English Curriculum Map
The Power of Reading

Amethyst Class **Using a Power of Reading Teaching Sequence to Create an English Curriculum**	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literary Form	Picture Books Story (Tales Toolkit) Letters	Picture Book Non-Chronological Report (Tales Toolkit)	Picture Book Story (Tales Toolkit)	Picture Book Story (Tales Toolkit)	Poetry Instructions	Story (Tales Toolkit) Leaflets
Link to Main EYFSP Area of Learning						
Phonics and Early Reading: Experience, Knowledge, Skills and Strategies	To read using repetitive phrases Simple sentences Phonic knowledge to decode regular words Use vocabulary and forms of speech that are increasingly influenced by experience of the books they read Know information can be retrieved from books. Read some common irregular words Enjoys an increasing range of books	To read using repetitive phrases Simple sentences Phonic knowledge to decode regular words Use vocabulary and forms of speech that are increasingly influenced by experience of the books they read Know information can be retrieved from books.	Demonstrate understanding when talking with others about what they have read To read using repetitive phrases Simple sentences Phonic knowledge to decode regular words Use vocabulary and forms of speech that are increasingly influenced by experience of the books they read	To read using repetitive phrases Simple sentences Phonic knowledge to decode regular words Use vocabulary and forms of speech that are increasingly influenced by experience of the books they read Read some common irregular words	Read and understand simple sentences; Use phonic knowledge to decode regular words and read them aloud accurately; Read some common irregular words; Demonstrate understanding when talking with others about what they have read.	To read using repetitive phrases Simple sentences Phonic knowledge to decode regular words Use vocabulary and forms of speech that are increasingly influenced by experience of the books they read Read some common irregular words Enjoys an increasing range of books

		Read some common irregular words Enjoys an increasing range of books	Know information can be retrieved from books. Read some common irregular words Enjoys an increasing range of books	Enjoys an increasing range of books Demonstrate understanding when talking with others about what they have read.		Demonstrate understanding when talking with others about what they have read.

EYFS Communication and Language (40-60+ months)	• Listening attentively in a range of situations; to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions; giving their attention to what others say and responding appropriately, while engaged in another activity. • Answering 'how' and 'why' questions about their experiences and in response to stories or events. • Expressing themselves effectively, showing awareness of listeners' needs; using past, present and future forms accurately when talking about events that have happened or are to happen in the future.

Language Competency: through reading, talk and writing	Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Question why things happen Follow instructions involving several ideas or actions Use phonic knowledge to write words in ways which match their spoken sounds Write simple sentences which can be read by themselves and others Develop spoken language Build vocabulary Uses language to imagine and recreate roles and experience in play situations Uses talk to organise, sequence and clarify thinking, ideas, feelings and events	Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Question why things happen Follow instructions involving several ideas or actions Use phonic knowledge to write words in ways which match their spoken sounds Write simple sentences which can be read by themselves and others Develop spoken language Build vocabulary Uses language to imagine and recreate roles and experience in play situations Uses talk to organise, sequence and clarify thinking, ideas, feelings and events To mark make and write for meaning and purpose in a variety of narrative and non-narrative forms Respond to illustration	Express themselves effectively, showing awareness of listeners' needs Use past, present and future forms accurately when talking about events that have happened or are to happen in the future Develop their own narratives and explanations by connecting ideas or events. Use phonic knowledge to write words in ways which match their spoken sounds Write some irregular common words Write simple sentences which can be read by themselves and others Spell some words correctly and make phonetically plausible attempts at others	Follow instructions involving several ideas or actions; Answer 'how' and 'why' questions about their experiences and in response to stories or events; Express themselves effectively, showing awareness of listeners' needs; Use past, present and future forms accurately when talking about events that have happened or are to happen in the future; Develop their own narratives and explanations by connecting ideas or events. Write some irregular common words. Write simple sentences which can be read by themselves and others. Spell some words correctly and make phonetically plausible attempts at others.	Follow instructions involving several ideas or actions; Answer 'how' and 'why' questions about their experiences and in response to stories they have read Listen attentively in a range of situations; Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions; Give their attention to what others say and respond appropriately, while engaged in another activity Express themselves effectively, showing awareness of listeners' needs; Use past, present and future forms accurately when talking about events that have happened or are to happen in the future; Develop their own narratives and explanations by connecting ideas or events. Spell some words correctly and make phonetically plausible attempts at others.	Follow instructions involving several ideas or actions; Answer 'how' and 'why' questions about their experiences and in response to stories they have read Listen attentively in a range of situations; Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions; Give their attention to what others say and respond appropriately, while engaged in another activity Express themselves effectively, showing awareness of listeners' needs; Use past, present and future forms accurately when talking about events that have happened or are to happen in the future; Develop their own narratives and explanations by connecting ideas or events. Spell some words correctly and make phonetically plausible attempts at others.
Physical Development						

English Curriculum Map: The Power of Reading

St. Thomas' C.E. Primary School

Extended Writing Outcome	CVC words- Captions/Labels (reception) Persuasive writing (year 1) Stories (year 1)	CVC words- Captions/Labels/lists (reception) Non Chronological reports (year 1) Stories (Tales Toolkit) (year 1)	Captions/Labels/lists (reception) Letters (year 1) Stories (Tales Toolkit) (year 1)	Diary Stories (Tales toolkit)	Poetry Instructions	Leaflets Stories (Tales Toolkit)

Ruby Class Using a Power of Reading Teaching Sequence to Create an English Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literary Form	Picture Book	Picture Book	Narrative Non-Fiction	Poetry Anthology	Stories form other cultures – picture book	Illustrated novel
Reading: Experience, Knowledge, Skills and Strategies	discuss the sequence of events in books and how items of information are related; discuss favourite words and phrases; answer and ask questions; predict what might happen on the basis of what has been read; draw inferences on the basis of what is being said and done; participate in discussion about what is read, taking turns and listening to others; express views about reading.	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes develop pleasure in reading, motivation to read, vocabulary and understanding by: -listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently -recognising simple recurring literary language in stories and poetry -discussing and clarifying the meanings of words, linking new meanings to known vocabulary o discussing their favourite words and phrases	listen to, discuss and express views about books at a level beyond that which they can read independently; discuss the significance of the title and events; link what they hear or read to own experiences; explain understanding of what is read; discuss the sequence of events in books and how items of information are related; discuss favourite words and phrases; answer and ask questions; predict what might happen on the basis of what has been read; draw inferences on the basis of what is being said and done; participate in discussion about what is read, taking turns and listening to others; express views about reading.	discuss the sequence of events in books and how items of information are related; discuss favourite words and phrases; answer and ask questions; predict what might happen on the basis of what has been read; draw inferences on the basis of what is being said and done; participate in discussion about what is read, taking turns and listening to others; express views about reading. Support fluency with rhythm and rhyme Review complex code and consonant clusters Match aural patterns like rhyming pairs to visual patterns by inset and rime Ask, answer and evaluate questions Clarify and define vocabulary Link reading and spelling Develop fluency through performance Make personal connections and form intertextual links	Blend and segment polysyllabic words Develop visual literacy Make personal connections Develop inference and deduction Make predictions Build stamina Reading for information - summarise Form intertextual links Develop personal response Form intertextual links	Blend and segment polysyllabic words Develop visual literacy Make personal connections Develop inference and deduction Make predictions Build stamina Reading for information - summarise Form intertextual links Develop personal response Form intertextual links

		-continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear make inferences on the basis of what is said and done answer and ask questions explain and discuss understanding of poems; those they listen to and those read independently				

| **National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)** | • Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs.
• Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
• Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress.
• Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.
• <u>Terminology:</u> noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma. | | | | | |

| **Language Competency: through reading, talk and writing** | draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; sequence sentences to form short narratives; write for different purposes including about fictional personal experiences, poetry, non-fiction and real events; reread and evaluate writing to check it makes sense and make simple revisions; read writing aloud with appropriate intonation to make the meaning clear; use sentences in different forms; Listen and respond appropriately to adults and peers; ask relevant questions to extend knowledge and understanding; consider and evaluate viewpoints, attending to and building on the contributions of others; participate in discussions, performances, role play, improvisations and debate about what has been read; use spoken language to develop understanding through imagining and exploring ideas | develop positive attitudes and stamina for writing by writing poetry draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally write for different purposes including poetry reread and evaluate writing to check it makes sense and make simple revisions read writing aloud with appropriate intonation to make the meaning clear learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly] earn how to use the present and past tenses correctly and consistently including the progressive form | draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; sequence sentences to form short narratives; write for different purposes including about fictional personal experiences, poetry, non-fiction and real events; reread and evaluate writing to check it makes sense and make simple revisions; read writing aloud with appropriate intonation to make the meaning clear; use sentences in different forms; expand noun phrases to describe and specify; Listen and respond appropriately to adults and peers; ask relevant questions to extend knowledge and understanding; consider and evaluate viewpoints, attending to and building on the contributions of others; participate in discussions, performances, role play, improvisations and debate about what has been read; use spoken language to develop understanding through imagining and exploring ideas. | draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; sequence sentences to form short narratives; write for different purposes including about fictional personal experiences, poetry, non-fiction and real events; reread and evaluate writing to check it makes sense and make simple revisions; read writing aloud with appropriate intonation to make the meaning clear; use sentences in different forms; expand noun phrases to describe and specify; Listen and respond appropriately to adults and peers; ask relevant questions to extend knowledge and understanding; consider and evaluate viewpoints, attending to and building on the contributions of others; participate in discussions, performances, role play, improvisations and debate about what has been read; use spoken language to develop understanding through imagining and exploring ideas. | Poetic language Expressive and figurative language Range of sentence structures (Statements, questions and exclamations) Range of suffixes and compound words Prepositional and noun phrases Language for effect – prosody and choice creating meaning Language and word play Expanded noun phrases Past, present perfect, progressive tense First and Third Person comparison Investigating spelling patterns

joining words and joining clauses with and Range of punctuation for clarity and effect (full stop, question mark, exclamation mark) Storytelling language Dialogue Third person narrative Present tense, inc. progressive form Expanded noun phrases Subordinate and coordinate clauses Statements, questions and exclamations Range of suffixes (-ed,-ly, -ing) and compound words | joining words and joining clauses with and Range of punctuation for clarity and effect (full stop, question mark, exclamation mark) Storytelling language Dialogue Third person narrative Present tense, inc. progressive form Expanded noun phrases Subordinate and coordinate clauses Statements, questions and exclamations Range of suffixes (-ed,-ly, -ing) and compound words

use sentences in different forms; expand noun phrases to describe and specify; Listen and respond appropriately to adults and peers; ask relevant questions to extend knowledge and understanding; consider and evaluate viewpoints, attending to and building on the contributions of others; participate in discussions, performances, role play, improvisations and debate about what has been read; use spoken language to develop understanding through imagining and exploring ideas. |

	Children articulate and justify answers, arguments and opinions					
Extended Writing Outcome	Postcard Character Description	Postcard Persuasive Writing	Letter Non-Chronological Report	Poetry Recount	Instructions Traditional story	Balanced argument Adventure Story

Opal Class **Using a Power of Reading Teaching Sequence to Create an English Curriculum**	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Literary Form	Fiction Non Chronological Report	Recount Fantasy Narrative Poetry Antgology	Adventure Story Newspaper Report	Play script Letter	Fantasy Fiction Recount	Fiction from another culture Poetry Anthology
Reading: **Experience, Knowledge, Skills and Strategies**	Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books 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 identifying how language, structure and presentation contribute to meaning	Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books 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 identifying how language,	Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books 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 identifying how language,	Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books 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 identifying how language, structure and presentation contribute to meaning	Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books 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 identifying how language,	Develop an appreciation and love of reading, and read increasingly challenging material independently through reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and justifications Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. Plan, draft, edit and proof-read through considering how their writing reflects the audiences and purposes for which it was intended.

	discussing and evaluating how authors use language, including figurative language, considering the impact on the reader participating 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 providing reasoned justifications for their views	structure and presentation contribute to meaning discussing and evaluating how authors use language, including figurative language, considering the impact on the reader participating 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 providing reasoned justifications for their views	structure and presentation contribute to meaning discussing and evaluating how authors use language, including figurative language, considering the impact on the reader participating 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 providing reasoned justifications for their views	discussing and evaluating how authors use language, including figurative language, considering the impact on the reader participating 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 providing reasoned justifications for their views	structure and presentation contribute to meaning discussing and evaluating how authors use language, including figurative language, considering the impact on the reader participating 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 providing reasoned justifications for their views	

National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)
• Formation of nouns using a range of prefixes; using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning.   • Expressing time, place and cause using conjunctions, adverbs or prepositions.   • Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past.   • Introduction to inverted commas to punctuate direct speech.   • <u>Terminology:</u> preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks).

Language Competency: through reading, talk and writing					
	Talk Listen and respond appropriately to adults and their peers Participate actively in collaborative conversations Use spoken language to develop understanding through imagining and exploring ideas Select and use appropriate registers for effective communication Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring idea	**Talk** Participate in discussion about what is read, taking turns and listening to what others say Listen and respond appropriately to adults and peers Articulate and justify answers and opinions Speak audibly and fluently with an increasing command of Standard English Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama **Writing** Draft and write by composing and rehearsing sentences orally Sequence sentences to form short narratives In narrative create settings, characters and plot	**Talk** Participate in discussion about what is read, taking turns and listening to what others say; Ask relevant questions to extend their understanding and build vocabulary and knowledge; Listen and respond appropriately to adults and peers; Articulate and justify answers and opinions; Use spoken language to develop understanding; Speak audibly and fluently with an increasing command of Standard English; Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama **Writing** Draft and write by composing and rehearsing sentences orally Sequence sentences to form short narratives Write using the devices of a play script to move the action	**Talk** Maintain attention and participate actively in collaborative conversations, responding to comments Ask relevant questions to extend their understanding and build vocabulary and knowledge Listen and respond appropriately to adults and peers Articulate and justify answers and opinions Use spoken language to develop understanding through speculating, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English Consider and evaluate different viewpoints, attending to the contributions of others Use spoken language to develop understanding through	**Talk** Speak confidently and effectively, including through improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. **Writing** Write accurately, fluently, effectively and at length for pleasure and information through stories, scripts, poetry and other imaginative writing. Summarise and organise material, and supporting ideas and arguments with any necessary factual detail. Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. Plan, draft, edit and proof-read through considering how their writing reflects the audiences and

Participate in discussions, performances, role play, improvisations and debates Consider and evaluate different viewpoints, attending to and building on the contributions of others **Writing** 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: 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 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 Evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 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 proofreading for spelling and punctuation errors	Write for different purposes including about fictional personal experiences and fictional narratives Re-read writing to check it makes sense and make simple revisions	In narrative create settings, characters and plot Write for different purposes including about fictional personal experiences and fictional narratives Re-read writing to check it makes sense and make simple revisions Apply the features of a newspaper to own writing	Write for different purposes including about fictional personal experiences and fictional narratives Re-read writing to check it makes sense and make simple revisions Apply the features of a newspaper to own writing	imagining and exploring ideas in discussion, role-play and drama **Writing** Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar Plan writing by discussing and recording ideas Draft and write by composing and rehearsing sentences orally Draft and write by organising paragraphs around a theme In non-narrative use simple organisational devices Write for different purposes including about fictional personal experiences Assess the effectiveness of their own and others' writing and suggest improvements Proof-read for spelling and punctuation errors	purposes for which it was intended.

Extended Writing Outcome	Non Chronological Report Historical Story	Recount Writing in Role Fantasy Narrative Poetry	Adventure Story Newspaper Report	Play script Letter	Recount Fantasy Fiction	Poetry

Class 4 Using a Power of Reading Teaching Sequence to Create an English Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literary Form	Novel	Picture Book	Poetry Anthology Biography	Animal Fables	Narrative non Fiction picture book	Moral Tale from another Country
Reading: **Experience, Knowledge, Skills and Strategies**	Maintain positive attitudes to reading and understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books 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 • identifying how language, structure and presentation contribute to meaning • discussing and evaluating how authors use language, including figurative language, considering the impact on the reader • participating in discussions about books that are read to them and	Maintain positive attitudes to reading and understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books 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 • identifying how language, structure and presentation contribute to meaning • discussing and evaluating how authors use language, including figurative language,	Maintain positive attitudes to reading and understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books 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 • identifying how language, structure and presentation contribute to meaning • discussing and evaluating how authors use language, including figurative language,	Develop positive attitudes to reading and understanding by reading and discussing a wide range of fiction, nonfiction and reference books. Read books that are structured in different ways and reading for a range of purposes Identifying and discussing themes and conventions in and across a wide range of writing ♣ Making comparisons within and across books ♣ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, ♣ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ♣ Distinguish between statements of fact and opinion ♣ Retrieve, record and present information from non-fiction	Read and discuss a wide range of fiction ♣ Read books that are structured in different ways ♣ Identify and discuss themes and conventions ♣ Discuss understanding and explore meaning of words in context ♣ Ask questions to improve understanding ♣ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence ♣ Participate in discussions about books, building on their own and others' ideas and challenging views ♣ Explain and discuss their understanding of what they have read	Maintain positive attitudes to reading and understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books 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 • identifying how language, structure and presentation contribute to meaning • discussing and evaluating how authors use language, including figurative language, considering the impact on the reader

	those they can read for themselves, building on their own and others' ideas and challenging views courteously • providing reasoned justifications for their views	considering the impact on the reader • participating 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 • providing reasoned justifications for their views	considering the impact on the reader • participating 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 • providing reasoned justifications for their views			• participating 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 • providing reasoned justifications for their views

National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)

- Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections.
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials.
- Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
- Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials.
- <u>Terminology</u>: determiner, pronoun, possessive pronoun, adverbial.

Language Competency: through reading, talk and writing

Writing • 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 Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • 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 **Evaluate and edit by:** • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • 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	**Writing** • 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 Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • 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 **Evaluate and edit by:** • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using	**Writing** • 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 Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • 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 **Evaluate and edit by:** • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural,	**Writing** Note and develop initial ideas, drawing on reading ♣ In writing narratives, considering how authors have developed characters and settings in what they have heard or read. ♣ Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form ♣ Draft and write by selecting appropriate grammar and vocabulary ♣ Use a range of devices to build cohesion within and across paragraphs ♣ Evaluate and edit by proposing changes to vocabulary, grammar and punctuation ♣ Proof-read for spelling and punctuation errors ♣ Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear **Speaking and Listening:** Maintain attention and participate actively in collaborative conversations, responding to comments	**Writing** Note and develop initial ideas, drawing on reading ♣ Draft and write by selecting appropriate grammar and vocabulary ♣ Use a range of devices to build cohesion within and across paragraphs Evaluate and edit by proposing changes to vocabulary, grammar and punctuation ♣ Proof-read for spelling and punctuation errors **Speaking and Listening:** ♣ Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear	**Writing** • 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 Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • 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 **Evaluate and edit by:** • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • 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

	• proof read for spelling and punctuation errors **Speaking and Listening:** • Listen and respond appropriately to adults and their peers • Participate actively in collaborative conversations • Use spoken language to develop understanding through imagining and exploring ideas • Select and use appropriate registers for effective communication • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Participate in discussions, performances, role play, improvisations and debates	singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof read for spelling and punctuation errors **Speaking and Listening:** • Listen and respond appropriately to adults and their peers • Participate actively in collaborative conversations • Use spoken language to develop understanding through imagining and exploring ideas • Select and use appropriate registers for effective communication • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Participate in discussions, performances, role play, improvisations and debates	distinguishing between the language of speech and writing and choosing the appropriate register • proof read for spelling and punctuation errors **Speaking and Listening:** • Listen and respond appropriately to adults and their peers • Participate actively in collaborative conversations • Use spoken language to develop understanding through imagining and exploring ideas • Select and use appropriate registers for effective communication • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Participate in discussions, performances, role play, improvisations and debates	♣ Ask relevant questions to extend their understanding and build vocabulary and knowledge ♣ Listen and respond appropriately to adults and peers ♣ Articulate and justify answers and opinions ♣ Use spoken language to develop understanding through speculating, imagining and exploring ideas ♣ Participate in discussions, presentations, performances and debates ♣ Consider and evaluate different viewpoints, attending to the contributions of others ♣ Select and use appropriate registers for effective communication ♣ Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama ♣ Consider and evaluate different viewpoints, attending to and building on the contributions of others.		and writing and choosing the appropriate register • proof read for spelling and punctuation errors **Speaking and Listening:** ♣ Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear
Extended Writing Outcome	Information writing Narrative	Journalistic writing	Writing in Role Diary Descriptive writing	Note Taking Letter writing Character description	Recount Playscript	Argument leaflet

Corebooks Power of Reading

CLPE

Sapphire Class Using a Power of Reading Teaching Sequence to Create an English Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literary Form	Novel	Poetry Anthology	Illustrated novella	Picture Book	Fiction from another Culture Poetry Anthology	Autobiography
Reading: **Experience,** **Knowledge, Skills** **and Strategies**	Character comparisons Asking questions and clarifying Developing inference and dedication Making predictions Authors use of language Providing justifications for their views	Character comparisons Asking questions and clarifying Developing inference and dedication Making predictions Authors use of language Providing justifications for their views Prepare poems to read aloud and perform demonstrating intonation, tone and volume. Drawing inferences Discuss and evaluate how authors use language Performance reading	Reading illustration Visualising Scanning and Close reading Looking at language Identify and discuss themes and conventions Drawing inferences	Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning studying setting, plot, and characterisation, and the effects of these. Character comparison Developing inference and dedication Making predictions Authors use of language Providing justifications for their views	Identify and discuss themes and conventions Learn a wider range of poetry by heart Prepare poems to read aloud and perform demonstrating intonation, tone and volume. Drawing inferences Discuss and evaluate how authors use language Performance reading	Character comparison Developing inference and dedication Looking at language Evaluating and surmising Intertextual comparison Asking questions and clarifying Scanning and close reading Predicting
National Curriculum Vocabulary, Grammar,	• Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms. • Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms. • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices.					

Punctuation (and Spelling)	• Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity. • Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.					
Language Competency: through reading, talk and writing	Plan writing by: • noting and developing initial ideas, drawing on reading and research where necessary • considering how authors have developed characters and settings in what pupils have read. Draft and write by: • 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 • using a wide range of devices to build cohesion within and across paragraphs. Evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • 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. **Speaking and Listening** Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Participate in discussions, role play and debates	Identifying audience and purpose, select appropriate form for writing Developing initial ideas Consider character development Describing characters, settings and atmosphere Expressive and empathetic language Metaphor and imagery Debate, dilemma and persuasion Plan writing by: • noting and developing initial ideas, drawing on reading and research where necessary • considering how authors have developed characters and settings in what pupils have read. Draft and write by: • 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 • using a wide range of devices to build cohesion within and across paragraphs. Evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Selecting appropriate grammar for different types of writing Narrative Voice Non-fiction explanatory voice Paragraphs to organise ideas Descriptive language Nouns, pronouns and determiners for cohesion Commas and parenthesis to clarify meaning Punctuation and layout Imagined and improvised dialogue Conjunctions and fronted adverbials Hypothesis and questions Plan writing by: • noting and developing initial ideas, drawing on reading and research where necessary • considering how authors have developed characters and settings in what pupils have read. Draft and write by: • 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 • using a wide range of devices to build cohesion within and across paragraphs. Evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring correct subject and verb agreement when using	Writing for a different range of purposes Precise vocabulary choices Descriptive language Imagined and improvised dialogue Emotional expression and empathetic language Debate, dilemma and persuasion Paragraphs for cohesion Modal verbs, conjunctions, subjunctive, semi-colons, colons and dash for clause boundary Precise vocabulary Plan writing by: • noting and developing initial ideas, drawing on reading and research where necessary • considering how authors have developed characters and settings in what pupils have read. Draft and write by: • 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 • using a wide range of devices to build cohesion within and across paragraphs. Evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the	Selecting appropriate grammar for different types of writing Evaluate and edit Emotional expression and empathetic language Punctuation and layout Metaphor and Imagery Plan writing by: • noting and developing initial ideas, drawing on reading and research where necessary • considering how authors have developed characters and settings in what pupils have read. 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Writing for a different range of purposes Selecting appropriate grammar for different types of writing Imagined and improvised dialogue Conjunctions and fronted adverbials Paragraphs for cohesion Pragmatic use of repeated pronouns for effect on reader. Plan writing by: • noting and developing initial ideas, drawing on reading and research where necessary • considering how authors have developed characters and settings in what pupils have read. Draft and write by: • 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 • using a wide range of devices to build cohesion within and across paragraphs. 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▪ Consider and evaluate different viewpoints, attending to and building on the contributions of others	▪ 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. **Speaking and Listening** Use relevant strategies to build their vocabulary ▪ Articulate and justify answers, arguments and opinions ▪ Give well-structured descriptions and narratives for different purposes, including for expressing feelings ▪ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ▪ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ▪ Participate in discussions, role play and debates	singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ▪ proof-read for spelling and punctuation errors. **Speaking and Listening** Use relevant strategies to build their vocabulary ▪ Articulate and justify answers, arguments and opinions ▪ Give well-structured descriptions and narratives for different purposes, including for expressing feelings ▪ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ▪ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ▪ Participate in discussions, role play and debates	language of speech and writing and choosing the appropriate register ▪ proof-read for spelling and punctuation errors. **Speaking and Listening** Use relevant strategies to build their vocabulary ▪ Articulate and justify answers, arguments and opinions ▪ Give well-structured descriptions and narratives for different purposes, including for expressing feelings ▪ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ▪ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ▪ Participate in discussions, role play and debates	**Speaking and Listening** Use relevant strategies to build their vocabulary ▪ Articulate and justify answers, arguments and opinions ▪ Give well-structured descriptions and narratives for different purposes, including for expressing feelings ▪ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ▪ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ▪ Participate in discussions, role play and debates	**Speaking and Listening** Use relevant strategies to build their vocabulary ▪ Articulate and justify answers, arguments and opinions ▪ Give well-structured descriptions and narratives for different purposes, including for expressing feelings ▪ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ▪ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ▪ Participate in discussions, role play and debates
Extended Writing Outcome	Narrative Non Chronological Report	Poetry Newspaper Report Character Description	Recount Persuasive Writing/Balanced Argument Diary	Letter Fantasy Fiction	Fiction from another Culture Poetry	Autobiagraphy