|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Curriculum Map: English** | | | | | | |
| Year 1/3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Evolution** | **We are Yorkshire** | **Once Upon A Time** | **Is There Anyone Out There?** | **Making a Difference** | **Battles/Events That Shape The World** |
| **Star Gazers** | **Land Ahoy** | **ID/ Me and My Family** | **Muck/Mess and Mixtures** | **Fallen Fields** | **Tomorrow’s World** |
| ***Early Years/KS1*** | | | | | |
| **Book Buddies Visit to the Theatre (KS2) Visiting author School Performance**  **Pop up library visit all term Tour of a theatre** | | | | | |
| **Early Years**  Writing lists – things to take to Space/dinosaur hunt  **KS1**  **Fiction**  space narrative (adventure) character profile  **Non-fiction**  non-chronological report  **Poetry**  shape poems/rhyming poems | **Early Years**  Poster/information text  **KS1**  **Fiction**  Diary  Adventure story  **Non-fiction**  Information/letter writing  **Poetry**  Onomatopoeia | **Early Years**  Report writing  **KS1**  **Fiction**  Character profile  Autobiography  **Non-fiction**  Report writing  Non-chronological report  **Poetry**  Rap | **Early Years**  Menu  **KS1**  **Fiction**  Fantasy narrative  Character profile  **Non-fiction**  Instructions  Persuasive writing  **Poetry**  Verses poem | **Early Years**  Recount  **KS1**  **Fiction**  War story  Diary  **Non-fiction**  Explanation  **Poetry**  Similes/metaphors | **Early Years**  Recount  Character profile  **KS1**  **Fiction**  Play script  Traditional story  **Non-fiction**  Newspaper report  Book review  **Poetry**  Performance similes |
|
|
|
|
| *KS2* ***Narrative outcome/Focus*** | | | | | |
| Fiction  Alternative story starter (sci-fi)  Non-fiction  Persuasive text  Poetry  narrative | Fiction  Character analysis  Stories from other cultures  Non-fiction  Explanation text  Poetry  Figurative poems | Fiction  Alternative story of courage and bravery  Non-fiction  Chronological report/historical recount  Poetry  Cinquain | Fiction  Describing events  Narrative (suspense/thriller)  Non-fiction  Newspaper report on current affairs  Poetry  Personification | Fiction  Alternative ending (adventure)  Non-fiction  Persuasive text  Poetry  Tanks | Fiction  Setting description Traditional narratives  Non-fiction  Letters  Poetry  Metaphors and similes |
| Year Y2/4 | **Inspiring Inventions** | **What A Performance** | **Media Makers**  *Blip*  *The True Story of the three Little pigs*  *Bible stories*  *I Swapped My Brother on the Internet* | **A Country Life**  *Small Knight*  *George and the Royal Chocolate Cake, Ronda Armitage*  *You can’t Eat a Princess,*  *The Queen’s Knickers*  *The Midnight Fox* | **Journeys into the Unknown** | **Time Traveller** |
| **Blood, Bottom, Burps** | **Heroes and Villains** | **Memory Box** | **It’s A Wonderful World** | **The Enchanted Woodland** | **Natural Disasters** |
| *Early Year/KS1* ***Narrative outcome/Focus*** | | | | | |
| **Book Buddies Visit to the Theatre**  **(EYFS and KS1) Pop up library visit all term Visiting author Performance**  **Library Visit** | | | | | |
| Early Years  Labels and posters  KS1  Fiction  Narrative (space stories)  Non-fiction  Labels and posters  Persuasive writing  Poetry  Similes and rhymes | Early Years  Rhyming poems  KS1  Fiction  Play scripts  Traditional stories  Non-fiction  Information  Poetry  Acrostic poems | Early Years  Invitations  KS1  Fiction  Fantasy story  Non-fiction  Newspaper report  Recount  Poetry  Verses poem | Early Years  Nursery rhymes  Postcard  KS1  Fiction  Letter writing/narrative  Non-fiction  Book review  Information  Poetry  Rhyming poems | Early Years  Letter writing  KS1  Fiction  Fantasy stories  Character profiles  Non-fiction  Instructions  Poetry  Riddles | Early Years  Narratives  KS1  Fiction  Adventure story  Non-fiction  Non-chronological report  Poetry  Similes and Onomatopoeia |
| *KS2* ***Narrative outcome/Focus*** | | | | | |
| Fiction  Biography of famous inventor  Non-fiction  Explanation (optical instrument)  Poetry  Haiku poem | Fiction  Story setting descriptions  Play scripts (myths and legends)  Non-fiction  Instructions  Persuasive text  Poetry  Riddle | Fiction  Character analysis  Alternative narrative (comedy)  Non-fiction  Balanced argument/debate  Poetry  Limerick | Fiction  Describing important events  Diary entry (adventure)  Non-fiction  Non-chronological report  Poetry  Kennings | Fiction  Dialogue  Alternative ending (sci-fi)  Non-fiction  Newspaper report  Poetry  Rhyming couplet | Fiction  Narrative (fantasy)  Non-fiction  Chronological report  Poetry  Classic |

**Reading and Spoken language long term plan (yearly)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year 1 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Spoken Language | Saying out loud what they are going to write about.  Composing a sentence orally before writing it. | Saying out loud what they are going to write about.  Composing a sentence orally before writing it. | Saying out loud what they are going to write about.  Composing a sentence orally before writing it.  Discuss what they have written with the teacher or peers. | Saying out loud what they are going to write about.  Composing a sentence orally before writing it.  Discuss what they have written with the teacher or peers. | Saying out loud what they are going to write about.  Composing a sentence orally before writing it.  Discuss what they have written with the teacher or peers. | Saying out loud what they are going to write about.  Composing a sentence orally before writing it.  Discuss what they have written with the teacher or peers. |
| Reading | Apply phonic knowledge and skills to decode words.  Re-read books to build up fluency and confidence in word reading.  Develop pleasure in reading.  Discuss word meanings, linking new meanings to those already known.  Explain clearly their understanding of what they have read.  Listen to and discuss a wide range of stories.  Making inferences on the basis of what is being said and done.  Make predictions based on what has been read so far.  Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. | Apply phonic knowledge and skills to decode words.  Re-read books to build up fluency and confidence in word reading.  Develop pleasure in reading.  Discuss word meanings, linking new meanings to those already known.  Explain clearly their understanding of what they have read.  Listen to and discuss a wide range of stories. | Apply phonic knowledge and skills to decode words.  Re-read books to build up fluency and confidence in word reading.  Develop pleasure in reading.  Discuss word meanings, linking new meanings to those already known.  Read words containing taught GPCs and –s, -es, -ing, -er and –est endings.  Explain clearly their understanding of what they have read.  Read aloud their writing clearly enough to be heard by their peers and the teacher.  Listen to and discuss a wide range of stories.  Making inferences on the basis of what is being said and done.  Make predictions based on what has been read so far. | Apply phonic knowledge and skills to decode words.  Re-read books to build up fluency and confidence in word reading.  Develop pleasure in reading.  Discuss word meanings, linking new meanings to those already known.  Read words containing taught GPCs and –s, -es, -ing, -er and –est endings.  Explain clearly their understanding of what they have read.  Read aloud their writing clearly enough to be heard by their peers and the teacher.  Listen to and discuss a wide range of stories.  Making inferences on the basis of what is being said and done.  Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics | Apply phonic knowledge and skills to decode words.  Re-read books to build up fluency and confidence in word reading.  Develop pleasure in reading.  Discuss word meanings, linking new meanings to those already known.  Read words containing taught GPCs and –s, -es, -ing, -er and –est endings.  Explain clearly their understanding of what they have read.  Re-reading what they have written to make sure it makes sense.  Read aloud their writing clearly enough to be heard by their peers and the teacher.  Listen to and discuss a range of poems.  Learning to appreciate rhymes and poems and to recite some by heart. | Apply phonic knowledge and skills to decode words.  Re-read books to build up fluency and confidence in word reading.  Develop pleasure in reading.  Discuss word meanings, linking new meanings to those already known.  Re-reading what they have written to make sure it makes sense.  Explain clearly their understanding of what they have read.  Re-reading what they have written to make sure it makes sense.  Read aloud their writing clearly enough to be heard by their peers and the teacher.  Listen to and discuss a wide range of stories. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year 2 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Spoken Language | Speak audibly and clearly  Listen and respond appropriately to adults and peers  Ask relevant questions to extend their understanding and knowledge  Give well-structured descriptions, explanations and narratives  Participate in discussions, presentations, performances, role play, improvisations and debates  Gain, maintain and monitor the interest of the listeners | Speak audibly and clearly  Listen and respond appropriately to adults and peers  Ask relevant questions to extend their understanding and knowledge  Give well-structured descriptions, explanations and narratives  Participate in discussions, presentations, performances, role play, improvisations and debates  Gain, maintain and monitor the interest of the listeners | Speak audibly and clearly  Listen and respond appropriately to adults and peers  Ask relevant questions to extend their understanding and knowledge  Give well-structured descriptions, explanations and narratives  Participate in discussions, presentations, performances, role play, improvisations and debates  Gain, maintain and monitor the interest of the listeners | Speak audibly and clearly  Listen and respond appropriately to adults and peers  Ask relevant questions to extend their understanding and knowledge  Give well-structured descriptions, explanations and narratives  Participate in discussions, presentations, performances, role play, improvisations and debates  Gain, maintain and monitor the interest of the listeners | Speak audibly and clearly  Listen and respond appropriately to adults and peers  Ask relevant questions to extend their understanding and knowledge  Give well-structured descriptions, explanations and narratives  Participate in discussions, presentations, performances, role play, improvisations and debates  Gain, maintain and monitor the interest of the listeners | Speak audibly and clearly  Listen and respond appropriately to adults and peers  Ask relevant questions to extend their understanding and knowledge  Give well-structured descriptions, explanations and narratives  Participate in discussions, presentations, performances, role play, improvisations and debates  Gain, maintain and monitor the interest of the listeners  Articulate and justify answers, arguments and opinions  Consider and evaluate different viewpoints |
| Reading | Listen to, discuss and express views about a wide range of texts  Discuss sequences of events in books and how information is related  Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales  Recognise simple recurring literacy language in stories in poems  Discuss and clarify meanings of words, linking new meaning to know vocabulary  Discuss favourite words and phrases  Making inferences on the basis of what is being said and done  Answering and asking questions  Predicting what will happen next based on what has been read so far  Participate in discussion about texts (taking turns and listening to others)  Explain and discuss their understanding of books and other material  Develop a repertoire of poems learnt by heart | Introduced to non-fiction books that are structured in different ways  Listen to, discuss and express views about a wide range of texts  Discuss sequences of events in books and how information is related  Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales  Recognise simple recurring literacy language in stories in poems  Discuss and clarify meanings of words, linking new meaning to know vocabulary  Discuss favourite words and phrases  Making inferences on the basis of what is being said and done  Answering and asking questions  Predicting what will happen next based on what has been read so far  Participate in discussion about texts (taking turns and listening to others)  Explain and discuss their understanding of books and other material | Listen to, discuss and express views about a wide range of texts  Discuss sequences of events in books and how information is related  Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales  Recognise simple recurring literacy language in stories in poems  Discuss and clarify meanings of words, linking new meaning to know vocabulary  Discuss favourite words and phrases  Making inferences on the basis of what is being said and done  Answering and asking questions  Predicting what will happen next based on what has been read so far  Participate in discussion about texts (taking turns and listening to others)  Explain and discuss their understanding of books and other material | Introduced to non-fiction books that are structured in different ways  Develop a repertoire of poems learnt by heart  Listen to, discuss and express views about a wide range of texts  Discuss sequences of events in books and how information is related  Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales  Recognise simple recurring literacy language in stories in poems  Discuss and clarify meanings of words, linking new meaning to know vocabulary  Discuss favourite words and phrases  Making inferences on the basis of what is being said and done  Answering and asking questions  Predicting what will happen next based on what has been read so far  Participate in discussion about texts (taking turns and listening to others)  Explain and discuss their understanding of books and other material | Listen to, discuss and express views about a wide range of texts  Discuss sequences of events in books and how information is related  Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales  Recognise simple recurring literacy language in stories in poems  Discuss and clarify meanings of words, linking new meaning to know vocabulary  Discuss favourite words and phrases  Making inferences on the basis of what is being said and done  Answering and asking questions  Predicting what will happen next based on what has been read so far  Participate in discussion about texts (taking turns and listening to others)  Explain and discuss their understanding of books and other material | Listen to, discuss and express views about a wide range of texts  Discuss sequences of events in books and how information is related  Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales  Recognise simple recurring literacy language in stories in poems  Discuss and clarify meanings of words, linking new meaning to know vocabulary  Discuss favourite words and phrases  Making inferences on the basis of what is being said and done  Answering and asking questions  Predicting what will happen next based on what has been read so far  Participate in discussion about texts (taking turns and listening to others)  Explain and discuss their understanding of books and other material |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year 3 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Spoken Language | Give well-structured descriptions and narratives for different purposes.  Use relevant strategies to build vocabulary.  Use spoken language to develop understanding through imagining and exploring ideas.  Participate in discussions. | Ask relevant questions to extend their understanding and knowledge.  Give well-structured explanations for different purposes.  Speak audibly and fluently with an increasing command of Standard English. | Give well-structured descriptions and narratives for different purposes, including expressing feelings.  Use relevant strategies to build vocabulary.  Use spoken language to develop understanding through imagining and exploring ideas.  Speak audibly and fluently with an increasing command of Standard English. | Use spoken language to develop understanding through imagining and exploring ideas.  Speak audibly and fluently with an increasing command of Standard English.  Articulate and justify answers, arguments and opinions.  Participate in discussions, presentations, performances, role play, improvisations and debates.  Listen and respond appropriately to adults and peers.  Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. | Use spoken language to develop understanding through imagining and exploring ideas.  Give well-structured descriptions and narratives for different purposes, including expressing feelings.  Participate in discussions, presentations, performances, role play, improvisations and debates. | Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.  Articulate and justify answers, arguments and opinions. |
| Reading | discussing words and phrases that capture the reader’s interest and imagination  checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  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 main ideas drawn from more than one paragraph and summarising these  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. | checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  asking questions to improve their understanding of a text  identifying main ideas drawn from more than one paragraph and summarising these  identifying how language, structure, and presentation contribute to meaning  retrieve and record information from non-fiction  using dictionaries to check the meaning of words that they have read | discussing words and phrases that capture the reader’s interest and imagination  asking questions to improve their understanding of a text  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  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.  using dictionaries to check the meaning of words that they have read | checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  asking questions to improve their understanding of a text  identifying how language, structure, and presentation contribute to meaning  retrieve and record information from non-fiction  using dictionaries to check the meaning of words that they have read  identifying themes and conventions in a wide range of books | preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  recognising some different forms of poetry [for example, free verse, narrative poetry]  discussing words and phrases that capture the reader’s interest and imagination  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  identifying themes and conventions in a wide range of books | checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  asking questions to improve their understanding of a text  identifying main ideas drawn from more than one paragraph and summarising these  retrieve and record information from non-fiction |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year 4 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Spoken Language | Give well-structured descriptions and narratives for different purposes.  Use relevant strategies to build vocabulary.  Use spoken language to develop understanding through imagining and exploring ideas. | Ask relevant questions to extend their understanding and knowledge.  Give well-structured explanations for different purposes.  Articulate and justify answers, arguments and opinions. | Give well-structured descriptions and narratives for different purposes, including expressing feelings.  Use relevant strategies to build vocabulary.  Use spoken language to develop understanding through imagining and exploring ideas.  Speak audibly and fluently with an increasing command of Standard English. | Articulate and justify answers, arguments and opinions.  Participate in discussions, presentations, performances, role play, improvisations and debates.  Listen and respond appropriately to adults and peers.  Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.  Speak audibly and fluently with an increasing command of Standard English. | Use spoken language to develop understanding through imagining and exploring ideas.  Give well-structured descriptions and narratives for different purposes, including expressing feelings. | Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.  Articulate and justify answers, arguments and opinions. |
| Reading | Discussing words and phrases that capture the readers’ interest and imagination  Asking questions to improve their understanding of a text  Drawing inferences on characters’ feelings thoughts and motives from their actions, and justifying inferences with evidence.  Predicting what might happen next from details stated and implied | Discussing words and phrases that capture the readers’ interest and imagination  Asking questions to improve their understanding of a text  Identifying the main ideas drawn from more than one paragraph and summarising  Identifying how language, structure and presentation contribute to meaning | Discussing words and phrases that capture the readers’ interest and imagination  Discussing their understanding of words and explaining the meaning of words in context  Asking questions to improve their understanding of a text  Drawing inferences on characters’ feelings thoughts and motives from their actions, and justifying inferences with evidence.  Predicting what might happen next from details stated and implied | Discussing words and phrases that capture the readers’ interest and imagination  Asking questions to improve their understanding of a text  Identifying the main ideas drawn from more than one paragraph and summarising  Identifying how language, structure and presentation contribute to meaning | Preparing playscripts to read aloud and perform showing understanding through intonation, tone, volume and action  Discussing words and phrases that capture the readers’ interest and imagination  Asking questions to improve their understanding of a text  Identifying how language, structure and presentation contribute to meaning | Discussing words and phrases that capture the readers’ interest and imagination  Asking questions to improve their understanding of a text  Identifying the main ideas drawn from more than one paragraph and summarising  Identifying how language, structure and presentation contribute to meaning |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year 5 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Spoken Language | Use relevant strategies to build their vocabulary  Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | Use relevant strategies to build their vocabulary  Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | Articulate and justify answers, arguments and opinions  Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  Participate in discussions, presentations, performances, role play/improvisations and debates | Use relevant strategies to build their vocabulary  Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | Articulate and justify answers, arguments and opinions  Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  Participate in discussions, presentations, performances, role play/improvisations and debates |
| Reading | Identifying and discussing themes and conventions in and across a wide range of writing  Making comparisons within and across books  Asking questions to improve their understanding  Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  Provide reasoned justifications for their views. | Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas  Identifying how language, structure and presentation contribute to meaning  Distinguish between statements of fact and opinion  Retrieve, record and present information from non-fiction  Asking questions to improve their understanding | Identifying and discussing themes and conventions in and across a wide range of writing  Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  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 | Identifying and discussing themes and conventions in and across a wide range of writing  Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  Identifying how language, structure and presentation contribute to meaning  Retrieve, record and present information from non-fiction  Participate in discussions about books  Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary | Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience  Learning a wider range of poetry by heart  Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  Participate in discussions about books | Identifying how language, structure and presentation contribute to meaning  Distinguish between statements of fact and opinion  Retrieve, record and present information from non-fiction  Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary  Provide reasoned justifications for their views. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year 6 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Spoken Language | Give well-structured descriptions and narratives for different purposes.  Use relevant strategies to build vocabulary.  Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. | Ask relevant questions to extend their understanding and knowledge.  Difference between vocab typical in informal/formal speech (e.g said versed reported, alleged) | Give well-structured descriptions and narratives for different purposes, including expressing feelings.  Use relevant strategies to build vocabulary.  Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Speak audibly and fluently with an increasing command of Standard English. | Articulate and justify answers, arguments and opinions.  Participate in discussions, presentations, performances, role play, improvisations and debates.  Listen and respond appropriately to adults and peers.  Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.  Speak audibly and fluently with an increasing command of Standard English. | Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Use relevant strategies to build vocabulary. | Revisit and review: Developed use of technical vocab  Difference between vocab typical in informal/formal speech (e.g said versed reported, alleged)  Give well-structured explanations for different purposes.  Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. |
| Reading | Read, compare and evaluate the text.  Identify and discuss themes and conventions in and across texts.  Inferring characters feeling, thoughts and motives from their actions and justifying with evidence.  Discuss and evaluate how authors use language including figurative language considering the impact on the reader.  Identify how language, structure and presentation contribute to meaning. | Read, compare and evaluate the text.  Identify and discuss themes and conventions in and across texts.  Identify how language, structure and presentation contributes to meaning.  Distinguish between statements of fact and opinion.  Retrieve, record and present information from non-fiction. | Learn a wide range of poetry by heart.  Identify how language, structure and presentation contribute to meaning.  Discuss and evaluate how authors use language including figurative language considering the impact on the reader. | Read, compare and evaluate the text.  Identify and discuss themes and conventions in and across texts.  Identify and discuss themes and conventions in and across texts.  Identify how language, structure and presentation contribute to meaning.  Distinguish between statements of fact and opinion.  Retrieve, record and present information from non-fiction.  Explain and discuss their understanding of what they have read including through formal presentations and debates.  Provide reasoned justification for their views. | Read, compare and evaluate the text.  Identify and discuss themes and conventions in and across texts.  Identify how language, structure and presentation contribute to meaning.  Discuss and evaluate how authors use language including figurative language considering the impact on the reader. | Read, compare and evaluate the text.  Identify and discuss themes and conventions in and across texts.  Identify how language, structure and presentation contribute to meaning.  Distinguish between statements of fact and opinion.  Retrieve, record and present information from non-fiction. |

Writing composition/transcription, SPaG and Handwriting is on a yearly cycle.