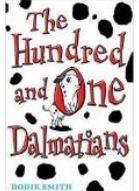
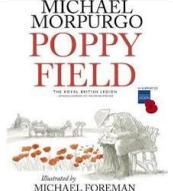
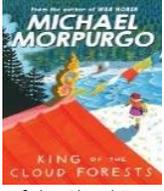
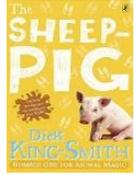
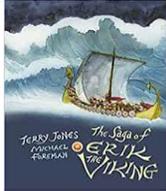
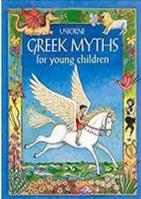


Year 3/4F – English Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Heroes & Villains	Fallen Fields	Misty Mountain Winding River	Predator	Traders and Raiders	Gods & Mortals
Key Books	 by– Dodie Smith	 Poppy Field Michael Morpurgo & Michael Foreman	 King of the Cloud Forests – Michael Morpurgo	 The Sheep Pig – Dick King-Smith	 The Saga of Erik the Viking – Terry Jones	 Greek Myths for Young Children – retold by Heather Amery
Poetry & Other Texts for Reading Comp and end of day read.	Heroes & Villains Roald Dahl Top 50 Villains: Horrible Histories Terry Deary Voices in the Park – Anthony Browne	Stubby – Michael Foreman Paint me a Poem – Grace Nichols	Poem -Carry Me Away by Matt Goodfellow Discover & Learn Rivers The Study Book This Morning I met A Whale Michael Morpurgo The Giving Tree – Shel Silverstein	Diary of a killer cat Anne Fine Who eats what food chains and webs Patricia Lauber Leon and the place between – Angela McAllister & Grahame Baker-Smith	Vicious Vikings – Horrible Histories Terry Deary How To Train Your Dragon – Cressida Cowell Deep in the Green Wood – Wes McGee (Poetry) A moment in Time – Thomas Hegbrook	Groovy Greek – Horrible Histories Terry Deary Who Let the Gods Out Maz Evans Iron Man – Ted Hughes
	Writing Outcomes		Writing Outcomes		Writing Outcomes	
Non-Fiction Talk 4 Writing	Talk4Writing Biographies – Write an article about Cruella Talk4Writing Lockdown	Talk4Writing Newspaper reports Letters	Talk4Writing Information leaflets – Write an Explanations about an aspect of the topic for exhibition for parents.	Talk4Writing Recounts – write a chronological recount of the memorable experience Speeches Write a persuasive text about why their chosen animal is the greatest. Leaflets – Write a leaflet of their favourite predator	Talk4Writing Reports – write a report on the Saxon landing	Talk4Writing Instructions
Fiction Talk 4 Writing	Fairy tales - Write an alternative fairy tale Dialogue – Write dialogue between Bonnie & Clyde Comic strips – Write a superhero comic strip Riddles – Write a riddle about a hero or heroine Talk4Writing Heroes	Monologues Diaries – Write a soldiers diary entry Narratives – Write a story in first person as a soldier in the war	Diaries Narrative poetry – write a narrative poem	Poetry – write a haiku of a bird of prey Dilemma stories – write a dilemma story	Myths and legends Retell the legend of King Arthur Character profiles Write a profile for King Arthur Poetry write a Viking poem Historical narratives – Write a story based in the time.	Character profiles Diaries Myths and legends Character descriptions
	Grammar by Term					

<p>GPS</p>	<ul style="list-style-type: none"> Use some conjunctions of time as openers e.g. First, next, then, soon, after that, last. Subordinating Conjunctions – when, if, that, because and coordinating – or, and, but. Use capital letters, full stops, question marks, commas in a list, and exclamation marks. Use inverted commas for direct speech. Write grammatically correct simple and compound sentences. Synonyms & Similes Use of present perfect forms of verbs instead of simple past (he has gone out to play). Use suffixes – er, est, in adjectives and ly to turn adjectives into adverbs. (Year 4) Use inverted commas for direct speech. Precise expanded noun phrases – silver, shiny moon. Use capital letters, full stops, question marks, commas in a list, and exclamation marks. Appropriate choice of pronoun or noun within a sentence to avoid ambiguity or repetition. Write grammatically simple and compound sentences. In narratives, create settings, characters and plot matching a distinct genre or structures. Expressing time, place and cause using conjunctions – 	<ul style="list-style-type: none"> Fronted adverbials Use adverbs of manner – silently, quickly Use capital letters, full stops, question marks, commas in a list, and exclamation marks. Expressing time, place and cause using conjunctions – when, before, after, while, so, because, adverbs – then, next, soon, therefore, prepositions – before, after, during, in, because of. Use paragraphs to organise ideas around a theme. Use inverted commas Use similes to enhance description. Use metaphors (Year 4) In response to immersion in text type can develop and record own ideas in preparation for writing. Use of simile and metaphor Introduced to onomatopoeia. Grammatical difference between plural and possessive ‘s’. Apostrophe to mark plural possession. Fronted adverbials – Later that day, I heard the bad news. Use of commas after fronted adverbials Use of paragraphs as a way to group related material In narratives – create settings, characters and plot matching a distinct structure or genre. 	<ul style="list-style-type: none"> Use of nouns, adjectives, verbs and adverbs Use effective adjectives, specific nouns and similes Find strong verbs Use time adverbs and adverbials Use conjunctions, when, before, after, while, adverbs – then, next, soon, therefore, Prepositions – before, after, during, in. Headings and subheadings to aid presentation. Use paragraphs to group related material. Precise expanded noun phrases Formation of nouns using a range of prefixes – super, anti, auto. (Year 4) Use of Standard English – we were instead of we was. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases – e.g. a pig expanded to a little runty pig. Fern came, almost every day, to visit him. Expressing time, place and cause using conjunctions – when, before, after, while, so, because, adverbs – then, next, soon, therefore, prepositions – before, after, during, in, because of. 	<ul style="list-style-type: none"> Use inverted commas for direct speech. Powerful verbs to create impact Use conjunctions, when, before, after, while, adverbs – then, next, soon, therefore, Prepositions – before, after, during, in. Precise expanded noun phrases – silver, shiny moon. Use of paragraphs as a way to group related material Use of adverbs of manner – silently, quickly. Persuasive devices – agreement, obviously, without doubt Rhetorical questions Powerful adjectives (Year 4) Expressing time, place and cause using conjunctions – when, before, after, while, so, because, adverbs – then, next, soon, therefore, prepositions – before, after, during, in, because of. Use paragraphs to organise ideas around a theme. Choose nouns or pronouns appropriately for clarity and cohesion avoiding repetition. Use connectives to link ideas – however, therefore, furthermore. 	<ul style="list-style-type: none"> Use inverted commas for direct speech. Use powerful verbs to create impact. Expressing time, place and cause using conjunctions – when, before, after, while, so, because, adverbs – then, next, soon, therefore, prepositions – before, after, during, in, because of. Precise expanded noun phrases – silver, shiny moon. Use of paragraphs as a way to group related material Use of adverbs of manner – silently, quickly. Use similes to enhance description Fronted adverbials – Later that day, I heard the bad news. Grammatical difference between plural and possessive ‘s’. Apostrophe to mark plural possession. (Year 4) Use of Standard English – we were instead of we was. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases – e.g. a pig expanded to a little runty pig. Fern came, almost every day, to visit him. 	<ul style="list-style-type: none"> Use of adjectives Fronted adverbials correctly punctuated with a comma Expanded noun phrases Different sentence types, paragraphs and punctuation Prefix – inter Suffix – ation added to verbs to form nouns. Connectives to link ideas – however, therefore, furthermore. Powerful adjectives (Year 4) Use of passive voice to affect presentation of information – the window was broken by me – I broke the window. Fronted adverbials and noun phrases to open sentences. Use of commas – after a fronted adverbial. Use of speech marks Apostrophes for plural & singular possession. Levels of formality selecting precise vocabulary. To maintain accurate tense throughout Punctuate speech correctly Expand noun phrases Choose nouns or pronouns appropriately for clarity and cohesion avoiding repetition.
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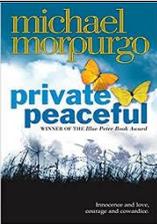
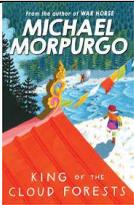
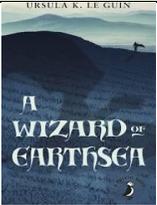
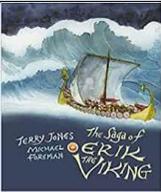
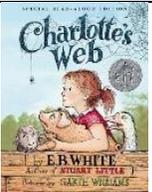
	<p>when, before, after, while, so, because, adverbs – then, next, soon, therefore, prepositions – before, after, during, in, because of.</p>		<ul style="list-style-type: none"> • Write grammatically correct simple and compound sentences. 	<ul style="list-style-type: none"> • Persuasive devices – agreement, obviously, without doubt • Rhetorical questions • Powerful adjectives 	<ul style="list-style-type: none"> • Use paragraphs to organise ideas around a theme. • Choose nouns or pronouns appropriately for clarity and cohesion avoiding repetition. • Use inverted commas for direct speech and other punctuation • Apostrophe to mark plural possession. • Commas after fronted adverbials. • Use of similes to enhance description • Expanded noun phrases 	
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Year 3 & Year 4 Grammar (End of Year Expectations)

<p>Punctuation (Year 3) Use inverted commas to punctuate direct speech. (Y2 – Capital letters, full stops,?,!, Commas, Contracted apostrophes.)</p> <p>Ellipses Colon (before a list)</p> <p>(Year 4) Use if inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!"</p>	<p>Word (Year 3) Prefixes – super, anti, auto Powerful verbs Stare, tremble, slither Boastful Language magnificent, unbelievable, exciting Specific/tech vocab... Determiners An open box, a rock.</p> <p>(Year 4) Difference between plural and possessive – s. <i>To use standard English verb inflections such as 'I did' rather than 'I done'.</i> <i>Prepositions – at, underneath, since, towards, beyond.</i> <i>Conditionals – could, should, would.</i> <i>Comparative/superlative adjectives – small, smaller, smallest.</i> <i>Proper nouns</i></p>	<p>Sentence (Year 3) Conjunctions – when, before, after, while, so, because... Adverbs – then, next, soon, therefore... Prepositions – before, after, during, in, because of... Vary long (add description or info) & short sentences (for emphasis and making key points). Adverb Starters to add detail – 'Carefully, she crawled along the floor of the cave...' Adverbial phrases – 'A few days ago, Prepositional phrases – 'on the mat, behind the tree. Compound sentences (coordinating conjunctions) Develop Complex sentences... 'Sighing, the boy finished his writing'. Relative clauses – The girl, who I remember, had long dark hair' Sentence of 3 for description... The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Pattern of 3 for persuasion... Visit, Swim. Enjoy. Topic sentences to intro paragraphs.</p> <p>(Year 4) Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases – e.g. a pig expanded to a little runty pig. Fern came, almost every day, to visit him. Fronted adverbials - - Later that day, I heard the bad news. <i>Long/short sentences to enhance description/information.</i> <i>Short sentences – move events on quickly.</i> <i>Start with a simile – As curved as a ball, the moon shone...</i></p>	<p>Text (Year 3) Paragraphs Headings, sub-headings Present perfect form of verbs – 'He has gone out to play' instead of simple past. Secure use of planning tools: Story Map, Story mountain, story grids, Boxing Up. Plan Opening – characters, setting, time of day and weather. Paragraphs – organise ideas into each story part; 5 story parts – Intro, Build Up, Problem/dilemma, Resolution, Ending.</p> <p>Non Fiction – Intro, Middle sections, Develop Ending – Wow comment.</p> <p>(Year 4) Use paragraphs to organise ideas around a theme. <i>Appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition.</i> <i>Secure use of planning tools – story mapping/story mountain, boxing u.</i> <i>Plan opening – description/action.</i> <i>Paragraphs to organise parts of a story</i> <i>Develop 5 parts to story – Intro, Build Up, Problem/Dilemma, Resolution, Ending.</i></p>	<p>Terminology (Year 3) Preposition, clause, subordinate clause, conjunction, word family, prefix, direct speech, inverted commas – speech marks, consonant, vowel, consonant letter vowel, vowel letter. Bullet points Determiner, Adverb Coordinating conjunction Subordinating conjunction, relative clause, relative pronoun, imperative, colon for instructions, alliteration, simile, tense past present.</p> <p>(Year 4) Determiner, pronoun, possessive</p>
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	<p>Apostrophes to mark plural possession. Use commas after fronted adverbials</p>		<p><i>Secure use of compound sentences – using coordinating conjunction – and, or, but, so, for, nor, yet.</i> <i>Develop complex sentences – subordination – subordinating conjunctions.</i> <i>Ed clauses as starters – Frightened, Tom ran home.</i> <i>Ing clauses as starters – Smiling menacingly, the man stepped forward.</i> <i>Drop in ‘ing’ clauses – Jane, laughing at the teacher, fell off her chair.</i> <i>Sentences of 3 for action – Sam rushed down the road, jumped on the bus and sank in his seat.</i> <i>Repetition to persuade – Find us find the fun.</i> <i>Dialogue – verb + adverb “Hello”, she whispered, shyly.</i> <i>Appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition.</i></p>	<p><i>Non -Fiction – Intro, Middle Section, Ending – (ending can include personal response, ?, reminders, warnings. Paragraphs to organise ideas around a theme. Link information within a paragraph.</i> <i>Use of bullet points/diagrams.</i></p>	<p>noun, adverbial, fronted adverbial, apostrophe – plural possession.</p>
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Year 4/5B – English Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	I am Warrior	Forgotten Fields	Misty Mountain Winding River	Alchemy Island	Traders & Raiders	Beast Creator
Key Books	 Boudica by Claire Llewellyn	 Private Peaceful by Michael Morpurgo	 King of the Cloud Forests – Michael Morpurgo	 The Wizard of Earthsea – by Ursula Le Guin	 The Saga of Erik the Viking – Terry Jones	 Charlotte's Web – EB White
Poetry & Other Texts for Reading Comp and end of day read. Talk 4 Writing	 Private Peaceful by Michael Morpurgo Poetry Overheard in a Tower Block – Joseph Coelho	FARThER by Grahame Baker-Smith  Thieves of Ostia – Caroline Lawrence The Firework Maker's Daughter The Day War Came -Nicola Davies One Boy's War	 The Wizard of Earthsea – by Ursula Le Guin Sensational (Poetry) – Roger McGough Why The Whales Came – Michael Morpurgo	 The lion, the witch and the Wardrobe by CS Lewis Jabberwocky – Lewis Carroll	Who were the Vikings (Usborne) I Wanna Iguana – Karen Kaufman Orloff Lost Magic – the very best of Brian Moses (Poetry) Bill's new frock – Anne Fine	Quick Let's get out of here Mustard Custard Grumble Belly & Gravy – Michael Rosen The Wonder Garden – K Williams
	Writing Outcomes		Writing Outcomes		Writing Outcomes	
Non Fiction Talk 4 Writing	Instructions Create a menu for a Roman feast Write invitations and RSVP Letters Write to family back in Roman about life in Britain.	Non Chron report Write about food during the First World War Write a persuasive poster to help with the war effort Letters – write a letter as a British or German soldier appealing for the war to end Newspaper reports; Diary/narrative monologue- write the diary of a soldier in the	Information leaflets – Write an Explanations about an aspect of the topic for exhibition for parents.	Non Chron report – Write a report about Gold to present to chief alchemist.	Reports – write a report on the Saxon landing	Non Chron Report – write a report on visit to wildlife centre Write Instructions for a mini beast hotel Write a Persuasive advert for the Mini Beast hotel

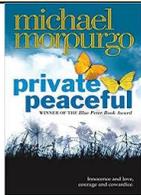
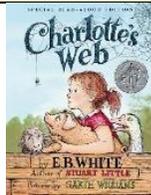
		trenches based on One Boy's War.				
Fiction Talk 4 Writing	<p>Historical Narratives – write a story based on research adding dialogue</p> <p>Scripts</p> <p><i>Write a commentary for a Gladiator combat.</i></p> <p>Create a timeline of Boudicca</p> <p>Write a short Soliloquy as a Celt or Viking</p>	<p>Traditional tale- write your own traditional tale based on the Firework makers daughter.</p>	<p>Diaries</p> <p>Narrative poetry – <i>write a narrative poem</i></p>	<p>Write an opening paragraph to a fantasy narrative</p> <p>Soliloquy – Write as the Chief Alchemist on the island</p> <p>Poetry – write a Cinquain about a legendary gem.</p> <p>Write lyrics about Alchemy Island – working as a class using metaphor and simile.</p>	<p>Historical narratives – <i>Write a story based in the time.</i></p> <p>Myths and legends Retell the legend of King Arthur</p> <p>Character profiles <i>Write a profile for King Arthur</i></p> <p>Poetry write a Viking poem</p>	<p>Narrative – write a story comic strip about their chosen deadly mini beast</p> <p>Poetry – create limericks and kennings</p>
Grammar by Term						
	<p>Grammar (Year 4)</p> <ul style="list-style-type: none"> Precise expanded noun phrases – silver, shiny moon. Use capital letters, full stops, question marks, commas in a list, and exclamation marks. Appropriate choice of pronoun or noun within a sentence to avoid ambiguity or repetition. Write grammatically simple and compound sentences. In narratives, create settings, characters and plot matching a distinct genre or structures. <p>Expressing time, place and cause using conjunctions – when, before, after, while, so, because, adverbs – then, next, soon, therefore, prepositions – before, after, during, in, because of.</p> <p>(Year 5)</p>	<p>Grammar (Year 4)</p> <ul style="list-style-type: none"> Use inverted commas for direct speech. In response to immersion in text type can develop and record own ideas in preparation for writing. Use of simile and metaphor Introduced to onomatopoeia. Grammatical difference between plural and possessive 's'. Apostrophe to mark plural possession. Fronted adverbials – Later that day, I heard the bad news. Use of commas after fronted adverbials Use of paragraphs as a way to group related material <p>In narratives – create settings, characters and plot matching a distinct structure or genre</p> <p>(Year 5)</p>	<p>Grammar (Year 4)</p> <ul style="list-style-type: none"> Use of Standard English – we were instead of we was. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases – e.g. a pig expanded to a little runty pig. Fern came, almost every day, to visit him. Expressing time, place and cause using conjunctions – when, before, after, while, so, because, adverbs – then, next, soon, therefore, prepositions – before, after, during, in, because of. Write grammatically correct simple and compound sentences. <p>(Year 5)</p> <ul style="list-style-type: none"> Select appropriate vocab to change and enhance meaning Use a wide variety of devices to aid cohesion within and across paragraphs AUT 1 	<p>Grammar (Year 4)</p> <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions – when, before, after, while, so, because, adverbs – then, next, soon, therefore, prepositions – before, after, during, in, because of. Use paragraphs to organise ideas around a theme. Choose nouns or pronouns appropriately for clarity and cohesion avoiding repetition. Use connectives to link ideas – however, therefore, furthermore. Persuasive devices – agreement, obviously, without doubt Rhetorical questions Powerful adjectives <p>(Year 5)</p> <ul style="list-style-type: none"> Linking ideas across paragraphs using adverbials of time – Later, place – Nearby, and number – secondly 	<p>Grammar (Year 4)</p> <ul style="list-style-type: none"> Use of Standard English – we were instead of we was. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases – e.g. a pig expanded to a little runty pig. Fern came, almost every day, to visit him. Use paragraphs to organise ideas around a theme. Choose nouns or pronouns appropriately for clarity and cohesion avoiding repetition. Use inverted commas for direct speech and other punctuation Apostrophe to mark plural possession. Commas after fronted adverbials. 	<p>Grammar (Year 4)</p> <ul style="list-style-type: none"> Use of passive voice to affect presentation of information – the window was broken by me – I broke the window. Fronted adverbials and noun phrases to open sentences. Use of commas – after a fronted adverbial. Use of speech marks Apostrophes for plural & singular possession. Levels of formality selecting precise vocabulary. To maintain accurate tense throughout Punctuate speech correctly Expand noun phrases Choose nouns or pronouns appropriately for clarity and cohesion avoiding repetition. <p>(Year 5)</p>

	<ul style="list-style-type: none"> • Write grammatically simple, compound sentences • Fronted adverbials, conjunctions and noun phrases to open sentences. • Prepositions • Prepositions for possession • Appropriate vocab choices and grammar – how choices can change and enhance meaning. • Powerful verbs. 	<ul style="list-style-type: none"> • Write grammatically complex sentences. • Relative clauses – who, which, where, when, whose, that or an omitted relative pronoun. • Brackets, dashes or commas to indicate parenthesis. • Use inverted commas and other punctuation to indicate direct speech – commas after reporting clause – ending speech with inverted commas – The conductor shouted, “Sit down!” • Use commas to clarify meaning or avoid ambiguity. • Write grammatically simple, compound, and complex sentences. • Noun phrases expanded by addition of modifying adjectives, nouns and preposition phrases – The strict maths teacher with curly hair. • Use paragraphs to organise ideas around a theme • Use inverted commas and other punctuation to indicate direct speech – commas after reporting clause – ending speech with inverted commas – The conductor shouted, “Sit down!” • Apostrophes for plural possession • Indicating degrees of possibility using adverbs – might, should, will, must. • Prepositions • Headings and sub-headings to aid presentation 		<ul style="list-style-type: none"> • Use inverted commas to indicate direct speech. • Ensure subject/verb agreement when using singular and plural • Nouns and verbs • Punctuation 	<ul style="list-style-type: none"> • Ambitious conjunctions • Fronted adverbials and noun phrases to open sentences. • Inverted commas for direct speech • Relative clauses • Devices to build cohesion within a paragraph. • Use simile, metaphor, alliteration, onomatopoeia and personification. • Range of sentences for different effect 	<ul style="list-style-type: none"> • Use of similes to enhance description • Expanded noun phrases <p>(Year 5)</p> <ul style="list-style-type: none"> • Devices to build cohesion within a paragraph. • Linking ideas across paragraphs using adverbials of time, place and number • Indicating degree of possibility using adverbs or modal verbs. • Converting nouns or adjectives into verbs using suffixes – ate, ise, ify. • Brackets, dashes or commas to indicate parenthesis • Linking ideas across a paragraph using adverbials of time, later, nearby, secondly or by tense choice, he had seen her before. • Relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun. • Noun phrases expanded by addition of modifying adjectives, nouns and preposition phrases – The strict maths teacher with curly hair. 	<ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis • Verb prefixes – dis, de, mis, over, re. • Indicating degrees of possibility using adverbs – might, should, will, must. • Headings and sub-headings to aid presentation • Relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun. • To use and recognise abstract nouns
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		• Bullet points			
Year 4 & Year 5 Grammar (End of Year Expectations)					
	<p>Punctuation (Year 4) Use if inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" Apostrophes to mark plural possession. Use commas after fronted adverbials (Year 5) Brackets, dashes and commas to indicate parenthesis Rhetorical Question Dashes Brackets/dashes/commas for parenthesis Colons Use of commas to clarify meaning or avoid ambiguity</p>	<p>Word (Year 4) Difference between plural and possessive – s. <i>To use standard English verb inflections such as 'I did' rather than 'I done'.</i> <i>Prepositions – at, underneath, since, towards, beyond.</i> <i>Conditionals – could, should, would.</i> <i>Comparative/superlative adjectives – small, smaller, smallest.</i> <i>Proper nouns</i> (Year 5) <i>Converting nouns or adjectives into verbs using suffixes – ate, ise, ify.</i> <i>Verb Prefixes – dis, de, mis, over, re.</i> <i>Metaphor</i> <i>Personification</i> <i>Onomatopoeia</i></p>	<p>Sentence (Year 4) Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases – e.g. a pig expanded to a little runty pig. Fern came, almost every day, to visit him. Fronted adverbials - - Later that day, I heard the bad news. <i>Long/short sentences to enhance description/information.</i> <i>Short sentences – move events on quickly.</i> <i>Start with a simile – As curved as a ball, the moon shone...</i> <i>Secure use of compound sentences – using coordinating conjunction – and, or, but, so, for, nor, yet.</i> <i>Develop complex sentences – subordination – subordinating conjunctions.</i> <i>Ed clauses as starters – Frightened, Tom ran home.</i> <i>Ing clauses as starters – Smiling menacingly, the man stepped forward.</i> <i>Drop in 'ing' clauses – Jane, laughing at the teacher, fell off her chair.</i> <i>Sentences of 3 for action – Sam rushed down the road, jumped on the bus and sank in his seat.</i> <i>Repetition to persuade – Find us find the fun.</i> <i>Dialogue – verb + adverb "Hello", she whispered, shyly.</i> <i>Appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition.</i> (Year 5) Relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun. Indicating degrees of possibility using adverbs – perhaps, surely or modal verbs – might, should, will, must. Expand 'ed' clauses as starters – Encouraged by the weather, Jane set out for a long walk. Elaborate starters using adverbial phrases – Beyond the dark gloom of the room, Zach saw het wizard move. Drop in 'ed' clauses – Poor Tim, exhausted by so much effort, ran home. Stage directions in speech – speech, verb, action – "Stop", he shouted, picking up the stick and running after the thief.</p>	<p>Text (Year 4) Use paragraphs to organise ideas around a theme. <i>Appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition.</i> <i>Secure use of planning tools – story mapping/story mountain, boxing u.</i> <i>Plan opening – description/action.</i> <i>Paragraphs to organise parts of a story</i> <i>Develop 5 parts to story – Intro, Build Up, Problem/Dilemma, Resolution, Ending.</i> <i>Non -Fiction – Intro, Middle Section, Ending – (ending can include personal response, ?, reminders, warnings. Paragraphs to organise ideas around a theme. Link information within a paragraph.</i> <i>Use of bullet points/diagrams.</i> (Year 5) Devices to build cohesion within a paragraph – then, after, that, this, firstly – changes of place, time and action to link ideas. Linking ideas across a paragraph using adverbials of time, later, nearby, secondly or by tense choice, he had seen her before. Secure independent use of planning tools. Plan openings – description/action/dialogue. Use 5 part story structure Intro – include action/description/character or setting/dialogue. Build Up – develop suspense techniques Problem/Dilemma – may be more than one problem Resolution – clear links with dilemma Ending – character reflection, any changes or lessons, look forward to future, ask a question. Non-Fiction – secure in use of range of layouts for planning suitable for text type</p>	<p>Terminology (Year 4) Determiner, pronoun, possessive noun, adverbial, fronted adverbial, apostrophe – plural possession. (Year 5) Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, determiner, metaphor, personification, onomatopoeia, rhetorical question.</p>

				Use of rhetorical questions to draw the reader in. Express own opinion clearly. Consistently maintain viewpoint. Summary at the end to appeal to reader.	
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Year 6D – English Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Peasants, Princes and Pestilence	Forgotten Fields	Star Gazers	Alchemy Island	Scream Machines	Beast Creator
Key Books	 Children of Winter – Berlie Doherty	 Private Peaceful by Michael Morpurgo	 Cosmic – Frank Cottrell Boyce	 The wizard of Earthsea – by Ursula Le Guin	 The Boy Who Swam with Piranhas – David Almond	 Charlotte’s Web – EB White
Poetry & Other Texts for Reading Comp and end of day read.	Castle Diary – The Journal of Richard Platt – Tobias Burgess Kiss of Death – Malcolm Rose	Moontellers – Lynn Moroney War Horse – Michael Morpurgo Ted Hughes – Poems for Children Fireweed – Jill PatonWalsh	The Apothecary – Maile Meloy Moon Tales – Rina Singh From Here About Hill – Michael Morpurgo The Viewer – Gary Crew	Skellig – David Almond The Apothecary – Maile Meloy Artemis Fowl – Eoin Colfer	Dorkmouth – Shane Hegarty Making Machines with Pulleys – Chris Oxlade Fairgrounds – Jane Bigham Collection of Poems for Children – Charles Causley River Boy – Tim Bowler	Clockwork – Phillip Pullman Flanimals – Ricky Gervais Dorkmouth – Shane Hegarty The Wonder Garden – K Williams
	Writing Outcomes		Writing Outcomes		Writing Outcomes	
Non Fiction Talk 4 Writing	Write Persuasive Speeches for King Richard or Wat Tyler. Write a Journal – as someone living through the Black Death	Write a persuasive poster to help with the war effort Non Chron report Write about food during the First World war Newspaper reports;	Newspaper Reports -Moon Landing Non-Chron Reports - Aliens Mnemonics to remember the planets in order	Non Chron report – Write a report about Gold to present to chief alchemist.	Write signs for different fairground rides linked to forces. Write an explanation e mail to a UK theme park about use of signs. Persuasive – write a radio advert for theme park/ride Non Chron reports – write a book about different rides/theme park	Non Chron Report – write a report on visit to wildlife centre Instructions for a mini beast hotel Write a Persuasive advert for the Mini Beast hotel

<p>Fiction</p> <p>Talk 4 Writing</p>	<p>Letter writing – write a letter as Pestilence or the Rat Write a Battle Vow of a Knight Write a Character Profile of a Knight Narrative – write a short story on Great Pestilence</p>	<p>Narratives – write a short story in the 1st person as a soldier in a battle Monologues Diaries – write a diary entry for one of the characters Letters – write a letter as a British or German soldier appealing for the war to end</p>	<p>Poetry – write free verse on ‘gravity’ – develop into a rap. Narrative – Myths about the Moon</p>	<p>Soliloquy – Write as the Chief Alchemist on the island Poetry – write a Cinquain about a legendary gem. Write an opening paragraph to a fantasy narrative Write lyrics about Alchemy Island – working as a class using metaphor and simile.</p>	<p>Poetry – write a poem called The Ride Write Dialogue – 2 riders on a roller coaster ride Narratives – write a short story including dialogue</p>	<p>Narrative – write a story comic strip about their chosen deadly mini beast Poetry – create limericks and kennings</p>
Grammar by Term						
	<p style="text-align: center;">Grammar</p> <ul style="list-style-type: none"> Use a range of sentences for different effect Moving the subordinate clause for different effect Fronted adverbials Relative clauses Noun phrases Use of passive voice Use of colon, semi colon and dash to mark boundary between independent clauses Hyphens to avoid ambiguity Linking ideas across paragraphs – repetition of words/phrases, adverbials – on the other hand, in contrast, use of ellipsis. 	<p style="text-align: center;">Grammar</p> <ul style="list-style-type: none"> Use a range of sentences for different effect. How words are related by meaning as synonyms and antonyms. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections – on the other hand (adverbial phrases) Use colon and dash to mark boundary between independent clauses. Moving subordinate for effect. Opening sentences with: fronted adverbials, conjunctions and noun phrases. Formal and informal vocabulary. Layout devices – headings/sub-headings, bullet points etc. Use of colon to introduce a list and semi-colons within lists. 	<p style="text-align: center;">Grammar</p> <ul style="list-style-type: none"> How words are related by meaning as synonyms and antonyms. Use passive voice to affect presentation. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections – on the other hand (adverbial phrases) Use semi colon, colon and dash. Use a range of sentences for different effect. Formal and informal vocabulary. Layout devices – headings/sub-headings, bullet points etc. Fronted adverbials Relative clauses. Assonance Alliteration Rhythm Rhyme 	<p style="text-align: center;">Grammar</p> <ul style="list-style-type: none"> Assonance Alliteration Rhythm Rhyme The difference between vocabulary typical of informal and formal speech and writing. How words are related by meaning as synonyms and antonyms. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections – on the other hand (adverbial phrases) Use semi colon, colon and dash. Range of sentences for different effect. Fronted adverbials – Later that day, I heard bad news., conjunctions – despite, on the other hand, in addition, and noun phrases to open sentences. 	<p style="text-align: center;">Grammar</p> <ul style="list-style-type: none"> Assonance Alliteration Rhythm Rhyme Fronted adverbials – Later that day, I heard bad news., conjunctions – despite, on the other hand, in addition, and noun phrases to open sentences. Devices to build cohesion within a paragraph Layout devices – headings/sub-headings, bullet points etc. Fronted adverbials – Later that day, I heard bad news., conjunctions – despite, on the other hand, in addition, and noun phrases to open sentences. Use a range of sentences for different effect. Formal and informal vocabulary. Bullet points to list information. Use of colon to introduce a list and semi-colons within lists. Relative clauses - who, where, when, whose, that or omitted relative pronoun. 	<p style="text-align: center;">Grammar</p> <ul style="list-style-type: none"> Use devices to build cohesion within a paragraph. Linking ideas across paragraphs using adverbials of time, place and number. Indicate degrees of possibility – using modal verbs – might, could, will, must – adverbs – perhaps, surely. Layout devices – headings/sub-headings, bullet points etc. Range of sentences for effect.

		<ul style="list-style-type: none"> Relative clauses – who, where, when, whose, that or omitted relative pronoun. Use of subjunctive – If I were...were they to come... 				
Year 6 Grammar – (End of Year Expectations)						
	<p>Punctuation (Year 6)</p> <p>Use of semi colons, colon, dash to mark the boundary between independent clauses stronger than a comma– It’s raining; I’m fed up.</p> <p>Use of colon to introduce a list. Use semi colons within lists. Bullet points to list information.</p> <p>Hyphens can be used to avoid ambiguity – man eating shark to man-eating.</p>	<p>Word (Year 6)</p> <p>Vocabulary for informal speech and formal speech – said/reported, alleged, claimed.</p> <p>Words related by meaning – synonyms and antonyms.</p> <p>Literary features to create effects – alliteration, onomatopoeia, similes, metaphors.</p>	<p>Sentence (Year 6)</p> <p>Active & Passive to affect the presentation of information in a sentence.</p> <p>Formal and informal speech structures</p> <p>Subjunctive form ‘If I were, Were they to come in some formal writing and speech.</p> <p>Secure use of compound sentences, complex sentences.</p> <p>Develop the use of rhetorical questions to persuade.</p> <p>Expand noun phrases – the boy that jumped over the fence is over there.</p>	<p>Text (Year 6)</p> <p>Secure independent planning – 5 part story structure. – suspense, cliff hangers, flash backs/forwards, time slips.</p> <p>Start story at any point in the 5 part structure</p> <p>Maintain plot consistency</p> <p>Secure development of characterisation.</p> <p>Use of ellipsis.</p> <p>Formal and informal styles.</p> <p>Secure independent planning Layout devices – headings, sub-headings, columns, bullet points or tables to structure text.</p> <p>Non-Fiction – use a variety of layouts suitable for genre.</p> <p>Use a range of techniques to involve the reader – questions, comments, observations. Rhetorical questions.</p> <p>Balanced coverage of a topic</p> <p>Paragraphs – secure use of linking ideas within and across paragraphs.</p> <p>Link ideas across paragraphs using a wider range of cohesive devices – repetition of a word or a phrase – use of adverbials – on the other hand, in contrast, as a consequence.</p>	<p>Terminology (Year 6)</p> <p>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, subjunctive</p>	