

# Carr Mill Primary School English Map for Year 1

## Reading and Writing Grammar to teach in relation to:

Word Structure	Sentence	Text Structure	Terminology/Vocab	Punctuation
<p>Spell and read</p> <ul style="list-style-type: none"> <li>Regular <b>plural noun</b></li> <li><b>suffixes</b> –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</li> <li><b>Suffixes</b> that can be added to <b>verbs</b> (e.g. <i>helping, helped, helper</i>)</li> <li>How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</li> </ul> <p><b>Respond speedily with the correct graphemes for all 40+ phonemes including alternative sounds.</b></p> <p><b>Read common exception and unfamiliar words.</b></p> <p><b>Read words containing the above.</b></p> <p><b>Read words of more than one syllable.</b></p>	<p>Write a simple sentence that can be re read by the child. (word correlation) How <i>and</i> can join <b>words</b> and join <b>sentences</b>.</p> <p><b>Recognise a sentence in a text; Read simple sentences and say what it means.</b></p> <p><b>Check that a sentence makes sense.</b></p>	<p>Sequencing <b>sentences</b> to form short narratives- simple structure- beg, middle, end.</p> <p><b>Know the difference between fiction/non fiction inferring what characters might be like from what they say and do</b></p> <p><b>Predicting what might happen on the basis of what has been read so far.</b></p> <p><b>Join in and retell particular phrases and patterns- learning some poems and rhymes by heart.</b></p>	<p>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question Mark, exclamation mark, predict, re read, check, story, explain, page, text.</p>	<p>Separation of <b>words</b> with spaces.</p> <p>Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>.</p> <p>Capital letters for names and for the personal <b>pronoun I</b></p>
<b>Orally introduce/use (teacher talk):</b>				
<p><b>Connectives:</b> And, but, who, until, because, so, that, then, while, when</p> <p><b>Constructions:</b> Sentences beginning with Luckily, unfortunately; ly openers, repetition; Simple noun phrases- the scary, old, woman.</p>		<p>Time connectives to structure retelling: Early one morning, First etc.</p> <p>Suddenly, at that moment, Eventually.</p>	<p><b>Prepositions:</b> up, down, in, into, onto, out, over, across, inside, under.</p> <p><b>Determiners:</b> the, a, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these.</p> <p>Alliteration- simple Similes...like....</p>	<p><b>Know to Stop at a full stop. Point out Capital letters; ? ! in texts.</b></p> <p><b>Read words with contractions I'm etc</b></p>
<b>Oracy/Text making activities:</b>				
<b>Imitation</b>	<b>Innovation</b>		<b>Invention</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>Listen to a story (Focus)</li> <li>Join in with words and actions(Focus)</li> <li>Repeat chunks of the story</li> <li>Begin to tell a story independently</li> <li>Add voices for characters</li> <li>Create a class story and use for retelling (pairs/individuals)</li> <li>Create a story map in pairs or individually</li> <li>Retell a story as a group and independently.</li> </ul>	<p><b>Substitution:</b> Change the name of a character/setting/object.</p> <p><b>Addition:</b> Add detail and description. Add a new event Make additions to the sentence structure.</p> <p><b>Alteration:</b> Change events in the middle of the story, maintaining the beginning/ending.</p> <p>In role as one of the characters, tell the story from their point of view. (Focus)</p>		<ul style="list-style-type: none"> <li>Using a stimulus/real life exp retell own stories.</li> <li>Focus on clear beginning, problem &amp;end.</li> <li>Retell stories they already know using story language. (Focus)</li> <li>Adjust spoken language and body language. (Focus)</li> </ul> <p>Role Play:</p> <ul style="list-style-type: none"> <li>Create a whole class story</li> <li>Work as a group to create a new story using a prop.</li> <li>Class, group, paired and individual writing of stories.</li> </ul>	<p>Express views about how a story or information has been presented.</p> <p>Discuss why they like a performance. (Focus)</p>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0–9</li> <li>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>		<p>Handwriting requires frequent and discrete, direct teaching. Ensure that pupils can form letters correctly and confidently. Also make sure that the size of the writing implement (pencil, pen) is not too large for a young pupil's hand Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Make sure that left-handed pupils receive specific teaching to meet their needs.</p>	

<b>Spelling</b>	<ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> </ul> <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>using the spelling rule for adding 's' or 'es' as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix <i>un</i></li> <li>using <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper, eating, quicker, quickest</i>)</li> </ul> <p>Apply simple spelling rules and guidelines, as listed above.</p> <p>Write from memory simple sentences dictated by the teacher that include words taught so far.</p>	<ul style="list-style-type: none"> <li>Ensure that spelling is taught alongside reading, so that pupils understand that they can read back words they have spelt. Make sure that pupils understand and apply the concepts of word structure (see above).</li> <li>Show pupils how to segment words into individual phonemes and then to represent the phonemes by the appropriate grapheme. rwi</li> <li>It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than GPCs (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading. rwi</li> <li>Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling knowledge. rwi</li> <li>At this stage pupils will be spelling some words in a phonically plausible way. Correct any misspellings of words that pupils have been taught; for other misspelt words, use them as an opportunity to teach pupils about alternative ways of representing those sounds. rwi</li> </ul>	<p>Red Words: said, one, two, do, says, are, were, you, your, they, there, once</p> <p>Days of the week</p> <p>See attached sheet for other spelling patterns in year 1.</p> <p>Non neg HFW: Back, with, look, for, now, down, too, now, went, it's, from, children, just, help, don't, old, I'm, time, looked, have, that, like, out, when, what, they,</p>				
<b>EOY expectations</b>	<p><b>Main emphasis in year 1 is reading-decoding and comprehension through oral story telling.</b></p> <p>By the end of year 1 pupils should be able to retell a whole, known tale or innovation and substitution and simple additions; as well as retelling own invented stories. Use the words and phrases. Know at least 30 stories (built upon from fs1/2) and that writing must be read by others.</p> <p>Write a basic sentence; sentences with and; sequences of sentences. Use Think it, say it, like it, write it, check it; understand that writing must be read by others and out loud for sense.</p>						
<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems and stories at a level beyond that which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales</li> <li>recognising and joining in with predictable phrases e.g. learning by heart and reciting rhymes and poems</li> <li>participate in discussion about a story that is read to them, taking turns and listening to what others say</li> <li>Explain clearly their understanding of a story that is read to them.</li> </ul>						
<b>Writing composition</b>	<ul style="list-style-type: none"> <li>Plan writing by saying aloud what they are going to write- hold a sentence.</li> <li>Re read to check it makes sense.</li> <li>Discuss what they have written.</li> <li>Read their own writing aloud so it can be heard by others.</li> </ul>						
Non negotiables genre – to aid progression and coverage. These must be covered in this year group.	Narrative	Narrative with beginning, middle and end based on familiar stories, drawing on some key narrative language.	Traditional and fairy stories. Stories with familiar settings.	Non Fiction	<b>Recount</b> based on an experience, event or visit with simple orientation sentence and events in chronological order.	Poetry	<p>Poems to perform.</p> <p>Simple list poems.</p>
<b>Oracy- for across curriculum</b>	<ul style="list-style-type: none"> <li>Able to express feelings when talking about matters of immediate interest- books- role play- topic work etc.</li> <li>Can talk in ways that are audible and legible to their peers.</li> <li>Show some awareness of the listener by adjusting their speech and body language.</li> </ul>			<ul style="list-style-type: none"> <li>Listen attentively and engage with speaker.</li> <li>Take turns in a small group situation or with a talk partner.</li> <li>Can listen to what others in a group suggest and then say what they agree with.</li> </ul>			

# Carr Mill Primary School English Map for Year 2

## Reading and Writing Grammar to teach in relation to:

Word Structure	Sentence	Text Structure	Terminology/Vocabulary	Punctuation
<p>Spell and read</p> <ul style="list-style-type: none"> <li>Formation of nouns using suffixes such as –ness, –er</li> <li>Formation of adjectives using suffixes such as –ful, –less</li> </ul> <p>(A fuller list of suffixes can be found in the spelling annex.)</p> <ul style="list-style-type: none"> <li>Use of the suffixes –er and) –est to form comparisons of adjectives and adverbs</li> </ul> <p><b>Make good attempts at reading unfamiliar words. Self correct when a mistake is made.</b></p>	<ul style="list-style-type: none"> <li>Subordination (using <i>when if, that, or because</i>) and coordination using <i>or, and, or but</i>)</li> <li>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</li> <li>Sentences with different forms: statement, question, exclamation, command.</li> </ul> <p><b>Recognise a sentence in a text; Read simple sentences and say what it means.</b></p>	<ul style="list-style-type: none"> <li>The consistent use of present tense versus past tense throughout texts</li> <li>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</li> </ul> <p><b>Know if a text is referring to the past/present. Comment on plot, setting, characters in stories.</b></p>	<p>verb, tense (past, present), adjective, noun, suffix, apostrophe, comma</p>	<p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark contracted forms in spelling</p> <p><b>Can read ahead and use punctuation to help fluency and expression.</b></p>
<b>Orally introduce/use in writing (teacher talk):</b>				
	<p><b>Connectives:</b> And, but, who, until, because, so, that, then, while, when, to, or</p> <p><b>Constructions:</b> Cautiously, bravely (higher order ly words). Compound sentences/ complex sentences using connectives. Simple expanded noun phrases- lots of money; plenty of dragons. Descriptive lists(2a sentences) Adverbial phrases for when: In the morning; after a while; Later that day etc.</p>	<p>Time connectives to structure retelling: Early one morning, First etc. soon</p> <p>Suddenly, at that moment, Eventually</p> <p>After a while; As soon as; Before; immediately</p>	<p><b>Prepositions:</b> up, down, in, into, onto, out, over, across, inside, under. Behind, above, along, before, between, after.</p> <p><b>Determiners:</b> the, a, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these.</p> <p><b>Conditionals:</b> Could, would, should.</p> <p>Alliteration- simple Similes...like.... Similes...as.....as</p>	
<b>Oracy/Text making activities from reading:</b>				
<b>Imitation</b>	<b>Innovation</b>	<b>Invention</b>		<b>Evaluation</b>
<ul style="list-style-type: none"> <li>Repeat chunks of the story.</li> <li>Begin to tell a story more independently</li> <li>Add voices for characters- happy/sad.</li> <li>Uses words to retell a story that are associated with time- past, present, future.</li> <li>Create a class story map/board retelling (pairs/individuals)</li> <li>Create a story map/story board and use for retelling. Individually/pairs.</li> <li>Retell a story as a group and independently. Hot seating</li> </ul> <p>Consolidation of year 1, but move more rapidly towards independence and working in smaller groups/pairs.</p>	<p><b>Substitution:</b> Change the name of a character/setting/object.</p> <p><b>Addition:</b> Add detail and description to a character/setting. Add a new event Make additions to the sentence structure- including dialogue. Add a new character.</p> <p><b>Alteration:</b> As year 1 plus Change the characteristics of a character- good to greedy. Alter the setting to impact on the story- forest to a city.</p>	<ul style="list-style-type: none"> <li>Retell stories they already know using story language. (Focus)</li> <li>Work as a group to create a new story using props.</li> <li>Class, group, paired and individual writing of stories.</li> <li>Brainstorming ideas for plots and events.</li> <li>Re-use plots of known stories to create own.</li> <li>Orally practice sentence structures and parts of stories. - using music and props to enhance.</li> <li>Reflect the taught sentence structures etc. - in their own story.</li> <li>Write a new story individually.</li> </ul>		<p>Respond to presentations by describing characters, repeating some of the highlights and commenting constructively. Consider how mood and atmosphere are created in a live or recorded performance.</p>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>use spacing between words that reflects the size of the letters.</li> </ul>	<p>Ensure that pupils revise and practise correct letter formation frequently. Pupils should be taught to write with a joined style as soon as they can securely form letters with the correct orientation.</p>		

<b>Spelling</b>	spell by: <ul style="list-style-type: none"> <li>segmenting words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones (e.g. <i>two, to, too</i>)</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms, e.g. <i>can't, don't</i></li> <li>distinguishing between homophones and near-homophones add suffixes to spell longer words, e.g. <i>-ment, -ness, -ful</i> and <i>-less</i></li> <li>apply spelling rules and guidelines, as listed in Appendix attached</li> <li>write from memory simple sentences dictated by the teacher that include</li> <li>words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>In Year 2, pupils move towards more word-specific knowledge of spelling, including homophones. Ensure that the process of spelling is emphasised, that is, that it involves segmenting words into phonemes and then representing all the phonemes by graphemes in the right order. (Pupils do not need to be taught the terms 'grapheme' and 'phoneme'.)</li> <li>Pupils should do this both for single-syllable and multi-syllabic words.</li> <li>At this stage pupils will still be spelling some words in a phonically plausible way. Correct any misspellings of words that pupils have been taught; for other misspelt words, use them as an opportunity to teach pupils about alternative ways of representing sounds.</li> <li>Ensure that pupils are encouraged to apply their knowledge of suffixes from their word reading to their spelling. Also ensure that they draw from and apply their growing knowledge of word and spelling structure as well as their knowledge of the origin of words (roots).</li> </ul>	<b>Red Words:</b> <i>Any, many, one, who, why, very, here, over, does, made, came, make, house, about, looked, home, live, good, can't, take, Mr, Mrs, sister, brother, another, oh, their, bought, thought, wear, whole, great, water, laugh, where, people, friend, could, should, would, called, asked, two, once, talk, walk, because, their, watch, caught, other, also, only, after, again, night, these.</i>			
<b>EOY expectations</b>	<p>Reading whole books, not simply extracts, helps pupils not only to increase their vocabulary and grammatical knowledge but also to understand how different texts, including narratives, are structured. All of this can be drawn upon for their writing. Ensure that pupils understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p> <p>Write sequential sentences using a mixture of compound and simple sentences. Use subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) using some features of written Standard English.</p> <p>Retell a whole, known tale or innovation with substitution, addition, alteration of the ending. Along with a retell of own invented story with a defined beginning, middle and ending- using story language.</p>					
<b>Writing Composition</b>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>writing narratives, about personal experiences and those of others (real and fictional)</li> <li>writing about real events, e.g. visits, visitors</li> <li>writing for different purposes, e.g. letters, invitations, instructions</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary they have learnt from their reading, wider experiences and conversations about languages encapsulating what they want to say, sentence by sentence</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>re-reading to check their writing makes sense and that verbs to indicate time (tense) are used correctly and consistently, including verbs in the continuous form</li> <li>proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>					
<b>Text types/ideas</b>	<ul style="list-style-type: none"> <li>Listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic),</li> <li>stories and non-fiction at a level beyond that which they can read independently becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales</li> <li>recognising simple recurring literary language in stories and poetry</li> </ul>	<p><b>Non negotiables genre – to aid progression and coverage. These must be covered in this year group.</b></p> <table border="1" data-bbox="965 1316 2188 1549"> <tr> <td data-bbox="965 1316 1111 1549"> <b>Narrative</b> </td> <td data-bbox="1111 1316 1294 1549">           Narrative based on a familiar story with one or more elements changed. For example: a different character, setting, event or ending. Key narrative language used.         </td> <td data-bbox="1294 1316 2188 1549"> <b>Stories with patterned language and clear narrative structures both familiar and from other cultures.</b> </td> </tr> </table>		<b>Narrative</b>	Narrative based on a familiar story with one or more elements changed. For example: a different character, setting, event or ending. Key narrative language used.	<b>Stories with patterned language and clear narrative structures both familiar and from other cultures.</b>
<b>Narrative</b>	Narrative based on a familiar story with one or more elements changed. For example: a different character, setting, event or ending. Key narrative language used.	<b>Stories with patterned language and clear narrative structures both familiar and from other cultures.</b>				

	<ul style="list-style-type: none"> <li>continuing to build up a repertoire of poems learnt by heart and recite some of these, with appropriate intonation to make the meaning clear</li> <li>participate in discussion about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say</li> <li>explain and discuss their understanding of books, poems and other works, both those they listen to and those they read for themselves.</li> </ul>	<p><b>Non Fiction</b></p>	<p><b>Instructions</b> for a real purpose - recipe, plan, construction, game with a statement of purpose, list of materials/ingredients and steps in sequence. Final sentence which addresses reader - to advise, encourage, warn.</p> <p><b>Non-chronological report</b> written with an opening general statement or question to hook the reader, related material</p> <p>appropriately grouped and a closing statement with interesting fact or related to reader.</p>
		<p><b>Poetry</b></p>	<p>Poems to perform.</p> <p>Calligrams.</p> <p>Poem based on simply structured example e.g. 1 noun, 2 adjectives, 3 adverbs, 4 verbs. Instructions for Growing Poetry by Tony Milton.</p>
<p><b>Other Oracy – Used in all contexts</b></p>	<ul style="list-style-type: none"> <li>Recounts experiences giving some detail and using appropriate descriptive language</li> <li>Can think of a range of questions to ask a visitor or when on a visit</li> <li>Knows how to vary talk to hold listeners attention</li> <li>Makes specific vocabulary choices and uses non-verbal features to engage listener.</li> </ul>	<ul style="list-style-type: none"> <li>Can help organise group to take on different roles</li> <li>Recognises the need to take equal turns in a group situation</li> <li>Listens to and build on the contribution of the previous speaker</li> <li>Makes helpful contribution when speaking in turn</li> <li>Can try to hear and consider the different preferences/interests in the group</li> <li>Knows how to change their voice when presenting something to the whole class or in an assembly</li> </ul>	

# Carr Mill Primary School English Map for Year 3

## Reading and Writing Grammar to teach in relation to:

Word Structure	Sentence	Text Structure	Terminology/Vocab	Punctuation
<ul style="list-style-type: none"> <li>Spell and read Formation of <b>nouns</b> using a range of <b>prefixes</b>, such as <i>super-, anti-, auto-</i></li> <li>Use of the <b>determiners</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a consonant or a vowel (e.g. <i>a rock, an open box</i>)</li> <li><b>Word families</b> based on common <b>words</b></li> </ul> <p><b>Use a range of strategies to decode unfamiliar words. Discuss words and phrases that capture the reader's interest and imagination</b></p>	<ul style="list-style-type: none"> <li>Expressing time, place and cause through conjunctions (e.g. <i>when, before, after, while, because</i>), <b>gfwunit17/18</b></li> </ul> <p><b>And adverbs</b> (e.g. <i>then, next, soon, so</i>), or <b>prepositions</b> (e.g. <i>before, after, during, in, because of</i>).</p> <p><b>Read on in a sentence to search for the meaning of an unknown word,</b></p>	<ul style="list-style-type: none"> <li>Introduction to paragraphs as a way to group related material</li> <li>Headings and sub-headings to aid presentation</li> <li>Use of the <b>perfect</b> form of <b>verbs</b> to mark relationships of time and cause (e.g. <i>I have written it down so we can check what he said.</i>)</li> </ul> <p><b>Draw on inferences (i.e. gaining information that is not given directly in the text), such as inferring characters' feelings, thoughts and motives from their actions predicting what might happen from details stated and implied recalling and summarising main ideas from different parts</b></p>	<p>word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause</p>	<ul style="list-style-type: none"> <li>Introduction to speech marks to <b>punctuate</b> direct speech. Gfw units 1, 2, 3, 16.</li> </ul> <p><b>Comment on the way non-fiction is organised. Use punctuation to aid expression.</b></p>
<b>Orally introduce/use in writing (teacher talk):</b>				
	<p><b>Conjunctions:</b> And, but, who, until, because, so, that, then, while, when, to, or, if, after, also, as well</p> <p><b>Constructions:</b> Cautiously, bravely (higher order ly words). More complex sentences using connectives, Simple expanded noun phrases- lots of money; plenty of dragons. Descriptive lists(2a sentences) Adverbial phrases for when: In the morning; after a while; Later that day etc.; where something is e.g.: at the end of the lane; how something is being done- walked angrily down the street. Question sentences- what was it? Exclamations- it was gone! Speech with a verb- "hello" she whispered.</p>	<p>Time connectives to structure retelling: Early one morning, First etc. soon. Suddenly, at that moment, Eventually, After a while; As soon as; Before; immediately. Later, when, whenever, without warning, while, meanwhile, although, however.</p>	<p><b>Prepositions:</b> up, down, in, into, onto, out, over, across, inside, under. Behind, above, along, before, between, after. Next to, by the side of, in front of, during, through, throughout.</p> <p><b>Determiners:</b> the, a, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these.</p> <p><b>Conditionals:</b> Could, would, should. Alliteration- simple Similes...like.... Similes...as.....as</p>	
<b>Oracy/Text making activities :</b>				
<b>Imitation</b>	<b>Innovation</b>		<b>Invention</b>	<b>Evaluation</b>
<p>Children must be given time to internalise each story so they can then-</p> <ul style="list-style-type: none"> <li>Retell; listen and join in with words/actions.</li> <li>Orally rehearse using a story map.</li> <li>Record story plot using the map to show build up/conflict/resolution.</li> <li>Can make decisions with others about how best to present their play/ story retell. (Focus)</li> <li>Beginning to use facial expression and body language to enhance the quality of the production. (Focus)</li> </ul>	<p><b>Substitution:</b> Change the name of a character/setting/object.</p> <p><b>Addition:</b> Add detail and description to a character/setting. Add a new event Make additions to the sentence structure- including dialogue. Add a new character.</p> <p><b>Alteration:</b> As year 1 &amp; 2 plus Recycle- use the original plot to write a new story (introduce).</p>		<ul style="list-style-type: none"> <li>Create a story from a range of stimuli: props, pictures, sounds, music. (Focus)</li> <li>Brainstorm ideas for story plots and events.</li> <li>Re-use plots of known stories to create their own.</li> <li>Reflect the taught sentence structures/grammar in their own story telling. (Focus)</li> <li>Class, group, paired and individual writing of stories.</li> <li>Introduce polishing pen as an introduction to editing (see Pie Corbett)</li> <li>Paired and proof reading (punctuation police, spelling spy, ideas investigator)</li> </ul>	<p>Identify and discuss qualities of others' performances, including gesture, action and costume.</p>

<b>Handwriting</b>	<ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>Link the joined handwriting to spelling patterns- e.g. when learning ee sound learn how to join the ee.</li> <li>Ensure any children who still cannot form individual letters correctly are identified and intervention is put in place.</li> </ul>	By the end of Year 3, pupils should be expected to use joined handwriting throughout their independent writing. Ensure that handwriting continues to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.															
<b>Spelling</b>	spell by: <ul style="list-style-type: none"> <li>Revising suffixes and prefixes used in year 1 and 2.</li> <li>use further prefixes and suffixes and understand how to add them (Appendix 1)</li> <li>spell words that are often misspelt (Appendix 1)</li> <li><b>See spelling map</b></li> </ul>	accident; address, appear, believe, breath, build, calendar, centre, certain, complete, continue, describe, difficult, early, eight/eighth, particular, perhaps, position, possible, pressure, promise, quarter, recent, reign, sentence, special, strange, suppose, therefore, thought, various, woman/women.															
<b>EOY expectations</b>	<p><b>Develop comprehension as a primary element in reading. Listen to and read stories, poems and other writing, including whole books and not just extracts. Reading, re-reading, and rehearsing poems and play scripts for presentation gives pupils opportunities to discuss language. It also provides them with the incentive to find out what the language means and what expression is required, so feeding into comprehension. Know which explanations and questions that are expected.</b></p> <p>Write complete stories/texts with a full sequence of events in order or following correct structure. Use 1<sup>st</sup>/3<sup>rd</sup> person consistently and include dialogue. Group ideas into paragraphs and be using exclamation marks, speech marks, questions marks appropriately.</p> <p>Retell a whole, known tale and record the plot using story map. Children should now be starting to recycle more original plots to write their own stories. They should be able to orally invent more sophisticated stories and when writing should be beginning to edit with peer support.</p>																
<b>Writing Composition</b>	<ul style="list-style-type: none"> <li><u>plan their writing by:</u></li> <li>discussing texts similar to the one they are planning to write in order to understand and learn from their structure, grammar and vocabulary</li> <li>discussing and recording ideas</li> <li><u>draft and write by:</u></li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narrative texts, creating settings, characters and plot</li> <li>in non-narrative texts, using simple organisational devices such as headings and sub-headings</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li><u>evaluate and edit by:</u></li> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency e.g. the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.</li> </ul>																
<b>Text types/ideas</b>	<ul style="list-style-type: none"> <li>At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support vocabulary development.</li> <li>listening to and discussing a wide range of fiction, poetry, non-fiction and reference books or textbooks</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends</li> <li>identifying recurring themes and elements in different stories and poetry (e.g. good triumphing over evil, magical devices)</li> <li>learning poetry by heart</li> <li>preparing poems and play scripts to read aloud, using appropriate intonation and controlling tone and volume so that the meaning is clear recognising some different forms of poetry (e.g. free verse, narrative poetry)</li> <li>Ensure that pupils continue to have opportunities to write for a range</li> </ul>	<p><b>Non negotiables genre – to aid progression and coverage. These must be covered in this year group.</b></p> <table border="1" data-bbox="1149 1166 2179 1374"> <tr> <td data-bbox="1149 1166 1301 1374"> <b>Narrative</b> </td> <td data-bbox="1301 1166 1525 1374">           Quest and adventure stories. Legends. Stories with dilemmas.         </td> <td data-bbox="1525 1166 1630 1374">           Narrative with sequential structure - Opening - introduction of characters or setting         </td> <td data-bbox="1630 1166 1821 1374">           Build-up - some indication of what the problem might be to create suspense         </td> <td data-bbox="1821 1166 2011 1374">           Problem - actions and dialogue Resolution - directly linked with the problem Ending - link to the beginning.         </td> <td data-bbox="2011 1166 2179 1374">           showing character's feelings or how he/she or the situation has changed.         </td> </tr> </table> <table border="1" data-bbox="1149 1374 2179 1560"> <tr> <td data-bbox="1149 1374 1301 1560"> <b>Non Fiction</b> </td> <td data-bbox="1301 1374 1525 1560"> <b>Persuasion - advert or leaflet</b> which will include a series of points which lead to one point of view, a direct appeal to the         </td> <td colspan="4" data-bbox="1525 1374 2179 1560">           reader, use of exaggerated, emotive language, opinions presented as fact, images, alliteration.         </td> </tr> </table>				<b>Narrative</b>	Quest and adventure stories. Legends. Stories with dilemmas.	Narrative with sequential structure - Opening - introduction of characters or setting	Build-up - some indication of what the problem might be to create suspense	Problem - actions and dialogue Resolution - directly linked with the problem Ending - link to the beginning.	showing character's feelings or how he/she or the situation has changed.	<b>Non Fiction</b>	<b>Persuasion - advert or leaflet</b> which will include a series of points which lead to one point of view, a direct appeal to the	reader, use of exaggerated, emotive language, opinions presented as fact, images, alliteration.			
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	<p>of real purposes and audiences as part of their work across the curriculum.</p> <ul style="list-style-type: none"> <li>• These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.</li> <li>• Ensure that pupils understand, through being shown these, the skills and processes essential to writing that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</li> </ul>	<p>Poetry</p>	<table border="0"> <tr> <td>Poems to perform</td> <td>Similes.</td> </tr> <tr> <td>List poems with extended lines.</td> <td>Shape poetry.</td> </tr> </table>	Poems to perform	Similes.	List poems with extended lines.	Shape poetry.
Poems to perform	Similes.						
List poems with extended lines.	Shape poetry.						
<p><b>Other Oracy – Used in all contexts Inc non-fiction.</b></p>	<ul style="list-style-type: none"> <li>• Develops ideas and feelings through sustained talk</li> <li>• Shows good awareness of the listener and organises what is said accordingly</li> <li>• Understands the need to use a different style, tone and loudness of speech when speaking to a larger audience</li> <li>• Uses special words linked to the topic being discussed</li> <li>• Chooses appropriate words and phrases that demonstrates that they have captured the mood, tension or emotion of the moment</li> <li>• Recognises how powerful pauses can be when presenting something</li> </ul>	<ul style="list-style-type: none"> <li>• Listens carefully and then makes relevant comments associated with what has been said</li> <li>• Agree about what is the most difficult problem in the task and how to tackle it</li> <li>• Finds it easy to come up with different ideas associated with a specific problem</li> <li>• Can summarise the main issues associated with a talk they have listened to</li> <li>• Knows how to present something as if they were reading the news or opposed to a dramatic presentation</li> </ul>					

# Carr Mill Primary School English Map for Year 4

## Reading and Writing Grammar to teach in relation to:

Word Structure	Sentence	Text Structure	Terminology/Vocab	Punctuation
<ul style="list-style-type: none"> <li>Know the grammatical difference between plural and possessive -s</li> <li>Use standard English forms of verb inflections instead of local spoken forms- his not hes, was/were I did/done</li> <li><b>Familiar with words which start with 'silent letters'</b></li> <li><b>Pick out words and phrases that capture interest.</b></li> </ul>	<ul style="list-style-type: none"> <li>Noun phrases expanded by modifying adjectives, nouns and preposition phrases. E.g. the teacher becomes- the strict maths teacher with the curly hair.</li> <li>Fronted adverbials- prepositions, adverbials, fronted sentences with adverbs as wells and adverbials. Later that day, As soon as she had- when and where. <b>Gfw u23/24/29</b></li> <li>Use direct speech correctly.</li> <li><b>Recognise all sentence level objectives in reading. Use 1<sup>st</sup> /3<sup>rd</sup> person when reading and discuss.</b></li> </ul>	<ul style="list-style-type: none"> <li>Use of paragraphs as a way to organise ideas around a theme- boxing up. <b>Grw u 29</b></li> <li>Use of appropriate pronouns/nouns across sentences.</li> </ul> <p><b>Draw on inferences (i.e. gaining information that is not given directly in the text), such as inferring characters' feelings, thoughts and motives from their actions predicting what might happen from details stated and implied recalling and summarising main ideas from different parts</b></p>	Pronoun, possessive pronoun, adverbial.	<ul style="list-style-type: none"> <li>Use of speech marks to <b>punctuate</b> direct speech.</li> <li>Apostrophes to mark singular and plural possession- the girl's name; the boys' shoes.</li> <li>Use of a comma after fronted adverbials.</li> <li>Use speech marks correctly.</li> </ul> <p><b>Comment on the way non-fiction is organised. Use punctuation to aid expression.</b></p>
<b>Orally introduce/use in writing (teacher talk):</b>				
	<p><b>Conjunctions:</b> And, but, who, until, because, so, that, then, while, when, to, or, if, after, also, as well, especially, unless, except, apart from.</p> <p><b>Constructions:</b> Cautiously, bravely (higher order ly words). More complex sentences using connectives, Simple expanded noun phrases- lots of money; plenty of dragons. Descriptive lists (2a sentences) <b>Adverbial phrases for when:</b> In the morning; after a while; Later that day etc.; where something is e.g.: at the end of the lane; how something is being done- walked angrily down the street. Question sentences- what was it? Exclamations- it was gone! Speech with a verb- "hello" she whispered. <b>Adverbial phrases used to say where/how- At the end of...The man walked angrily.</b> Ing clauses- Grinning, he slipped the treasure in his bag. Speech with a verb. Short sentences for impact. Drop in -who ing.</p>	<p>Time connectives to structure retelling: Early one morning, First etc. soon. Suddenly, at that moment, Eventually, After a while; As soon as; Before; immediately. Later, when, whenever, without warning, while, meanwhile, although, however. Unlike, most of all</p>	<p><b>Prepositions:</b> up, down, in, into, onto, out, over, across, inside, under. Behind, above, along, before, between, after. Next to, by the side of, in front of, during, through, throughout. at, underneath, beyond, beneath, towards, since, <b>Determiners:</b> the, a, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these. <b>Conditionals:</b> Could, would, should. <b>Alliteration- advanced</b> <b>Similes...like....</b> <b>Similes...as.....as</b> Comparative/superlative adjectives. Proper nouns- A number 53 bus came speeding round the bend. Not bus.</p>	

### Oracy/Text making activities:

Imitation	Innovation	Invention	Evaluation
<p>Children must be given time to internalise each story so they can then- Retell- using enough detail.</p> <ul style="list-style-type: none"> <li>Listen and join in with words/actions.</li> <li>Orally rehearse using a story map/volcano.</li> <li>Record story plot using the map/volcano to show build up/conflict/resolution.</li> <li>Retell the story from a different point of view.</li> <li>Plan by boxing up paragraphs on a chart or volcano.</li> <li>Have a go at reading aloud in different contexts.</li> <li>Able to use appropriate voices for characters and adopt a 'story telling voice'.</li> </ul>	<p><b>Substitution:</b> Change the name of a character/setting/object.</p> <p><b>Addition:</b> Add detail and description to a character/setting. Add a new event Make additions to the sentence structure- including dialogue. Add a new character.</p> <p><b>Alteration:</b> As year 1 &amp; 2 plus Recycle- use the original plot to write a new story (consolidate).</p>	<ul style="list-style-type: none"> <li>Create a story from a range of stimuli: props, pictures, sounds, music. (Focus)</li> <li>Brainstorm ideas for story plots and events.</li> <li>Re-use plots of known stories to create their own.</li> <li>Reflect the taught sentence structures/grammar in their own story telling. (Focus)</li> <li>Class, group, paired and individual writing of stories.</li> <li>Introduce polishing pen/writers toolkit as an introduction to editing (see Pie Corbett)</li> <li>Paired and proof reading (punctuation police, spelling spy, ideas investigator)</li> <li>Develop ideas about characters and events though drama.</li> </ul>	<p>Comment constructively on plays and performances, discussing effects and how they are achieved.</p>

<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Link the joined handwriting to spelling patterns- e.g. when learning ee sound learning how to join the ee.</li> <li>Increase the legibility and quality of their handwriting. Ensure that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the as/des do not touch.</li> <li>Ensure any children who still cannot form individual letters correctly are identified and intervention is put in place.</li> </ul>	<p>By the end of Year 3, pupils should be expected to use joined handwriting throughout their independent writing. Ensure that handwriting continues to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>
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<b>Spelling</b>	spell by: <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (Appendix 1)</li> <li>spell further homophones</li> <li>spell words that are often misspelt (Appendix 1)</li> <li>write from memory, using words/punctuation taught, a sentence dictated by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that pupils learn to spell – and have plenty of practice in spelling –</li> <li>As in Years 1 and 2, continue to help pupils to understand and apply the concepts of word structure (see Appendix 2).</li> </ul>	<b>Red Words: 70-</b> many, laughed, suddenly, told, another, great, why, cried, jumped, because, even, before, clothes, key, place, mother, boat, window, morning, each, its, different, girl, which, inside, any, looking, under, snow, air, tea, eyes, friends, dark, there's, across, gone, hard, floppy, head. Mouse, really, wind, eggs, once, please, stopped, thing, ever, most, cold, park, lived, birds, duck, rabbit, horse, white, coming, he's, river, liked, giant, looks, use, along, dragon, pulled, we're, fly													
<b>EOY expectations</b>	<p><b>Develop comprehension as a primary element in reading. Listen to and read stories, poems and other writing, including whole books and not just extracts. Reading, re-reading, and rehearsing poems and play scripts for presentation gives pupils opportunities to discuss language. It also provides them with the incentive to find out what the language means and what expression is required, so feeding into comprehension. Know which explanations and questions that are expected.</b> [</p> <p>Real purpose writing as part of their work across the curriculum. These purposes should underpin the decisions about the form of the writing. Checking work and re reading should now be well developed.</p> <p>Perform a whole story for an event and retell sections of a learnt story in order to improve aspects of their writing.</p>															
<b>Writing Composition</b>	<ul style="list-style-type: none"> <li>plan their writing by:</li> <li>discussing texts similar to the one they are planning to write in order to understand and learn from their structure, grammar and vocabulary</li> <li>discussing and recording ideas</li> <li>draft and write by:</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narrative texts, creating settings, characters and plot</li> <li>in non-narrative texts, using simple organisational devices such as headings and sub-headings</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>evaluate and edit by:</li> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency e.g. the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.</li> </ul>															
<b>Text types/ideas</b>	<ul style="list-style-type: none"> <li>At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support vocabulary development.</li> <li>listening to and discussing a wide range of fiction, poetry, non-fiction and reference books or textbooks</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends</li> <li>identifying recurring themes and elements in different stories and poetry (e.g. good triumphing over evil, magical devices)</li> <li>learning poetry by heart</li> <li>preparing poems and play scripts to read aloud, using appropriate intonation and controlling tone and volume so that the meaning is clear recognising some different forms of poetry (e.g. free verse, narrative poetry)</li> <li>Ensure that pupils continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum.</li> </ul>	<p><b>Non negotiables genre – to aid progression and coverage. These must be covered in this year group.</b></p> <table border="1" data-bbox="1173 975 2186 1528"> <tr> <td data-bbox="1173 975 1391 1155"> <b>Narrative</b> </td> <td data-bbox="1397 975 1576 1155"> <b>Historical stories. Fantasy stories. Science fiction. Myths.</b> </td> <td data-bbox="1583 975 1800 1155">           Narrative with clear sequential structure, paragraphed accurately with a range of cohesive devices to         </td> <td data-bbox="1807 975 2186 1155">           introduce and/or link them together. Narratives with different settings; imaginary, historical etc.         </td> </tr> <tr> <td data-bbox="1173 1160 1391 1390"> <b>Non Fiction</b> </td> <td data-bbox="1397 1160 1576 1390"> <b>Explanation</b> with opening to introduce subject, sequence of logical steps in paragraphs introduced by topic sentences which link to the previous paragraph.         </td> <td data-bbox="1583 1160 1800 1390"> <b>Non-chronological report</b> written with an opening general statement or question to hook the reader, related material appropriately organised and paragraphed for clarity with topic         </td> <td data-bbox="1807 1160 2186 1390">           sentence to open each paragraph, closing statement with interesting fact or related to reader. May also include organisational devices such as sub-headings and include diagrams etc to add clarity.         </td> </tr> <tr> <td data-bbox="1173 1394 1391 1528"> <b>Poetry</b> </td> <td data-bbox="1397 1394 1576 1528">           Poems to perform.  Similes and metaphor to create pictures with words.         </td> <td data-bbox="1583 1394 1800 1528">           Poem based on a model, drawing on the above. For example, The Magic Box by Kit Wright, Windrush Child by John Agard.         </td> <td data-bbox="1807 1394 2186 1528"></td> </tr> </table>			<b>Narrative</b>	<b>Historical stories. Fantasy stories. Science fiction. Myths.</b>	Narrative with clear sequential structure, paragraphed accurately with a range of cohesive devices to	introduce and/or link them together. Narratives with different settings; imaginary, historical etc.	<b>Non Fiction</b>	<b>Explanation</b> with opening to introduce subject, sequence of logical steps in paragraphs introduced by topic sentences which link to the previous paragraph.	<b>Non-chronological report</b> written with an opening general statement or question to hook the reader, related material appropriately organised and paragraphed for clarity with topic	sentence to open each paragraph, closing statement with interesting fact or related to reader. May also include organisational devices such as sub-headings and include diagrams etc to add clarity.	<b>Poetry</b>	Poems to perform.  Similes and metaphor to create pictures with words.	Poem based on a model, drawing on the above. For example, The Magic Box by Kit Wright, Windrush Child by John Agard.	
<b>Narrative</b>	<b>Historical stories. Fantasy stories. Science fiction. Myths.</b>	Narrative with clear sequential structure, paragraphed accurately with a range of cohesive devices to	introduce and/or link them together. Narratives with different settings; imaginary, historical etc.													
<b>Non Fiction</b>	<b>Explanation</b> with opening to introduce subject, sequence of logical steps in paragraphs introduced by topic sentences which link to the previous paragraph.	<b>Non-chronological report</b> written with an opening general statement or question to hook the reader, related material appropriately organised and paragraphed for clarity with topic	sentence to open each paragraph, closing statement with interesting fact or related to reader. May also include organisational devices such as sub-headings and include diagrams etc to add clarity.													
<b>Poetry</b>	Poems to perform.  Similes and metaphor to create pictures with words.	Poem based on a model, drawing on the above. For example, The Magic Box by Kit Wright, Windrush Child by John Agard.														

**Other  
Oracy -  
Used in all  
contexts  
Inc non-  
fiction.**

- Adapts talk to suit different audiences- younger children/adults etc.
- Give listeners clear reasons or evidence for their views.
- Speak with good diction so that the audience can hear what is said.
- Give listeners enough detail to communicate meaning clearly

- Happy to attempt different roles and responsibilities, according to what is needed.
- Able to discuss ways of making use of what they have learnt from a discussion, broadcast or presentation.
- Make use of resources available to develop and illustrate ideas in discussion.
- Explain how the group arrived at an agreed view in relation to the main aim of the task.

# Carr Mill Primary School English Map for Year 5

## Reading and Writing Grammar to teach in relation to:

Word Structure	Sentence	Text Structure	Terminology/Vocab	Punctuation
<ul style="list-style-type: none"> <li>Converting nouns or adjectives into verbs using suffixes – ate, ise, ify</li> <li>Verb prefixes – dis, de, mis, over and re.</li> </ul> <p><b>Familiar with reading common word endings, initial clusters and common silent letters. Use acceptable abbreviations in texts such as anon.</b></p>	<ul style="list-style-type: none"> <li>Use of relative clauses (drop ins) starting with who, which, where, who or whose.</li> <li>Indicate degrees of possibility using modal verbs such as- might, should, will, must or adverbs – perhaps, surely.</li> </ul> <p><b>Create a set of key notes to summarise. Skim and scan texts for evidence.</b></p>	<ul style="list-style-type: none"> <li>Use devices to build cohesion <u>within a</u> paragraph- then, after that, this,</li> <li>Link ideas across paragraphs using adverbials of time (when) and place (where) - building on year 4.</li> </ul> <p><b>Understand bias in writing when reading texts. Understand perspective in terms of one event. Use more than one source when researching</b></p>	Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity	<ul style="list-style-type: none"> <li>Use of brackets, dashes or commas to indicate parenthesis</li> <li>Use of commas to clarify meaning and avoid ambiguity.</li> </ul> <p><b>Note taking.</b></p>
<b>Orally introduce/use in writing (teacher talk):</b>				
	<p><b>Conjunctions:</b> And, but, who, until, because, so, that, then, while, when, to, or, if, after, also, as well, especially, unless, except, apart from, whereas, although, however, nevertheless.</p> <p><b>Constructions:</b> Cautiously, bravely (higher order ly words). More complex sentences using connectives, Simple expanded noun phrases- lots of money; plenty of dragons. Descriptive lists(2a sentences) Adverbial phrases for when: In the morning; after a while; Later that day etc.; where something is e.g.: at the end of the lane; how something is being done- walked angrily down the street. Question sentences- what was it? Exclamations- it was gone! Speech with a verb- "hello" she whispered. Ing clauses as starters- Grinning, he slipped the treasure into his bag. Power of three for description/action. The man moved swiftly, then twitched, slowly he landed in a heap on the ground. Short sentences for impact. Drop in as above plus ing Expanded ing openers- Grinning manically, he put the treasure in his bag. Reshaping techniques- lengthening/shortening sentences for effect.</p>	Time connectives to structure retelling: Early one morning, First etc. soon. Suddenly, at that moment, Eventually, After a while; As soon as; Before; immediately. Later, when, whenever, without warning, while, meanwhile, although, however, unlike, most of all, consequently, despite, instead of, compared to. Starters using prepositions- beyond the dark gloom of the cave. Elaborate starters using adjectives- to introduce or move the setting/events in narrative on.	<p><b>Prepositions:</b> up, down, in, into, onto, out, over, across, inside, under. Behind, above, along, before, between, after. Next to, by the side of, in front of, during, through, throughout, at underneath, since, towards, beneath, beyond, parallel to, adjacent to, vertically, horizontally.</p> <p><b>Determiners:</b> the, a, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these.</p> <p><b>Conditionals:</b> Could, would, should. Alliteration- advanced Similes...like.... Similes...as.....as Comparative and superlative adjectives. Proper nouns- A number 5s from Oxford road- not bus. Personification. Empty words- Someone, somewhere was out to get him.</p>	

### Oracy/Text making activities :

Imitation	Innovation	Invention	Evaluation
Children must be given time to internalise each story so they can then- <ul style="list-style-type: none"> <li>Retell; listen and join in with words/actions.</li> <li>Orally rehearse using a story map.</li> <li>Record story plot using the map to show build up/conflict/resolution.</li> <li>Retell the story from another point of view.</li> <li>Plan by boxing up paragraphs and flow charts.</li> <li>Individually record a story plot using a story volcano/map (build up conflict resolution)</li> <li>Use a story map/volcano with two conflicts/ beginning with a conflict.</li> </ul>	<p><b>Substitution:</b> Change the name of a character/setting/object.</p> <p><b>Addition:</b> Add detail and description to a character/setting. Add a new event Make additions to the sentence structure- including dialogue. Add a new character.</p> <p><b>Alteration:</b> As year 1 &amp;2 plus Recycle- use the original plot to write a new story (introduce). Or in another style- e.g.: newspaper report. Write different styles of openings. Write in the style of an author.</p>	<ul style="list-style-type: none"> <li>Create a story from a range of stimuli: props, pictures, sounds, music. (Focus)</li> <li>Brainstorm ideas for story plots and events.</li> <li>Re-use plots of known stories to create their own.</li> <li>Reflect the taught sentence structures/grammar in their own story telling. (Focus)</li> <li>Class, group, paired and individual writing of stories.</li> <li>Introduce polishing pen / writers toolkit as an introduction to editing (see Pie Corbett)</li> <li>Paired and proof reading (punctuation police, spelling spy, ideas investigator) and evaluate.</li> <li>Paired marking.</li> <li>Mimic recognised story conventions appropriate to the genre.</li> <li>Write narratives which include: parallel stories and flashbacks.</li> <li>Collect synonyms, adverbs and verbs appropriate to the text.</li> </ul>	Recognise the impact of theatrical effects in drama.

<b>Handwriting</b>	<p>Pupils should be able to write legibly, fluently, with increasing speed and personal style by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices</li> <li>deciding, as part of their personal style, whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task (e.g. quick notes, letters).</li> </ul>	<p>Ensure that pupils continue to practise handwriting and are encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. Make sure that they are clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). Ensure that they are also taught to use an un joined style (e.g. for labelling a diagram or writing an email address) and capital letters (e.g. for filling in a form).</p>						
<b>Spelling</b>	<p>spell by:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (Appendix 1)</li> <li>spell some words with silent letters- knight, solemn, answer</li> <li>continue to distinguish between homophones and other words that are often confused.</li> <li>Use dictionaries to look up spellings/ meanings of words.</li> <li>Use a thesaurus</li> </ul>	<p>Ensure that pupils are taught to use dictionaries to check the spelling of a word they are unsure of. Dictionaries are not useful for pupils who cannot yet spell, since these pupils do not have sufficient knowledge to use them efficiently.</p>	<p>Consolidate all of the previous year's spellings for red words. Assess to determine the need for strategies to be taught and any intervention programmes required. Common letter strings and different pronunciations. Less common prefixes/suffixes. Adding the suffix e, ie, y</p>					
<b>EOY expectations</b>	<p><b>Read most word effortlessly and able to work out unfamiliar words. Prepare readings, with appropriate intonation to show their understanding and summarise stories in their own words. Read a wide range of texts both in and out of school for pleasure and information.</b></p> <p>Use an original plot to write in a different form such as newspaper, different style of openings and in the style of an author. Write own invented stories with parallel and flashbacks.</p> <p>Retell a whole, known tale and record the plot using story map. Children should now be starting to recycle more original plots to write their own stories. They should be able to orally invent more sophisticated stories and when writing should be beginning to edit with peer support.</p>							
<b>Writing Composition</b>	<ul style="list-style-type: none"> <li>plan their writing by:</li> <li>identify the audience and purpose, select form and use similar texts as models.</li> <li>Note and develop initial ideas, drawing on reading and research.</li> <li>When writing narratives, consider how authors have developed characters and settings in the texts.</li> <li>draft and write by:</li> <li>select appropriate grammar and vocabulary, understanding how choice can change meaning.</li> <li>In narrative, describe settings, characters and atmosphere- integrate dialogue to convey the character and advance the action.</li> <li>Use devices to build cohesion between paragraphs.</li> <li>Use organisational devices (headings, bullet points, underlining)</li> <li>evaluate and edit by:</li> <li>assess the effectiveness of their own and others' writing.</li> <li>Propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>Ensure consistent and correct tense is used throughout a piece of writing.</li> <li>Ensure subject verb agreement when using singular and plural.</li> <li>Proof reading for spelling and punctuation errors.</li> <li>Perform their own compositions, using appropriate voice.</li> </ul>							
<b>Text types/ideas</b>	<p>At this stage, there is no need to teach specific word reading skills, for most pupils. If pupils are struggling or failing reasons must be investigated. It is imperative that pupils are taught to read during the last 2 years at primary school if they enter year 5 not being able to do so.</p> <ul style="list-style-type: none"> <li>Continue to read and discuss and increasingly wide range of fiction, poetry and information books.</li> <li>Increase children's familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fictions from English heritage</li> </ul>	<p><b>Non negotiables genre – to aid progression and coverage. These must be covered in this year group.</b></p> <table border="1" data-bbox="1171 1281 2179 1487"> <tr> <td data-bbox="1171 1281 1357 1487"><b>Narrative</b></td> <td data-bbox="1357 1281 1565 1487"> <p>Fables, myths, legends. Play scripts. Stories told from a different point of view or with different "voices".</p> </td> <td data-bbox="1565 1281 1774 1487"> <p>Narrative told from different viewpoints. Use of narrative techniques: flashbacks; impact of different</p> </td> <td data-bbox="1774 1281 2179 1487"> <p>opening paragraphs; use of characters' dialogue and actions; re-purposing narrative as a play script.</p> </td> </tr> </table>			<b>Narrative</b>	<p>Fables, myths, legends. Play scripts. Stories told from a different point of view or with different "voices".</p>	<p>Narrative told from different viewpoints. Use of narrative techniques: flashbacks; impact of different</p>	<p>opening paragraphs; use of characters' dialogue and actions; re-purposing narrative as a play script.</p>
<b>Narrative</b>	<p>Fables, myths, legends. Play scripts. Stories told from a different point of view or with different "voices".</p>	<p>Narrative told from different viewpoints. Use of narrative techniques: flashbacks; impact of different</p>	<p>opening paragraphs; use of characters' dialogue and actions; re-purposing narrative as a play script.</p>					

	<p>and books from other cultures and traditions.</p> <ul style="list-style-type: none"> <li>• Discuss similar themes occurring across stories and express preferences.</li> <li>• Learn a wide range of poetry by heart.</li> <li>• Prepare poems and playscripts to be read aloud and performed, using appropriate intonation and volume.</li> <li>• Build on skills developed in y3/4 to discuss and summarise what they have read- identifying key evidence from the text.</li> <li>• Discuss how authors use language, including figurative, and how this impacts on the reader.</li> <li>• Distinguish between fact and opinion.</li> <li>• Retrieve, record and present information from non fiction</li> <li>• Participate in conversations about books- challenging views courteously.</li> </ul>	<p><b>Non Fiction</b></p>	<p><b>Recount</b> - biography and autobiography. Mainly written in chronological order, but may include flashbacks. Use of first or third person as appropriate. May include opinions as well as facts and humorous or interesting incidents.</p>	<p><b>Non-chronological comparative report</b> Compares and contrasts at least two subjects. Opening statement or question to hook reader, facts compared and contrasted by using generalisers (most, usually, many etc) and conjunctions (while, whereas) and connecting adverbs (however, in addition, similarly).</p>	<p><b>Persuasion</b> - one point of view Opening statement about issue and stance. Points organised in paragraphs with supporting evidence and explanation and linked with connecting adverbs. Closing statement reiterates point of view and appeals to the reader.</p>	
		<p><b>Poetry</b></p>	<p>Poems to perform.</p>	<p>Narrative poems. For example, The Highwayman by Alfred Noyes.</p>	<p>Poem based on a model. For example, The Door by Miroslav Holub, Talking Turkeys by Benjamin Zephaniah.</p>	<p>Word play. For example, turning descriptive language into Kennings.</p>
<p><b>Other Oracy – Used in all contexts</b></p>	<ul style="list-style-type: none"> <li>• Talk in extended turns to express straightforward ideas and feelings.</li> <li>• Present conflicting views of an argument and reach a considered conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Show a good understanding of what has been said and are able to introduce new ideas that are valid.</li> <li>• Listen to others responsively in discussion and link own ideas clearly to others' views, even when these views are different.</li> <li>• Know as group leader what to do to help the discussion to develop well.</li> <li>• Reflect on the contributions of different members of the group and consider each role.</li> </ul>				

# Carr Mill Primary School English Map for Year 6

## Reading and Writing Grammar to teach in relation to:

Word Structure	Sentence	Text Structure	Terminology	Punctuation		
<ul style="list-style-type: none"> <li>The difference between vocabulary typical of informal speech and appropriate for formal speech and writing.</li> <li>How words are related by meaning such as antonym and synonyms.</li> </ul> <p><b>Familiar with most spelling patterns- including complex ones they come across in reading.</b></p>	<ul style="list-style-type: none"> <li>Use of the passive voice to affect the presentation of information in a sentence, (e.g.: I broke the window in the greenhouse versus the window in the greenhouse was broken).</li> <li>Expanded noun phrases to convey complicated information concisely. E.g.: <u>the boy that jumped over the fence</u> is over there; <u>the fact that it was raining</u> meant the end of sports day.</li> <li>The difference between structures typical of informal speech and structures appropriate to formal speech and writing. E.g.: the use of question tags; He's your friend, isn't he? Or the use of the subjunctive verb form) in some very formal writing and speech. E.g.: Father demanded that we <u>not go</u> into the forest</li> </ul> <p><b>Know how the meaning of a sentence is shaped by punctuation, word order, phrase length and conjunctions. Appreciate how a set of sentences have been organised for maximum effect.</b></p> <p style="text-align: center;"><b>Orally introduce/use in writing (teacher talk):</b></p> <p><b>Conjunctions:</b> And, but, who, until, because, so, that, then, while, when, to, or, if, after, also, as well, especially, unless, except, apart from, whereas, although, however, nevertheless.</p> <p><b>Constructions:</b> Cautiously, bravely (higher order ly words). More complex sentences using connectives, Simple expanded noun phrases- lots of money; plenty of dragons. Descriptive lists(2a sentences) Adverbial phrases for when: In the morning; after a while; Later that day etc.; where something is e.g.: at the end of the lane; how something is being done- walked angrily down the street. Question sentences- what was it? Exclamations- it was gone! Speech with a verb- "hello" she whispered. Ing clauses as starters- Grinning, he slipped the treasure into his bag. Power of three for description/action. The man moved swiftly, then twitched, slowly he landed in a heap on the ground. Short sentences for impact. Drop in as above plus ing Expanded ing openers- Grinning manically, he put the treasure in his bag. Reshaping techniques- lengthening/shortening sentences for effect. Ed starters and drop in ed clauses- Exhausted, Tim fell into the chair/ Tim, exhausted, fell into the chair/Time exhausted after running all the way home, fell into the chair. Stage directions in speech- speech plus verb plus action. E.g.: "stop!" he shouted, picking up the stick and running after the thief furiously.</p>	<ul style="list-style-type: none"> <li>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase; grammatical connections- use of the adverbial- on the other hand, consequently and elision- omission of words that are predicted.</li> <li>Layout devices such as headings, sub headings, columns, bullet points.</li> </ul> <p><b>Aware that the pace of reading can add to the excitement.</b> <b>Recognise how time connectives can help move a story on.</b> <b>Use skim and scan to note take and identify key points.</b></p> <p><b>Orally introduce/use in writing (teacher talk):</b></p> <table border="1" data-bbox="1223 727 1939 1358"> <tr> <td data-bbox="1223 727 1525 1358"> <p><b>Openers to connect text:</b> Early one morning, First etc. soon. Suddenly, at that moment, Eventually, After a while; As soon as; Before; immediately. Later, when, whenever, without warning, while, meanwhile, although, however, unlike, most of all, consequently, despite, instead of, compared to, in spite of, even though, nevertheless, until Starters using prepositions- beyond the dark gloom of the cave. Elaborate starters using adjectives- to introduce or move the setting/events in narrative on,</p> </td> <td data-bbox="1525 727 1939 1358"> <p><b>Prepositions:</b> up, down, in, into, onto, out, over, across, inside, under. Behind, above, along, before, between, after. Next to, by the side of, in front of, during, through, throughout, at underneath, since, towards, beneath, beyond, parallel to, adjacent to, vertically, horizontally. <b>Determiners:</b> the, a, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these. <b>Conditionals:</b> Could, would, should. Alliteration- advanced Similes...like.... Similes...as.....as Comparative and superlative adjectives. Proper nouns- A number 5s from Oxford road- not bus. Personification. Empty words- Someone, somewhere was out to get him.</p> </td> </tr> </table>	<p><b>Openers to connect text:</b> Early one morning, First etc. soon. Suddenly, at that moment, Eventually, After a while; As soon as; Before; immediately. Later, when, whenever, without warning, while, meanwhile, although, however, unlike, most of all, consequently, despite, instead of, compared to, in spite of, even though, nevertheless, until Starters using prepositions- beyond the dark gloom of the cave. Elaborate starters using adjectives- to introduce or move the setting/events in narrative on,</p>	<p><b>Prepositions:</b> up, down, in, into, onto, out, over, across, inside, under. Behind, above, along, before, between, after. Next to, by the side of, in front of, during, through, throughout, at underneath, since, towards, beneath, beyond, parallel to, adjacent to, vertically, horizontally. <b>Determiners:</b> the, a, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these. <b>Conditionals:</b> Could, would, should. Alliteration- advanced Similes...like.... Similes...as.....as Comparative and superlative adjectives. Proper nouns- A number 5s from Oxford road- not bus. Personification. Empty words- Someone, somewhere was out to get him.</p>	<p>Pronoun, possessive pronoun, adverbial.</p>	<ul style="list-style-type: none"> <li>Use of the semi colon, colon and dash to indicate stronger subdivisions of a sentences rather than just a comma.</li> <li>Use of the colon to introduce a list.</li> <li>Punctuation of bullet points to list.</li> <li>Understand how hyphens can be used to avoid ambiguity- man eating shark versus man-eating shark or recover versus re-cover.</li> </ul> <p><b>Understand that the meaning of sentences is shaped by punctuation.</b></p>
<p><b>Openers to connect text:</b> Early one morning, First etc. soon. Suddenly, at that moment, Eventually, After a while; As soon as; Before; immediately. Later, when, whenever, without warning, while, meanwhile, although, however, unlike, most of all, consequently, despite, instead of, compared to, in spite of, even though, nevertheless, until Starters using prepositions- beyond the dark gloom of the cave. Elaborate starters using adjectives- to introduce or move the setting/events in narrative on,</p>	<p><b>Prepositions:</b> up, down, in, into, onto, out, over, across, inside, under. Behind, above, along, before, between, after. Next to, by the side of, in front of, during, through, throughout, at underneath, since, towards, beneath, beyond, parallel to, adjacent to, vertically, horizontally. <b>Determiners:</b> the, a, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these. <b>Conditionals:</b> Could, would, should. Alliteration- advanced Similes...like.... Similes...as.....as Comparative and superlative adjectives. Proper nouns- A number 5s from Oxford road- not bus. Personification. Empty words- Someone, somewhere was out to get him.</p>					
<b>Oracy/Text making activities :</b>						
<b>Imitation</b>	<b>Innovation</b>	<b>Invention</b>		<b>Evaluation</b>		
<p>Children must be given time to internalise each story so they can then-</p> <ul style="list-style-type: none"> <li>Retell; listen and join in with words/actions.</li> </ul>	<p><b>Substitution:</b> Change the name of a character/setting/object. <b>Addition:</b> Add detail and description to a character/setting.</p>	<ul style="list-style-type: none"> <li>Create a story from a range of stimuli: props, pictures, sounds, music. (Focus)</li> <li>Brainstorm ideas for story plots and events.</li> <li>Re-use plots of known stories to create their own.</li> </ul>		<p>Identify the ways that spoken language varies according to</p>		

<ul style="list-style-type: none"> <li>Orally rehearse using a story map.</li> <li>Record story plot using the map to show build up/conflict/resolution.</li> <li>Retell the story from another point of view.</li> <li>Plan by boxing up paragraphs and flow charts.</li> <li>Individually record a story plot using a story volcano/map (build up conflict resolution)</li> <li>Use a story map/volcano with two conflicts/ beginning with a conflict.</li> <li>Draw upon a range of planning techniques appropriate to the task.</li> </ul>	<p>Add a new event Make additions to the sentence structure- including dialogue. Add a new character. <b>Alteration:</b> As year 1 &amp;2 plus Recycle- use the original plot to write a new story (introduce). Or in another style- e.g.: newspaper report, play or parody. Write different styles of openings. Write in the style of an author. Use dialogue at key points. Describe a setting through different senses.</p>	<ul style="list-style-type: none"> <li>Reflect the taught sentence structures/grammar in their own story telling. (Focus)</li> <li>Class, group, paired and individual writing of stories.</li> <li>Introduce polishing pen / writers toolkit as an introduction to editing (see Pie Corbett)</li> <li>Paired and proof reading (punctuation police, spelling spy, ideas investigator) and evaluate.</li> <li>Paired marking.</li> <li>Mimic recognised story conventions appropriate to the genre.</li> <li>Write narratives which include: parallel stories and flashbacks.</li> <li>Collect synonyms, adverbs and verbs appropriate to the text.</li> </ul>	<p>context, purpose. Consider overall impact of live or recorded performances, identifying dramatic ways of conveying characters' ideas, and building tension.</p>
<b>Handwriting</b>	<p>Pupils should be able to write legibly, fluently, with increasing speed and personal style by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices</li> <li>deciding, as part of their personal style, whether or not to join specific letters</li> <li>Choosing the writing implement that is best suited for a task (e.g. quick notes, letters).</li> </ul>	<p>Ensure that pupils continue to practise handwriting and are encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. Make sure that they are clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). Ensure that they are also taught to use an un joined style (e.g. for labelling a diagram or writing an email address) and capital letters (e.g. for filling in a form).</p>	
<b>Spelling</b>	<p>spell by:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (Appendix 1)</li> <li>spell some words with silent letters- knight, solemn, answer</li> <li>continue to distinguish between homophones and other words that are often confused.</li> <li>Use dictionaries to look up spellings/ meanings of words.</li> <li>Use a thesaurus</li> </ul>	<p>Ensure that pupils are taught to use dictionaries to check the spelling of a word they are unsure of. Dictionaries are not useful for pupils who cannot yet spell, since these pupils do not have sufficient knowledge to use them efficiently.</p>	<p><b>Red Words:</b> Consolidate all of the previous year's spellings for red words. Assess to determine the need for strategies to be taught and any intervention programmes required. Common letter strings and different pronunciations. Less common prefixes/suffixes. Adding the suffix e, ie, y</p>
<b>EOY expectations</b>	<p><b>By the end of year 6 pupils reading should be sufficiently fluent and effortless for them to manage the curriculum in year 7.</b> By the end of year 6 children should be able to draw upon a range of planning techniques appropriate to the task. Use original plots to write in a different form. Teachers should prepare their pupils for secondary education by ensuring they can consciously control the structure of their sentences in their writing and understand why sentences are constructed in such ways. This should be done through consolidation, practice and discussion of language. Retell a whole, known tale and record the plot using story map. Children should now be starting to recycle more original plots to write their own stories. They should be able to orally invent more sophisticated stories and edit with peer support. Develop their skills in spoken language, confidence, enjoyment and mastery of language through experiences of public speaking, debate and a variety of other experiences.</p>		
<b>Writing Composition</b>	<ul style="list-style-type: none"> <li><u>plan their writing by:</u></li> <li>Identify the audience and purpose, select form and use similar texts as models.</li> <li>Note and develop initial ideas, drawing on reading and research.</li> <li>When writing narratives, consider how authors have developed characters and settings in the texts.</li> <li><u>draft and write by:</u></li> <li>Select appropriate grammar and vocabulary, understanding how choice can change meaning.</li> <li>In narrative, describe settings, characters and atmosphere- integrate dialogue to convey the character and advance the action.</li> <li>Use devices to build cohesion between paragraphs.</li> <li>Use organisational devices (headings, bullet points, underlining)</li> <li><u>evaluate and edit by:</u></li> <li>Assess the effectiveness of their own and others' writing.</li> <li>Propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>Ensure consistent and correct tense is used throughout a piece of writing.</li> <li>Ensure subject verb agreement when using singular and plural.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Proof reading for spelling and punctuation errors.</li> <li>• Perform their own compositions, using appropriate voice.</li> </ul>				
<b>Text types/ideas</b>	<p>At this stage, there is no need to teach specific word reading skills, for most pupils. If pupils are struggling or failing reasons must be investigated. It is imperative that pupils are taught to read during the last 2 years at primary school if they enter year 5 not being able to do so.</p> <ul style="list-style-type: none"> <li>• Continue to read and discuss and increasingly wide range of fiction, poetry and information books.</li> <li>• Increase children's familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fictions from English heritage and books from other cultures and traditions.</li> <li>• Discuss similar themes occurring across stories and express preferences.</li> <li>• Learn a wide range of poetry by heart.</li> <li>• Prepare poems and play scripts to be read aloud and performed, using appropriate intonation and volume.</li> <li>• Build on skills developed in y3/4 to discuss and summarise what they have read- identifying key evidence from the text.</li> <li>• Discuss how authors use language, including figurative, and how this impacts on the reader.</li> <li>• Distinguish between fact and opinion.</li> <li>• Retrieve, record and present information from non fiction</li> <li>• Participate in conversations about books- challenging views courteously.</li> </ul>	<b>Non negotiables genre – to aid progression and coverage. These must be covered in this year group.</b>			
		<b>Narrative</b>	<p>Horror/mystery stories. Classic stories.</p>	<p>Narrative structure and techniques adapted according to the type; suspense, traditional etc.</p>	
		<b>Non Fiction</b>	<p><b>Persuasion/Recount</b> <b>Journalistic writing.</b> Well-structured report with opening orientation with key facts written with deliberate bias.</p>	<p>Includes direct and reported quotes and a final re-orientation sentence which brings the reader up to date with the current situation.</p>	<p><b>Discussion balanced argument</b> Opening statement makes issue clear, presented in</p>
	<b>Poetry</b>	<p>Poems to perform.  Personification. Use of imagery.</p>	<p>Different poetic forms, including Shakespearean blank verse. Make choices about the form to create own poems.</p>		
<b>Other Oracy – Used in all contexts</b>	<ul style="list-style-type: none"> <li>• Vary vocabulary, grammar and non-verbal features to suit the audience.</li> <li>• Shape talk very deliberately for effect and clarity.</li> <li>• Present a strong argument in a formal debate on an issue, using the language and procedures of debating.</li> <li>• Able to agree on some ways for opening and closing an interview.</li> <li>• Can present spoken argument that develops coherently and logically, supports its points with evidence and uses persuasive language.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise significant detail and implicit meaning in others' contributions.</li> <li>• Comfortable in developing others' ideas in different ways.</li> <li>• Show a growing ability to shape the direction of the talk.</li> <li>• Listen to a debate with an open mind, recall the main arguments and decide, for clear reasons, which one was the most convincing.</li> <li>• Work together as a group to prepare an argument against or for the motion in a debate.</li> </ul>			