



# Curriculum Progression for English

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## INTENT

At Frodsham CE, we strongly believe that reading and writing are extremely important skills that children need to master as quickly as possible in order to help them succeed. As a result, we teach English through high quality, engaging texts which develop a rich vocabulary and progressive grammar, reading and writing skills through a mastery approach that builds on prior learning.


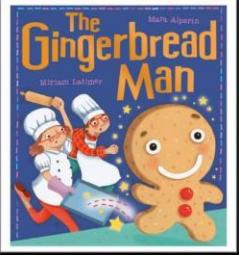
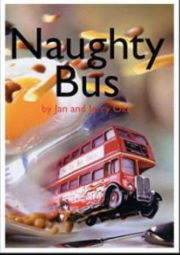

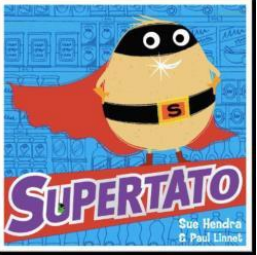
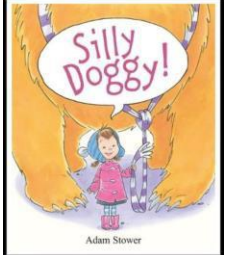
We use effective teaching strategies to ensure that our pupils are taught the relevant, necessary skills they need to master in each year group as set out by the National Curriculum, and that they are challenged appropriately. We endeavour to foster a love of learning and literature through exciting, memorable experiences that are fun, creative and purposeful.

## IMPLEMENTATION

Pathways to Write is ordinarily taught for an hour each morning, with at least three pieces of work going into the front of a child's English books per week. This program of study is used and adapted along with other resources, to support progression and planning, following the mastery approach that is outlined in the National Curriculum. In addition to this, it is expected that KS1 children will read with an adult at least once a week and experience a mixture of guided/shared and independent reading, using a variety of resources (Pathways to Read, TES, Testbase, OneDrive, and other online resources), depending on the class and ability of the children. In KS2, children will also experience a mixture of guided/shared reading each week, depending on the class and ability, and read independently for 15 minutes per day. An adult will hear them read at least every fortnight and check their red reading diaries weekly. Children experience whole class teaching, group activities, paired work and independent work. Teachers use modelling, shared and guided teaching strategies to support and extend individuals. All children are challenged and are able to achieve. All children will be taught handwriting (using the Letter-join scheme) for at least one 20-minute lesson per week, with the work going in the backs of their English books. English and spelling homework (including Spelling Shed) will be sent home each week, unless a creative homework has been set. All English work in books is marked in line with the teaching and learning policy, and feedback recorded in feedback files. At the end of each term, children's end of unit piece of writing will be used for assessment, alongside a reading paper. Drama, physical props, games and technology are used regularly to make learning experiences fun and creative, and children often write for purpose. Children experience whole class teaching, group activities, paired work and independent work. Teachers use modelling, shared and guided teaching strategies to support and extend individuals. Each classroom includes a high-quality display of independent writing.

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# Curriculum Progression for English

RECEPTION					
					
<p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>• Create different marks to represent lines, shapes and letters as a foundation for beginning to learn how to write letters in phonics.</li> </ul>	<p><b>Children can...</b></p> <p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>• Listen and respond to ideas expressed by others in conversation or discussion</li> <li>• Extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words</li> <li>• Use language to imagine and recreate roles and experiences in play situations</li> <li>• Introduce a storyline or narrative into their play</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Hear and say the initial sound in words</li> <li>• Link sounds to letters</li> <li>• Use vocabulary and</li> </ul>	<p><b>Children can...</b></p> <p><b>Communication &amp; Language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond to ideas expressed by others in conversation or discussion</li> <li>• Extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words</li> <li>• Use language to imagine and recreate roles and experiences in play situations</li> <li>• Use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Introduce a storyline or narrative into their play</li> <li>• Develop own narratives and</li> </ul>	<p><b>Children can...</b></p> <p><b>Communication &amp; Language:</b></p> <ul style="list-style-type: none"> <li>• Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions</li> <li>• Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> <li>• Develop narratives and explanations by connecting ideas or events</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Read and understand simple</li> </ul>	<p><b>Children can...</b></p> <p><b>Communication &amp; Language:</b></p> <ul style="list-style-type: none"> <li>• Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions</li> <li>• Answer how and why questions in response to stories</li> <li>• Express themselves effectively, showing awareness of listeners' needs</li> <li>• Develop narratives and explanations by connecting ideas or events</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Read and understand simple</li> </ul>	<p><b>Children can...</b></p> <p><b>Communication &amp; Language:</b></p> <ul style="list-style-type: none"> <li>• Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions</li> <li>• Answer 'how' and 'why' questions in response to stories</li> <li>• Develop narratives and explanations by connecting ideas or events</li> <li>• Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> </ul>

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	<p>forms of speech that are increasingly influenced by experience of books</p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Give meaning to marks as they draw, write and paint</li> <li>• Hear and say the initial sound in words</li> <li>• Link sounds to letters, naming and sounding the letters of the alphabet</li> <li>• Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</li> <li>• Write labels</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Create their own drawings to represent the story and orally retell it.</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Sometimes give meaning to marks as they draw and paint</li> </ul>	<p>explanations by connecting ideas or events</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Continue a rhyming string</li> <li>• Hear and say the initial sound in words</li> <li>• Segment the sounds in simple words and blend them together and know which letters represent some of them</li> <li>• Link sounds to letters, naming and sounding the letters of the alphabet</li> <li>• Read and understand simple sentences</li> <li>• Enjoy an increasing range of books</li> <li>• Read some common irregular words</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Begin to break the flow of speech into words</li> <li>• Use some clearly identifiable letters to</li> </ul>	<p>sentences</p> <ul style="list-style-type: none"> <li>• Use phonic knowledge to decode regular words and read them aloud accurately</li> <li>• Demonstrate understanding when talking to others about what they have read</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Attempt to write short sentences in meaningful contexts</li> <li>• Use phonic knowledge to write words in ways which match spoken sounds</li> <li>• Apply taught digraphs into writing</li> </ul> <p><b>Writing outcome:</b></p> <p>Write their own re-telling of the story.</p> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Break speech into words</li> <li>• Begin to write a simple sentence (using CVC words)</li> </ul>	<p>sentences (that include all taught graphemes)</p> <ul style="list-style-type: none"> <li>• Read some common irregular words</li> <li>• Demonstrate understanding about what they have read</li> <li>• Read words with adjacent consonants</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Use phonic knowledge to write words in ways which match their spoken sounds</li> <li>• Spell some common irregular words</li> <li>• Write simple sentences which can be read by themselves and others (applying taught phonic sounds)</li> <li>• Write phonetically plausible words</li> <li>• Use key features of narrative in own writing (EXC)</li> <li>• Have an awareness of a capital letter and full stop when writing a simple sentence</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Read and understand simple sentences</li> <li>• Use phonic knowledge to decode regular words and read them aloud accurately</li> <li>• Read some common irregular words</li> <li>• Demonstrate understanding about what they have read</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Use phonic knowledge to write words in ways which match spoken sounds</li> <li>• Spell some common irregular words</li> <li>• Write simple sentences which can be read by themselves and others</li> <li>• Apply taught digraphs and trigraphs into writing</li> <li>• Write words with adjacent consonants</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Use phonic</li> </ul>
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## Curriculum Progression for English

	<ul style="list-style-type: none"> <li>• Ascribe meaning to marks that they see in different places</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Give meaning to marks as they draw, write and paint</li> <li>• Hear and say the initial sound in words</li> <li>• Segment the sounds in simple words and blend them together</li> <li>• Link sounds to letters</li> <li>• Use some clearly identifiable letters to communicate meaning</li> <li>• Write labels</li> </ul>	<p>communicate meaning, representing some sounds correctly and in sequence</p> <ul style="list-style-type: none"> <li>• Write labels and captions</li> <li>• Attempt to write short sentences in meaningful contexts</li> <li>• Use phonic knowledge to write words in ways which match their spoken sound</li> <li>• Spell some irregular common words</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a recount of the adventures of Naughty Bus and where he went.</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Hear and say the initial sound in words and some subsequent sounds</li> <li>• Link sounds to letters</li> </ul>	<ul style="list-style-type: none"> <li>• Write some irregular common words</li> <li>• Write labels and captions</li> <li>• Hear and say initial sounds in words</li> <li>• Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Attempt to write short sentences in meaningful contexts</li> <li>• Use phonic knowledge to write words in ways which match spoken sounds</li> <li>• Apply taught digraphs into writing</li> </ul>	<p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write wanted poster with character description.</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Use phonic knowledge to write words in ways that match spoken sounds</li> <li>• Write simple sentences (in meaningful contexts)</li> <li>• Apply taught digraphs and trigraphs into writing</li> <li>• Begin to write words with adjacent consonants</li> <li>• Spell some common irregular words</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Write simple sentences which can be read by themselves and others (applying taught phonic sounds)</li> <li>• Spell some common irregular words</li> </ul>	<p>knowledge to write words in ways which match spoken sounds</p> <ul style="list-style-type: none"> <li>• Spell some common irregular words</li> <li>• Write simple sentences which can be read by themselves and others</li> <li>• Apply taught digraphs and trigraphs into writing</li> <li>• Write words with adjacent consonants</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Orally retell the story and write a shortened version of the story.</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Write CVC words</li> <li>• Write labels and captions</li> <li>• Break speech down into words</li> <li>• Begin to apply taught digraphs into writing</li> <li>• Begin to write a simple sentence (in meaningful contexts)</li> </ul>
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*Love each other, as God loves us.*

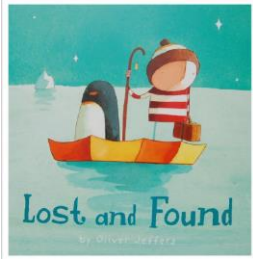
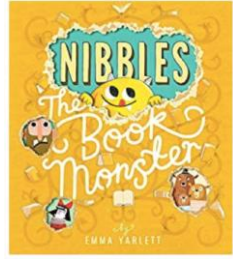
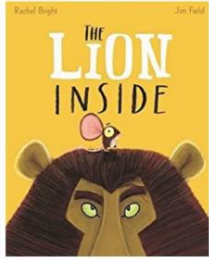


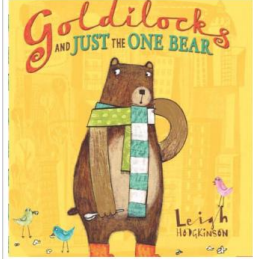


## Curriculum Progression for English

		<ul style="list-style-type: none"> <li>• Begin to break speech down into words</li> <li>• Segment the sounds in simple words and blend them together (Writes CVC words)</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Begin to break the flow of speech into words</li> <li>• Write labels and captions</li> <li>• Attempt to write short sentences in meaningful contexts</li> <li>• Use phonic knowledge to write words in ways which match their spoken sound</li> <li>• Spell some irregular common words</li> <li>• Write CVC words</li> </ul>		<ul style="list-style-type: none"> <li>• Write phonetically plausible words</li> <li>• Use key features of narrative in own writing (EXC)</li> <li>• Have an awareness of a capital letter and full stop when writing a simple sentence</li> </ul>	<p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Use phonic knowledge to write words in ways which match spoken sounds</li> <li>• Spell some common irregular words</li> <li>• Write simple sentences which can be read by themselves and others</li> <li>• Apply taught digraphs and trigraphs into writing</li> <li>• Write words with adjacent consonants</li> </ul>
<b>Key vocabulary:</b>	<p><b>Key vocabulary:</b></p> <p>             piping hot scurrying              tumbled scamped              bleated whirled              toppled swirled              smirked scrambled              cinnamon milk churns              barn haystack thistles           </p>	<p><b>Key vocabulary:</b></p> <p>             full important mess              handsome silliest              lonely powerful cosy              tucked up tall London              buildings traffic bus              stop passengers           </p>	<p><b>Key vocabulary:</b></p> <p>             elements abandoned              chaotic/chaos embark              enormous guided              shudder treacherous              teetered blustery              hatched hatchling              coop sea rooftop           </p>	<p><b>Key vocabulary:</b></p> <p>             flannel commit crept              snuck up yelled              summoned up              cornered closed in              belonged escapee air              marched frozen              vegetables           </p>	<p><b>Key vocabulary:</b></p> <p>             wonderful lovely              shaggy short terrible              emergency sticky              mucky pretty secretly              garden paws tail park           </p>

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# Curriculum Progression for English

	orchard meadow lane riverbank bakery	garden pond reflection hook winch	chimney gutter city mountain cave		
YEAR 1					
					
<p>Children can...</p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Ask relevant questions</li> <li>• Build vocabulary</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Retell stories and consider their particular characteristics</li> <li>• Discuss words meanings, lining new</li> </ul>	<p>Children can...</p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Ask relevant questions</li> <li>• Build vocabulary</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Become familiar with key stories, fairy stories and traditional tales</li> <li>• Retell stories and consider their</li> </ul>	<p>Children can...</p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Build vocabulary</li> <li>• Give well-structured descriptions, explanations and narratives</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Link what is read or heard to own experiences</li> <li>• Retell stories and consider their</li> </ul>	<p>Children can...</p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions</li> <li>• Build vocabulary</li> <li>• Articulate and justify answer</li> <li>• Use spoken language: speculating, hypothesising, imagining and exploring ideas</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Retell stories and consider their particular characteristics</li> <li>• Learn to appreciate rhymes and poems</li> </ul>	<p>Children can...</p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Build vocabulary</li> <li>• Articulate and justify answers</li> <li>• Give well-structured descriptions, explanations and narratives</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Learn to appreciate rhymes and poems</li> </ul>	<p>Children can...</p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Ask relevant questions</li> <li>• Build vocabulary</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Become familiar with key stories, fairy tales and traditional tales</li> <li>• Retell stories and consider their</li> </ul>

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## Curriculum Progression for English

<p>meanings to those already known</p> <ul style="list-style-type: none"> <li>• Discuss the significance of the title and events</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Participate in discussion about what has been read to them</li> </ul> <p><b>Writing Composition:</b></p> <ul style="list-style-type: none"> <li>• Compose a sentence orally before writing it</li> <li>• Sequence sentences to form short narratives</li> <li>• Re-read what they have written to check that it makes sense</li> <li>• Discuss what they have written with the teacher or other pupils</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<p>particular characteristics</p> <ul style="list-style-type: none"> <li>• Make inferences on the basis of what is being said and done</li> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Participate in discussion about what has been read to them</li> </ul> <p><b>Writing Composition:</b></p> <ul style="list-style-type: none"> <li>• Compose a sentence orally before writing it</li> <li>• Sequence sentences to form short narratives</li> <li>• Re-read what they have written to check that it makes sense</li> <li>• Discuss what they have written with the teacher or other pupils</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a diary entry in the first person</li> </ul>	<p>particular characteristics</p> <ul style="list-style-type: none"> <li>• Discuss word meanings, linking new meanings to those already known</li> <li>• Draw on what they already know</li> <li>• Discuss the significance of the title and events</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Participate in discussion about what has been read to them</li> <li>• Explain clearly understanding of what is read to them</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Say out loud what is going to be written about</li> </ul>	<ul style="list-style-type: none"> <li>• Recite some rhymes and poems by heart</li> <li>• Draw on what they already know</li> <li>• Check that the text makes sense</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Predict what might happen on the basis of what has been read so far</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Say out loud what is going to be written about</li> <li>• Compose a sentence orally before writing it</li> <li>• Sequence sentences to form short narratives</li> <li>• Re-read what they have written to check that it makes sense</li> <li>• Discuss what has been written with the teacher or other pupils</li> <li>• Read writing aloud clearly enough to be heard by peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Recite some rhymes and poems by heart</li> <li>• Discuss word meanings, linking new meanings to those already known</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Participate in discussion about what has been read to them</li> <li>• Explain clearly understanding of what is read to them</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Say out loud what is going to be written about</li> <li>• Sequence sentences to form short narratives</li> <li>• Re-read what they have written and check that it makes sense</li> <li>• Discuss what has been written with the teacher or other pupils</li> </ul>	<p>particular characteristics</p> <ul style="list-style-type: none"> <li>• Make inferences on the basis of what is being said and done</li> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Participate in discussion about what has been read to them</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Re-read what they have written and check that it makes sense</li> <li>• Discuss what has been written with the teacher or other pupils</li> <li>• Read writing aloud clearly enough to be heard by peers and the teacher</li> <li>• Spell words containing phonemes already taught</li> <li>• Spell common exception words</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a new version of the story with a new</li> </ul>
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*Love each other, as God loves us.*



## Curriculum Progression for English

<p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write an adventure story based on the structure of 'Lost and Found' with a new animal</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write an adventure story based on the structure of 'Lost and Found' with two new characters and details about the setting</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Break down speech into words</li> <li>• Link sounds to letters</li> <li>• Make phonetically plausible attempts at words</li> <li>• Write some irregular common words</li> </ul> <p><b>Mastery keys:</b></p> <p>Combine words to make sentences</p> <ul style="list-style-type: none"> <li>• Leave spaces between words</li> <li>• Begin to use capital letters and full stops</li> </ul>	<p>(Nibbles) based on Nibbles' adventures in the story</p> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Add a new adventure based on a previous text i.e. Lost and Found, Naughty bus, The Gingerbread Man</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Make phonetically plausible attempts at words (ELG 10)</li> <li>• Compose a sentence orally before writing it</li> <li>• Combine words to make sentences</li> <li>• Use capital letters for names of people and the personal pronoun 'I'</li> <li>• Leave spaces between words</li> <li>• Begin to use capital letters and full stops</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Join words using and</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a sentence orally before writing it</li> <li>• Sequence sentences to form short narratives</li> <li>• Re-read what they have written to check that it makes sense</li> <li>• Discuss what has been written with the teacher or other pupils</li> <li>• Read writing aloud clearly enough to be heard by peers and the teacher</li> <li>• Spell words containing phonemes already taught</li> <li>• Spell common exception words</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a story about a small animal (mouse) who befriends a large animal in the African savannah</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a story about a small animal who</li> </ul>	<ul style="list-style-type: none"> <li>• Spell words containing phonemes already taught</li> <li>• Spell common exception words</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character and setting</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character and setting</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks</li> <li>• Use 'and' between words and some clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Read writing aloud clearly enough to be heard by peers and the teacher</li> <li>• Spell words containing phonemes already taught</li> <li>• Spell common exception words</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a fantasy story about some toys who are taken onto a spaceship ensuring that the characters from the original story are changed.</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a fantasy story about some toys who are taken onto a spaceship ensuring that the characters and settings from the original story are changed.</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Join words and clauses using and</li> </ul>	<p>character or new setting</p> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a new version of the story with a new character and a new setting</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Join words and clauses using and</li> <li>• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Add suffixes to verbs where no change is needed to the root e.g -ed, -er, -ing, -est</li> <li>• Change the meaning of verbs and adjectives by adding the prefix un-</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Join words and clauses using and</li> <li>• Use simple description</li> </ul>
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*Love each other, as God loves us.*



## Curriculum Progression for English

<ul style="list-style-type: none"> <li>• Use capital letters for names of people and the personal pronoun 'I'</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Use some story language</li> <li>• Include and describe a new animal character</li> <li>• Include and describe the setting (new setting for greater depth)</li> <li>• Write simple sentences in sequence</li> <li>• Include a beginning, middle and end</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuate sentences using a capital letter and a full stop</li> <li>• Use capital letters for names of people</li> <li>• Sequence sentences to form short narratives (link ideas or event by pronoun)</li> </ul> <p>Opportunity to apply word skills:</p> <ul style="list-style-type: none"> <li>• Spell words containing phonemes already taught</li> <li>• Use plural noun suffixes –s and –es</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Some simple description</li> <li>• 1st person (based on own experiences)</li> <li>• Begin to link events using and</li> <li>• Events in order</li> <li>• Past tense</li> </ul>	<p>befriends a large animal in the African savannah, including two new animals (small animal and large animal)</p> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Compose a sentence orally before writing it</li> <li>• Join words using and</li> <li>• Use plural noun suffixes –s and –es</li> <li>• Punctuate sentences using a capital letter and a full stop</li> <li>• Use capital letters for names of people</li> <li>• Leave spaces between words</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks</li> <li>• Join words and clauses using and</li> <li>• Some accurate use of the prefix un-</li> <li>• Some accurate use of suffixes (where no</li> </ul>	<ul style="list-style-type: none"> <li>• Some accurate use of the prefix un-</li> <li>• Some accurate use of suffixes (where no change is needed to the root of the word) e.g. -ed, -ing, -er, -est</li> <li>• Leave spaces between words</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Join words and clauses using and</li> <li>• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Add suffixes to verbs where no change is needed to the root e.g. -ed, -ing, -er, -est</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Use some story language</li> <li>• Include and describe a character</li> <li>• Include and describe the setting (new setting for greater depth)</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Add suffixes to verbs where no change is needed to the root e.g. -ed, -er, -ing, -est</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Join words and clauses using and</li> <li>• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Add suffixes to verbs where no change is needed to the root e.g. -ed, -er, -ing, -est</li> <li>• Change the meaning of verbs and adjectives by adding the prefix un-</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Use some story language</li> <li>• Include and describe characters</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence sentences to form short narratives (link ideas or events by pronouns)</li> <li>• Use a capital letter for places and days of the week</li> <li>• Punctuate sentences using a capital letter, full stop, question mark or exclamation mark</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Story language</li> <li>• Simple description for character and setting</li> <li>• Sequence of events</li> <li>• Include a beginning, middle and end</li> <li>• Past tense</li> </ul>
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*Love each other, as God loves us.*

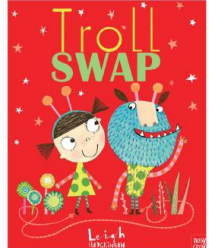


## Curriculum Progression for English

		<p>change is needed to the root of the word) e.g. ed, -ing, -er, -est</p> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Use some story language</li> <li>• Include and describe new characters</li> <li>• Include and describe the setting</li> <li>• Write simple sentences in sequence (link ideas with pronouns)</li> <li>• Include a beginning, middle and end</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple sentences in sequence</li> <li>• Include a beginning, middle and end</li> </ul>	<ul style="list-style-type: none"> <li>• Include and describe the setting</li> <li>• Write simple sentences in sequence</li> <li>• Include a beginning, middle and end</li> </ul>	
<p><b>Key vocabulary:</b> decide check disappointment discover delight realise head back reach wonderful penguin office float South Pole rowboat south waves mountains</p>	<p><b>Key vocabulary:</b> nibble chomp curious rascal critter adventure nab cottage hullabaloo crate forest beanstalk goose atlas mountain tambourine</p>	<p><b>Key vocabulary:</b> ignore forgotten toothsome tough mighty weeniest feast slumber whimper foe pack sand rock lion mouse paw plain mane week</p>	<p><b>Key vocabulary:</b> peep gasp toot thunderous din regal mutter tramp struck unusual wild statue midnight mammoth museum exhibition/exhibits underwater portrait carnivore extinct endangered</p>	<p><b>Key vocabulary:</b> grew quiet scared resourceful clever helpful thoughtful beam probe float summer spaceship medal dawn reptile antennae sphere streamers</p>	<p><b>Key vocabulary:</b> lolloping nip (into) peeked pleasant frothy nodded off pottering familiar penny dropped plonked bear wood minute twigs leaves cactus duvet</p>
YEAR 2					

*Love each other, as God loves us.*

# Curriculum Progression for English

					
<p><b>Children can...</b></p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Build vocabulary</li> <li>• Give well-structured descriptions, explanations and narratives</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Discuss the sequence of events in books and how items of information are related</li> <li>• Make inferences on the basis of what is being said and done</li> </ul>	<p><b>Children can...</b></p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Ask relevant questions</li> <li>• Build vocabulary</li> <li>• Maintain attention and participate actively in collaborative conversations</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Discuss the sequence of events in books and how items of information are related</li> <li>• Read non-fiction books that are structured in different ways</li> <li>• Draw on what is already known or on background information and</li> </ul>	<p><b>Children can...</b></p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions</li> <li>• Build vocabulary</li> <li>• Articulate and justify answers</li> <li>• Use spoken language: speculating, hypothesising, imagining and exploring ideas</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Check the text makes sense</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Answer and ask questions</li> <li>• Predict what might happen on the basis of</li> </ul>	<p><b>Children can...</b></p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Ask relevant questions</li> <li>• Build vocabulary</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Read non-fiction books that are structured in different ways</li> <li>• Discuss and clarify the meaning of words</li> <li>• Answer and ask questions</li> <li>• Predict what might happen on the basis of</li> </ul>	<p><b>Children can...</b></p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Articulate and justify answers</li> <li>• Maintain attention and participate in collaborative conversations</li> <li>• Speak audibly and fluently</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently</li> </ul>	<p><b>Children can...</b></p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Give well-structured descriptions, explanations and narratives</li> <li>• Listen and respond</li> <li>• Ask relevant questions</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Discuss the sequence of events in books and how items of information are related.</li> </ul>

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## Curriculum Progression for English

<ul style="list-style-type: none"> <li>• Answer and ask questions</li> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Participate in discussion about books, poems and other works</li> <li>• Explain and discuss their understanding of books, poems and other material</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others (real and fictional)</li> <li>• Write down ideas, key words, new vocabulary</li> <li>• Encapsulate what is to be written, sentence by sentence</li> <li>• Make simple additions, revisions and corrections (greater depth only)</li> </ul>	<p>vocabulary provided by the teacher</p> <ul style="list-style-type: none"> <li>• Make inferences on the basis of what is being said and done</li> <li>• Answer and ask questions</li> <li>• Participate in discussion about books, poems and other works</li> <li>• Explain and discuss their understanding of books, poems and other material</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Write for different purposes</li> <li>• Make simple additions, revisions and corrections (greater depth only)</li> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> <li>• Read aloud with intonation</li> </ul>	<p>what has been read so far</p> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Plan or say out loud what is going to be written about</li> <li>• Write down ideas, key words, new vocabulary</li> <li>• Encapsulate what is to be written, sentence by sentence</li> <li>• Make simple additions, revisions and corrections</li> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> <li>• Read aloud with intonation</li> </ul>	<p>what has been read so far</p> <ul style="list-style-type: none"> <li>• Explain and discuss their understanding of books, poems and other material</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others (real or fictional)</li> <li>• Write poetry</li> <li>• Plan or say out loud what is going to be written about</li> <li>• Write down ideas, key words, new vocabulary</li> <li>• Encapsulate what is to be written, sentence by sentence</li> <li>• Make simple additions, revisions and corrections</li> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Re-read to check that writing makes sense and that verbs to indicate time are</li> </ul>	<ul style="list-style-type: none"> <li>• Become familiar with and re-tell a wider range of traditional tales</li> <li>• Recognise simple recurring literary language</li> <li>• Draw on what is already known and on background information and vocabulary provided by the teacher</li> <li>• Predict what might happen on the basis of what has been read so far</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others (real and fictional)</li> <li>• Write about real events</li> <li>• Write for different purposes</li> <li>• Plan or say out loud what is going to be written about</li> <li>• Make simple additions, revisions and corrections</li> </ul>	<ul style="list-style-type: none"> <li>• Make inferences on the basis of what is being said and done</li> <li>• Ask and answer questions</li> <li>• Predict what might happen on the basis of what has been read so far.</li> <li>• Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently.</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Write poetry</li> <li>• Write for different purposes</li> <li>• Make simple additions, revisions and corrections</li> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</li> </ul>
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*Love each other, as God loves us.*



## Curriculum Progression for English

<ul style="list-style-type: none"> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a story based upon the model text using the pupils' ideas for characters</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a story about any two contrasting characters who swap places</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Combine words to make sentences</li> <li>• Join words and clauses using and</li> </ul>	<p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a fact sheet about owls using information gathered from the text</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Have greater choice in how to represent the information for example, in the choice of layout and sub-headings used</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Sequence sentences to form short narratives</li> <li>• Join words and clauses using and</li> <li>• Use subordination (because)</li> <li>• Add suffixes to verbs where no change is needed to the root</li> <li>• Write expanded noun phrases to describe and specify</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Use co-ordination (but, or)</li> </ul>	<p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a story based upon the model text using own ideas for a change of character and machine</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write the story in first person from new character's point of view to allow for description of emotions and viewpoint throughout the story</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Use subordination (because) and coordination (and)</li> <li>• Write expanded noun phrases to describe and specify</li> <li>• Use punctuation correctly – full stop, capital letters</li> <li>• Add suffixes to verbs where no change is needed to the root (Y1)</li> </ul>	<p>used correctly and consistently</p> <ul style="list-style-type: none"> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a recount of historical events from the text from Major Glad's point of view</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Wnclude in the diary how Major Dizzy felt. What did Major Glad notice about him?</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Use subordination (when, because)</li> <li>• Write expanded noun phrases to describe and specify</li> <li>• Use punctuation correctly – full stop, capital letters</li> <li>• Some accurate use of exclamation marks, question marks</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a letter in role persuading characters to save the trees</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a letter as themselves persuading local people to save the trees</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Use the progressive form of verbs in the present and past tense</li> <li>• Some use of subordination</li> </ul>	<ul style="list-style-type: none"> <li>• Write for different purposes</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write own version of the story with a focus on morals and acceptance of others</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write own version of the story including the point of view of the giant character</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Use subordination (if, that)</li> <li>• Add -er and -est to adjectives</li> <li>• Use homophones and near homophones</li> <li>• Use punctuation correctly – apostrophes for contracted forms</li> </ul>
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*Love each other, as God loves us.*

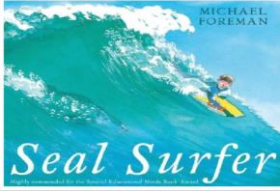
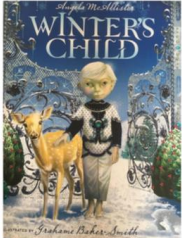
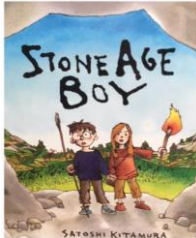
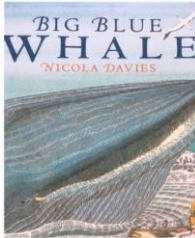
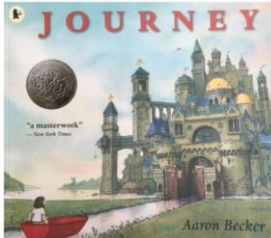



## Curriculum Progression for English

<ul style="list-style-type: none"> <li>• Sequence sentences to form short narratives</li> <li>• Leave spaces between words</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Plan or say out loud what is going to be written about</li> <li>• Use punctuation correctly – full stops, capital letters</li> <li>• Use expanded noun phrases to describe and specify</li> <li>• Use subordination (because) and coordination (and)</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Use phrases from story language</li> <li>• Create and describe characters</li> <li>• Create and describe settings</li> <li>• Use past tense consistently and correctly</li> <li>• Write in 3rd person</li> </ul>	<ul style="list-style-type: none"> <li>• Add -ly to turn adjectives into adverbs</li> <li>• Write for different purposes</li> <li>• Use commas to separate items in a list</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Specific vocabulary linked to the topic</li> <li>• Clear and precise description</li> <li>• Present tense</li> <li>• Title</li> <li>• Sub-Headings</li> <li>• Introduction</li> <li>• Grouped information</li> <li>• Facts from research</li> </ul>	<p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Write sentences with different forms: statement, question, exclamation, command</li> <li>• Use subordination (apply because, introduce when)</li> <li>• Use present and past tenses correctly and consistently (some progressive)</li> <li>• Read aloud with intonation</li> <li>• Use punctuation correctly - exclamation marks, question marks</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Use phrases from story language</li> <li>• Create and describe characters</li> <li>• Create and describe settings</li> <li>• Use past tense consistently and correctly</li> <li>• Write in 3rd person</li> <li>• Sequence of events with beginning, middle and end</li> </ul>	<p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Use the progressive form of verbs in the present and past tense</li> <li>• Use present and past tenses correctly and consistently</li> <li>• Use subordination (apply because, when; introduce that)</li> <li>• Write down ideas, key words, new vocabulary</li> <li>• Use punctuation correctly introduce apostrophe for the possessive (singular)</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Include detail and description to inform the reader</li> <li>• Write in 1st person</li> <li>• Use consistent past tense</li> <li>• Order events with adverbs of time</li> <li>• Include personal comments and own viewpoint</li> <li>• Set the scene with a clear opening and establish the context</li> </ul>	<p>(because, when) and coordination (and, but)</p> <ul style="list-style-type: none"> <li>• Use punctuation correctly (as taught so far)</li> <li>• Write sentences with different forms: statement, question, exclamation, command</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Use subordination (if, that)</li> <li>• Add -er and -est to adjectives</li> <li>• Use homophones and near homophones</li> <li>• Use punctuation correctly – apostrophes for contracted forms</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Include detail and description to inform the reader</li> <li>• Use a range of sentence forms to address the reader</li> <li>• Write in 1st person</li> <li>• Include personal comments and own viewpoint</li> </ul>	<p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Use present and past tenses correctly and consistently including the progressive form</li> <li>• Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• Use expanded noun phrases to describe and specify</li> <li>• Add suffixes to spell longer words e.g -ment, -ful</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Use phrases from story language</li> <li>• Create and describe characters</li> <li>• Create and describe settings</li> <li>• Sequence of events</li> <li>• Section story into beginning, middle and end</li> <li>• Use 3rd person consistently</li> <li>• Use tenses appropriately</li> </ul>
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*Love each other, as God loves us.*

# Curriculum Progression for English

<ul style="list-style-type: none"> <li>Sequence of events with beginning, middle and end</li> </ul>			<ul style="list-style-type: none"> <li>Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had!</li> </ul>	<ul style="list-style-type: none"> <li>Use openings and closings e.g. dear, opening statement to state why we are writing, from</li> </ul>	
<b>Key vocabulary:</b> mucky squelchy polite loopy first-class dull caves foghorn creature heebie-jeebies would every who both most parents because	<b>Key vocabulary:</b> faded bleary peered enormous necessary return butting startled explore twinkle barn owl deckchair campfire wellington telescope planets supper moonlight rooftops every find mind last eye half(way) old kind parents would again Christmas because father would only kind(s)	<b>Key vocabulary:</b> overlook perch havoc troublesome advice consult tragic lumbered wreckage venture telephone tulips sank water lilies pond encyclopaedia machine undercarriage engine fields every(where) break(ing) great would beautiful last should	<b>Key vocabulary:</b> bulged dainty mislaid private fortunate manly ceased adventurous contraptions befall sampler servant floorboards needle empire invent horseless carriage tunnel pantaloons many even eye(s) whole past would floor fast hour hold after class could	<b>Key vocabulary:</b> flung supplies lurk pounce wander endless grazing awash nowadays pickings popgun stalking bracken tree stump doorknob land lynx human miles earth last behind path door child old could eye(s) find wild plant	<b>Key vocabulary:</b> pickle chap continue mumbled impossible scoff whine nervous humungous hoisted mural drainpipes storm shore oak bridge dawn afternoon ledge who told sure eye(s) because people old prove could should(n't) great again
YEAR 3					
					
Children can...  <i>Spoken language:</i>	Children can...  <i>Spoken language:</i>	Children can...  <i>Spoken language:</i>	Children can...  <i>Spoken language:</i>	Children can...  <i>Spoken language:</i>	Children can...  <i>Spoken language:</i>

*Love each other, as God loves us.*



## Curriculum Progression for English

<ul style="list-style-type: none"> <li>• Ask relevant questions</li> <li>• Build vocabulary</li> <li>• Articulate and justify answers</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Consider and evaluate different viewpoints</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Use dictionaries to check the meanings of words</li> <li>• Prepare poems to read aloud and perform</li> <li>• Recognise different forms of poetry</li> <li>• Check texts make sense</li> <li>• Ask questions to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Ask relevant questions</li> <li>• Build vocabulary</li> <li>• Give well-structured descriptions, explanations and narratives</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Consider and evaluate different viewpoints</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Use dictionaries to check the meaning of words</li> <li>• Identify themes and conventions</li> <li>• Discuss words and phrases that capture the reader's interest and imagination</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Build vocabulary</li> <li>• Articulate and justify answers</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Read for a range of purposes</li> <li>• Use dictionaries to check the meaning of words</li> <li>• Explain meaning of words in context</li> <li>• Draw inferences (characters feelings, thoughts and motives); justify with evidence</li> <li>• Predict from details stated and implied</li> <li>• Identify main ideas drawn from more than one paragraph and summarise</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Ask relevant questions</li> <li>• Build vocabulary</li> <li>• Articulate and justify answers</li> <li>• Speak audibly and fluently</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Select and use appropriate registers for effective communication</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Read for a range of purposes</li> <li>• Predict from details stated and implied</li> <li>• Identify main ideas drawn from more than one paragraph and summarise</li> <li>• Identify how language, structure and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Build vocabulary</li> <li>• Articulate and justify answers</li> <li>• Use spoken language: 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</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Identify themes and conventions</li> <li>• Discuss words and phrases that capture the reader's interest and imagination</li> <li>• Explain meaning of words in context</li> <li>• Draw inferences (characters' feelings, thoughts and motives); justify with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Build vocabulary</li> <li>• Give well-structured descriptions, explanations and narratives</li> <li>• Maintain attention and participate actively in collaborative conversations</li> <li>• Use Standard English</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Gain, maintain and monitor the interest of the listener(s)</li> <li>• Select and use appropriate registers for effective communication</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Read for a range of purposes</li> <li>• Use dictionaries to check the meaning of words</li> </ul>
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## Curriculum Progression for English

<p>understanding of a text</p> <ul style="list-style-type: none"> <li>• Draw inferences (characters feelings, thoughts and motives); justify with evidence</li> <li>• Predict from details stated and implied</li> <li>• Participate in discussions about books</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing the structure, vocab and grammar of similar writing</li> <li>• Discuss and record ideas</li> <li>• Compose and rehearse sentences orally</li> <li>• In narratives, create settings, characters and plot</li> <li>• Assess the effectiveness of</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise different forms of poetry</li> <li>• Explain meaning of words in context</li> <li>• Draw inferences (characters' feelings, thoughts and motives); justify with evidence</li> <li>• Predict from details stated and implied</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing the structure, vocab and grammar of similar writing</li> <li>• Discuss and record ideas</li> <li>• Compose and rehearse sentences orally</li> <li>• Build a varied and rich vocabulary</li> <li>• Assess the effectiveness of</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing the structure, vocab and grammar of similar writing</li> <li>• Discuss and record ideas</li> <li>• In narratives, create settings, characters and plot</li> <li>• Use headings and sub-headings to aid presentation</li> <li>• Group related ideas into paragraphs</li> <li>• Propose changes to grammar and vocabulary to improve consistency</li> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write the story from the point of view of the boy</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction</li> <li>• Participate in discussion about books</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing the structure, vocab and grammar of similar writing</li> <li>• Discuss and record ideas</li> <li>• Compose and rehearse sentences orally</li> <li>• Propose changes to grammar and vocabulary to improve consistency</li> <li>• Assess the effectiveness of own and others' writing (Mastery key)</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud own writing using appropriate intonation and controlling the</li> </ul>	<ul style="list-style-type: none"> <li>• Predict from details stated and implied</li> <li>• Participate in discussion about books</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing the structure, vocabulary and grammar of similar writing</li> <li>• Compose and rehearse sentences orally</li> <li>• Build a varied and rich vocabulary</li> <li>• Build an increasing range of sentence structures</li> <li>• In narratives, create settings, characters and plot</li> <li>• Propose changes to grammar and vocabulary to improve consistency</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud own writing using appropriate intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Explain meaning of words in context</li> <li>• Ask questions to improve understanding of a text</li> <li>• Draw inferences (characters' feelings, thoughts and motives); justify with evidence</li> <li>• Predict from details stated and implied</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing the structure, vocabulary and grammar of similar writing</li> <li>• Discuss and record ideas</li> <li>• Group related ideas into paragraphs</li> <li>• Assess the effectiveness of own and others' writing</li> </ul>
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## Curriculum Progression for English

<p>own and others' writing</p> <ul style="list-style-type: none"> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a letter from the boy to his grandfather telling him about the events he has missed</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a letter from Grandad in response to one of his grandson's letters</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in</li> </ul>	<p>own and others' writing</p> <ul style="list-style-type: none"> <li>• Propose changes to grammar and vocabulary to improve consistency</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a fantasy story based on a fable</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write from a different point of view</li> </ul>	<p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write from the point of view of Om or one of her family members</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</li> <li>• Use a range of co-ordinating and subordinating conjunctions</li> <li>• Create characters, settings and plot in narrative</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Form nouns with a range of prefixes</li> <li>• Use present and past tenses correctly and consistently including</li> </ul>	<p>tone and volume so that the meaning is clear</p> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write an informative article about whales persuading for the protection of the blue whale</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Include a fact file about other endangered sea creatures</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</li> </ul>	<p>and controlling the tone and volume so that the meaning is clear</p> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write an adventure story based on Journey using the language of Berlie Doherty</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Include a new setting route to lead from one place to another</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</li> <li>• Group related ideas into paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Propose changes to grammar and vocabulary to improve consistency</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Plan and write a persuasive guide for visiting Zeraffa at the Jardin des Plantes in Paris</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write the guide as above including a section of a researched Paris landmark</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Full stops, capital letters, exclamation marks, question marks,</li> </ul>
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## Curriculum Progression for English

<p>a list, apostrophes for contraction and singular noun possession)</p> <ul style="list-style-type: none"> <li>• Use subordination (when, if, that, because) and co-ordination (or, and, but)</li> <li>• Use present and past tenses consistently and correctly</li> <li>• Use progressive forms of verbs</li> <li>• Use expanded noun phrases</li> <li>• Write sentences with different forms: statement, command, question, exclamation</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Group related ideas into paragraphs</li> <li>• Build a varied and rich vocabulary</li> </ul>	<p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</li> <li>• Use subordination (when, if, that, because) and co-ordination (or, and, but)</li> <li>• Use present and past tenses consistently and correctly</li> <li>• Use noun phrases and prepositions to add detail</li> <li>• Group related ideas into paragraphs</li> </ul>	<p>progressive and present perfect forms</p> <ul style="list-style-type: none"> <li>• Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)</li> <li>• Build a varied and rich vocabulary</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Write a sequence of events to follow the structure of the model story</li> <li>• Write an opening paragraph and further paragraphs for each stage</li> <li>• Create dialogue between characters that shows their relationship with each other</li> <li>• Use 3rd or 1st person consistently</li> <li>• Use tenses appropriately</li> <li>• Add historical detail to characters, setting and events</li> </ul>	<ul style="list-style-type: none"> <li>• Use inverted commas to punctuate direct speech</li> <li>• Use conjunctions and prepositions to express time, place and cause</li> <li>• Use adverbs to express time</li> <li>• Group related ideas into Paragraphs</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Use adverbs to express time, place and cause</li> <li>• Build an increasing range of sentence structures</li> <li>• Use headings and sub-headings to aid presentation</li> <li>• Assess the effectiveness of own and others' writing</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Use persuasive language e.g. alliteration, repetition</li> <li>• Write in logical order</li> </ul>	<ul style="list-style-type: none"> <li>• Build an increasing range of sentence structures</li> <li>• Use adverbs to express time, place and cause</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Use the present perfect form of verbs in contrast to the past tense</li> <li>• Use prepositions, conjunctions and adverbs to express time, place and cause (demonstrating some awareness of purpose through selection of relevant content)</li> <li>• Group related ideas into paragraphs</li> <li>• Use a or an according to whether the next word begins with a noun or a consonant</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Use small details to describe characters</li> <li>• Include a setting to create atmosphere</li> </ul>	<p>commas and apostrophes</p> <ul style="list-style-type: none"> <li>• Fronted adverbials with commas</li> <li>• Some use of grouping related ideas in paragraphs</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Build an increasing range of sentence structures</li> <li>• In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation</li> <li>• Use present and past tenses correctly and consistently including the progressive form (Y2) and the present perfect form (Y3)</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Use persuasive language e.g. alliteration, repetition.</li> <li>• Write in logical order</li> </ul>
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## Curriculum Progression for English

<ul style="list-style-type: none"> <li>• Use prepositions to express time, place and cause</li> <li>• Introduce inverted commas to punctuate direct speech (one session)</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Write in the first person</li> <li>• Use apostrophe in contractions</li> <li>• Provide detail through use of prepositions to express time, place and cause</li> <li>• Use a variety of sentence forms including statements and questions</li> <li>• Write in consistent past and present tense including progressive forms</li> <li>• Use some future tense verbs</li> </ul>	<p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Use conjunctions and adverbs to express, time, place and cause</li> <li>• Use a or an according to whether the next word begins with a vowel or consonant</li> <li>• In narratives, create characters, settings and plot</li> <li>• Use inverted commas to punctuate direct speech</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Use small details to describe characters</li> <li>• Establish the setting in the first line</li> <li>• Include a setting to create atmosphere</li> <li>• Use imagery for description</li> </ul>		<ul style="list-style-type: none"> <li>• Use 2nd person or 3<sup>rd</sup> person to talk directly to the reader</li> <li>• Select organisational features e.g. opening statement, sub-headings, closing statement</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence of events to follow the structure of the model story</li> <li>• Write an opening paragraph and further paragraphs for each stage</li> <li>• Create dialogue between characters that shows their relationship with each other</li> <li>• Use 3rd person consistently</li> <li>• Use tenses appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Use 2nd person or 3rd person to talk directly to the reader</li> <li>• Select organisational features e.g. opening statement, sub-headings.</li> </ul>
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*Love each other, as God loves us.*



## Curriculum Progression for English

<ul style="list-style-type: none"> <li>• Use layout and structure of a letter</li> <li>• Ensure chronological order to explain sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>• Use 1st or 3rd person consistently</li> <li>• Use tenses appropriately</li> <li>• Sequence story and use paragraphs</li> </ul>				
<b>Key vocabulary:</b> smudge nuzzle burst fade brim haul wrench gather heave buffet churn dissolve gale boulder harbour horizon quay moult somersault corkscrew accident(ally) appear breath breathe caught disappear early experience extreme heard natural often ordinary recent strength through	<b>Key vocabulary:</b> answer arrive believe build continue different favourite February grammar imagine notice peculiar possible remember strange thought surprise woman mutter crisp gaze distant pale tinkle criss-cross tracks fetch thaw shoot lake valley ravine waterfalls snowdrift icicle frost chimes reed	<b>Key vocabulary:</b> actual busy calendar centre century certain circle describe eight forward fruit group history interest perhaps women suppose wander stumble relief strike chip trim wriggle flicker furious pierce skinning smoke stew flint spear spearhead grindstone leather ornament archaeologist	<b>Key vocabulary:</b> actually although consider earth enough guide heart increase important knowledge question sentence separate special therefore various weight protected creature surface bristly gulp slithers nudges feast shallows stranded mammal blowhole baleen krill shrimp shoal sieve blubber Equator dawn chorus	<b>Key vocabulary:</b> bicycle decide eighth experiment guard island regular straight mention minute naughty position possess probably occasionally quarter isolated excluded billowing elegant magnificent crouch fidget sneer hunch atmosphere dialogue citadel aqueduct archway canal lock pennant spire dome	<b>Key vocabulary:</b> address business complete difficult exercise famous height library material occasion medicine opposite medicine opposite particular popular possession pressure promise purpose reign astonishing epic see- sawed sip cobblestones glimpse salon soiree rustle balmy pivot acacia Pasha felucca awning amulet taffeta vineyard mistral mosaic
YEAR 4					

*Love each other, as God loves us.*

# Curriculum Progression for English

					
<p><b>Children can...</b></p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Maintain attention and participate actively in collaborative conversations</li> <li>• Ask relevant questions</li> <li>• Use spoken language: speculating, hypothesising, imagining and exploring ideas</li> <li>• Participate in discussions, presentations, role play, improvisations and debates</li> <li>• Consider and evaluate different viewpoints</li> </ul>	<p><b>Children can...</b></p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Build vocabulary</li> <li>• Articulate and justify answers</li> <li>• Maintain attention and participate actively in collaborative conversations</li> <li>• Use spoken language: speculating, hypothesising, imagining and exploring ideas</li> <li>• Use Standard English</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Consider and evaluate different viewpoints</li> </ul>	<p><b>Children can...</b></p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Ask relevant questions</li> <li>• Build vocabulary</li> <li>• Articulate and justify answers</li> <li>• Give well-structured descriptions, explanations and narratives</li> <li>• Speak audibly and fluently</li> <li>• Use Standard English</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Read for a range of purposes</li> </ul>	<p><b>Children can...</b></p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Build vocabulary</li> <li>• Articulate and justify answers</li> <li>• Use spoken language: speculating, hypothesising, imagining and exploring ideas</li> <li>• Speak audibly and fluently</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Use dictionaries to check the meaning of words</li> <li>• Identify themes and conventions</li> </ul>	<p><b>Children can...</b></p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Ask relevant questions</li> <li>• Give well-structured descriptions, explanations and narratives</li> <li>• Maintain attention and participate actively in collaborative conversations</li> <li>• Gain, maintain and monitor the interest of the listener(s)</li> <li>• Consider and evaluate different viewpoints</li> <li>• Select and use appropriate registers for effective communication</li> </ul>	<p><b>Children can...</b></p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions</li> <li>• Build vocabulary</li> <li>• Articulate and justify answers</li> <li>• Give well-structured descriptions, explanations and narratives</li> <li>• Use spoken language: speculating, hypothesising, imagining and exploring ideas</li> <li>• Speak audibly and fluently</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul>

*Love each other, as God loves us.*



## Curriculum Progression for English

<p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Read for a range of purposes</li> <li>• Identify themes and conventions</li> <li>• Discuss words and phrases that capture the reader's interest and imagination</li> <li>• Check text makes sense</li> <li>• Explain meaning of words in context</li> <li>• Ask questions to improve understanding of a text</li> <li>• Draw inferences (characters' feelings, thoughts and motives); justify with evidence</li> <li>• Predict what might happen from what is stated and implied</li> <li>• Retrieve and record information from non-fiction</li> <li>• Participate in discussion about books</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing the</li> </ul>	<p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Read for a range of purposes</li> <li>• Discuss words and phrases that capture the reader's interest and imagination</li> <li>• Draw inferences (characters' feelings, thoughts and motives); justify with evidence</li> <li>• Predict from details stated and implied</li> <li>• Identify main ideas drawn from more than one paragraph and summarise</li> <li>• Identify how language, structure, and presentation contribute to meaning</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing the structure, vocab and grammar of similar writing</li> <li>• Discuss and record ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss words and phrases that capture the reader's interest</li> <li>• Check text makes sense</li> <li>• Ask questions to improve understanding of a text</li> <li>• Draw inferences (characters' feelings, thoughts and motives); justify with evidence</li> <li>• Predict from details stated and implied</li> <li>• Participate in discussion about books</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing the structure, vocabulary and grammar of similar writing</li> <li>• Discuss and record ideas</li> <li>• Propose changes to grammar and vocabulary to improve consistency</li> </ul>	<ul style="list-style-type: none"> <li>• Check text makes sense</li> <li>• Draw inferences (characters' feelings, thoughts and motives); justify with evidence</li> <li>• Predict from details stated and implied</li> <li>• Identify main ideas drawn from more than one paragraph and summarise</li> <li>• Participate in discussion about books</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing the structure, vocab and grammar of similar writing</li> <li>• Build an increasing range of sentence structures</li> <li>• In narratives, create settings, characters and plot</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including</li> </ul>	<p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Read for a range of purposes</li> <li>• Use dictionaries to check the meaning of words</li> <li>• Explain meaning of words in context</li> <li>• Predict from details stated and implied</li> <li>• Identify main ideas drawn from more than one paragraph and summarise</li> <li>• Identify how language, structure, and presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing the structure, vocab and grammar of similar writing</li> <li>• Discuss and record ideas</li> </ul>	<p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Identify themes and conventions</li> <li>• Discuss words and phrases that capture the reader's interest and imagination</li> <li>• Explain meaning of words in context</li> <li>• Draw inferences (characters' feelings, thoughts and motives); justify with evidence</li> <li>• Predict from details stated and implied</li> <li>• Identify main ideas drawn from more than one paragraph and summarise</li> <li>• Identify how language, structure, and presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing the structure, vocab and</li> </ul>
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*Love each other, as God loves us.*



## Curriculum Progression for English

<p>structure, vocab and grammar of similar writing</p> <ul style="list-style-type: none"> <li>• Discuss and record ideas</li> <li>• Compose and rehearse sentences orally</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Build an increasing range of sentence structures</li> <li>• In narratives, create settings, characters and plot</li> <li>• Assess the effectiveness of own and others' writing</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a narrative based on the story of 'Gorilla'</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write the narrative from dad's viewpoint and include some speech</li> </ul>	<ul style="list-style-type: none"> <li>• In narratives, create settings, characters and plot</li> <li>• Assess the effectiveness of own and others' writing</li> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write Leon's secret diary about what really happened in 'the place between', including conversation between Leon and the boy</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a diary from a different point of view. Pupils write the diary as above from the point of view of the boy in 'the place between'</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Develop character and setting</li> <li>• Group related ideas into paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud own writing using appropriate intonation and controlling the tone and volume so the meaning is clear</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write the story from the point of view of one of the children</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write from the point of view of the captain</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</li> </ul>	<p>the accurate use of pronouns in sentences</p> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write their own version of 'When the Giant Stirred' in the first person from the point of view of the boy in the story</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write the story from the mountain God's point of view</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Use past and present tenses appropriately</li> <li>• Sequence events</li> <li>• Section story into beginning, middle and end</li> <li>• Use 3rd person consistently</li> <li>• Write expanded noun phrases (Y2)</li> <li>• Use inverted commas to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and rehearse sentences orally</li> <li>• In non-narrative material, use simple organisational devices</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Make a zoo information board for a rainforest exhibit</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Include an interactive element such as a voiceover for a short video</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Revise use of simple organisational devices</li> </ul>	<p>grammar of similar writing</p> <ul style="list-style-type: none"> <li>• Discuss and record ideas</li> <li>• Compose and rehearse sentences orally</li> <li>• In non-narrative material, use simple organisational devices</li> <li>• Assess the effectiveness of own and others' writing</li> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a letter in role as an expert containing an explanation about cave formation</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Include a persuasive paragraph about Treak Cliff Caverns as a tourist destination</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Full stops, capital letters, exclamation</li> </ul>
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*Love each other, as God loves us.*



## Curriculum Progression for English

<p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Use punctuation correctly - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y2)</li> <li>• Use prepositions, conjunctions and adverbs to express time, place and cause (Y3)</li> <li>• Group related ideas into paragraphs (Y3)</li> <li>• Use past and present tenses correctly and consistently including the present perfect tense (Y2/3)</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>• Choose nouns or pronouns appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Use conjunctions to express time, place and cause</li> <li>• Build an increasing range of sentence structures</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Use Standard English forms for verb inflections</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although</li> <li>• Indicate possession by using the possessive apostrophe with plural nouns</li> <li>• Recognise the difference between plural and possessive 's'</li> <li>• Build a varied and rich vocabulary</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Use small details to describe characters and evoke a response</li> </ul>	<ul style="list-style-type: none"> <li>• Use conjunctions, adverbs and prepositions to express time, place and cause</li> <li>• Create characters, settings and plot in narrative</li> <li>• Group related ideas into paragraphs</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Variety of verb forms used correctly and consistently including the progressive and the present perfect forms</li> <li>• Use Standard English for verb inflections</li> <li>• Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs)</li> <li>• Use and punctuate direct speech (using dialogue to show the relationship between characters)</li> </ul>	<p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Use and punctuate direct speech</li> <li>• Use commas after fronted adverbials</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Sequence stories in different stages: introduction, build up, climax, resolution</li> <li>• Create dialogue between characters that shows their relationship with each other</li> <li>• Use 1st or 3rd person consistently</li> <li>• Use small details to describe characters</li> </ul>	<p>in non-narrative material</p> <ul style="list-style-type: none"> <li>• Write in the present tense</li> <li>• Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</li> <li>• Use subordination (when, if, that, because) and co-ordination (or, and, but)</li> <li>• Use expanded noun phrases</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Build a varied and rich vocabulary</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	<p>marks, question marks, commas and apostrophes</p> <ul style="list-style-type: none"> <li>• Group related ideas into paragraphs</li> <li>• Use past and present tense consistently</li> <li>• Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Build a rich and varied vocabulary and an increasing range of sentence structures</li> <li>• Variety of verb forms used correctly and consistently including the progressive and the present perfect forms</li> <li>• Use paragraphs to organise information and ideas around a theme</li> </ul>
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*Love each other, as God loves us.*

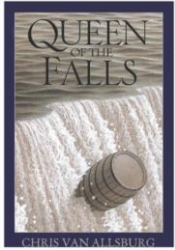
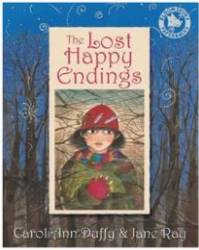

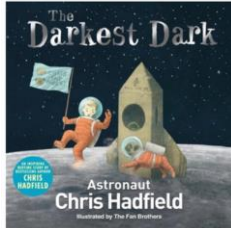
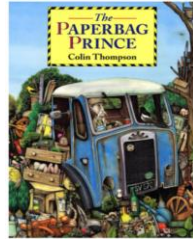
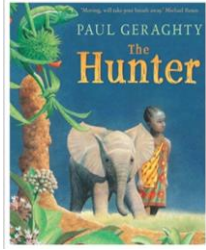


## Curriculum Progression for English

<p>for clarity and cohesion and to avoid repetition</p> <ul style="list-style-type: none"> <li>• Use fronted adverbials</li> <li>• Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures)</li> <li>• Use commas after fronted adverbials</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Use small details to describe characters</li> <li>• Use small details for time, place and mood</li> <li>• Use 1st or 3rd person consistently</li> <li>• Use tenses appropriately</li> <li>• Sequence stories in different stages: introduction, build up, climax, resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Use small details for time, place and mood</li> <li>• Use 1st person consistently</li> <li>• Write in consistent past tense</li> <li>• Chronological order</li> <li>• Write an opening paragraph to share thoughts and feelings and to summarise the day</li> <li>• Finish with a personal comment about hopes or concerns for the future</li> </ul>	<p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Write a sequence of events to follow the structure of the model story</li> <li>• Write an opening paragraph and further paragraphs for each stage</li> <li>• Create dialogue between characters that shows their relationship with each other</li> <li>• Use 3rd or 1st person consistently</li> <li>• Use tenses appropriately</li> <li>• Add historical detail to characters, setting and events</li> </ul>	<p>and for time, place and mood</p>	<ul style="list-style-type: none"> <li>• Use paragraphs to organise information and ideas around a theme</li> <li>• Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular</li> <li>• Recognise the grammatical difference between plural and possessive 's'</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Use specific vocabulary e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal</li> <li>• Write in present tense</li> <li>• Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams</li> </ul>	<p><b>Feature keys:</b> <b>Explanation</b></p> <ul style="list-style-type: none"> <li>• Use language to explain a process or how something works</li> <li>• Use some technical vocabulary</li> <li>• Use simple present tense</li> <li>• Use words /phrases to make sequential, causal or logical connections e.g. because, as a result of</li> <li>• Use organisational features e.g. opening statement, paragraphs, steps explained in logical order, diagrams and flowchart</li> </ul> <p><b>Feature keys:</b> <b>Letter</b></p> <ul style="list-style-type: none"> <li>• Choose sentence forms to address the reader directly</li> <li>• Use fronted adverbials to introduce paragraphs</li> <li>• Use layout features</li> </ul>
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# Curriculum Progression for English

					including an address/date, suitable closing
<b>Key vocabulary:</b> actual arrive busy certain enough fruit height mention occasionally often opposite ordinary peculiar remember strange surprise weight obsession dejected tingle impression awesome bluff charge glance lounge theme parcel primate ape chestnut kin stem vegetarian patchwork symbolism	<b>Key vocabulary:</b> appear describe disappear famous favourite guide heard heart imagine material occasion popular regular sentence special although through various impatient lantern fidget twitch swish lurch awkward applause astonishment majestic big top lantern braid barrel organ carousel mechanical handkerchief pantaloons trousers lute	<b>Key vocabulary:</b> accident believe century continue earth eight experiment extreme history perhaps probably recent reign thought woman women haggle protector looming quiver awning bray bolt muffle barren Roman forum tremor pumice molten citizen eruption earthquake excavate	<b>Key vocabulary:</b> answer build calendar centre circle decide different difficult early eighth group island natural position separate strength though vermilion spouting phenomenon tranquillity (in)hospitable (un)inhabited belched cinders navigate isolated erode colonise waterborne wind-dispersed fauna species crater tidal wave migrate thatched	<b>Key vocabulary:</b> actually business caught complete consider grammar guard increase important library medicine minute notice possible purpose quarter question suppose wilderness extreme lush conditions flourish sweltering swathed extensive equator temperate tropics mangrove deforestation biodiversity conservation ecosystem	<b>Key vocabulary:</b> accidentally address breath breathe experiment forward(s) guard interest knowledge learn length naughty peculiar possess possession pressure promise straight therefore surge gush billow chamber snatch mould clasp enchantment sprawl ebony glacier cavern stalactites stalagmites formation pools amethyst amber grotto ledge
<b>YEAR 5</b>					
					
Children can...	Children can...	Children can...	Children can...	Children can...	Children can...

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## Curriculum Progression for English

<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Articulate and justify answers</li> <li>• Give well-structured descriptions, explanations and narratives</li> <li>• Use Standard English</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Gain, maintain and monitor the interest of the listener(s)</li> <li>• Consider and evaluate different viewpoints</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Draw inferences (characters feelings, thoughts and motives); justify with evidence</li> <li>• Predict from details stated and implied</li> <li>• Summarise main ideas, identifying key details</li> <li>• Identify how language, structure</li> </ul>	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions</li> <li>• Build vocabulary</li> <li>• Give well-structured descriptions, explanations and narratives</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Gain, maintain and monitor the interest of the listener(s)</li> <li>• Consider and evaluate different viewpoints</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Identify and discuss themes and conventions</li> <li>• Draw inferences (characters' feelings, thoughts and motives); justify with evidence</li> <li>• Predict from details stated and implied</li> </ul>	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Ask relevant questions</li> <li>• Build vocabulary</li> <li>• Articulate and justify answers</li> <li>• Give well-structured, descriptions, explanations and narratives</li> <li>• Use spoken language: speculating, hypothesising, imagining and exploring ideas</li> <li>• Speak audibly and fluently</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Identify and discuss themes and conventions</li> <li>• Make comparisons within and across books</li> </ul>	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Build vocabulary</li> <li>• Articulate and justify answers</li> <li>• Maintain attention and participate actively in collaborative conversations</li> <li>• Speak audibly and fluently</li> <li>• Use Standard English</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Select and use appropriate registers for effective communication</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Identify and discuss themes and conventions</li> <li>• Check sense, discuss understanding and explore meaning of new words in context</li> </ul>	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Build vocabulary</li> <li>• Give well-structured descriptions, explanations and narratives</li> <li>• Maintain attention and participate actively in collaborative conversations</li> <li>• Speak audibly and fluently</li> <li>• Use Standard English</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Consider and evaluate different viewpoints</li> <li>• Select and use appropriate registers for effective communication</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Make comparisons within and across books</li> </ul>	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Give well-structured descriptions, explanations and narratives</li> <li>• Maintain attention and participate actively in collaborative conversations</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</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Make comparisons within and across books</li> </ul>
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*Love each other, as God loves us.*



## Curriculum Progression for English

<p>and presentation contribute to meaning</p> <ul style="list-style-type: none"> <li>• Evaluate author's language choice</li> <li>• Distinguish between fact and opinion</li> <li>• Participate in discussion about books</li> <li>• Explain and discuss understanding of reading</li> <li>• Provide reasoned justifications for views</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Identify the audience and purpose of writing</li> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Describe settings, characters and atmosphere</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Summarise main ideas, identifying key details</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Evaluate authors' language choice</li> <li>• Participate in discussions about books</li> <li>• Explain and discuss understanding of reading</li> <li>• Provide reasoned justifications for views</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Describe settings, characters and atmosphere</li> <li>• Integrate dialogue to convey character and advance the action</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and</li> </ul>	<ul style="list-style-type: none"> <li>• Learn poetry by heart</li> <li>• Check sense, discuss understanding and explore meaning of words in context</li> <li>• Ask questions to improve understanding</li> <li>• Draw inferences (characters' feelings, thoughts and motives); justify with evidence</li> <li>• Summarise main ideas, identifying key details</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Explain and discuss understanding of reading</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Identify the audience for and purpose of writing</li> <li>• Note and develop initial ideas, drawing on reading and research</li> </ul>	<ul style="list-style-type: none"> <li>• Draw inferences (characters' feelings, thoughts and motives); justify with evidence</li> <li>• Predict from details stated and implied</li> <li>• Summarise main ideas, identifying key details</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Evaluate authors' language choice</li> <li>• Distinguish between fact and opinion</li> <li>• Retrieve, record and present information from non-fiction</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Identify the audience for and purpose of writing</li> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Enhance meaning through selecting</li> </ul>	<ul style="list-style-type: none"> <li>• Check sense, discuss understanding and explore meaning of words in context</li> <li>• Ask questions to improve understanding</li> <li>• Predict from details stated and implied</li> <li>• Identify how language structure and presentation contribute to meaning</li> <li>• Distinguish between fact and opinion</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Explain and discuss understanding of reading</li> <li>• Provide reasoned justifications for views</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Identify the audience for and purpose of writing</li> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Enhance meaning through selecting</li> </ul>	<ul style="list-style-type: none"> <li>• Check sense, discuss understanding and explore meaning of words in context</li> <li>• Draw inferences (characters' feelings, thoughts and motives); justify with evidence</li> <li>• Predict what might happen from details stated and implied</li> <li>• Evaluate authors' language choice</li> <li>• Participate in discussions about books</li> <li>• Provide reasoned justifications for view</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Identify the audience and purpose of writing</li> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Describe settings, characters and atmosphere</li> </ul>
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*Love each other, as God loves us.*



## Curriculum Progression for English

<ul style="list-style-type: none"> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a series of diaries about significant events in Annie Edson Taylor's life</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a series of diaries about significant events in Annie Edson Taylor's life including viewpoints on other characters <i>e.g. Frank Russell or Fred Truesdale</i></li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for</li> </ul>	<p>clarify meaning</p> <ul style="list-style-type: none"> <li>• Use consistent and correct tense</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a traditional tale focusing on describing settings, characters and an alternative ending - pupils write the story of a character who mistreats others which leads to their own demise</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write the traditional tale from a woodland creature's point of view who is also scared by the witch</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Describe settings, characters and atmosphere</li> <li>• Integrate dialogue to convey character and advance the action</li> <li>• Propose changes to vocabulary grammar and punctuation to enhance effects and clarify meaning</li> <li>• Use consistent and correct tense</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Perform own compositions using appropriate intonation, volume and movement</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a myth: to create characters (heroes, villains and monsters) and settings</li> </ul>	<p>appropriate grammar and vocabulary</p> <ul style="list-style-type: none"> <li>• Précis longer passages</li> <li>• Propose changes to vocabulary grammar and punctuation to enhance effects and clarify meaning</li> <li>• Use consistent and correct tense</li> <li>• Distinguish between the language of speech and writing.</li> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a formal biography about Chris Hadfield</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a formal biography about Chris Hadfield including an extra section in informal first person</li> </ul>	<p>appropriate grammar and vocabulary</p> <ul style="list-style-type: none"> <li>• Use organisational and presentational devices to structure texts</li> <li>• Use consistent and correct tense</li> <li>• Distinguish between the language of speech and writing</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a persuasive leaflet to give information about waste management (selecting an appropriate audience <i>e.g. for councils to distribute to home and schools</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate dialogue to convey character and advance the action</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Proofread for spelling and punctuation errors</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a narrative based on the structure of <i>The Hunter</i> by changing the characters, animal and setting</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Re-tell the story from the animal's point of view</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted</li> </ul>
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*Love each other, as God loves us.*



# Curriculum Progression for English

<p>contraction and possession)</p> <ul style="list-style-type: none"> <li>• Use fronted adverbials</li> <li>• Use a variety of verb forms consistently and correctly</li> <li>• Organise paragraphs around a theme</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Identify the audience for and purpose of writing</li> <li>• Organise paragraphs around a theme with a focus on more complex narrative structures</li> <li>• Use commas after fronted adverbials</li> <li>• Use commas to clarify meaning or avoid ambiguity in writing</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Engage reader through use of description, feelings and opinions</li> <li>• Use adverbs and fronted adverbials</li> </ul>	<p>for contraction and possession)</p> <ul style="list-style-type: none"> <li>• Use a variety of verb forms consistently and correctly</li> <li>• Organise paragraphs around a theme</li> <li>• Use a range of sentences with more than one clause (when, if, because, although)</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Describe settings, characters and atmosphere</li> <li>• Integrate dialogue to convey character and advance the action</li> <li>• Use of inverted commas and other punctuation to punctuate direct speech</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Develop and keep characters consistent through description</li> </ul>	<p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a myth from a different character's point of view</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)</li> <li>• Link ideas across paragraphs using adverbials</li> <li>• Use of inverted commas and other punctuation to punctuate direct speech (Y4)</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely</li> </ul>	<p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)</li> <li>• Organise paragraphs around a theme</li> <li>• Use relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Variety of verb forms used correctly and consistently</li> <li>• Use commas to clarify meaning or avoid ambiguity in writing</li> <li>• Link ideas across paragraphs using adverbials and tense choices</li> </ul>	<p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write an oral presentation for a TV or online broadcast (vlog) as an expert</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)</li> <li>• Organise paragraphs around a theme</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use relative clauses to add detail and description</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)</li> </ul>	<p>adverbials, apostrophes for contraction and possession)</p> <ul style="list-style-type: none"> <li>• Use a variety of verb forms consistently and correctly (Including progressive and present perfect)</li> <li>• Organise paragraphs around a theme</li> <li>• Use a range of sentences with more than one clause (when, if, because, although)</li> <li>• Use fronted adverbials</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>• Adverbs to indicate degrees of possibility</li> <li>• Use a wider range of devices to build cohesion across paragraphs</li> <li>• Link ideas using tense choices</li> </ul>
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*Love each other, as God loves us.*



## Curriculum Progression for English

<p>(with doubt in my mind, anxiously, afterwards)</p> <ul style="list-style-type: none"> <li>• Use rhetorical questions to engage reader</li> <li>• Use consistent 1st person</li> <li>• Write in consistent tense including progressive and perfect forms</li> <li>• Include the 5Ws – who, what, where, when, why and how</li> </ul>	<ul style="list-style-type: none"> <li>• Develop settings through description and link this with the characters or plot</li> <li>• Engage reader through selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language</li> <li>• Vary story opening: start with dialogue, action or description</li> <li>• Use paragraphs to vary pace and emphasis</li> <li>• Use dialogue to move action forward</li> </ul>	<ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>• Link ideas across paragraphs using adverbials</li> <li>• Use commas to clarify meaning and avoid ambiguity in writing</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Vary story openings: start with dialogue, action or description</li> <li>• Use paragraphs to vary pace and emphasis</li> <li>• Use dialogue to move action forward</li> <li>• Create a plot: a journey, a quest or a series of trials for the hero</li> <li>• Create characters which behave in superhuman ways with unusual powers or strong characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Use brackets, dashes or commas to indicate parenthesis</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Engage reader through use of description, feelings and opinions</li> <li>• Include the 5Ws – who, what, where, when, why and how - and conclude with a clear summary</li> <li>• Use real life facts, including dates and place names</li> <li>• Use thematic language specific to the subject</li> <li>• Use formal language appropriately</li> </ul>	<p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Use modal verbs to indicate degrees of possibility</li> <li>• Use devices to build cohesion within a paragraph</li> <li>• Choose the appropriate register</li> <li>• Use brackets, dashes or commas to indicate parenthesis (recap)</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Use precise word choices</li> <li>• Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would)</li> <li>• Use persuasive language: quotes and rhetorical questions</li> <li>• Directly appeal to the reader</li> <li>• Support points using</li> </ul>	<p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Develop and keep characters consistent through description</li> <li>• Develop settings through description and link this with the characters or plot</li> <li>• Use paragraphs to vary pace and emphasis</li> <li>• Re-telling of a series of events leading up to a high impact resolution.</li> <li>• Combine action, dialogue and description</li> <li>• Powerful, evocative language for settings and characters</li> </ul>
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*Love each other, as God loves us.*

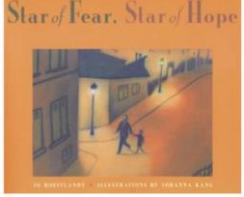
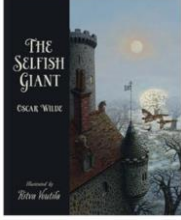



## Curriculum Progression for English

		<ul style="list-style-type: none"> <li>• Create a magic object which may symbolise something</li> </ul>		<p>persuasive examples and provide evidence</p> <ul style="list-style-type: none"> <li>• Provide well-developed factual information for the reader</li> <li>• Include a summarising statement</li> </ul>	
<b>Key vocabulary:</b> achieve bruise curiosity desperate disastrous embarrass especially immediately marvellous muscle opportunity profession queue recommend sacrifice temperature restless fearless outstretched visible cascading plunge pounding hypnotised survive/survival adjusted discombobulation spectators remarkable locomotive handkerchiefs barrel lecture halls currents downriver shoreline widow rapids waterfall	<b>Key vocabulary:</b> ancient accompany aggressive community conscience environment familiar mischievous neighbour nuisance recognise sufficient variety drifted skywards villainous vicious hobbled hysterical wailing sorrow seized thorniest hideously sullen remains kindling spittle oak tree silver birch walnut (face) cinders	<b>Key vocabulary:</b> attached category committee definite exaggerate excellent foreign interrupt lightening marvellous mischievous privilege relevant rhythm stomach symbol twelfth yacht elements mighty bounded gravely ravaged realms peril endurance fruitful valiant ravines molten embers townsfolk meddler fjord warrior cauldron talon	<b>Key vocabulary:</b> according amateur communicate develop equipment existence forty frequently government leisure physical programme soldier system vehicle declared depended gathered experiment darkness explore exploration resilient aspiration impossible astronaut gravity lunar atmosphere universe galaxy spherical moonless orbited military	<b>Key vocabulary:</b> apparent appreciate average awkward bargain cemetery competition conscious controversy correspond criticise environment explanation guarantee interfere occupy parliament pronunciation secretary signature sincerely thorough vegetable vanished emerged gathered jammed thundery managed scavenge responsible attention refrigerators carriage steam engine council rubbish dump stove machine brambles paradise poison	<b>Key vocabulary:</b> accommodate convenience desperate determined harass hindrance identity individual language lightning necessary occur persuade prejudice shoulder suggest temperature mighty tracked stalked tugged mournful endless rasping nuzzled blazing whimper the bush pride of lions honey birds a clearing herd acacia horizon poachers tuskers
YEAR 6					

*Love each other, as God loves us.*

## Curriculum Progression for English

					
<p><b>Children can...</b></p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Build vocabulary</li> <li>• Articulate and justify answers</li> <li>• Maintain attention and participate actively in collaborative conversations</li> <li>• Use spoken language: 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</li> </ul>	<p><b>Children can...</b></p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions</li> <li>• Build vocabulary</li> <li>• Give well-structured descriptions, explanations and narratives</li> <li>• Maintain attention and participate actively in collaborative conversations</li> <li>• Speak audibly and fluently</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Consider and evaluate different viewpoints</li> </ul>	<p><b>Children can...</b></p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Build vocabulary</li> <li>• Articulate and justify answers</li> <li>• Use spoken language: speculating, hypothesising, imagining and exploring ideas</li> <li>• Speak audibly and fluently</li> <li>• Use Standard English</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Select and use appropriate registers for effective communication</li> </ul>	<p><b>Children can...</b></p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Build vocabulary</li> <li>• Maintain attention and participate actively in collaborative conversations</li> <li>• Speak audibly and fluently</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Gain, maintain and monitor the interest of the listener(s)</li> <li>• Consider and evaluate different viewpoints</li> <li>• Select and use appropriate registers</li> </ul>	<p><b>Children can...</b></p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions</li> <li>• Build vocabulary</li> <li>• Give well-structured descriptions, explanations and narratives</li> <li>• Use spoken language: speculating, hypothesising, imagining and exploring ideas</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Identify and discuss themes and conventions</li> </ul>	<p><b>Children can...</b></p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Build vocabulary</li> <li>• Use spoken language: speculating, hypothesising, imagining and exploring ideas</li> <li>• Speak audibly and fluently</li> <li>• Use Standard English</li> <li>• Select and use appropriate registers for effective communication</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Recommend books to peers</li> <li>• Learn poetry by heart</li> <li>• Prepare poems and plays for performance</li> <li>• Draw inferences (characters' feelings,</li> </ul>

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## Curriculum Progression for English

<p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Identify and discuss themes and conventions</li> <li>• Ask questions to improve understanding</li> <li>• Draw inferences (characters' feelings, thoughts and motives); justify with evidence</li> <li>• Predict from details stated and implied</li> <li>• Summarise main ideas, identifying key details</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Provide reasoned justifications for views</li> </ul> <p>Writing Composition:</p> <ul style="list-style-type: none"> <li>• Identify the audience for and purpose of writing</li> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Enhance meaning through selecting</li> </ul>	<p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Prepare poems and plays for performance</li> <li>• Check sense, discuss understanding and explore meaning of words in context</li> <li>• Summarise main ideas, identifying key details</li> <li>• Retrieve, record and present information</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Explain and discuss understanding of reading</li> </ul> <p>Writing Composition:</p> <ul style="list-style-type: none"> <li>• Identify the audience for and purpose of writing</li> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Enhance meaning through selecting</li> </ul>	<p><b>Reading comprehension:</b></p> <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 improve understanding</li> <li>• Draw inferences (characters feelings, thoughts and motives); justify with evidence</li> <li>• Predict from details stated and implied</li> <li>• Summarise main ideas, identifying key details</li> <li>• Evaluate authors' language choice</li> <li>• Distinguish between fact and opinion (Greater depth only)</li> <li>• Participate in discussion about books</li> <li>• Explain and discuss understanding of reading</li> </ul>	<p>for effective communication</p> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Make comparisons within and across texts</li> <li>• Check sense, discuss understanding and explore meaning of words in context</li> <li>• Ask questions to improve understanding</li> <li>• Draw inferences (characters, feelings, thoughts, motives); justify with evidence</li> <li>• Predict from details stated and implied</li> <li>• Summarise main ideas, identifying key details</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Evaluate authors' language choices</li> <li>• Retrieve, record and present information from non-fiction</li> </ul> <p>Writing Composition:</p>	<ul style="list-style-type: none"> <li>• Check sense, discuss understanding and explore meaning of words in context</li> <li>• Ask questions to improve understanding</li> <li>• Predict from details stated and implied</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Evaluate authors' language choice</li> <li>• Distinguish between fact and opinion</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Participate in discussion about books</li> <li>• Provide reasoned justifications for views</li> <li>• Identify the audience for and purpose of writing</li> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Enhance meaning through selecting</li> </ul>	<p>thoughts and motives); justify with evidence</p> <ul style="list-style-type: none"> <li>• Summarise main ideas, identifying key details</li> <li>• Evaluate authors' language choice</li> <li>• Participate in discussion about books</li> </ul> <p>Writing Composition</p> <ul style="list-style-type: none"> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Describe settings, characters and atmosphere</li> <li>• Précis longer passages</li> <li>• Integrate dialogue to convey character and advance the action</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings</li> </ul>
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*Love each other, as God loves us.*



## Curriculum Progression for English

<p>appropriate grammar and vocabulary</p> <ul style="list-style-type: none"> <li>• Describe settings, characters and atmosphere</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings</li> <li>• Use consistent and correct tense</li> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a story with a flashback from another character's point of view</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a story with a flashback from another character's point of view including a section in recount genre e.g. diary, letter, eye-witness account</li> </ul>	<p>appropriate grammar and vocabulary</p> <ul style="list-style-type: none"> <li>• Précis longer passages</li> <li>• Use organisational and presentational devices to structure text</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings</li> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write an independent version of a booklet based on an amazing animal (hybrid text type including information, explanation and persuasion)</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write and present a 'Newsround' style TV news story about the tiger crisis</li> </ul>	<ul style="list-style-type: none"> <li>• Provide reasoned justifications for views</li> </ul> <p><b>Writing Composition:</b></p> <ul style="list-style-type: none"> <li>• Identify the audience for and purpose of writing</li> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Describe settings, characters and atmosphere</li> <li>• Integrate dialogue to convey character and advance the action</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings</li> <li>• Choose the appropriate register</li> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p><b>Writing outcome:</b></p>	<ul style="list-style-type: none"> <li>• Identify the audience for and purpose of writing</li> <li>• Note and develop initial ideas, drawing on reading</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Précis longer passages</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Use consistent and correct tense</li> <li>• Choose the appropriate register</li> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a journalistic report (hybrid) about Charles Darwin's discoveries</li> </ul>	<p>appropriate grammar and vocabulary</p> <ul style="list-style-type: none"> <li>• Use organisational and presentational devices to structure texts</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Use consistent and correct tense</li> <li>• Choose the appropriate register</li> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a multi-modal biography of Jacques Cousteau in the style of the 'Great Adventurers' text</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Add a section entitled 'How Jacques Cousteau inspired me' linked to</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between the language of speech and writing</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Perform own compositions using appropriate intonation, volume and movement</li> </ul> <p><b>Writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write the next chapter of Sky Chasers in the style of the author from two different viewpoints</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write from three different viewpoints</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Select appropriate grammar and vocabulary</li> <li>• Integrate dialogue to convey character and advance the action</li> </ul>
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*Love each other, as God loves us.*



## Curriculum Progression for English

<p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Use devices to build cohesion within a paragraph</li> <li>• Link ideas across paragraphs using adverbials of time, place and number</li> <li>• Use of inverted commas and other punctuation to punctuate direct speech</li> <li>• Use Y5 standard punctuation</li> <li>• Use consistent and correct tense</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely (recap from Y5)</li> <li>• Use passive verbs</li> <li>• Link ideas across paragraphs using a wider range of cohesive devices</li> <li>• Integrate dialogue to convey character and advance the action</li> </ul>	<p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Apply persuasive language</li> <li>• Use passive verbs</li> <li>• Link ideas across paragraphs using a wider range of cohesive devices</li> <li>• Use clear organisational Features</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Use modal verbs and adverbs to indicate degrees of possibility</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Use concise word choices</li> <li>• Select language to appeal to the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Write a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from a character's point of view</li> </ul> <p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a version from the special tree's perspective</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Integrate dialogue to convey character and advance the action</li> <li>• Select appropriate grammar and vocabulary</li> <li>• Use brackets, dashes or commas to indicate parenthesis (Y5)</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)</li> </ul>	<p><b>Greater depth writing outcome:</b></p> <ul style="list-style-type: none"> <li>• Write a journalistic report about Charles Darwin's discoveries which includes extracts from another genre e.g. diary, interview, information</li> </ul> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Select appropriate grammar and vocabulary</li> <li>• Distinguish between the language of speech and writing</li> <li>• Use a wide range of devices to build cohesion</li> <li>• Use Y5 standard punctuation correctly</li> <li>• Use semi-colons to mark boundaries between independent clauses (GD)</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Use passive verbs</li> <li>• Variety of verb forms used correctly and consistently including</li> </ul>	<p>his role in the conservation debate</p> <p><b>Gateway keys:</b></p> <ul style="list-style-type: none"> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• Organise paragraphs around a theme</li> <li>• Use fronted adverbials</li> <li>• Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition</li> <li>• Use punctuation at Y4 standard correctly</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)</li> <li>• Use a wider range of devices to build</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wide range of devices to build cohesion</li> </ul> <p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</li> <li>• Identify the audience and purpose for writing</li> <li>• Choose the appropriate register</li> <li>• Use semi-colons, colons or dashes to mark boundaries between independent clauses</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Use language carefully to influence the reader's opinion of a character, place or situation</li> <li>• Use powerful and varied verbs for action</li> <li>• Use paragraphs to vary pace and emphasis</li> <li>• Use dialogue to explain the plot, reveal</li> </ul>
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## Curriculum Progression for English

<p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Use small details for characters to amuse, entertain or create drama</li> <li>• Engage reader through selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language</li> <li>• Manipulate tense and verb forms</li> <li>• Manipulate structure using a flashback</li> <li>• Use paragraphs to vary pace and emphasis</li> </ul>	<ul style="list-style-type: none"> <li>• Clarify technical vocabulary</li> <li>• Adapt formality to suit purpose and audience</li> <li>• Provide well-developed factual information for the reader</li> <li>• Manipulate style for specific purpose and audience (hybrid text)</li> <li>• Include a summarising statement</li> </ul>	<p><b>Mastery keys:</b></p> <ul style="list-style-type: none"> <li>• Distinguish between the language of speech and writing</li> <li>• Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</li> <li>• Use passive verbs</li> <li>• Use semi-colons to mark boundaries between independent clauses</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Use language carefully to influence the reader's opinion of a character, place or situation</li> <li>• Use archaic language</li> <li>• Use paragraphs to vary pace and emphasis</li> <li>• Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood</li> </ul>	<p>the progressive and the present perfect forms</p> <ul style="list-style-type: none"> <li>• Use a wide range of devices to build cohesion</li> <li>• Use organisational and presentational devices to structure text</li> <li>• Use colons to mark boundaries between independent clauses</li> </ul> <p><b>Feature keys:</b></p> <p>Journalistic report hybrid:</p> <ul style="list-style-type: none"> <li>• Add details of the 5Ws throughout piece – who, what, where, when, why and how</li> <li>• Direct address to the reader through questions as subheadings</li> <li>• Use quotes from people to provide opinions and information</li> <li>• Use passive voice for ambiguity</li> </ul>	<p>cohesion e.g. conjunctions, synonyms, adverbials, punctuation</p> <ul style="list-style-type: none"> <li>• Use a colon to introduce a list and use semi-colons within lists</li> <li>• Use hyphens to avoid ambiguity</li> </ul> <p><b>Feature keys:</b></p> <ul style="list-style-type: none"> <li>• Select the appropriate style to engage the audience</li> <li>• Use direct and reported speech to express a range of viewpoints</li> <li>• Use verb tenses consistently and correctly</li> <li>• Use real life facts, including dates and place names</li> <li>• Use thematic language specific to the subject</li> <li>• Use formal language appropriately</li> </ul>	<p>new information, show character or relationships or to convey mood</p> <ul style="list-style-type: none"> <li>• Combine action, dialogue and description</li> </ul>
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## Curriculum Progression for English

		<ul style="list-style-type: none"> <li>• Give clues to the reader about when the story takes place - what characters are wearing, buildings, horse drawn carriage rather than cars etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate formality for intended audience</li> <li>• Use layout features of a journalistic report, including headline, photographs and captions and ending with a summary, comment or question</li> </ul>		
<b>Key vocabulary:</b> aggressive cemetery convenience desperate immediately necessary neighbour occupy prejudice queue recognise restaurant sacrifice soldier symbol friction benevolence compassion angst authority conflict dispute timidly pounding invaded Jew Jewish holocaust Nazi occupation apartment thread keyhole Madame Monsieur community	<b>Key vocabulary:</b> according bargain category committee communicate controversy develop disastrous exaggerate frequently government hindrance interfere parliament persuade signature sincerely originally especially including affected definitely exactly fewer particular accidentally probably managed unfortunately Panthera tigris breeding grassland swampy appetite disease rancher prairies captive/captivity predator	<b>Key vocabulary:</b> ancient awkward community correspond determined familiar forty harass hindrance interrupt nuisance privilege rhyme rhythm stomach vegetable bore rattled ceased blossoms bitterly longed admired merely hastened slay ogre trespasser casement wound awe	<b>Key vocabulary:</b> accommodate apparent average environment excellent existence explanation individual occur physical pronunciation relevant system temperature thorough variety revolutionary emerge transform exchange magnificent stirring frequent flourish several evolution endemic seamount natural selection extinction descendants terrain elevation colony/colonise	<b>Key vocabulary:</b> accompany achieve amateur conscience conscious curiosity determined environment equipment foreign muscle programme shoulder sufficient vehicle yacht fascinated villainous surrounded perilous pioneer inventor legacy innovations camouflaged seascape marine scorpion fish dorados emeralds sapphires rubies checkerboard fish truckfish moustache	<b>Key vocabulary:</b> appreciate attached available bruise curiosity definite identity language leisure lightning marvellous mischievous opportunity profession recommend suggest twelfth inventor obsession contraption setback ingenuity experiment elation triumph deceit contraption espionage mechanics pickpocket prototype aeronautical papermill airborne rooster poultry orphan

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## Curriculum Progression for English

	conservation(ists) population				
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