

## ENGLISH

### Significant people

#### Aspire London will:

- Develop pupils' knowledge and understanding of the world and people, past and present, who shape it
- Provide identifiable role models to raise ambition and aspiration

### Community

#### Aspire London will:

- Immerse the children in the historically rich and diverse nature of London
- Give pupils an understanding of the positive impact of migration and a cultural appreciation of our community

### Equality & Justice

#### Aspire London will:

- Empower pupils to be advocates who address issues of prejudice and discrimination
- Ensure pupils value fairness and resolve differences through positive discussion

### Environmental Responsibility

#### Aspire London will:

- Educate children of the need to protect God's planet from environmental damage
- Create eco-friendly citizens who are aware of the impact of their individual actions and those of the wider world.



Year 1	Autumn 1 Traction Man By Mini Grey	Autumn 2 Out and About A First Book of Poems By Shirley Hughes	Spring 1 Lila and the Secret Rain By David Conway and Jude Daly	Spring 2 The Adventures of Egg Box Dragon By Richard Adams	Summer 1 Man on the Moon By Simon Bartram	Summer 2 Rapunzel By Beth Woollvin
<b>Genre</b>	Picturebook with comic book conventions	Poetry Collection	Narrative	Fantasy Narrative	Humorous Narrative	Traditional Tale
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Become increasingly familiar with a range of books</li> <li>• Discuss the sequence of books</li> <li>• Ask and answer questions</li> <li>• Discuss the sequence of events in a book</li> <li>• Predict what may happen on the basis of what has been read</li> <li>• Express opinions on the basis of what has been read</li> <li>• Revision of basic decoding and high frequency words</li> <li>• Reading from illustration to give meaning</li> <li>• Book talk – characters and plots</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythm, rhyme and body percussion</li> <li>• Onomatopoeic words</li> <li>• Revision of constant clusters</li> <li>• Performance Reading</li> <li>• Learn to appreciate rhymes and poems and recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>• Increased familiarity with a range of stories</li> <li>• Explain and discuss understanding of books</li> <li>• Discuss the sequence of events in books</li> <li>• Discuss favourite words and phrases</li> <li>• Be introduced to non-fiction texts that are structured in different ways</li> <li>• Ask and answer questions</li> <li>• Predict what might happen on the basis of what has been read</li> <li>• Draw inferences on the basis of what has been read</li> </ul>	<ul style="list-style-type: none"> <li>• Express an opinion on what has been read to them</li> <li>• Discuss word meanings, linking new meanings to those they already know</li> <li>• Discuss the sequence of events within a book</li> <li>• Make comparisons within the book with their own lives</li> <li>• Through discussions develop empathy for a character</li> </ul>	<ul style="list-style-type: none"> <li>• Increase familiarity with a range of books at a level beyond that which they can read independently</li> <li>• Discussion of book titles with predictions of events</li> <li>• Explain what they have read</li> <li>• Ask and answer questions</li> <li>• Predict what might happen on the basis of what has been read</li> <li>• Draw inferences on the basis of what is being said and done</li> <li>• Express views about reading</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to, discuss and express views about books at a level beyond that which they can read independently</li> <li>• Developing fluency using repetitive refrain</li> <li>• Discuss the sequence of events in books and how items of information are related</li> <li>• Reading illustration</li> <li>• Developing inference</li> <li>• Developing experience by making intertextual connections – comparison with original text</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Prosody</li> <li>• Discuss characters and plot; taking turns to listen to what others say</li> <li>• Listen and respond to adults and peers</li> <li>• Speak audibly and fluently with an increase command of Standard English</li> <li>• Use spoken English to develop understanding through imagining and exploring ideas in discussion, role-play and drama</li> </ul>	<ul style="list-style-type: none"> <li>• Performance poetry</li> <li>• Voice projection and confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussion about what is read, taking turns to listen to what others say</li> <li>• Ask relevant questions</li> <li>• Use spoken language to develop understanding</li> <li>• Participate in role-play and improvisations</li> </ul>	<ul style="list-style-type: none"> <li>• Use spoken language through imagining and exploring ideas in discussion, role-play and drama</li> <li>• Articulate appropriately and justify answers</li> </ul>	<ul style="list-style-type: none"> <li>• Partake in discussions about what is read, taking turns and listening to what others say</li> <li>• Listen and respond appropriately to adults and peers</li> <li>• Ask relevant questions</li> <li>• Use spoken language to develop understanding through imagining and exploring ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Consider and evaluate viewpoints, attending to and building on the contributions of others</li> <li>• Participate in discussions, performances, role play, improvisations and debate what has been read</li> </ul>

					in discussions, role-play and drama	
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Draft and write by composing and rehearsing sentences orally</li> <li>• Sentence structure; capital letters and full stops</li> <li>• Present tense including progressive form</li> <li>• Statement and exclamation sentences</li> <li>• Practising segmenting and investigating spelling patterns</li> <li>• Compounding words</li> </ul>	<ul style="list-style-type: none"> <li>• Poetic language</li> <li>• Expressive and figurative language</li> <li>• Language for effect – prosody and choice to create meaning</li> <li>• Language and word play</li> <li>• Expanded noun phrases</li> <li>• Investigating spelling patterns</li> <li>• Book Talk</li> </ul>	<ul style="list-style-type: none"> <li>• Draft and compose sentences orally</li> <li>• Sequence sentences to form short narratives</li> <li>• In narrative form create settings, characters and plot</li> <li>• Write for different purposes including fictional narratives and information</li> <li>• Reread writing to check it makes sense and make simple revisions</li> <li>• Discuss and evaluate what they have read with an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Write questions to ask the characters demarcating with question marks</li> <li>• Annotate diagrams and plans with increasing depth</li> <li>• Write a persuasive letter demonstrating the understanding of the structure of the language</li> <li>• Make comparisons between an informal and formal persuasive letter and develop an understanding of the differences within the language choices</li> </ul>	<ul style="list-style-type: none"> <li>• Draft and write by composing and rehearsing sentences orally</li> <li>• Sequence sentences to form short narratives</li> <li>• Write for different purposes including about fictional personal experiences and fictional narratives</li> <li>• Reread writing to check it makes sense and make simple revisions</li> <li>• Read writing aloud with appropriate intonation to make meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• Draft and write by noting ideas, key phrases and vocabulary</li> <li>• Reread and evaluate writing and make simple revisions</li> <li>• Use new and familiar punctuation correctly</li> <li>• Use sentences in different forms</li> <li>• Expand noun phrases to describe and specify</li> <li>• Use past and present tense correctly and consistently</li> <li>• Use simple conjunctions to link subordinate and co-ordinating clauses</li> </ul>

<b>Year 2</b>	<b>Claude in the City By Alex T Smith</b>	<b>Anna Hibiscus By Atinuke</b>	<b>Beegu By Alexis Deacon</b>	<b>Look Up By Nathan Byron</b>	<b>The Jolly Postman By Janet and Allan Ahlberg</b>	<b>The Last Wolf By Mini Grey</b>
<b>Genre</b>	Adventure Narrative	Cultural Narrative	Narrative Fiction	Picturebook	Poetry	Twist on a Traditional Tale
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Discuss the significance of the title and make predictions</li> <li>• Discuss the sequence of events and how items of information are related</li> <li>• Discuss favourite words or phrases</li> <li>• Draw inferences based on what has been read</li> <li>• Participate in adult led group discussions about what is read</li> <li>• Express their views on reading</li> </ul>	<ul style="list-style-type: none"> <li>• Link what they have heard read to their own experiences</li> <li>• Explain their understanding of what has been read</li> <li>• Discuss the sequence of the book and how items of information are related</li> <li>• Discuss favourite words and phrases</li> <li>• Ask and answer questions with their peers</li> <li>• Predict what will happen based on the events in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide-range of stories at a level beyond that at which they can read independently</li> <li>• Link the narrative to their own experiences</li> <li>• Recognise and join in with recognisable phrases</li> <li>• Check that the text makes sense as it is read to them</li> <li>• Discuss the significant parts of each section with increasing detail</li> <li>• Predict what will happen next based on what has been read to them</li> <li>• Make inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>• To express empathy for characters</li> <li>• To identify and develop connections with key characters to deepen reader response</li> <li>• To discuss what makes a book enjoyable and not – using the text to draw on</li> <li>• To consider the ways in which illustrations can deepen and enrich the meaning of a text and enhance the reading experience</li> </ul>	<ul style="list-style-type: none"> <li>• To identify the rhyme within the story</li> <li>• To explore familiar and unfamiliar rhymes and stories</li> <li>• To make links between what they have heard with traditional tales that they have read</li> <li>• To identify that poetry tells a story</li> <li>• To make predictions about what has been read and through an exploration of pictures of the character's houses</li> <li>• To give a creative response to the text and suggest alternative lines whilst remaining in the same style</li> <li>• To give a critical response to the text</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in child led group discussions about what is read to them</li> <li>• Make links between the story and their personal experiences</li> <li>• Discuss the sequence of events in books and how items of information are related</li> <li>• Draw inferences on what is being said and done</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and peers</li> <li>• Use spoken language to develop understanding through imagining and exploring ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Ask relevant questions to extend knowledge</li> <li>• Use spoken language to develop understanding through imagining and exploring ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and peers</li> <li>• Consider and evaluate viewpoints, attending to and building on the contributions of others</li> </ul>	<ul style="list-style-type: none"> <li>• To ask questions of the pictures and express opinions on what they show</li> <li>• To use persuasive language when explaining their interests and fascinations</li> </ul>	<ul style="list-style-type: none"> <li>• Conscience Alley to explore the characters dilemma</li> <li>• Debate speaking – should the character act in this way?</li> <li>• Performance of nursery rhymes found within the story</li> <li>• To ask questions of the reader showing</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults</li> <li>• Consider and evaluate viewpoints, attending to and building on the contributions of others</li> <li>• Take part in role play based on what has been read</li> </ul>

					a clear line of questioning	
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Segment spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• Learn to spell common exception words</li> <li>• Draft and write by noting ideas, key phrases and vocabulary</li> <li>• Compose sentences orally before writing</li> <li>• Write for a purpose considering why they are writing</li> <li>• Use sentences in different forms</li> <li>• Understand the use of noun phrases to describe and specify</li> <li>• Use past tense correctly considering word endings</li> <li>• Be able to identify the main clause in a sentence</li> <li>• Understand how the format creates different genres and be able to distinguish between them</li> </ul>	<ul style="list-style-type: none"> <li>• Learn the possessive apostrophe (singular)</li> <li>• Learn to spell more words with contracted forms</li> <li>• Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>• Apply spelling rules and guidelines from Appendix 1</li> <li>• Draft and write by noting ideas, key phrases and vocabulary and composing and rehearsing sentences orally;</li> <li>• Write for different purposes including about personal experiences</li> <li>• Use new and familiar punctuation correctly</li> <li>• Use sentences in different forms</li> <li>• Use past and present tense correctly and consistently</li> <li>• Use simple conjunctions to link subordinate and co-ordinating clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishing between homophones and near-homophones</li> <li>• Compose a sentence orally before writing</li> <li>• Sequence sentences to form short narratives</li> <li>• Re-read what has been written to ensure that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to a picture through accurately composed sentences</li> <li>• Use a range of sentence starters</li> <li>• Expand sentences using further detail</li> <li>• Introduction of the use of a comma in lists</li> <li>• Plan a narrative using a writing framework – considering how to build tension</li> <li>• Develop an understanding of idiom</li> </ul>	<ul style="list-style-type: none"> <li>• To use alliteration effectively</li> <li>• To write in role</li> <li>• To write and publish their own book</li> <li>• Write using persuasive language to encourage others to buy a product</li> <li>• Describe a character's feelings – consider the grammatical concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Draft and write by noting ideas, key phrases and vocabulary and composing and rehearsing sentences orally</li> <li>• Re-read and evaluate writing to check it makes sense. Edit making simple revisions</li> <li>• Read own writing aloud with appropriate intonation to make the meaning of their words clear</li> <li>• Use past and present tense correctly and consistently</li> <li>• Use simple conjunctions to link subordinate and co-ordinating clauses</li> </ul>

<b>Year 3</b>	<b>Into the Forest</b> By <b>Anthony Browne</b>	<b>Pebble in my Pocket</b> By <b>Meredith Hooper and Chris Coady</b>	<b>The Ice Palace</b> By <b>Robert Swindells</b>	<b>The Lost Happy Ending</b> By <b>Carol Ann Duffy</b>	<b>Fly, Eagle, Fly!</b> By <b>Christopher Gregorowski</b>	<b>Gregory Cool</b> By <b>Caroline Binch</b>
<b>Genre</b>	Picture Book	Narrative based on facts	Quest	Narrative	Traditional Tale	Narrative
<b>Reading</b>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> <li>Develop positive attitudes to reading by listening to and discussing a wide range of fiction</li> <li>Increase familiarity with a range of books</li> <li>Identify themes and conventions, preparing poems and playscripts to read aloud and to perform</li> <li>Discuss words and phrases that capture readers interests and imagination</li> <li>Ask questions to improve understanding of the text</li> </ul>	<ul style="list-style-type: none"> <li>Maintain positive attitudes to reading and understanding what has been read to them: continuing to read an increasing wide-range of fiction</li> <li>Identify and discuss themes and conventions across a wide range of writing</li> <li>Making comparisons within and across books</li> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>Predict what might happen from details stated and implied</li> <li>Draw inferences and justify inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Identify themes and conventions</li> <li>Draw inferences and justify inferences with evidence</li> <li>Identify how language structure contributes towards meaning "• discussing words and phrases that capture the reader's interest and imagination</li> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences and justify inferences with evidence</li> <li>Identify how language contributes to meaning</li> <li>Identify how language and structure contribute to meaning</li> <li>Explain how the author creates mood and meaning</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes and understanding of reading by:</li> <li>Listening to a wide range of fiction</li> <li>Increase familiarity with a range of books</li> <li>Identify themes</li> <li>Discuss words and phrases that capture readers imagination and interests</li> <li>Explaining the meanings of words in context</li> <li>Ask question to improve understanding of the words in text</li> </ul>	<ul style="list-style-type: none"> <li>Read and discuss non-fiction and reference books or textbooks</li> <li>Prepare 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</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>Maintain attention and participate actively in collaborative conversations, responding to comments</li> <li>Ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>Listen and respond appropriately to adults and peers</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Participate actively in collaborative conversations</li> <li>Use spoken language to develop understanding through imaging and exploring ideas</li> </ul>	<ul style="list-style-type: none"> <li>Speak audibly and fluently with an increasing command of Standard English</li> <li>Express empathy with characters by asking questions to elicit detailed answers</li> <li>Maintain attention and participate actively in</li> </ul>	<ul style="list-style-type: none"> <li>Responding to an illustration – express clearly how it makes you feel</li> <li>Perform a given selection of text in groups</li> <li>Be able to express likes and dislikes clearly</li> </ul>	<ul style="list-style-type: none"> <li>Use relevant strategies to build their vocabulary</li> <li>Listen and respond appropriately to adults and peers</li> <li>Articulate and justify answers and opinions</li> <li>Maintain attention and participate actively in collaborative</li> </ul>	<ul style="list-style-type: none"> <li>Articulate and justify answers, arguments and opinions</li> <li>Use spoken language to develop understanding through imagining and exploring ideas in role-play drama</li> <li>Select and use appropriate</li> </ul>



	<ul style="list-style-type: none"> <li>• Articulate and justify answers and opinions</li> <li>• Use spoken language to develop understanding through speculating, imagining and exploring ideas</li> <li>• Participate in discussions, presentations, performances and debates</li> <li>• Consider and evaluate different viewpoints, attending to the contributions of others</li> <li>• Use spoken language to develop understanding through imaging and exploring ideas in discussion, role play and drama</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use appropriate registers for effective communication</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> </ul>	collaborative conversations, responding to comments		<p>conversations, responding to comments</p> <ul style="list-style-type: none"> <li>• Use spoken language to develop understanding through exploring ideas</li> <li>• Participate in role play and improvisations</li> </ul>	registers for effective communication
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar</li> <li>• Plan writing by discussing and recording ideas</li> <li>• Draft and write by composing and rehearsing sentences orally</li> <li>• Draft and write by organising paragraphs around a theme</li> <li>• Write for different purposes including about fictional personal experiences</li> <li>• Assess the effectiveness of their own and others writing and suggest improvements</li> <li>• Proof read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• Children should plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing for models of their own</li> <li>• Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• Selecting appropriate grammar and vocabulary, understanding how choices can change and enhance meaning</li> <li>• Using further organisational and presentational devices to structure text and to guide the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Draft and write by organising paragraphs around a theme</li> <li>• In non-narrative use simple organisational devices</li> <li>• Write for different purposes including about fictional personal experiences</li> <li>• Assess the effectiveness of their and others' writing and suggest improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Write for a range of purposes and audiences</li> <li>• Proposing changes to vocabulary, grammar and punctuation to enhance effects and to clarify meaning</li> <li>• Ensuring subject and verb agreement when using singular and plural, distinguishing the language of speech and writing and choosing the appropriate register</li> <li>• Using a wide range of devices to build cohesion within and across paragraphs</li> <li>• Identifying key phrases from the text that create the fairy tale world and use within their own writing</li> </ul>	<ul style="list-style-type: none"> <li>• Plan writing by discussing writing similar to which they are planning to write, learning of from its structure, vocabulary and grammar</li> <li>• Plan writing by recording ideas</li> <li>• Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and increasing range of sentence structures</li> <li>• Organise paragraphs around a theme</li> <li>• In narrative, create settings, characters and plot</li> <li>• Evaluate and edit by proposing changes to grammar and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing for models of their own</li> <li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• Evaluate and edit by assessing the effectiveness of their own and others writing</li> <li>• Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings</li> </ul>

		<ul style="list-style-type: none"> <li>Ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>			<ul style="list-style-type: none"> <li>Proof read for spelling and punctuation errors</li> </ul>	
<b>Writing Outcomes</b>	<ul style="list-style-type: none"> <li>List poetry</li> <li>Writing in role</li> <li>Rewriting the narrative as a playscript</li> <li>Recount</li> </ul>	<ul style="list-style-type: none"> <li>Free verse poetry</li> <li>Black out poetry</li> <li>Narrative recount</li> <li>Explanatory text</li> <li>Writing in role</li> <li>Persuasive leaflet/letter</li> <li>Information writing</li> <li>Historical recount</li> </ul>	<ul style="list-style-type: none"> <li>Poetry</li> <li>Instructions – rules for playing a game</li> <li>Recount written in role</li> <li>Non-chronological report – information leaflet</li> <li>Thought bubbles</li> <li>Captions</li> <li>Narrative ending</li> </ul>	<ul style="list-style-type: none"> <li>Writing in role</li> <li>Advisory notes</li> <li>Non-chronological reports</li> <li>Narrative</li> <li>Poetry</li> <li>Annotated drawings</li> </ul>	<ul style="list-style-type: none"> <li>Poetry</li> <li>Thought bubbles</li> <li>Letter in role</li> <li>Narrative from a character's perspective</li> </ul>	<ul style="list-style-type: none"> <li>Poetry</li> <li>Story maps</li> <li>Fact files</li> <li>Instructions</li> <li>Writing in role</li> <li>Character descriptions</li> <li>Narrative descriptions</li> <li>Diary entry</li> <li>Biography</li> </ul>



<b>Year 4</b>	<b>Tom's Sausage Lion By Michael Morpurgo</b>	<b>Arthur and the Golden Rope By Joe Todd-Stanton</b>	<b>Krindlekrax By Philip Ridley</b>	<b>Iron Man By Ted Hughes</b>	<b>Varjak Paw By S. F. Said</b>	<b>Hot Like Fire By Malorie Blackman</b>
<b>Genre</b>	Narrative	Myth	Mystery	Classic Fiction	Adventure Narrative	Poetry
<b>Reading</b>	<ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction</li> <li>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions predicting what might happen from details stated and implied</li> <li>identifying how language, structure and presentation contribute to meaning</li> <li>provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> <li>Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding of the texts</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes and understanding of reading by: <ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction</li> <li>Reading books that are structured in different ways</li> <li>Increasing familiarity with a range of books</li> <li>Identifying themes and phrases that capture the reader's interest and imagination <ul style="list-style-type: none"> <li>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</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes to reading by listening to and discussing a wide range of fiction</li> <li>Increase familiarity with a range of books</li> <li>Identify themes and conventions</li> <li>Discuss words and phrases that capture readers' interest and imagination</li> <li>Ask questions to improve understanding of the text</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes to reading by listening to and discussing a wide range of fiction</li> <li>Increase familiarity with a range of books</li> <li>Identify themes and conventions</li> <li>Discuss words and phrases that capture readers' interest and imagination</li> <li>Ask questions to improve understanding of the text</li> <li>Draw inferences and justify inferences with evidence</li> <li>Identify how language and structure contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>Learn a wider range of poetry by heart.</li> <li>Prepare 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.</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>Children use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>Children consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>Children participate in discussions and debates</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Participate actively in collaborative conversations</li> <li>Use spoken language to develop understanding through imagining and exploring ideas</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Articulate and justify answers and opinions</li> </ul>	<ul style="list-style-type: none"> <li>Maintain attention and participate actively in collaborative conversations, responding to comments</li> <li>Ask relevant questions to extend their understanding and build vocabulary and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Maintain attention and participate actively in collaborative conversations, responding to comments</li> <li>Ask relevant questions to extend their understanding and build vocabulary and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Participate actively performance, discussion and debate;</li> <li>Use spoken language to develop understanding through imagining and exploring ideas</li> </ul>

	<ul style="list-style-type: none"> <li>Children articulate and justify answers, arguments and opinions</li> <li>Children speak audibly and fluently with an increasing command of Standard English</li> <li>Children select and use appropriate registers for effective communication</li> <li>Children participate in discussions, role-play and improvisations</li> </ul>	<ul style="list-style-type: none"> <li>Select and use appropriate registers for effective communication</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use relevant strategies to build their vocabulary</li> <li>Articulate and justify answers, arguments and opinions</li> </ul>	<ul style="list-style-type: none"> <li>Maintain attention and participate actively in collaborative conversations, responding to comments</li> <li>Use spoken language to develop understanding through exploring ideas</li> <li>Participate in discussions, role-play and improvisations</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and peers</li> <li>Articulate and justify answers and opinions</li> <li>Use spoken language to develop understanding through speculating, imagining and exploring ideas</li> <li>Speak audibly and fluently with an increasing command of Standard English</li> <li>Consider and evaluate different viewpoints, attending to the contributions of others</li> <li>Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and peers</li> <li>Articulate and justify answers and opinions</li> <li>Use spoken language to develop understanding through speculating, imagining and exploring ideas</li> <li>Consider and evaluate different viewpoints, attending to the contributions of others</li> <li>Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</li> </ul>	<ul style="list-style-type: none"> <li>in role play drama and dance;</li> <li>Select and use appropriate registers for effective communication.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>use fronted adverbials</li> <li>use commas after fronted adverbials</li> <li>compose and rehearse sentences orally (including dialogue)</li> <li>discuss and record ideas</li> <li>read aloud their own writing, to a group or the whole class, using appropriate</li> <li>extend the range of sentences with more than one clause by using a wider range of conjunctions</li> <li>use and punctuate direct speech</li> </ul>	<p>Discuss how authors have developed characters and settings in what pupils have read, listened to or seen performed and use this as inspiration for their own work</p> <ul style="list-style-type: none"> <li>Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further and</li> </ul>	<ul style="list-style-type: none"> <li>Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar</li> <li>Plan writing by discussing and recording ideas</li> <li>Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and increasing range of sentence structures</li> <li>Organise paragraphs around a theme</li> <li>In non-narrative material, use simple organisational devices</li> <li>Evaluate and edit by proposing changes to grammar and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar</li> <li>Plan writing by discussing and recording ideas</li> <li>Draft and write by composing and rehearsing sentences orally</li> <li>Draft and write by organising paragraphs around a theme</li> <li>In non-narrative use simple organisational devices</li> </ul>	<ul style="list-style-type: none"> <li>Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar</li> <li>Plan writing by discussing and recording ideas</li> <li>Draft and write by composing and rehearsing sentences orally</li> <li>Draft and write by organising paragraphs around a theme</li> <li>In non-narrative use simple organisational devices</li> <li>In narratives, create settings, characters and plot</li> </ul>	<ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> </ul>

	<ul style="list-style-type: none"> <li>• assess the effectiveness of their own and others' writing and suggesting improvements</li> <li>• peer edit, checking for punctuation errors and proposing vocabulary changes</li> </ul>	<p>presentational devices to structure text and to guide the reader</p> <ul style="list-style-type: none"> <li>• Evaluate and edit by: <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proof read for spelling errors</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>			
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Year 5	Treason By Berlie Doherty	Macbeth By William Shakespeare	A Boy and a Bear in a Boat By David Shelton	Journey to the River Sea By Eva Ibbotson	Odysseus By Hugh Lupton, Daniel Morden and Christina Balit	Shackleton's Journey By William Grill
<b>Genre</b>	Historical Fiction	Play script	Adventure Narrative	Narrative	Myth – an epic tale	Non-fiction
<b>Reading</b>	<ul style="list-style-type: none"> <li>Summarise what is read to them showing an understanding of the motives of characters; particularly those of Will and his father</li> <li>Draw inferences such as inferring character's feelings, thoughts and motives from their actions and justifying with evidence from the text</li> <li>Make predictions based on what you have read</li> <li>Draw parallels between this text and others by the same author e.g. Street Child</li> <li>Be able to explain the key themes within each chapter and consider how the plot develops and twists</li> <li>Explain and justify what they have read</li> </ul>	<ul style="list-style-type: none"> <li>Reading books that are structured in different ways</li> <li>Discuss and evaluate how the author has used language to convey the different character personalities and how the characters change as they become more ambitious</li> <li>Identify the key themes within each scene and act</li> <li>Participate in discussions about books that are read to them building of their own and others' ideas and challenging views courteously</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss themes and conventions</li> <li>Make comparisons within and across books</li> <li>Ask questions to show a deepening understanding of the text</li> <li>Make predictions based on illustrations</li> <li>Discuss and evaluate how authors use of language impacts on the reader</li> </ul>	<ul style="list-style-type: none"> <li>Read and compare to a previous range of texts – how is it different? What makes it unique?</li> <li>Identify and discuss the themes of the book</li> <li>Ask open questions to improve their understanding of the text</li> <li>Draw inferences such as inferring character's feelings, thoughts and motives for their actions and justifying inferences with evidence</li> <li>Predict what may happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions of the main character that show an understanding of why Odysseus acts how he does</li> <li>Identify themes and make comparisons between those and other myths and legends studied</li> <li>Ask questions of the reader to improve their understanding</li> <li>Draw inferences such as inferring character's feelings, thoughts and motives from their actions and justifying with evidence from the text</li> <li>Summarise the main points within a paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a positive attitude towards reading</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>Make comparison between this book and others from the year</li> <li>Draw inferences on the characters' feelings, thoughts and motives from their actions</li> <li>Discuss and evaluate how authors use language, including figurative language considering the impact on the reader</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>Ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>Consider the viewpoints of others and build further on their views</li> <li>Present a historical presentation</li> </ul>	<ul style="list-style-type: none"> <li>Give well-structured descriptions and explanations</li> <li>Maintain attention and participate actively in collaborative conversations staying on topic and initiating and responding to comments</li> <li>Participate in a performance and be able to convey the actions, thoughts and feelings of the characters</li> <li>Perform their own compositions using appropriate intonation, volume</li> </ul>	<ul style="list-style-type: none"> <li>Articulate and justify answers, arguments and opinions</li> <li>Give well-structured descriptions and explanations</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul>	<ul style="list-style-type: none"> <li>Ask relevant questions to extend understanding and knowledge</li> <li>Articulate and justify answers, arguments and opinions</li> <li>Express feelings through role play</li> <li>Take on the role of a character through hot seating</li> </ul>	<ul style="list-style-type: none"> <li>Explain their understanding through formal presentations and debates, maintaining a focus on the topic</li> <li>Speak audibly and fluently with an increasing command of Standard English</li> <li>Perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain attention and participate actively in collaborative conversations, responding to comments</li> <li>Ask relevant questions to build knowledge of the subject</li> <li>Articulate and justify answers and opinions</li> </ul>

		and movement so the that meaning is clear				
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words as listed in Appendix 1 N.C. (ongoing)</li> <li>• Identify the audience for and the purpose of the writing, selecting the appropriate language</li> <li>• Noting and developing ideas drawing on reading and research</li> <li>• Assess their own work making changes to grammar, vocabulary and sentence structure</li> <li>• Write using prior knowledge of the historical period choosing language that conveys the period</li> <li>• Write in role conveying the characteristics that makes each character unique</li> </ul>	<ul style="list-style-type: none"> <li>• Write for a specific purpose using language choices that convey the meaning of the piece</li> <li>• When writing narratives consider how authors have developed characters and settings in what they have read, listened to or seen performed</li> <li>• Within a play script use carefully chosen language that tells the story through the character's words</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</li> <li>• Note and develop initial ideas, drawing on reading and research where necessary;</li> <li>• In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed</li> <li>• Use appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the audience for and purpose of the writing using similar writing as models for their own</li> <li>• Note and develop initial ideas, drawing on reading and research where necessary</li> <li>• Draft and describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• Evaluate and edit by assessing the effectiveness of their own and other's writing</li> <li>• Propose change to language choice, grammar and punctuation and clarify meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the audiences for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• Consider how to develop characters, settings and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• Assessing the effectiveness of their own and other's writing</li> </ul>	<ul style="list-style-type: none"> <li>• Draft and write by selecting appropriate grammar and vocabulary and punctuation</li> <li>• Proof-read independently for spelling and punctuation errors</li> <li>• Consider the audience and the purpose of the writing</li> <li>• Use a range of devices to build cohesion within and across paragraphs</li> </ul>

<b>Year 6</b>	<b>Autumn 1 Goodnight Mr Tom By Michelle Magorian</b>	<b>The Lady of Shalott By Alfred, Lord Tennyson</b>	<b>Tales of the Caribbean Retold by Trish Cooke</b>	<b>Maria's Island By Victoria Hislop</b>	<b>The London Eye Mystery By Siobhan Dowd</b>	<b>Floodland By Marcus Sedgwick</b>
Genre	Historical Narrative	Lyrical Ballard	Traditional Tales	Drama	Contemporary Novel	Future Fiction
Reading	<ul style="list-style-type: none"> <li>Read and discuss a wide range of fiction making comparisons between historical novels</li> <li>Identify and discuss themes and conventions throughout each chapter</li> <li>Discuss understanding and explore meaning of words in context – identifying those from the period</li> <li>Ask questions to improve understanding</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</li> <li>Make personal connections with the character of Tom</li> <li>Discuss and evaluate how the author builds the characters and how the personalities change throughout the book</li> </ul>	<ul style="list-style-type: none"> <li>Using the illustrations to draw inferences and refer to evidence in the text to further clarify opinions</li> <li>To develop an appreciation and love of classical poetry</li> <li>To understand increasingly challenging texts through making inferences and referring to evidence in the text</li> <li>To read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure</li> <li>Asking questions to improve their understanding of the language – make comparisons with the language of today</li> </ul>	<ul style="list-style-type: none"> <li>Checking that the book makes sense to them, discussing their understanding of what makes a traditional tale</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Develop scanning and close reading skills</li> </ul>	<ul style="list-style-type: none"> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</li> <li>Predicting what might happen from details stated and implied;</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;</li> <li>Developing empathy for characters through an understanding of the plot – is the empathy for Maria different to that of Tom?</li> <li>Comparison between this book with Goodnight Mr Tom – both are historical novels – what is similar/ what is different</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction</li> <li>Identifying and discussing themes and conventions in and across a wide range of writing;</li> <li>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;</li> <li>Evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating and summarising plots and character development;</li> <li>Predict what might happen from details stated and implied;</li> <li>Identify how language, structure and presentation contribute to meaning;</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader;</li> <li>Participate in discussions about the year 6 Power of Reading books, building on their own and others' ideas and challenging views courteously</li> </ul>
Speaking and Listening	<ul style="list-style-type: none"> <li>Maintain attention and participate actively in collaborative conversations, responding to comments about the text</li> <li>Ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>Listen and respond appropriately to adults and peers</li> <li>Articulate and justify answers and opinions</li> <li>Use spoken language to develop understanding through speculating, imagining and exploring ideas</li> <li>Consider and evaluate different viewpoints,</li> </ul>	<ul style="list-style-type: none"> <li>To make a presentation, expressing their own ideas and keeping to the point whilst explaining the plight of the Lady of Shalott</li> <li>To improvise, rehearse and perform 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</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Use relevant strategies to build their vocabulary</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>Participate in discussions, presentations, performances, role-play, improvisations and debates</li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>	<ul style="list-style-type: none"> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;</li> <li>Participate in discussions, presentations, performances, role-play, improvisations and debates;</li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>Ask relevant questions to extend their understanding and knowledge of Spinalonga</li> </ul>	<ul style="list-style-type: none"> <li>Ask relevant questions to extend their understanding and knowledge;</li> <li>Articulate and justify answers, arguments and opinions;</li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings;</li> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;</li> </ul>	<ul style="list-style-type: none"> <li>Maintain attention and participate actively in collaborative conversations, responding to texts</li> <li>Ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>Articulate and justify answers and opinions</li> <li>Use spoken language to develop understanding through speculating, imagining and exploring ideas</li> <li>Participate in discussions and presentations, on climate change</li> <li>Consider and evaluate different</li> </ul>



	<p>attending to the contributions of others</p> <ul style="list-style-type: none"> <li>Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</li> </ul>					<p>viewpoints, attending to the contributions of others</p> <ul style="list-style-type: none"> <li>Select and use appropriate registers for effective communication</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Spell words with silent letter</li> <li>Note and develop initial ideas, drawing on reading</li> <li>Draft and write by using descriptive language and precise language choice</li> <li>In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action</li> <li>Use a range of devices to build cohesion within and across paragraphs</li> <li>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation</li> <li>Proof-read for spelling and punctuation errors</li> <li>Use expanded noun phrases to convey complicated information</li> <li>Use commas to avoid ambiguity in writing</li> <li>Develop a range of sentence openers</li> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task (ongoing)</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the guidance for using them</li> <li>To write poetry and other imaginative writing</li> <li>To summarise and organise material, and supporting ideas and arguments with any necessary factual detail</li> <li>To consider how their writing reflects the audiences and purposes for which it was intended</li> <li>To amend the vocabulary, grammar and structure of their writing to improve it</li> <li>To recognise a range of poetic conventions and understand how these have been used</li> <li>To study setting, plot and characterisation and the effects of these</li> <li>Use metaphors and imagery</li> </ul>	<ul style="list-style-type: none"> <li>Continue to distinguish between homophones and other words which often get confused</li> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form whilst considering the voice within a traditional tale <ul style="list-style-type: none"> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <ul style="list-style-type: none"> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>Using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Understand the morphology and etymology in spelling and understand the spelling of some words needs to be learnt specifically</li> <li>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <ul style="list-style-type: none"> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning;</li> <li>Ensure the consistent and correct use of tense throughout a piece of writing;</li> <li>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</li> <li>Noting and developing initial ideas, drawing on reading and research where necessary;</li> <li>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing;</li> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning;</li> <li>Ensuring the consistent and correct use of tense throughout a piece of writing;</li> <li>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register;</li> <li>proof-reading for spelling and punctuation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <ul style="list-style-type: none"> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;</li> <li>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action;</li> <li>Use a wide range of devices to build cohesion within and across paragraphs;</li> <li>Use further organisational and presentational devices to structure text and to guide the reader</li> <li>Assess the effectiveness of their own and others' writing</li> </ul> </li> </ul>
Writing Outcomes	<ul style="list-style-type: none"> <li>✚ Writing in role</li> <li>✚ Character descriptions</li> <li>✚ Diary entries</li> <li>✚ Factfiles</li> <li>✚ Newspaper reports</li> <li>✚ Poetry</li> <li>✚ Explanation</li> </ul>	<ul style="list-style-type: none"> <li>✚ Poetry</li> <li>✚ Narrative recount</li> <li>✚ Writing in character</li> </ul>	<ul style="list-style-type: none"> <li>✚ Oral Storytelling</li> <li>✚ Writing in Role</li> <li>✚ Narrative (ending)</li> <li>✚ Newspaper Report</li> <li>✚ Play script</li> <li>✚ Narrative</li> </ul>	<ul style="list-style-type: none"> <li>✚ Autobiography</li> <li>✚ Ongoing Diary</li> <li>✚ Writing in role</li> <li>✚ Debate</li> <li>✚ Formal Letter</li> </ul>	<ul style="list-style-type: none"> <li>✚ Diary/Journal Entries</li> <li>✚ Persuasive Speech</li> <li>✚ Police Report</li> <li>✚ Newspaper Report</li> <li>✚ Television Newsreport</li> <li>✚ Advertisement</li> </ul>	<ul style="list-style-type: none"> <li>✚ Letter writing</li> <li>✚ Writing in role</li> <li>✚ Poetry</li> <li>✚ Persuasive speeches</li> </ul>