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| English | **Pedagogical Knowledge** | | | | | | | | | | |
| Y1&2  Cycle B | **Spring**  **Coastline** | | | | | | | | | | |
| Genre | Descriptions | | Adventure narratives | | | | Non-chronological reports | | | Persuasive writing | |
| Book Study | **Katie Morag and the New Pier** | | | | | | | | | | |
| Y1  Spoken Language |  | | | Participate in group talk, role play and performances. | | Ask and answer questions using who, what, where, why, how and when. | | | Use subject-specific vocabulary to explain and describe. | | |
| Y1  Reading | Discuss the importance of the title, information and events in a short text. | | | Learn and recite some rhymes and poems by heart, retelling fairy stories, traditional tales and other stories.  Link what they read or hear to their own experiences and understanding of a topic or events. | | Recognise and say aloud predictable phrases from familiar genres of writing.  Identify and understand what is happening within a short piece of text. | | | Discuss the importance of the title, information and events in a short text. | | |
| Y1  Writing | Say out loud what they are going to write about, making simple pictorial or written records where appropriate.  Read their writing aloud, clearly enough to be heard by other children and the teacher. | | | Say out loud what they are going to write about, making simple pictorial or written records where appropriate.  Sequence sentences to form short texts using some sequencing words or formulaic phrases, including those to indicate the start or end of a text.  Reread their writing to check that it makes sense. | | Orally rehearse and write short sentences.  Say out loud what they are going to write about, making simple pictorial or written records where appropriate.  Begin to use punctuation (capital letter, full stop, question mark, exclamation mark).  Leave spaces between words and join words and clauses using ‘and’.  Discuss their writing with the teacher or other pupils. | | | Say out loud what they are going to write about, making simple pictorial or written records where appropriate.  Write for a range of purposes.  Begin to use punctuation (capital letter, full stop, question mark, exclamation mark).  Reread their writing to check that it makes sense. | | |
| Y2  Spoken Language |  | | | Talk confidently in a group or whole class scenario in a range of different contexts. | | Ask and answer relevant questions in different contexts. | | | Suggest words or phrases that are appropriate to the topic. | | |
| Y2  Reading | Discuss their favourite words and phrases in a text, giving simple reasons for their choices. | | | Retell a range of stories, tales and fairy stories, and recite poems by heart with appropriate intonation to make the meaning clear.  Identify the sequence of events in a simple text, saying what happens next and why it happens. | | Recognise simple recurring literary language and conventions in taught fiction genres, non-fiction genres and poems.  Identify the main facts or events in simple texts. | | | Discuss their favourite words and phrases in a text, giving simple reasons for their choices. | | |
| GDS Reading End of KS1 | The pupil can, in a book they are reading independently:  - make inferences  - make a plausible prediction about what might happen on the basis of what has been read so far  - make links between the book they are reading and other books they have read | | | | | | | | | | |
| Y2  Writing | Write down or say what they want to write about before beginning, including ideas and new vocabulary.  Use simple expanded noun phrases with an adjective that describes the noun.  Use the present and past tense correctly and consistently, including the progressive form.  Read their writing aloud clearly, audibly and with appropriate intonation. | | | Write down or say what they want to write about before beginning, including ideas and new vocabulary.  Write longer sequences of sentences about their own experiences and those of fictional characters.  Use the present and past tense correctly and consistently, including the progressive form.  Reread their writing to check for spelling, punctuation and grammar errors and the correct use of verbs that indicate time. | | Explain, one sentence at a time, what they want to write.  Write down or say what they want to write about before beginning, including ideas and new vocabulary.  Use taught punctuation and new uses of punctuation (full stops, capital letters, exclamation marks, commas and apostrophes).  Use coordination and subordination to extend their sentences.  Evaluate their writing with the teacher and other pupils, making simple additions, revisions and corrections. | | | Write down or say what they want to write about before beginning, including ideas and new vocabulary.  Write for a range of purposes with increasing stamina and positivity.  Use taught punctuation and new uses of punctuation (full stops, capital letters, exclamation marks, commas and apostrophes).  Reread their writing to check for spelling, punctuation and grammar errors and the correct use of verbs that indicate time. | | |
| GDS Writing End of KS1 | The pupil can, after discussion with the teacher:   * Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing * Make simple additions, revisions and proof-reading corrections to their own writing * Use the punctuation taught at KS1 mostly correctly * Spell most common exception words * Add suffixes to spell most words correctly in their writing * Use the diagonal and horizontal strokes needed to join some letters | | | | | | | | | | |
| Y3&4  Cycle B | **Misty Mountain, Winding River**  **Geography** | | | | | | | | | | |
| Genre | Diaries | Leaflets | | | Explanations | | | Narrative poems | | |
| Book Study | **King of the Cloud Forests** | | | | | | | | | | |
| Y3  Spoken Language | Use interesting adverbial phrases and noun phrases in a discussion or presentation. | Listen and respond to the instructions, contributions or viewpoints of others. | | | Ask for specific additional information with a supplementary question. | | |  | | |
| Y3  Reading | Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader’s interest. | Identify the main point of each paragraph in a short text. | | | Identify key details in a text in response to a retrieval question or research task.   Identify some themes and conventions in a range of books, texts and poetry. | | | Explain the meaning of words based on the context, using a dictionary where appropriate.  Retell and perform a wide range of texts, including poetry and play scripts, showing understanding using a range of strategies. | | |
| Y3  Writing | Plan, discuss and record ideas in notes on a writing frame, using similar writing to support with structure and vocabulary.  Orally compose and write sentences using an increasing range of vocabulary and sentence structures.  Read aloud their own writing with appropriate intonation and volume so that the meaning is clear.  Continue to use and identify expanded noun phrases, beginning to use some prepositional phrases. | Plan, discuss and record ideas in notes on a writing frame, using similar writing to support with structure and vocabulary.  Begin to group related ideas into paragraphs.  Use simple organisational devices in non-narrative writing.  Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing some errors and attempting to make appropriate corrections.  Express time, place and cause using conjunctions, adverbs and prepositions.  Use taught punctuation and new punctuation (inverted commas). | | | Begin to group related ideas into paragraphs.  Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing some errors and attempting to make appropriate corrections.  Express time, place and cause using conjunctions, adverbs and prepositions. | | | Orally compose and write sentences using an increasing range of vocabulary and sentence structures.  Assess the effectiveness of their own and others’ writing, noticing some ways to improve the grammar, vocabulary or conventions of the genre.  Read aloud their own writing with appropriate intonation and volume so that the meaning is clear.  Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction and reference books, making enthusiastic and positive contributions in turn that show their understanding.  Begin to use the first two or three letters of a word to check its spelling in a dictionary.  Continue to use and identify expanded noun phrases, beginning to use some prepositional phrases. | | |
| Y4 Spoken Language | Use expression and intonation to emphasise grammar, punctuation or character when reading or speaking aloud. | Listen and respond appropriately to the instructions, contributions or viewpoints of others. | | | Ask a series of questions to speculate, imagine and explore ideas. | | |  | | |
| Y4 Reading | Identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases. | Identify and summarise the main ideas drawn from more than one paragraph in longer texts. | | | Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose.   Identify the main themes and conventions in a range of text types. | | | Confidently explain the meaning of individual words, using a dictionary to check unfamiliar words and selecting the most appropriate meaning for the context.  Become familiar with a widening range of texts (fairy stories, myths and legends, fantasy, poems, plays, historical narratives), retelling or performing these orally with appropriate tone, volume and action. | | |
| Y4 Writing | Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar.  Make some choices about vocabulary and sentence structure.  Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling their tone and volume so that the meaning is clear.  Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. | Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar.  Organise sentences with the same theme in paragraphs.  Use a range of organisational devices effectively to structure non-narrative writing.  Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing and acting on an increasing range of errors.  Use fronted adverbials, pronouns and conjunctions to vary their sentence structure.  Use taught punctuation and new uses of punctuation (apostrophe, inverted comma, comma). | | | Organise sentences with the same theme in paragraphs.  Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing and acting on an increasing range of errors.  Use fronted adverbials, pronouns and conjunctions to vary their sentence structure. | | | Make some choices about vocabulary and sentence structure.  Assess the effectiveness of their own and others’ writing, suggesting and making changes to grammar and vocabulary to improve consistency.  Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling their tone and volume so that the meaning is clear.  Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction, reference books and textbooks, making increasingly effective contributions in turn that show their understanding.  Independently use the first two or three letters of a word to check its spelling in a dictionary.  Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. | | |
| Y5&6  Cycle B | **Spring**  **Frozen Kingdoms**  **Geography** | | | | | | | | | | |
| Genre | Non-chronological reports | Haikus | | | Newspaper reports | | | Adventure narratives | | |
| Book Study | **The Wolf Wilder** | | | | | | | | | | |
| Y5  Spoken Language | Present opinions, points of view and arguments related to a topic or debate. | Use challenging and sophisticated vocabulary to gain and maintain the interest of the listener. | | | Give clear, concise descriptions, explanations and narratives in different contexts. | | | Use challenging and sophisticated vocabulary to gain and maintain the interest of the listener. | | |
| Y5  Reading | Retrieve, record and present a range of information from fiction and non-fiction texts. | Explore the meaning of words, including figurative language. | | | Make inferences supported with specific evidence and distinguish between statements of fact and opinion. | | | Explore the meaning of words, including figurative language.  Discuss and compare the themes and conventions used in an increasing range of age-appropriate text types. | | |
| Y5  Writing | Choose the most appropriate planning format and note initial ideas effectively.  Explore a range of organisational and presentational devices to structure texts that are appropriate for the audience and purpose of their writing.  Proofread to check the spelling, punctuation and consistent and correct use of tense throughout a piece of writing.  Apply the grammar rules and concepts, and use suitable grammatical terminology.  Use taught punctuation and the new uses of punctuation (commas, brackets, dashes). | Select increasingly appropriate vocabulary and sentence structures for the genre of writing.  Assess the effectiveness of their own and others’ writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation.  Apply and explain their knowledge of age-appropriate root words, prefixes and suffixes (etymology and morphology) to read aloud and understand the meaning of new words.  Use the first three or four letters of a word to check its spelling or meaning, and use thesauri to find alternative vocabulary.  Use expanded noun phrases, identifying the adjective and prepositional phrase that have been used to give more information. | | | Choose the most appropriate planning format and note initial ideas effectively.  Use a wide range of devices to build cohesion within paragraphs.  Perform their own compositions with appropriate intonation and volume, and some consideration of movement.  Write legibly, fluently and with increasing speed, choosing the most appropriate writing implement for the task. | | | Select increasingly appropriate vocabulary and sentence structures for the genre of writing.  Recognise how authors have developed characters and settings, describe their own settings and use dialogue to convey character and advance the action.  Assess the effectiveness of their own and others’ writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation.  Use expanded noun phrases, identifying the adjective and prepositional phrase that have been used to give more information. | | |
| Y6  Spoken Language | Consider and evaluate different viewpoints, attending to and building on the contributions of others. | Use a wide range of phrases, including determiners and other grammatical elements, to add interest and clarity for the listener. | | | Choose between formal and informal language, depending on the situation. | | | Use a wide range of phrases, including determiners and other grammatical elements, to add interest and clarity for the listener. | | |
| Y6  Reading | Retrieve, record and present a range of relevant information from fiction and non-fiction texts, focusing on the evidence from the text. | Analyse the meaning of words, including figurative language, and consider the impact of language on the reader. | | | Make inferences, including distinctions between fact and opinion, and justify them with detailed, targeted evidence and extended written responses. | | | Analyse the meaning of words, including figurative language, and consider the impact of language on the reader.  Analyse and compare the themes and conventions within and across a wide range of writing. | | |
| Y6  Writing | Make detailed notes on an appropriate planning format, drawing on reading and research where necessary.  Use a range of organisational devices effectively, adapting their text to suit the audience and purpose.  Proofread to check the spelling, punctuation, degree of formality (register) and subject and verb agreement throughout a piece of writing.  Apply the grammar rules and concepts, and use suitable grammatical terminology.  Use taught punctuation and new punctuation (semicolon, colon, dash, bullet points and hyphens). | Select appropriate grammar and vocabulary to change and enhance meaning.  Assess the effectiveness of their own and others’ writing, proposing and making changes to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning.  Analyse the etymology and morphology of words to read aloud and understand the meaning of new words.  Use dictionaries effectively to find spellings and word meanings, and use thesauri to choose appropriate synonyms.  Use and identify expanded noun phrases that convey complicated information concisely. | | | Make detailed notes on an appropriate planning format, drawing on reading and research where necessary.  Link ideas within and across paragraphs using a wider range of cohesive devices.  Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear.  Write legibly, fluently and with increasing speed by choosing the appropriate letter shape and joining method where appropriate.  Use vocabulary and sentence structures, including subjunctive forms, that are appropriate for formal speech and writing. | | | Select appropriate grammar and vocabulary to change and enhance meaning.  Describe settings, characters and atmosphere using well-chosen vocabulary, integrating dialogue effectively.  Assess the effectiveness of their own and others’ writing, proposing and making changes to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning.  Use and identify expanded noun phrases that convey complicated information concisely. | | |
| GDS Writing End of KS2 | The pupil can:  • 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 (e.g. literary language, characterisation, structure)  • distinguish between the language of speech and writing3 and choose the appropriate register  • exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this  • use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^  [There are no additional statements for spelling or handwriting | | | | | | | | | |