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| **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**DiaryAdventure story**Non-fiction**Information/letter writing**Poetry**Onomatopoeia  | **Early Years**Report writing**KS1****Fiction** Character profileAutobiography **Non-fiction** Report writing Non-chronological report**Poetry**Rap | **Early Years**Menu**KS1****Fiction**Fantasy narrativeCharacter profile**Non-fiction**InstructionsPersuasive writing **Poetry**Verses poem | **Early Years**Recount**KS1** **Fiction**War storyDiary **Non-fiction** Explanation **Poetry**Similes/metaphors | **Early Years**Recount Character profile**KS1****Fiction** Play scriptTraditional story **Non-fiction**Newspaper reportBook review **Poetry**Performance similes  |
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| *KS2* ***Narrative outcome/Focus*** |
| Fiction Alternative story starter (sci-fi)Non-fictionPersuasive textPoetrynarrative | Fiction Character analysis Stories from other culturesNon-fiction Explanation textPoetryFigurative poems | Fiction Alternative story of courage and braveryNon-fiction Chronological report/historical recountPoetryCinquain | Fiction Describing eventsNarrative (suspense/thriller)Non-fiction Newspaper report on current affairsPoetry Personification  | Fiction Alternative ending (adventure)Non-fiction Persuasive textPoetryTanks |  FictionSetting description Traditional narrativesNon-fictionLetters PoetryMetaphors 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 YearsLabels and postersKS1Fiction Narrative (space stories)Non-fiction Labels and postersPersuasive writing PoetrySimiles and rhymes  | Early YearsRhyming poemsKS1Fiction Play scriptsTraditional storiesNon-fiction Information PoetryAcrostic poems  | Early YearsInvitationsKS1 Fiction Fantasy storyNon-fiction Newspaper report Recount PoetryVerses poem  | Early YearsNursery rhymesPostcardKS1FictionLetter writing/narrativeNon-fiction Book reviewInformation PoetryRhyming poems | Early YearsLetter writing KS1Fiction Fantasy storiesCharacter profilesNon-fictionInstructions PoetryRiddles | Early YearsNarrativesKS1Fiction Adventure storyNon-fictionNon-chronological reportPoetrySimiles and Onomatopoeia |
| *KS2* ***Narrative outcome/Focus*** |
| Fiction Biography of famous inventorNon-fiction Explanation (optical instrument)PoetryHaiku poem | Fiction Story setting descriptionsPlay scripts (myths and legends)Non-fictionInstructionsPersuasive text PoetryRiddle | FictionCharacter analysis Alternative narrative (comedy)Non-fictionBalanced argument/debatePoetryLimerick  | FictionDescribing important eventsDiary entry (adventure)Non-fiction Non-chronological reportPoetryKennings  | Fiction DialogueAlternative ending (sci-fi)Non-fiction Newspaper reportPoetryRhyming couplet  | FictionNarrative (fantasy)Non-fiction Chronological reportPoetryClassic |

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

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| 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.  |

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| Year 2 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Spoken Language  | Speak audibly and clearlyListen and respond appropriately to adults and peersAsk relevant questions to extend their understanding and knowledgeGive well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debatesGain, maintain and monitor the interest of the listeners  | Speak audibly and clearlyListen and respond appropriately to adults and peersAsk relevant questions to extend their understanding and knowledgeGive well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debatesGain, maintain and monitor the interest of the listeners | Speak audibly and clearlyListen and respond appropriately to adults and peersAsk relevant questions to extend their understanding and knowledgeGive well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debatesGain, maintain and monitor the interest of the listeners | Speak audibly and clearlyListen and respond appropriately to adults and peersAsk relevant questions to extend their understanding and knowledgeGive well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debatesGain, maintain and monitor the interest of the listeners  | Speak audibly and clearlyListen and respond appropriately to adults and peersAsk relevant questions to extend their understanding and knowledgeGive well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debatesGain, maintain and monitor the interest of the listeners | Speak audibly and clearlyListen and respond appropriately to adults and peersAsk relevant questions to extend their understanding and knowledgeGive well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debatesGain, maintain and monitor the interest of the listeners Articulate and justify answers, arguments and opinionsConsider and evaluate different viewpoints |
| Reading  | Listen to, discuss and express views about a wide range of textsDiscuss sequences of events in books and how information is related Becoming familiar with and retelling a wider range of stories, fairy stories and traditional talesRecognise simple recurring literacy language in stories in poemsDiscuss and clarify meanings of words, linking new meaning to know vocabularyDiscuss favourite words and phrasesMaking inferences on the basis of what is being said and doneAnswering and asking questionsPredicting what will happen next based on what has been read so farParticipate in discussion about texts (taking turns and listening to others)Explain and discuss their understanding of books and other materialDevelop a repertoire of poems learnt by heart | Introduced to non-fiction books that are structured in different waysListen to, discuss and express views about a wide range of textsDiscuss sequences of events in books and how information is related Becoming familiar with and retelling a wider range of stories, fairy stories and traditional talesRecognise simple recurring literacy language in stories in poemsDiscuss and clarify meanings of words, linking new meaning to know vocabularyDiscuss favourite words and phrasesMaking inferences on the basis of what is being said and doneAnswering and asking questionsPredicting what will happen next based on what has been read so farParticipate 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 textsDiscuss sequences of events in books and how information is related Becoming familiar with and retelling a wider range of stories, fairy stories and traditional talesRecognise simple recurring literacy language in stories in poemsDiscuss and clarify meanings of words, linking new meaning to know vocabularyDiscuss favourite words and phrasesMaking inferences on the basis of what is being said and doneAnswering and asking questionsPredicting what will happen next based on what has been read so farParticipate 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 waysDevelop a repertoire of poems learnt by heartListen to, discuss and express views about a wide range of textsDiscuss sequences of events in books and how information is related Becoming familiar with and retelling a wider range of stories, fairy stories and traditional talesRecognise simple recurring literacy language in stories in poemsDiscuss and clarify meanings of words, linking new meaning to know vocabularyDiscuss favourite words and phrasesMaking inferences on the basis of what is being said and doneAnswering and asking questionsPredicting what will happen next based on what has been read so farParticipate 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 textsDiscuss sequences of events in books and how information is related Becoming familiar with and retelling a wider range of stories, fairy stories and traditional talesRecognise simple recurring literacy language in stories in poemsDiscuss and clarify meanings of words, linking new meaning to know vocabularyDiscuss favourite words and phrasesMaking inferences on the basis of what is being said and doneAnswering and asking questionsPredicting what will happen next based on what has been read so farParticipate 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 textsDiscuss sequences of events in books and how information is related Becoming familiar with and retelling a wider range of stories, fairy stories and traditional talesRecognise simple recurring literacy language in stories in poemsDiscuss and clarify meanings of words, linking new meaning to know vocabularyDiscuss favourite words and phrasesMaking inferences on the basis of what is being said and doneAnswering and asking questionsPredicting what will happen next based on what has been read so farParticipate in discussion about texts (taking turns and listening to others)Explain and discuss their understanding of books and other material |

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| 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 imaginationchecking that the text makes sense to them, discussing their understanding and explaining the meaning of words in contextdrawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidencepredicting what might happen from details stated and impliedidentifying main ideas drawn from more than one paragraph and summarising theseparticipate 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 contextasking questions to improve their understanding of a textidentifying main ideas drawn from more than one paragraph and summarising theseidentifying how language, structure, and presentation contribute to meaningretrieve and record information from non-fictionusing dictionaries to check the meaning of words that they have read | discussing words and phrases that capture the reader’s interest and imaginationasking questions to improve their understanding of a textdrawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidencepredicting what might happen from details stated and impliedparticipate 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 contextasking questions to improve their understanding of a textidentifying how language, structure, and presentation contribute to meaningretrieve and record information from non-fictionusing dictionaries to check the meaning of words that they have readidentifying 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 actionrecognising some different forms of poetry [for example, free verse, narrative poetry]discussing words and phrases that capture the reader’s interest and imaginationdrawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidencepredicting what might happen from details stated and impliedidentifying how language, structure, and presentation contribute to meaningidentifying 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 contextasking questions to improve their understanding of a textidentifying main ideas drawn from more than one paragraph and summarising theseretrieve and record information from non-fiction |

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| 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 imaginationAsking questions to improve their understanding of a textDrawing 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 imaginationAsking questions to improve their understanding of a textIdentifying the main ideas drawn from more than one paragraph and summarisingIdentifying how language, structure and presentation contribute to meaning | Discussing words and phrases that capture the readers’ interest and imaginationDiscussing their understanding of words and explaining the meaning of words in contextAsking questions to improve their understanding of a textDrawing 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 imaginationAsking questions to improve their understanding of a textIdentifying the main ideas drawn from more than one paragraph and summarisingIdentifying how language, structure and presentation contribute to meaning | Preparing playscripts to read aloud and perform showing understanding through intonation, tone, volume and actionDiscussing words and phrases that capture the readers’ interest and imaginationAsking questions to improve their understanding of a textIdentifying how language, structure and presentation contribute to meaning | Discussing words and phrases that capture the readers’ interest and imaginationAsking questions to improve their understanding of a textIdentifying the main ideas drawn from more than one paragraph and summarisingIdentifying how language, structure and presentation contribute to meaning |

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| Year 5 | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Spoken Language  | Use relevant strategies to build their vocabularyGive well-structured descriptions, explanations and narratives for different purposes, including for expressing feelingsUse 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 feelingsUse spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | Use relevant strategies to build their vocabularyGive well-structured descriptions, explanations and narratives for different purposes, including for expressing feelingsUse spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | Articulate and justify answers, arguments and opinionsMaintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to commentsParticipate in discussions, presentations, performances, role play/improvisations and debates | Use relevant strategies to build their vocabularyGive well-structured descriptions, explanations and narratives for different purposes, including for expressing feelingsUse spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | Articulate and justify answers, arguments and opinionsMaintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to commentsParticipate in discussions, presentations, performances, role play/improvisations and debates |
| Reading  | Identifying and discussing themes and conventions in and across a wide range of writingMaking comparisons within and across booksAsking questions to improve their understandingDrawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidenceDiscuss and evaluate how authors use language, including figurative language, considering the impact on the readerProvide reasoned justifications for their views. | Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideasIdentifying how language, structure and presentation contribute to meaningDistinguish between statements of fact and opinionRetrieve, record and present information from non-fictionAsking questions to improve their understanding | Identifying and discussing themes and conventions in and across a wide range of writingDrawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidenceDiscuss and evaluate how authors use language, including figurative language, considering the impact on the readerParticipate 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 writingDrawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidenceIdentifying how language, structure and presentation contribute to meaningRetrieve, record and present information from non-fictionParticipate 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 audienceLearning a wider range of poetry by heartDrawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidenceDiscuss and evaluate how authors use language, including figurative language, considering the impact on the readerParticipate in discussions about books  | Identifying how language, structure and presentation contribute to meaningDistinguish between statements of fact and opinionRetrieve, record and present information from non-fictionExplain 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 necessaryProvide reasoned justifications for their views. |

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| 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.