

<p>Speaking and Listening</p>	<p>Children will be taught to discuss their learning and to develop speaking skills. They will become more familiar with using language in a variety of situations, for a range of audiences and purposes. They will for example:</p> <ul style="list-style-type: none"> • Develop their understanding of a subject through discussions, learning to give their opinions and listen to other viewpoints including their balanced argument and persuasive argument in English • Speak clearly and in different ways for drama, hot seating, peer-marking work, collaborative work, sharing their work with peers
<p>Reading overview in our school</p>	<p>Every class carries out a Reading lesson four times a week. Each class is exposed to a variety of texts including fiction, non-fiction and poetry. One lesson will focus on the child reading a text at their level independently and answering questions from it (CGP books), another will be the class working from an age-related text - answering questions from it after being supported by the teacher. The teacher will then model how to answer the questions that have been set where the child will mark their own work.</p>
<p>Reading</p>	<p>Word Reading Pupils should be taught to:</p> <ul style="list-style-type: none"> - maintain positive attitudes to reading and understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - learning a wider range of poetry by heart - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - understand what they read by: - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion

	<ul style="list-style-type: none"> - retrieve, record and present information from non-fiction - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for their views. 	
Reading skills	Reading Skills	Possible Question Stems
	<p>Vocabulary:</p> <ul style="list-style-type: none"> • evaluate how the authors' use of language impacts upon the reader • find examples of figurative language and how this impacts the reader and contributes to meaning or mood. • discuss how presentation and structure contribute to meaning. • explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph. 	<ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • Can you find examples of simile, metaphor or personification in the text? <ul style="list-style-type: none"> • Why has the text been organised in this way? • What do you think the phrase ... means? • What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why? <ul style="list-style-type: none"> • Find the word ... what does this tell us about how the character is feeling?
	<p>Inference:</p> <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • discuss how characters change and develop through texts by drawing inferences based on indirect clues. 	<ul style="list-style-type: none"> • What do you think... means? Why do you think that? • In the text it says ... how does this show how the character is feeling? • Why do you think the author decided to..?

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	<ul style="list-style-type: none"> • make inferences about events, feelings, states backing these up with evidence. • infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text 	<ul style="list-style-type: none"> • Can you explain why .. using evidence from the text. • What do these words mean and why do you think that the author chose them? • How do other people's descriptions of ...show that...? • What evidence is there to show <ul style="list-style-type: none"> • How can you tell ... • Can you think of another story with a similar theme? How do their plots differ? <ul style="list-style-type: none"> • Why do you think ... ? • How does this description make the reader feel? Why? Use evidence from the text. • What impression do you get about • What suggests ...
	<p>Prediction:</p> <ul style="list-style-type: none"> • predicting what might happen from details stated and implied • support predictions by using relevant evidence from the text • confirm and modify predictions in light of new information 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? How do their plots differ? • What does this story remind you of? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? <ul style="list-style-type: none"> • Based on what you've read so far, what do you think will happen next in the story and why?
	<p>Explaining:</p> <ul style="list-style-type: none"> • provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identifying how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? <ul style="list-style-type: none"> • What does this make you think about the character/situation? • Explain why... did that. • Describe different characters' reactions to the same event.

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	<ul style="list-style-type: none"> • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates • distinguish between fact, opinion and bias explaining how they know this 	<ul style="list-style-type: none"> • Can you identify where the author has shown bias towards a particular character? • Is it fact or is it opinion? How do you know? • How does the author make you feel at this point in the story? Why did they do that? • Can you explain it in a different way? <ul style="list-style-type: none"> • How does the layout/text make it seem easy/hard/important? 		
	<p>Retrieval:</p> <ul style="list-style-type: none"> • Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. • Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. • Retrieve, record and present information from a wide variety of non-fiction texts. • Ask my own questions and follow a line of enquiry. 	<ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • Can you skim the next... and find me the answer to...? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • Who is telling this story? • What genre is...? <ul style="list-style-type: none"> • How did ... feel? 		
	<p>Summarising:</p> <ul style="list-style-type: none"> • summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • make comparisons across different books. • summarise entire texts, in addition to chapters or paragraphs. 	<ul style="list-style-type: none"> • What is the main point of the text? • Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? • Sum up what has happened so far. • Can you read the text and summarise what has happened? • Which is the most important point in these paragraphs? Why? • Put these events in order. 		
Writing overview	Autumn 1	Autumn 2	Spring 1	Spring 2 and Summer term
	Biography	Historical Setting	Balanced Argument	Assessment pieces
	<ul style="list-style-type: none"> • Use paragraphs 	<ul style="list-style-type: none"> • Use paragraphs 	<ul style="list-style-type: none"> • Use paragraphs 	TAFs

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	<ul style="list-style-type: none"> • Describe characters using expanded noun phrases • Use punctuation correctly • All basic spellings correct • Use headings and subheadings • Use fronted adverbials with commas • Use commas correctly • Create an effective plan • Use third person • Use the past tense • Write informally • Use a range of sentence starters • Use a range of sentence structures (including relative/subordinate clause/co-ordinating conjunctions) • Use variety of grammar including modal verbs/parenthesis 	<ul style="list-style-type: none"> • Describe characters (inc. ENPs) • Describe settings • Use correct punctuation • All basic spellings correct • Use fronted adverbials with commas • Use commas correctly • Create an effective plan • Use first person • Use the past tense • Use a range of sentence starters • Use a range of sentence structures (including relative/subordinate clause/co-ordinating conjunctions) • Use variety of grammar including modal verbs/parenthesis/similes/ellipsis • Spell more complex words correctly using a dictionary • Use historical language • Use semicolons/colons/dashes • Passive voice 	<ul style="list-style-type: none"> • Use correct punctuation • All basic spellings correct • Use commas correctly • Create an effective plan • Use third person • Use first person • Use the present tense • Use a range of sentence starters • Use a range of sentence structures • Spell more complex words correctly using a dictionary • Use factual terminology • Use semi-colons/colons/dashes 	<p>Various pieces depending on interest of children. These may include:</p> <p>Information Text – Tonga Lizard</p> <p>Persuasive letter to MP on vaping</p> <p>Piece from class reader:</p> <p>Holes – narrative/Street Child – narrative</p> <p>Diary Entry – Christmas</p> <p>The Highwayman – narrative</p> <p>Alma – narrative/setting description</p>
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	<ul style="list-style-type: none"> • Spell more complex words correctly using a dictionary • Colons to introduce a list • Semi-colons in a list 		<ul style="list-style-type: none"> • Use inverted commas for quote • Use the passive voice • Use modal verbs and conditional sentences to indicate degree of possibility • Use subjunctive 	
Composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - plan their writing by: <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - draft and write by: <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] - evaluate and edit by: <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 			

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	<ul style="list-style-type: none"> - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task
Vocabulary, Grammar and punctuation	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - use the perfect form of verbs to mark relationships of time and cause - use expanded noun phrases to convey complicated information concisely - use modal verbs or adverbs to indicate degrees of possibility - use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun - use commas to clarify meaning or avoid ambiguity in writing - use hyphens to avoid ambiguity - use brackets, dashes or commas to indicate parenthesis - use semicolons, colons or dashes to mark boundaries between independent clauses - use a colon to introduce a list - punctuate bullet points consistently
Transcription	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 - use dictionaries to check the spelling and meaning of words - use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus