

Furneux Pelham School

English Curriculum Map The Power of Reading

RECEPTION						
Using a Power of Reading Teaching Sequence to Create an English Curriculum						
Literary Form						
Link to Main EYFSP Area of Learning						
PSED & Human Theme						
Phonics and Early Reading: Experience, Knowledge, Skills and Strategies						
EYFS Communication and Language (40-60+ months)	<ul style="list-style-type: none"> 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						
Physical Development						
Extended Writing Outcome						

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YEAR 1 & 2 B Year Using a Power of Reading Teaching Sequence to Create an English Curriculum	Book 1 Rapunzel By Bethan Woolvin (5 weeks)	Book 2 One Day on our Blue Planet: In the Savannah By Ella Bailey (4 weeks)	Book 3 Pattan's Pumpkin By Chitra Soundar and Frane Lessac (4 weeks)	Book 4 I Want My Hat Back By Jon Klassen (3-4 wks)	Book 5 The Magic Finger By Roald Dahl (3 weeks)	Book 6 Poems to Perform Edited by Julia Donaldson (2 - 3 weeks)	Book 7 Halibut Jackson By David Lucas (4 weeks)
Literary Form	Traditional Tale	Non- Fiction	Traditional Tales from other cultures	Picture Book	Novel	Poetry	Picture Book
Link to Main NC Area of Learning	N/A	Science: Humans and animals	Geography: contrasting locality - India	Design Technology - hats	Science: Animals and their habitats		N/A
PSED & Human Themes	Challenging stereotypes Developing empathy	Animal conservation	Determination and perseverance. Caring for our local environment	Understanding ownership, justice and fairness	Protecting endangered animals. For and against hunting.		Being Brave
Reading: Experience, Knowledge, Skills and Strategies	Analysing illustrations and making inference. Voice sounds, characterisation Developing fluency using repetitive refrain Links with other texts and comparing diff versions						
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	Year 1: <ul style="list-style-type: none"> Plural nouns' suffixes; suffixes and prefixes of verbs and adjectives with no change to root word. Combining words to make sentences; joining words and joining clauses using 'and'. Sequencing sentences to form short narratives. Separable words; capital letters, full stops, question marks and demarcating sentences. Capital letters for names and the personal pronoun 'I'. <u>Terminology:</u> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.			Year 2: <ul style="list-style-type: none"> 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	Book talk, story maps, Story telling language Past tense consistency Subordinated and coordinated sentences Adverbials Dynamic verb choices						
Extended Writing Outcome	Writing in role – diary entries in first person – varied sentence types. Poetry Explanation/instructional writing Arguments Wanted posters Narrative – fairy tale which challenges stereotypes						

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YEAR 1 & 2 A Year Using a Power of Reading Teaching Sequence to Create an English Curriculum	Book 1 Ossiri and the Bala Mengro By Richard O'Neill and Katherine Quarmby (4 weeks)	Book 2 The Dark By Lemony Snicket and Jon Klassen (4-5 weeks)	Book 3 The Emperor's Egg By Martin Jenkins and Jane Chapman (3 weeks)	Book 4 Leaf By Sandra Dieckmann (5 weeks)	Book 5 Nikhal and Jay: Save the Day By Chitra Soundar (5-7 weeks)	Book 6 The Proper Way to Meet a Hedgehog and other How To Poems Selected by Paul B Janeczko (3 Weeks)	Book 7 Claude in the City By Alex T Smith (4 weeks)
Literary Form	Traditional tale (Traveller community)	Picture book	Non - fiction	Picture book	Novel	Poetry	Illustrated novel
Link to Main NC Area of Learning	Music – listening and responding to music – folk music and family songs. Art – junk modelling of ogres	Geography and Science: Light and dark Maths – weather and seasonal investigations; daylight hours in diff countries. Art – silhouettes, shadows	Geography: Comparison of polar regions. Science: animal adaptation; freezing and melting Maths – time of day and calendars	Art – illustrations Geog – Arctic History – history of flight Science – habitats and adaptations	Geog – our locality Science – growth in humans Art and design – real world protest artists	Science: Animals and their habitats Art : responding through art Science: plants, animals and seasonal change	Geography: Features of a city Maths – time and measuring circumference of head; counting in 2s; data handling Art- looking at work Claude saw in museum
PSED & Human Themes	Belonging and heritage	Facing our fears Developing empathy	Looking after our environment	The environment; prejudice; differences; developing empathy	Making connections with own lives; family learning; belonging; valuing diverse experiences and heritage	Exploring and understanding emotions	Friendship and loyalty White lies; medicines
Reading: Experience, Knowledge, Skills and Strategies	Common themes and patterns; Analysing illustration to add meaning; Complex Code – linking spelling and reading; Inference; Scanning and close reading	Discussing favourite words and phrases; predicting; making inferences; expressing views; authorial intent	Sequence of events; Discussing favourite words and phrases; making inferences; structure of non-fiction books; navigating around a non-fiction text and being familiar with features	Predicting; book talk; features of information texts;	Inferences; predicting; book talk;		Explain understanding of what is read; discuss sequence of events; discuss favourite words and phrases; predicting; inferences; responding to illustrations; summarising information
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	Year 1: <ul style="list-style-type: none"> Plural nouns' suffixes; suffixes and prefixes of verbs and adjectives with no change to root word. Combining words to make sentences; joining words and joining clauses using 'and'. Sequencing sentences to form short narratives. Separable words; capital letters, full stops, question marks and demarcating sentences. Capital letters for names and the personal pronoun 'I'. <u>Terminology:</u> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.			Year 2: <ul style="list-style-type: none"> 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	Oral storytelling language Traditional tale voice Sentence types Imperative verbs; Proverbs; Book talk – morals in traditional tales; Expanded noun phrases; Conjunctions; Sentence openers	Sentences in different forms; past and present tense; expanded noun phrases; sun-ordinated and co-ordinating conjunctions; onomatopoeia; adverbials; sequencing events and story maps; time connectives; plurals with 's' and 'es'; suffixes used for past/present tense	Expanded noun phrases; present and past tense; sentence openers; similes; personification; interesting verbs and suffixes -ed and -ing; precise, technical and effective vocabulary; writing paragraphs; extended sentences using conjunctions	Making notes; research; expanded noun phrases – adding verbs, prepositional phrases and adjectives; figurative language; similes; debate; story mapping; retelling a story	Prepositional phrases; debate and discussion; sequencing events; expanded noun phrases; adverbials; powerful verbs; story mapping;	Rhythm of poems; onomatopoeia; alliteration; assonance; patterns; visualisation; metaphor; repetition;	Sentences in different forms; expanded noun phrases; past and present tense; simple conjunctions to link subordinate and coordinating clauses; story mapping
Extended Writing Outcome	Diary entry in first person; Discursive writing; Persuasive letter; Instructional writing; Description; Narrative – retelling of the story	Descriptions of the dark; narrative sequence and retelling of story; poetry; piece of advice for character; arguments; instructional writing; non-chronological report; book review	Extended writing and annotations on artwork; setting description; poetry; information writing; poetry	Non-chronological report; free verse poetry; letter writing; description; persuasive speech; explanation; writing in role; narrative	Personal journals; personal narratives; writing in role; notes of advice; summaries and explanations; information texts; descriptions; recipes; persuasive letter writing; short story in familiar setting	Looking at language; art and illustration; poetry performance; text marking; publishing poems	Character descriptions; city poems; story mapping; postcard in role; persuasive writing; guide book for museum; newspaper reports; Doctor's report; Claude story in alternative setting

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YEAR 3 & 4 B Year Using a Power of Reading Teaching Sequence to Create an English Curriculum	Book 1 Wolves By Emily Gravett (2-3 weeks)	Book 2 How the Stars Came to Be By Poonam Mistry (5 – 6 weeks)	Book 3 Cherry Moon By Zaro Weil (3 weeks)	Book 4 The Bluest of Blues By Fiona Robinson (6 weeks)	Book 5 The Miraculous Journey of Edward Tulane By Kate DiCamillo (3-4 weeks)	Book 6 Quill Soup By Dale Blankenaar (4-5 weeks)	Book 7 Arthur and the Golden Rop By Joe Todd- Stanton (5 weeks)
Literary Form	Picture Book	Traditional Tale	Poetry Collection	Non- Fiction	Novel	Picture Book	Graphic Novel
Link to Main NC Area of Learning		Science: Space Art: Indian patterns Barbara Hepworth; Van Gogh – Starry Night					
PSED & Human Themes		Persistence and determination					
Reading: Experience, Knowledge, Skills and Strategies		Visualisation and responding to illustrations Inference; Predicting; Navigating information texts					
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	Year 3: <ul style="list-style-type: none"> 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). 			Year 4: <ul style="list-style-type: none"> 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		Traditional tale voice; Etymology; Figurative language; Adverbial phrases; Modal verbs; Well- placed questions; Punctuation; Oral storytelling;					
Extended Writing Outcome		Writing in role – playscripts and diary entry; Information text; Letter writing; Poetry; Autobiographical writing; Explanatory writing; Writing a Pourquoiis tale.					

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YEAR 3 & 4 A Year Using a Power of Reading Teaching Sequence to Create an English Curriculum	Book 1 Into the Forest By Anthony Browne (3 weeks)	Book 2 Pea Boy and Other Stories from Iran By Elizabeth Laird (2 weeks)	Book 3 Rhythm of the Rain By Graeme Baker Smith (6 weeks)	Book 4 Ugg; Boy Genius of the Stone Age By Raymond Briggs (4 weeks)	Book 5 The Lost Happy Endings By Carol Ann Duffy (6 weeks)	Book 6 Stars with Flaming Tails By Valerie Bloom (3weeks)	Book 7 Varjak Paw By S.F Said (6 weeks)
Literary Form	Picture Book	Traditional Tale	Non-fiction	Graphic Novel	Picture Book	Poetry Collection	Novel
Link to Main NC Area of Learning	Art and design – illustrations pf fairy tales	Geography: comparing Iran and the UK; Art – collage	Geography – Rivers, Seas, Oceans; Water Cycle; Weather & Climate. Science - habitats	History – Stone Age; Technology/Inventors	Art – painting in the style of Jane Ray; Clay work for sculptures Geography – forest habitats and wildlife	Music: Rhythm Science: Animals & habitats; Space/Solar System	Geography – cities and urban environments Art – Dave McKean’s illustrations
PSED & Human Themes	Expressing concerns	Considering alternative perspectives	Appreciating and caring for the environment; Environmental activism;	Family; Determination and Perseverance	Empathising with feelings experienced when something is stolen. How to stay safe when travelling	Making sense of emotions	Bravery and risk taking; bereavement; friendship; bullying; self-esteem
Reading: Experience, Knowledge, Skills and Strategies	To enjoy stories and discuss meanings; Inference; Identify themes and conventions; Generating questions; Predicting; How language and structure contribute to meaning.	Changes of setting in narrative fiction; Inference through text and illustration; Recognising the repeat refrain and patterns of language;	Responding to illustrations; Inference; Authorial intent; Summarising; Predicting; Sequencing; Book talk	Inter-relationship between text and visuals; Inference from illustrations; Predicting; Use of punctuation; Identifying how lang structure and presentation contribute to meaning; Authorial intent; Summarising and sequencing	Responding to illustration; researching forests and wildlife; Predicting and making links with other texts; Book talk and reading aloud; effective vocabulary choices; inference; exploring the ‘voice’ and tone of a non-fiction text	Responding to poetry Performing poetry Listening to poets perform; evaluation of performances	Identifying and discussing themes and conventions; inferences and justifying them; Use of figurative language and its impact on the reader; Responding to illustrations; Predicting; new vocabulary; Looking at language and visualisation; Story telling
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	Year 3: <ul style="list-style-type: none"> 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).			Year 4: <ul style="list-style-type: none"> 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	Book talk. Making links with other texts they know. Preparing poems and playscripts to perform. Justification of inferences; prediction; expanded noun phrases; exploring use of control over intonation, volume and pace; story mapping; writing in first person; past tense; connectives; paragraphs	Oral storytelling; Debate, argument and persuasive language – modal verbs and subjunctives; Descriptive language – expanded verb, adverbial and noun phrases; Inverted commas for direct speech	Expanded noun phrases; Expanded verb and adverbial phrases; Common & Proper nouns; Listening to and reading poetry; specific forms and devices of poetry; Alliteration; Personification; Precise verbs; Different tenses; suffixes; Cohesion; Non-fiction voice;	Precise verbs; Expanded noun phrases; Adverbs; Prepositional phrases; Figurative language – similes, alliteration, personification; Oral explanations; Comparative language; Presenting; Book talk; synonyms; personification;	Effective vocabulary choices; verbs; figurative language; use of active verbs; characterisation; effective questioning; importance of settings in fairy tales; story mapping; retelling of their stories; nouns, adjectives and verbs;	Poetic forms and devices: rhyme, rhythm, assonance, wordplay; identifying poetic language; exploring spelling patterns in words; homonyms and homophones; alliteration; simile; personification; Elfje, Cinquain, Riddles; Limericks; Ronndel; Reverse Verse	Modal verbs – should, must and will, might/could or must/should Writing poetry Synonyms Personification
Extended Writing Outcome	List poetry; writing in role (email); note/letter writing giving advice; rewriting the narrative as a playscript – being familiar with the conventions; recount	Writing a court verdict; Letter of condolence; retelling of the story; Information leaflet; Wanted poster; Writing in role – diary entry; Playscript; Narrative from an alternative viewpoint	Personal narrative; Writing group/class poems; Personal narrative; Writing in role – diary entry; Note taking; Information text/posters; Letter writing; Persuasive writing; Speech writing; Expressive writing;	Character descriptions; Script; Instructional writing; Postcard; Playscripts; Class dictionary; Writing in role – diary entry; Comic book narrative; Persuasive speech/writing; Poetry –	Writing in role; diary writing; advisory notes; note taking; non-chronological reports; fact files; narrative; poetry – writing and performing; debate and discussion	Poetry journal to log ideas and inspirations for writing poetry Biographical writing; explanatory and instructional writing; Narrative – retelling of story	Writing in role as main character – diary writing. Discursive writing – for and against - persuasive writing; Story mapping; Character comparisons; Personal writing – what home means to me! Writing in role – retelling of the story from one character’s viewpoint. Redraft and edit. Missing posters; Visualisation and description of scenery; Reading and writing poetry; Persuasive writing; Explanation writing. Newspaper report

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YEAR 5 & 6 B Year Using a Power of Reading Teaching Sequence to Create an English Curriculum	Book 1 Ride the Wind By Nicola Davies (5 weeks)	Book 2 The Adventure of Odysseus By Hugh Lupton (6 weeks)	Book 3 The Dam By David Almond (4 weeks)	Book 4 Tales from the Carribbean By Trish Cooke (5 weeks)	Book 5 King of the Sky By Nicola Davies (4 weeks)	Goodnight Mr Tom By Michelle Magorian (5 weeks)	Book 7 Bright Bursts of Colour By Matt Goodfellow (3 weeks)
Literary Form	Picture Book	Myth	Non- Fiction	Traditional Tale	Picture Book	Novel	Poetry Collection
Link to Main NC Area of Learning							
PSED & Human Themes							
Reading: Experience, Knowledge, Skills and Strategies							
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	Year 5: <ul style="list-style-type: none"> • Converting nouns of adjectives into verbs using suffixes; verb prefixes. • Relative clauses; indicating degrees of possibility using adverbs or modal verbs. • Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices. • Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. • Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. 			Year 6: <ul style="list-style-type: none"> • 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. • 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. <u>Terminology:</u> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.			
Language Competency: through reading, talk and writing							
Extended Writing Outcome							

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YEAR 5 & 6 A Year Using a Power of Reading Teaching Sequence to Create an English Curriculum	Book 1 The Journey By Francesca Sasna (5 weeks)	Book 2 Shackleton's Journey By William Grill (5 weeks)	Book 3 Seasons of Splendour By Madhur Jaffrey (2 weeks)	Book 4 Rooftoppers By Katherine Rundell (5 weeks)	Book 5 Fox By Margaret Wild (4 weeks)	Book 6 The London Eye Mystery By Siobham Dowd (6 weeks)	Book 7 Dark Sky Park By Philip Gross (3 weeks)
Literary Form	Picture Book	Non-fiction	Myths/Legends/Folk Tales	Novel	Picture Book	Contemporary Fiction	Poetry Collection
Link to Main NC Area of Learning	Science: Classification; Birds Art: interpretations of the sea Geog: mapping the journey – landscapes Hist: migration in local area PE – choreograph a dance	History - Polar Exploration	Geography: India REL: Hinduism and Krishna	Geography: France and Paris MFL – French language History: Edwardian Britain and lead up to WW1 Art: Impressionism and Art Nouveau	Science – living things and their habitats Art and Design – illustrations of Ron Brooks	Geography: Uk and London Weather; DT: Structures; Art: Andy Warhol and MC Escher	Science – habitats and classification; evolution Art – experimenting with brushes and black ink Geography - volcanoes
PSED & Human Themes	Empathy and appreciation of refugees' experiences the entitlement of fundamental human rights and freedoms for all.	Endurance and leadership		Empathy for characters Bravery and risk taking	Friendship, loyalty, betrayal, loss and hope.	Autism and Asberger's Syndrome; Name calling and racism Empathy for characters; Bullying; Loss; Self-esteem; Bereavement;	Exploring different belief systems Talking about personal feelings and experiences
Reading: Experience, Knowledge, Skills and Strategies	Discussing words that have an impact on the reader; Identifying how language, presentation and structure contribute to meaning; Prediction	Making meaning from illustration and text; asking questions and clarifying; scanning and close reading; Predicting; Evaluating and summarising; Visualising; Character comparison; Looking at language	Oral storytelling; Responding to illustrations; Myths and legends; Story maps; Visualisation; Responding to illustration; Comparison; Reading aloud; Spotting patterns in stories;	Character development and changes of setting in narrative fiction; Descriptive writing; Asking questions to enhance understanding; Inference and justifying inferences with evidence; Summarising; Book talk; Visualisation	Making comparisons within and across texts; Inferring; Predicting; Responding to illustrations; Authorial intent	Inference and deduction; Predicting; Summarising; Use of language including figurative language; Vocabulary;	Visualisation, thoughts and feelings generated from reading the poems,
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	Year 5: Ar <ul style="list-style-type: none"> Converting nouns of adjectives into verbs using suffixes; verb prefixes. Relative clauses; indicating degrees of possibility using adverbs or modal verbs. Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices. Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.			Year 6: <ul style="list-style-type: none"> 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. 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. <u>Terminology</u>: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points. 			
Language Competency: through reading, talk and writing	Responding to illustrations; Poetry study; Voice over for a clip of Planet Earth; Features of newspapers; Research; Dialogue;	Non-fiction explanatory voice; Paragraphs for organisation; Debate, dilemma and persuasion; Modal verbs; Conjunctions; Subjunctive; Hypotheses and questions; Adverbs indicating possibility; Descriptive and scientific language – verb prefixes; Nouns, pronouns and determiners for cohesion; Commas and parenthesis to clarify meaning; Punctuation and layout	Comparison of stories; Drama and role play; Responding to illustrations; Book trailers – voice overs; Oral retelling	Identification of audience and purpose for writing; Selection of appropriate grammar and vocab; describe characters, settings and atmosphere; Dialogue; Cohesion and devices used; Figurative language; Collective nouns;	Paragraphs for organisation; Debate, dilemma; Synonyms; Personification; Fronted adverbial phrases; Adjectives, verbs and word order	Idioms; Use of imagery; Word patterns – morphology and etymology	Use of brackets, use of language' Poetic devices: assonance, alliteration, imagery, rhythm and sound, Interpretations; Figurative language, Imagery: simile, metaphor, personification, onomatopoeia, alliteration, assonance, juxtaposition
Extended Writing Outcome	Note-taking; captions; Poetry; Writing in role; Persuasive letter; Booklet/leaflet; Short stories; Class newspaper; Documentary script; Argument; Lyrics; Emotive letter; Extension to narrative	Writing in role – recount, letter, telegram, log book; Character fact file; CV/personal statement; Poetry; Speech writing; Newspaper reports	Annotations; Research; Play scripts; Notes and scripts for retelling the story; Letter writing in role; Book trailer; Setting descriptions; Playscripts;	Diary writing; Writing in role; Newspaper writing; Poetry; Explanation; Research; Non-fiction writing – a guide book to Paris	Poetry; Captions; Information texts; Oral presentation; Note taking; Letter; Writing in role; Own narrative picture book	Diary entry; Persuasive speech; Research; Explanatory booklet; Police report; Free verse poetry; Formal letter; Newspaper report; TV news speech; Restricted form poetry: Nonet, Haiku, Sonnet; Advertisement; Narrative	Poetry performances Artistic responses to poems read Notes and annotations exploring language and personal responses to poems read. Persuasive adverts Own poems inspired by poems read