selected audience, showing good awareness of the reader • Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader • Draw on their knowledge of etymology and morphology to support spelling • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly **KPIs On-track for Greater Depth (GDS)** • Write effectively for the purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing • Consciously control the structure of sentences • Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately • Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity • Evaluate, draft and re-draft	**KPIs On-track for Expected Standard (EXS)** • In narratives, describe settings, character and atmosphere • Integrate dialogue in narratives to convey character and advance the action • Use non-linear structures such as: flashbacks or parallel narrators • Write an effective persuasive and discussion text effectively for a specific audience, selecting language that shows good awareness of the reader • Use the range of punctuation taught at key stage 2 mostly correctly • Use verb tenses consistently and correctly throughout their writing • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary. • Maintain legibility in joined handwriting when writing at speed **KPIs On-track for Greater Depth (GDS)** • Use a non-linear structure to show assured and conscious control of formality for different shifts of time • Independently choose vocabulary and language features appropriately for the style and tone of the text • Adapt a piece of writing for different audiences showing awareness of how language, text features and grammar changes • Distinguish between the language of speech and writing and choose the appropriate register • Choose to combine different text types and associated language features for effect and specific purpose • Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity • Independently enhance the effectiveness of writing through reading, evaluating and redrafting	**KPIs Expected Standard (EXS)** • In narratives, describe settings, character and setting using figurative language • Divide narrative into chapters • Integrate dialogue in narratives to convey character and advance the action • Write explanation texts effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • Use the range of punctuation taught at key stage 2 mostly correctly • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Select vocabulary and grammatical structures that reflect what the writing requires (non-fiction), doing this mostly with appropriate vocabulary. • Spell correctly most words from the year 5/6 spelling list, * and use a dictionary to check the spelling of uncommon or more ambitious • Maintain legibility in joined handwriting when writing at speed **KPIs Greater Depth (GDS)** • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing • Distinguish between the language of speech and writing and choose the appropriate register • Exercise an assured and conscious control over levels of formality, particularly though manipulating grammar and vocabulary to achieve this • Use a range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity

Year 6	Autumn	Sping	Summer
Reading Assessment Key Performance Indictors	**KPIs On-track for Expected Standard (EXS)** • Use knowledge of root words, prefixes and suffixes to identify the meaning of unfamiliar words and pronounce them, self-correcting for understanding. • Read aloud with intonation that shows understanding. • Read and give opinions on the fiction and non-fiction read over the term and develop personal preferences for authors and styles of writing. • Make comparisons between play scripts and narrative texts; identify similarities and differences and discuss in the impact on the reader. • Evaluate the effectiveness of dialogue and its purpose within different texts. • Identify techniques and explain how writers create specific atmospheres. • Identify and explain the purpose of different features of different forms of writing and how they appeal to specific audiences. • Give and explain the meaning of words in context. • Skim and scan a text finding evidence quickly. • Retrieve and record information accurately. **KPIs On-track for Greater Depth (GDS)** • Compare the use of features when writing in different formalities and for different purposes and audiences. • Evaluate how effectively the writer has met the purpose of the writing and appealed to the intended audience(s). • Note how the writer has demonstrated assured and conscious control over levels of formality and how this changes when the audience or form is different. • Explain how language choices, sentence structure and grammar will change to change the atmosphere. • Independently use appropriate terminology to discuss texts *e.g. metaphor, simile, analogy, imagery, style and effect* • Explain how meaning is enhanced through choice of words and phrases. • Identify the main ideas within paragraphs and produce a succinct summary.	**KPIs On-track for Expected Standard (EXS)** • Use knowledge of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency. • Clearly identify the most relevant points, including those selected from different places in the text; summarising ideas from more than one paragraph. • Use a range of strategies for working out unfamiliar words including using the context and use of any root words, prefixes or suffixes to help to determine the definition. • Participate in discussion about texts read expressing views and preferences about authors and genres, justifying them with reference to the text. • Identify language, including figurative language the writer has chosen for impact, discuss and evaluate the impact on the reader. • Identify distinctive language, structural and presentational features in persuasive and discursive texts, demonstrating an understanding of how these help the reader draw meaning form the text. • Provide explanations of inferred meanings drawing on evidence across the text. • Predict what might happen from what is stated and implied. • Efficiently skim and scan a text finding evidence at speed. • Identify strategies writers use to demonstrate shifts in time. • Identify and explain persuasive techniques including stylistic and vocabulary choices. **KPIs On-track for Greater Depth (GDS)** • Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them. • Independently make structured responses by stating the point, finding evidence and explaining ideas. • Distinguish opinions and assertions from facts, questioning what they read and looking for evidence to support questions within a text or in footnotes or references. • Evaluate the impact of combining text types and the purpose of doing so. • Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader. • Evaluate the strategies writers use when writing in a non-linear structure, noting the impact on the reader.	**KPIs Expected Standard (EXS)** • Use knowledge of a wider range of root words, prefixes and suffixes to read fluently and interpret new words in the contexts of what is read. • Discuss how reading preferences have developed through experiences of reading a wide range of fiction and non-fiction throughout the year. • Identify distinctive language, structural and presentational features in non-fiction texts, demonstrating an understanding of how these help the reader draw meaning form the text. • Justify views about texts, offering coherent evidence to support it. • Efficiently skim read a text for the main idea. • Efficiently scan a text for specific words and phrases. • Explain how meaning is enhanced through choice of words and phrases. • Explain the meaning of words and phrases in context including archaic language and figurative language. • Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader. • Summarise main ideas, identifying key details and using quotations for illustration. • Retrieve, record and re-cast information from non-fiction. **KPIs Greater Depth (GDS)** • Use implied and multi-layered meaning to predict what might happen. • Reason about the meaning of words and phrases, making links and seeking relationships with other words and phrases to support explanations. • Explain and evaluate how writers and themselves as writers, have effectively demonstrated an assured and conscious control over levels of formality with reference to the manipulation of grammar and vocabulary. • Identify and discuss the tone and register in what is read with reference to the text to justify opinions.

Year 6

Keynote from National Curriculum for Year 6 Teachers: During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.

Autumn	Spring	Summer
Physical Oracy: • Speak fluently in front of an audience. • Have a stage presence. • Consciously adapt, tone, pace and volume of voice. **Linguistic Oracy:** • Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy. • Vary sentence structures and length for effect when speaking. • Be comfortable using idioms and expressions.	**Cognitive Oracy:** • Construct a detailed argument or complex narrative • Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate • Reflect on their own and others' oracy skills and identify how to improve.	**Social & Emotional Oracy:** • Use humour effectively • Begin to be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions

Language progression Year 6

Language of comparison, comparing and contrasting	Language of deduction, making an assumption based on prior knowledge	The language of description & describing	The language of argument Agreement and disagreement	Language of evaluation Evaluative Talk	Language of Hypothesis	Language of Explanation Explaining	The language of retelling	Language of Prediction	Language of sequencing
In some ways………and…. .are alike. For instance they both………… Another feature they have in common is that…………… Furthermore they are both……… However they also differ in some ways. For example………… while……… Another difference is that…….whereas …. Final…but…. The similarities/differences seem more significant that the similarities/differences because…….	The facts lead to………… Based on…………… Been lead to the conclusion that… The evidence leads to………… Having considered……… This infers that……	In comparison to………… Idioms e.g. Peas in a pod Develop / Introduce metaphors and similes.	On the one hand…… But… Convince me that…………… I am convinced……… Given that………	My view is that……………… In my opinion………… This is supported by the fact that……. Furthermore…… however… Possible improvements may include……… Or alternatively…	Based on the evidence I have been presented with, I can conclude……… … Taking everything into account…… Having analysed…… Having pondered……… If we accept this hypothesis, what else will be true? Given this, it is likely that ………	……Such as ……… Due to……x has / is……In summary…… Owing to………x has / is…… This has altered… Evidently…	First, Next, Then, After that, Finally…. 'What happened next?' 'What did….?' In summary……… The consequence of….	In light of……I predict… There is a high / low probability… The chances of/The likelihood of/ Due to the fact that/Upon consideration of the relevant factor	Whilst X was………. Y was…………Durin g X – Y happened. Initially the……… were…… However……