

**Hipswell Church of England Primary School - English Curriculum**

Our curriculum develops the skills and knowledge that will enable our children to become competent communicators. Pupils will express themselves effectively and creatively through spoken and written language. Children will read fluently and develop a love of reading, appreciating literature and its rich variety. Through our curriculum, pupils will develop an ever-growing vocabulary with an interest in words and their meanings.

<b>Prime/ Specific area</b>	<b>Communication and language development</b>		<b>Physical development</b>	<b>Literacy</b>			<b>Expressive arts and design</b>
<b>Strand</b>	<b>Listening, attention and understanding</b>	<b>Speaking</b>	<b>Fine motor skills</b>	<b>Comprehension</b>	<b>Word reading</b>	<b>Writing</b>	<b>Being imaginative</b>
<b>ELG</b>	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Say a sound for each letter in the alphabet and at least 10 digraphs.	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	Invent, adapt and recount narratives and stories with peers and their teacher.

	Purpose for writing	Text type	Spelling, punctuation and grammar	Key text	Key language features	Oracy	Reading
Year 1	Writing to inform	Instructions	<p>To leave spaces between words.</p> <p>To join words and clauses using 'and'</p> <p>To begin to punctuate sentences using a capital letter and a full stop.</p>		<p>Imperative verbs</p> <p>Numbered</p> <p>Conjunction - and</p>	<p>Following instructions:</p> <p><a href="https://noisyclassroom.com/oracy-ideas/following-instructions/">https://noisyclassroom.com/oracy-ideas/following-instructions/</a></p>	<p>Little Wandle scheme</p> <p>Phonics</p> <p>3-part read</p>
		Letters and postcards	<p>To leave spaces between words.</p> <p>To join words and clauses using 'and'</p> <p>To begin to punctuate sentences using a capital letter and a full stop.</p> <p>To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	The Jolly Postman (Janet and Allan Ahlberg)	<p>Greeting</p> <p>Sequenced sentences to recount events</p> <p>Use a capital letter for the personal pronoun 'I'</p> <p>Signing off</p>	<p>Video diary:</p> <p><a href="https://noisyclassroom.com/speaking-and-listening-formats/video-diary/">https://noisyclassroom.com/speaking-and-listening-formats/video-diary/</a></p>	
	Writing to entertain	Traditional tales	<p>To use -ing, -ed, -er and -est where no change is needed in the spelling of root words.</p> <p>To use the spelling rule for adding -s or -es as the plural marker for noun.</p>	<p>Goldilocks and the Three Bears.</p> <p>Jack and the Beanstalk.</p> <p>Red Riding Hood.</p> <p>The Three Little Pigs.</p> <p>The Three Billy Goats Gruff.</p>	<p>Beginning, middle and end.</p> <p>Story book language e.g. once upon time/happily ever after.</p> <p>Common themes: heroes and villains, good vs evil, happy endings, love, morals/lesson learned</p>	<p>The extended answer</p> <p><a href="file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf">file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf</a></p> <p>Chat shows:</p> <p><a href="https://noisyclassroom.com/speaking-and-listening-formats/video-diary/">https://noisyclassroom.com/speaking-and-listening-formats/video-diary/</a></p>	

			<p>How words can combine to make sentences.</p> <p>To join words and clauses using 'and'</p> <p>To sequence sentences to form short narratives.</p> <p>To leave spaces between words.</p> <p>To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p>			<p><a href="https://noisyclassroom.com/speaking-and-listening-formats/chat-shows/">ng-and-listening-formats/chat-shows/</a></p> <p>Role play:  <a href="https://noisyclassroom.com/speaking-and-listening-formats/role-plays/">https://noisyclassroom.com/speaking-and-listening-formats/role-plays/</a></p>	
		<p>Poetry (senses, similes)  Michael Rosen</p>	<p>To leave spaces between words.</p> <p>To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p>	<p>Poems 'Don't'  Michael Rosen's A-Z of Children's Poetry by Michael Rosen</p>	<p>Pattern Repetition  Rhyme</p>	<p>Presentations:  <a href="https://www.teachwire.net/news/7-ways-to-boost-public-speaking-skills-in-primary">https://www.teachwire.net/news/7-ways-to-boost-public-speaking-skills-in-primary</a></p>	
		<p>Dreamtime stories</p>	<p>To use -ing, -ed, -er and -est where no change is needed in the spelling of root words.</p> <p>To use the spelling rule for adding -s or -es as the plural marker for nouns and</p>	<p>Tidalik the Frog  How the Platypus got his Bill</p>	<p>Beginning, middle and end.  Develop an understanding of the purpose for writing the stories.</p>	<p>The extended answer file:  <a href="file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf">file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf</a></p>	

			<p>the third person singular marker for verbs.</p> <p>To join words and clauses using 'and'</p> <p>To sequence sentences to form short narratives.</p> <p>To leave spaces between words.</p> <p>To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p>				
		Contemporary picture books	<p>Year 1 SPaG that hasn't been covered yet:</p> <p>To spell the days of the week.</p> <p>To use the prefix un-</p> <p>To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Big rain coming (Katrina Germein)</p> <p>Edward the Emu (Sheena Knowles)</p> <p>Diary of a wombat (Jackie French)</p> <p>Where the Wild things are (Morris Sendak)</p>	Beginning, middle and end. Write a story with a clear plot.		
Year 2	Writing to inform	Non-chronological report - fact file	To use full stops, capital letters, exclamation marks, question marks.		Title Introduction Subheadings Facts	Presentations: <a href="https://www.teachwire.net/news/7-ways-to-boost-public-speaking-skills-in-primary">https://www.teachwire.net/news/7-ways-to-boost-public-speaking-skills-in-primary</a>	Little Wandle scheme Phonics 3-part read

			<p>To use commas for lists.</p> <p>To use expanded noun phrases to describe and specify.</p> <p>To use the present tense correctly and consistently.</p> <p>To use subordination and co-ordination.</p>				
		Informal letter	<p>To use full stops, capital letters, exclamation marks, question marks.</p> <p>To use commas for lists.</p> <p>To use expanded noun phrases to describe and specify.</p> <p>To use the present and past tenses correctly and consistently, including the progressive form.</p> <p>To use subordination and co-ordination.</p> <p>To use apostrophes for contracted forms and the possessive (singular).</p>	<p>The Day the Crayons Quit (Drew Daywalt)</p> <p>The Day the Crayons came Back (Drew Daywalt)</p>	<p>Greeting</p> <p>Sequenced events</p> <p>Time adverbials</p> <p>Informal - apostrophes for contracted forms, colloquial language</p> <p>Signing off</p>	<p>Video diary:</p> <p><a href="https://noisyclassroom.com/speaking-and-listening-formats/video-diary/">https://noisyclassroom.com/speaking-and-listening-formats/video-diary/</a></p>	

		<p>Instructions</p> <p>To use full stops, capital letters, exclamation marks, question marks. To use commas for lists. To use the present tense correctly and consistently. To use subordination and co-ordination. To write sentences with different forms: statement, command.</p>		<p>Title</p> <p>Imperative verbs Bullet points or numbered steps Adverbs and time adverbials (first, next, then)</p>	<p>Following instructions: <a href="https://noisyclassroom.com/oracy-ideas/following-instructions/">https://noisyclassroom.com/oracy-ideas/following-instructions/</a></p>	
		<p>Diary (recount)</p> <p>To use full stops, capital letters, exclamation marks, question marks. To use the past tense correctly and consistently. To use expanded noun phrases to describe and specify. To use apostrophes for contracted forms and the possessive (singular).</p>		<p>Date</p> <p>Dear Diary Informal language, contractions Feelings and thoughts Signing off Adverbials of time Adverbs</p>	<p>Video diary: <a href="https://noisyclassroom.com/speaking-and-listening-formats/video-diary/">https://noisyclassroom.com/speaking-and-listening-formats/video-diary/</a></p> <p>I remember when (Talk Talk document)</p>	
		<p>Poster/leaflet</p> <p>To use full stops, capital letters, exclamation marks, question marks.</p>		<p>Title</p> <p>Subheadings Factual information – who, what, where, when, why Pictures and captions</p>	<p>News broadcast: <a href="https://noisyclassroom.com/speaking-and-listening-formats/news-broadcasts/">https://noisyclassroom.com/speaking-and-listening-formats/news-broadcasts/</a></p>	

			<p>To use commas for lists.</p> <p>To use expanded noun phrases to describe and specify.</p> <p>To use the present and past tenses correctly and consistently, including the progressive form.</p> <p>To use subordination and co-ordination.</p>				
		Newspaper	<p>To use full stops, capital letters, exclamation marks, question marks.</p> <p>To use the past tense correctly and consistently, including the progressive form.</p> <p>To use subordination and co-ordination.</p>		<p>Headline: short and catchy</p> <p>Factual information: who, what, where, when, why</p> <p>Photograph and caption</p> <p>Past tense</p>	<p>News broadcast:</p> <p><a href="https://noisyclassroom.com/speaking-and-listening-formats/news-broadcasts/">https://noisyclassroom.com/speaking-and-listening-formats/news-broadcasts/</a></p>	
Writing to entertain	Pattern and rhyme poetry	<p>To use full stops, capital letters, exclamation marks, question marks.</p> <p>To use expanded noun phrases to describe and specify.</p>	Revolting Rhymes (Roald Dahl)	<p>Pattern</p> <p>Repetition</p> <p>Rhyme</p> <p>Rhythm</p> <p>Alliteration</p> <p>Similes</p>	<p>Presentations:</p> <p><a href="https://www.teachwire.net/news/7-ways-to-boost-public-speaking-skills-in-primary">https://www.teachwire.net/news/7-ways-to-boost-public-speaking-skills-in-primary</a></p>		

		Contemporary poetry Roger McGough	To use full stops, capital letters, exclamation marks, question marks. To use expanded noun phrases to describe and specify.	The Sound Collector All the Best, Selected Poems	Pattern Repetition Rhyme Rhythm Alliteration Similes	Presentations: <a href="https://www.teachwire.net/news/7-ways-to-boost-public-speaking-skills-in-primary">https://www.teachwire.net/news/7-ways-to-boost-public-speaking-skills-in-primary</a>
		Traditional tales	To use the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs. To use subordination and co-ordination. To use expanded noun phrases to describe and specify. To use the past tense correctly and consistently, including the progressive form. To form nouns using suffixes such as –ness, –er and by compounding (whiteboard, superman). To form adjectives using suffixes such as –ful, –less.	The Magic Porridge Pot. Stone Soup. The Enormous Turnip. The Ugly Duckling. The Elves and the Shoe Maker	Beginning, problem, middle, solution and end. Story book language e.g. Once upon time/happily ever after/Long, long ago/ Once there lived/. Repetition of phrases (they pulled and they pulled...). Common themes and characters. Moral or lesson learned.	The extended answer <a href="file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf">file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf</a>  Chat shows: <a href="https://noisyclassroom.com/speaking-and-listening-formats/chat-shows/">https://noisyclassroom.com/speaking-and-listening-formats/chat-shows/</a>  Role play: <a href="https://noisyclassroom.com/speaking-and-listening-formats/role-plays/">https://noisyclassroom.com/speaking-and-listening-formats/role-plays/</a>
		Fantasy Worlds	To use the suffixes –er, –est in adjectives and –ly to turn	Literacy Shed - Bubbles	Beginning, problem, middle, solution and end.	



			<p>adjectives into adverbs.</p> <p>To use subordination and co-ordination.</p> <p>To use expanded noun phrases to describe and specify.</p> <p>To use the past tense correctly and consistently, including the progressive form.</p> <p>To understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>		<p>Use of imagination to create own world.</p> <p>Detailed setting and character description.</p> <p>Direct speech.</p>		
		<p>Familiar stories</p> <p>Books by well-known authors</p>	<p>To use the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs.</p> <p>To use subordination and co-ordination.</p> <p>To use expanded noun phrases to describe and specify.</p> <p>To use the past tense correctly and consistently,</p>	<p>The Pirate Next Door (Johnny Duddle)</p> <p>Fantastic Mr Fox,</p> <p>The Twits,</p> <p>George’s Marvellous Medicine (Roald Dahl)</p> <p>Toys in Space (Mini Grey)</p>	<p>Beginning, problem, middle, solution and end.</p> <p>Detailed setting and character description.</p> <p>Direct speech.</p> <p>What are the children gaining from this unit?</p> <p>Focus on one text? Own versions?</p>	<p>The extended answer</p> <p><a href="file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf">file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf</a></p>	

			including the progressive form.				
Year 3	Writing to inform	Formal letter	<p>To use the present perfect form of verbs in contrast to the past tense.</p> <p>To use fronted adverbials.</p> <p>To use commas after fronted adverbials.</p>	<p>Two Little Penguins Called Flapjack and Waddle (Dolphin Books)</p> <p>Georgie Adams</p> <p>Dear Mother</p> <p>Goose Michael</p> <p>Rosen</p>	<p>Address, date</p> <p>Formal opening</p> <p>Purpose of letter</p> <p>Conjunctions: when, if, because, although</p> <p>Formal language: no contractions</p> <p>Fronted adverbials</p> <p>Appropriate ending</p>	<p>Balloon debate:</p> <p><a href="https://noisyclassroom.com/speaking-and-listening-formats/balloon-debate/">https://noisyclassroom.com/speaking-and-listening-formats/balloon-debate/</a></p>	Whole class reading
		Diary	<p>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>To use fronted adverbials.</p> <p>To use commas after fronted adverbials.</p>	<p>Diary of a Worm-Doreen Cronin</p> <p>I was there</p> <p>Viking Invasion (I Was There) Paperback by Stuart Hill</p>	<p>Date</p> <p>Opening</p> <p>Past tense</p> <p>Events in chronological order</p> <p>Informal and emotive language</p> <p>Personal pronouns</p> <p>Time adverbials</p>	<p>Hotseating:</p> <p><a href="https://noisyclassroom.com/speaking-and-listening-formats/hot-seating/">https://noisyclassroom.com/speaking-and-listening-formats/hot-seating/</a></p> <p>Video diary:</p> <p><a href="https://noisyclassroom.com/speaking-and-listening-formats/video-diary/">https://noisyclassroom.com/speaking-and-listening-formats/video-diary/</a></p>	
		Non-chronological report (non-fiction information book)	<p>To use adverbs and prepositions to express time and cause.</p> <p>To use fronted adverbials.</p>	<p>Mary Anning (58) (Little People, BIG DREAMS) Hardcover</p>	<p>Title</p> <p>Organisational devices: sub-headings, bullet points</p> <p>Pictures and captions</p> <p>Factual information</p> <p>Paragraphs/sections around a theme</p>	<p>The extended answer</p> <p><a href="file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf">file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf</a></p>	

			To use commas after fronted adverbials.				
	Newspaper		To use conjunctions, adverbs and prepositions to express time and cause. To use and punctuate direct speech. To use fronted adverbials. To use commas after fronted adverbials.	by Maria Isabel Sanchez Vegara	Headline: capture reader's attention, alliteration Paragraphs Quote Past tense Third person Photograph and caption Fronted adverbials Factual information	I couldn't disagree more <a href="file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf">file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf</a>	
Writing to entertain	Adventure stories		To extend the range of sentences with more than one clause by using a wider range of conjunctions including : When, if, because, although. To indicate possession by using the possessive apostrophe with plural nouns.	Mr Penguin and The Lost Treasure  Kidnapped by Pie Corbett	Hook the reader with an interesting opening. Detailed setting description and use of senses to develop character. Risk and excitement (escaping danger, going on a quest). Problems to be solved. Short sentences to build tension. Dialogue	Chat shows: <a href="https://noisyclassroom.com/speaking-and-listening-formats/chat-shows/">https://noisyclassroom.com/speaking-and-listening-formats/chat-shows/</a>  Presentations: <a href="https://www.teachwire.net/news/7-ways-to-boost-public-speaking-skills-in-primary">https://www.teachwire.net/news/7-ways-to-boost-public-speaking-skills-in-primary</a>	
	Shape poems and calligrams		To use noun phrases expanded by the addition of modifying adjectives, nouns	Star so bright by Jennifer Betts	Portray the content of the poem through presentation. Shape adds to the meaning of the poem.	Pace yourself <a href="file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-">file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-</a>	

			and preposition phrases.		Carefully selected vocabulary.	<a href="#">Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf</a>  Role play: <a href="https://noisyclassroom.com/speaking-and-listening-formats/role-plays/">https://noisyclassroom.com/speaking-and-listening-formats/role-plays/</a>  Fillers beware! <a href="file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf">file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf</a>	
	Poetry Pie Corbett	To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.	Pie Corbett	Alliteration Similes Powerful verbs and adjectives Vocabulary linked to title, mood or feeling.	Pace yourself <a href="file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf">file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf</a>  Role play: <a href="https://noisyclassroom.com/speaking-and-listening-formats/role-plays/">https://noisyclassroom.com/speaking-and-listening-formats/role-plays/</a>  Fillers beware! <a href="file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf">file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf</a>		
	Animal stories	To use the forms a or an according to whether the next	Poles Apart! Jeanne Willis	Personification Dialogue Organisation and structure	Hotseating: <a href="https://noisyclassroom.com/speaking-and-listening-formats/role-plays/">https://noisyclassroom.com/speaking-and-listening-formats/role-plays/</a>		

			<p>word begins with a consonant or a vowel.</p> <p>To extend the range of sentences with more than one clause by using a wider range of conjunctions including: When, if, because, although.</p> <p>To indicate possession by using the possessive apostrophe with plural nouns.</p>		Humorous incidents	<a href="#">ng-and-listening-formats/hot-seating/</a>	
		Myths and Legends	<p>To choose nouns or pronouns appropriately for clarity and cohesion and avoid repetition.</p> <p>To use fronted adverbials.</p> <p>To use commas after fronted adverbials.</p> <p>Expanded noun phrases</p>	The Children's Book of Myths and Legends Ronne Randall	<p>Understand the purpose of mythical stories.</p> <p>Common themes: characters (heroes, villains, gods, supernatural).</p> <p>Detailed description of conflict, plot, and resolution.</p>	<p>The extended answer</p> <p><a href="file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf">file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf</a></p>	
	Writing to persuade	Posters/leaflets	To use the present perfect form of verbs in contrast to the past tense.	Sample posters and leaflets from various places; about animals, theme parks etc.	<p>Title</p> <p>Introduction to topic</p> <p>Opinion presented as fact</p> <p>Rhetorical questions</p> <p>Present tense</p> <p>Power of 3</p> <p>Emotive language</p>	<p>I couldn't disagree more</p> <p><a href="file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf">file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf</a></p>	

			To use fronted adverbials. To use commas after fronted adverbials				
Year 4	Writing to inform	Formal and informal letters	To use the present perfect form of verbs in contrast to the past tense.  To use fronted adverbials. To use commas after fronted adverbials.	Evacuee letter (Alice)	Address, date Appropriate opening Introduction Conjunctions, adverbs and prepositions to express time and cause Formal language: no contractions, standard English Fronted adverbials Use pronouns appropriately for clarity and cohesion Appropriate ending		Whole class reading
		Diary	To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  To use fronted adverbials. To use commas after fronted adverbials.	Anne Frank's Diary  Letters from a lighthouse	Date Opening Tense used appropriately (past to recount events, present for emotive language, future for looking forward) Events in chronological order Informal and emotive language Personal pronouns Time adverbials	Video diary: <a href="https://noisyclassroom.com/speaking-and-listening-formats/video-diary/">https://noisyclassroom.com/speaking-and-listening-formats/video-diary/</a>	
		Non-chronological report (non-fiction)	To use adverbs and prepositions to express time and cause.	Animals Da Vinci	Title Organisational devices: sub-headings, bullet points Pictures and captions Factual information		

		information book)	To use fronted adverbials. To use commas after fronted adverbials.		Paragraphs/sections around a theme Subject specific vocabulary Third person Past and present tense used accurately	
		Biography	To use and punctuate direct speech.  To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. To use fronted adverbials. To use commas after fronted adverbials.	Thomas Eddison Alexander Graham Bell	Introduction Chronological order Past tense Factual Third person Time adverbials	Hotseating: <a href="https://noisyclassroom.com/speaking-and-listening-formats/hot-seating/">https://noisyclassroom.com/speaking-and-listening-formats/hot-seating/</a>  Balloon debate: <a href="https://noisyclassroom.com/speaking-and-listening-formats/balloon-debate/">https://noisyclassroom.com/speaking-and-listening-formats/balloon-debate/</a>
		Newspaper	To use conjunctions to express time and cause. To use and punctuate direct speech. To use fronted adverbials. To use commas after fronted adverbials.	First News	Headline: capture reader's attention, alliteration, rhyme Paragraphs Quote Past tense Third person Photograph and caption Factual information Conjunctions, adverbs and prepositions to express time and cause	Mock trial: <a href="https://noisyclassroom.com/speaking-and-listening-formats/mock-trial/">https://noisyclassroom.com/speaking-and-listening-formats/mock-trial/</a>  Chat shows: <a href="https://noisyclassroom.com/speaking-and-listening-formats/chat-shows/">https://noisyclassroom.com/speaking-and-listening-formats/chat-shows/</a>  News broadcast: <a href="https://noisyclassroom.com/speaking-and-listening-formats/news-broadcast/">https://noisyclassroom.com/speaking-and-listening-formats/news-broadcast/</a>

					Use pronouns appropriately for clarity and cohesion	<a href="https://www.plazoom.com/resources/ks2-grammar-game-year-4-standard-and-non-standard-english-make-a-match">ng-and-listening-formats/news-broadcasts/</a>  Standard English matching game: <a href="https://www.plazoom.com/resources/ks2-grammar-game-year-4-standard-and-non-standard-english-make-a-match">https://www.plazoom.com/resources/ks2-grammar-game-year-4-standard-and-non-standard-english-make-a-match</a>
	Instructions	To use fronted adverbials. To use commas after fronted adverbials.	How to prepare a mummy Jillian Powell.	Title Imperative verbs Bullet points or numbered steps Chronological Subheadings for different sections Pictures/captions Adverbs and time adverbials		
Writing to entertain	Traditional tales	To use fronted adverbials. To use commas after fronted adverbials. To use and punctuate direct speech. To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. To indicate possession by using the possessive	Anthony Brown's Hansel and Gretel	Challenge gender and stereotypes Standard and non-standard English Humour 3 <sup>rd</sup> person Past tense Alliteration Character development Dialogue	Talk detectives: <a href="https://noisyclassroom.com/oracy-ideas/talk-detectives/">https://noisyclassroom.com/oracy-ideas/talk-detectives/</a>  Standard English bingo: <a href="https://www.plazoom.com/resources/year-4-standard-english-bingo-grammar-games">https://www.plazoom.com/resources/year-4-standard-english-bingo-grammar-games</a>  Presentations: <a href="https://www.teachwire.net/news/7-ways-to-boost-public-speaking-skills-in-primary">https://www.teachwire.net/news/7-ways-to-boost-public-speaking-skills-in-primary</a>	



		apostrophe with plural nouns. Expanded noun phrases				
	Winter poetry OR Poetry Lewis Carrol, Edward Lear, Roald Dahl	To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.	Twelve beautiful Winter Poems: Pan Macmillan The Jabberwalky Lewis Carroll Brian Moses- I'm walking with my Iguana	Stanzas Carefully selected vocabulary Rhythm Create poems of a similar style.	Boxing match debate <a href="https://noisyclassroom.com/speaking-and-listening-formats/boxing-match-debates/">https://noisyclassroom.com/speaking-and-listening-formats/boxing-match-debates/</a>  Pace yourself <a href="file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf">file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf</a>	
	Haiku poems	To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.	Matsuo Basho, Kobayashi Issa, Masaoka Shiki, and Yosa Buson	Origin of Haiku – Japan Three lines, 5 syllables, 7 syllables, 5 syllables. No rhyme Alliteration Similes Powerful verbs and adjectives	Word of the day Articulate  Pace yourself <a href="file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf">file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf</a>	
	Fantasy stories	To use fronted adverbials. To use commas after fronted adverbials. To use and punctuate direct speech. To choose nouns or pronouns appropriately for clarity and cohesion	The Nowhere Emporium  Literacy Shed – Egyptian topic Tadeo Jones  The Lighthouse	3 <sup>rd</sup> person Past tense Character development. Fronted adverbials. Dialogue Wider range of vocabulary to describe settings for reader interest.	Keeping it real: <a href="https://www.teachwire.net/news/stand-and-deliver-how-to-turn-your-students-into-great-public-speakers">https://www.teachwire.net/news/stand-and-deliver-how-to-turn-your-students-into-great-public-speakers</a>  Chat shows: <a href="https://noisyclassroom.com/speaking-and-listening-formats/chat-shows/">https://noisyclassroom.com/speaking-and-listening-formats/chat-shows/</a>	

			and to avoid repetition. To indicate possession by using the possessive apostrophe with plural nouns.			News broadcast: <a href="https://noisyclassroom.com/speaking-and-listening-formats/news-broadcasts/">https://noisyclassroom.com/speaking-and-listening-formats/news-broadcasts/</a>
	Shakespeare and playscripts	To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. To use adverbs and prepositions to express time and cause.	Macbeth Midsummers night dream	Archaic language: thee, hither Dramatic characterisation Script writing: narrator, stage directions, scenes, dialogue Transition between third and first person narrative Stage directions (use of brackets and italics). Standard and non-standard English Follow the accepted convention to structure the script.	Boxing match debate <a href="https://noisyclassroom.com/speaking-and-listening-formats/boxing-match-debates/">https://noisyclassroom.com/speaking-and-listening-formats/boxing-match-debates/</a>  Role play: <a href="https://noisyclassroom.com/speaking-and-listening-formats/role-plays/">https://noisyclassroom.com/speaking-and-listening-formats/role-plays/</a>  The Road Show Game: <a href="https://www.teachwire.net/news/stand-and-deliver-how-to-turn-your-students-into-great-public-speakers">https://www.teachwire.net/news/stand-and-deliver-how-to-turn-your-students-into-great-public-speakers</a>	
Writing to persuade	Leaflet	To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.	Brochures from travel agent.	Organisational devices: sub headings, bullet points. Organising paragraphs around a theme. Factual information. Fact boxes/fun facts Rhetorical questions Power of 3 Emotive language		

		Formal letter	<p>To use the present perfect form of verbs in contrast to the past tense.</p> <p>To use fronted adverbials.</p> <p>To use commas after fronted adverbials</p>	Example letter full uniform.	<p>Address, date</p> <p>Appropriate opening</p> <p>Introduction</p> <p>Organising paragraphs around a theme</p> <p>Conjunctions, adverbs and prepositions to express time and cause</p> <p>Formal language: no contractions</p> <p>Use pronouns appropriately for clarity and cohesion</p> <p>Fronted adverbials</p> <p>Concluding paragraph</p>	<p>The Road Show Game:</p> <p><a href="https://www.teachwire.net/news/stand-and-deliver-how-to-turn-your-students-into-great-public-speakers">https://www.teachwire.net/news/stand-and-deliver-how-to-turn-your-students-into-great-public-speakers</a></p>	
		Debate	<p>To extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p>		<p>Imperative verbs</p> <p>Organised arguments</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p>	<p>Balloon debate:</p> <p><a href="https://noisyclassroom.com/speaking-and-listening-formats/balloon-debate/">https://noisyclassroom.com/speaking-and-listening-formats/balloon-debate/</a></p> <p>Boxing match debate</p> <p><a href="https://noisyclassroom.com/speaking-and-listening-formats/boxing-match-debates/">https://noisyclassroom.com/speaking-and-listening-formats/boxing-match-debates/</a></p> <p>Chat shows:</p> <p><a href="https://noisyclassroom.com/speaking-and-listening-formats/chat-shows/">https://noisyclassroom.com/speaking-and-listening-formats/chat-shows/</a></p> <p>Rebuttal tennis:</p> <p><a href="https://noisyclassroom.com/speaking-and-listening-formats/rebuttal-tennis/">https://noisyclassroom.com/speaking-and-listening-formats/rebuttal-tennis/</a></p>	

Year 5	Writing to inform	Non-chronological reports (documentary voice over)	<p>To recognise vocabulary and structures that are appropriate for formal speech and writing.</p> <p>To use passive verbs to affect the presentation of information in a sentence.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p>	Blue Planet – David Attenborough	<p>Introduction</p> <p>Clear, concise, organised explanation</p> <p>Specific, technical vocabulary</p> <p>Formal language</p> <p>Present tense</p> <p>Third person</p>	<p>The Road Show Game:  <a href="https://www.teachwire.net/news/stand-and-deliver-how-to-turn-your-students-into-great-public-speakers">https://www.teachwire.net/news/stand-and-deliver-how-to-turn-your-students-into-great-public-speakers</a></p> <p>Presentations:  <a href="https://www.teachwire.net/news/7-ways-to-boost-public-speaking-skills-in-primary">https://www.teachwire.net/news/7-ways-to-boost-public-speaking-skills-in-primary</a></p> <p>Fillers beware!  <a href="file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf">file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf</a></p>	Whole class reading
		Research report (geography)	<p>To punctuate bullet points consistently.</p> <p>To use the present perfect form of verbs.</p> <p>To use brackets and dashes to indicate parenthesis.</p>	The Great Kapok Tree Lynne Cherry	<p>Heading</p> <p>Sub-headings</p> <p>Diagrams/tables</p> <p>Formal language</p> <p>Third person</p> <p>Bullet points</p> <p>Information/factual</p> <p>Recommendations for future actions</p> <p>Specific language</p>	<p>The Road Show Game:  <a href="https://www.teachwire.net/news/stand-and-deliver-how-to-turn-your-students-into-great-public-speakers">https://www.teachwire.net/news/stand-and-deliver-how-to-turn-your-students-into-great-public-speakers</a></p>	
		Newspaper reports	To punctuate bullet points consistently.	The Lorax Dr. Seuss	<p>Headline: capture reader's attention, alliteration, rhyme, word play, puns</p> <p>Orientation and reorientation</p>	<p>Hotseating:  <a href="https://noisyclassroom.com/speaking-and-listening-formats/hotseating/">https://noisyclassroom.com/speaking-and-listening-formats/hotseating/</a></p>	

			<p>To use the present perfect form of verbs.</p> <p>To use brackets and dashes to indicate parenthesis.</p>		<p>Paragraphs</p> <p>Tense used accurately</p> <p>Photograph and caption</p> <p>Quotes and reported speech</p> <p>Formal language</p> <p>Cohesive devices</p> <p>Full range of punctuation including for parenthesis</p>	
	Biography	<p>To recognise vocabulary and structures that are appropriate for formal speech and writing.</p> <p>To use passive verbs to affect the presentation of information in a sentence.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p>	<p>‘On A Beam Of Light’ by Jennifer Berne and Vladimir Radunsky</p>	<p>Introduction</p> <p>Chronological order</p> <p>Factual information</p> <p>Paragraphs organised around a theme.</p> <p>Formal</p> <p>Quotes</p> <p>Third person</p> <p>Past tense</p> <p>Emotive language</p>	<p>News broadcast:</p> <p><a href="https://noisyclassroom.com/speaking-and-listening-formats/news-broadcasts/">https://noisyclassroom.com/speaking-and-listening-formats/news-broadcasts/</a></p>	
Writing to entertain	Myths and legends	<p>To use semi-colons, colons or dashes to mark boundaries between independent clauses.</p>	<p>Who Let the Gods Out? by Maz Evans</p>	<p>Retelling from different perspective</p> <p>Continuation of a myth</p> <p>Setting description – expanded noun phrases, variety of sentence structures, atmospheric vocabulary.</p>	<p>Keeping it real:</p> <p><a href="https://www.teachwire.net/news/stand-and-deliver-how-to-turn-your-students-into-great-public-speakers">https://www.teachwire.net/news/stand-and-deliver-how-to-turn-your-students-into-great-public-speakers</a></p> <p>Chat shows:</p> <p><a href="https://noisyclassroom.com/speaking-and-listening-formats/news-broadcasts/">https://noisyclassroom.com/speaking-and-listening-formats/news-broadcasts/</a></p>	

			To use commas to clarify meaning or avoid ambiguity in writing.		Hero, villain, gods, supernatural characters/powers, moral lesson/explaining why something came to be.	<a href="https://noisyclassroom.com/speaking-and-listening-formats/chat-shows/">ng-and-listening-formats/chat-shows/</a>
	Poetry Carol Ann Duffy		To use semi-colons, colons or dashes to mark boundaries between independent clauses.  To use commas to clarify meaning or avoid ambiguity in writing.	Carol Ann Duffy - Medusa	Stanzas Range of punctuation for effect Rhythm Range of poetry	Chat shows: <a href="https://noisyclassroom.com/speaking-and-listening-formats/chat-shows/">https://noisyclassroom.com/speaking-and-listening-formats/chat-shows/</a>  Performance poetry
	Fantasy - science fiction		To use expanded noun phrases to convey complicated information concisely.  To use relative clauses beginning with who, which, where, when, whose, that.	The Lion, The Witch and the Wardrobe – CS Lewis	Other worlds Technical vocabulary Alien characters Hero, villain Supernatural powers Plot – introduction, problem, resolution, conclusion	Keeping it real: <a href="https://www.teachwire.net/news/stand-and-deliver-how-to-turn-your-students-into-great-public-speakers">https://www.teachwire.net/news/stand-and-deliver-how-to-turn-your-students-into-great-public-speakers</a>  Role play: <a href="https://noisyclassroom.com/speaking-and-listening-formats/role-plays/">https://noisyclassroom.com/speaking-and-listening-formats/role-plays/</a>
	Space poetry Classic/Narr		To use expanded noun phrases to convey complicated	Lewis Carroll, 'Jabberwocky'.	Stanzas Range of punctuation for effect Rhythm	Chat shows: <a href="https://noisyclassroom.com/speaking-and-listening-formats/chat-shows/">https://noisyclassroom.com/speaking-and-listening-formats/chat-shows/</a>

		<p>ative poems (imagery)</p>	<p>information concisely.</p> <p>To use relative clauses beginning with who, which, where, when, whose, that.</p>	<p>Spaced Out: Space poems chosen by Brian Moses and James Carter</p>	<p>Using given style for effect</p> <p>Telling a story through poetry</p> <p>Figurative language – metaphor, simile, personification</p>	<p>Performance poetry</p>
Writing to persuade	Leaflets	<p>To use modal verbs or adverbs to indicate degrees of possibility.</p> <p>To use hyphens to avoid ambiguity.</p>	<p>Wangari's Trees of Peace: A True Story from Africa</p> <p>Jeanette Winter</p>	<p>Subheadings</p> <p>Paragraphs</p> <p>Diagrams and pictures</p> <p>Captions</p> <p>Imperative and modal verbs</p> <p>Second person</p> <p>Rhetorical question</p> <p>Facts and statistics</p> <p>Appeal to emotion</p>		
	Formal letters	<p>To use modal verbs or adverbs to indicate degrees of possibility.</p> <p>To use hyphens to avoid ambiguity.</p>	<p>Dear Greenpeace</p> <p>Simon James</p>	<p>Address, date</p> <p>Appropriate opening</p> <p>Introduction</p> <p>Paragraphs, sequenced information</p> <p>Formal language: no contractions, carefully selected vocabulary</p> <p>Cohesion within and across paragraphs</p> <p>Modal verbs</p> <p>Relative clauses</p> <p>Passive voice</p> <p>Concluding paragraph</p> <p>Appropriate sign-off</p> <p>Appeal to logic, credibility, emotion</p> <p>Emotive language</p>	<p>Hat debate:</p> <p><a href="https://noisyclassroom.com/speaking-and-listening-formats/hat-debates/">https://noisyclassroom.com/speaking-and-listening-formats/hat-debates/</a></p>	

		Debate	<p>To use modal verbs or adverbs to indicate degrees of possibility.</p> <p>To use hyphens to avoid ambiguity.</p>	This Moose Belongs to Me Oliver Jeffers	<p>Emotive language</p> <p>Clear, concise arguments</p> <p>Formal, standard English</p> <p>Technical vocabulary</p> <p>Modal and imperative verbs</p> <p>Rhetorical questions</p> <p>Conjunctions</p> <p>Appropriate use of first/second/third person</p> <p>Evidence</p>	<p>Balloon debate: <a href="https://noisyclassroom.com/speaking-and-listening-formats/balloon-debate/">https://noisyclassroom.com/speaking-and-listening-formats/balloon-debate/</a></p> <p>Boxing match debate <a href="https://noisyclassroom.com/speaking-and-listening-formats/boxing-match-debates/">https://noisyclassroom.com/speaking-and-listening-formats/boxing-match-debates/</a></p>	
	Writing to discuss	Review: books review and film critics for Netflix	<p>To use a colon to introduce a list.</p> <p>To use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>To recognise and use coordinating and subordinating conjunctions accurately.</p>	The Jamie Drake Equation Book by Christopher Edge	<p>Conjunctions – On the other hand, alternatively, Introduction</p> <p>Equally weighted paragraphs</p> <p>Conclusion</p> <p>Unbiased language – some people think that...</p> <p>Evidence/facts/explanations</p>	Mock trial: <a href="https://noisyclassroom.com/speaking-and-listening-formats/mock-trial/">https://noisyclassroom.com/speaking-and-listening-formats/mock-trial/</a>	
Year 6	Writing to inform	Newspaper	<p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use relative clauses beginning with who, which, where, when,</p>	War Game by Michael Foreman	<p>Headline: capture reader's attention, alliteration, rhyme, word play, puns</p> <p>Orientation and reorientation</p> <p>Photograph and caption</p> <p>Quotes and reported speech</p>	<p>Interview characters/witnesses.</p> <p>Verbal news report.</p> <p>Fillers beware.</p>	Whole class reading



			<p>whose, that or with an implied (ie omitted) relative pronoun.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p> <p>To use passive verbs to affect the presentation of information in a sentence.</p>		<p>Cohesion: furthermore, in addition, as a consequence...</p> <p>Formality used appropriately</p> <p>Appropriate use of tense</p> <p>Full range of punctuation including for parenthesis</p>		
		Autobiography	<p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p> <p>To use a colon to introduce a list.</p>	When Hitler Stole Pink Rabbit by Judith Kerr	<p>Chronological order</p> <p>Cohesion</p> <p>Manipulate formality</p> <p>Third/First person</p> <p>Emotive language</p>	<p>Keeping it real.</p> <p><a href="https://www.teachwire.net/news/stand-and-deliver-how-to-turn-your-students-into-great-public-speakers">https://www.teachwire.net/news/stand-and-deliver-how-to-turn-your-students-into-great-public-speakers</a></p>	

		Research report (science)	<p>To use passive verbs to affect the presentation of information in a sentence.</p> <p>To use a colon to introduce a list.</p> <p>To punctuate bullet points consistently.</p>		<p>Passive voice</p> <p>Heading</p> <p>Sub-headings</p> <p>Diagrams/tables</p> <p>Formal language</p> <p>Third person</p> <p>Bullet points</p> <p>Information/factual</p> <p>Recommendations for future actions</p> <p>Specific language</p>	<p>Verbal report to class.</p> <p>Answer questions about topic.</p> <p>Chat show.</p> <p>Pace yourself</p> <p>file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf</p>	
		Letter (manipulating formality)	<p>To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>To use modal verbs or adverbs to indicate degrees of possibility.</p> <p>To use commas to clarify meaning or avoid ambiguity in writing.</p> <p>To use hyphens to avoid ambiguity.</p> <p>To punctuate bullet points consistently.</p>	Charlie and the Chocolate Factory by Roald Dahl	<p>Address, date</p> <p>Appropriate opening</p> <p>Introduction</p> <p>Paragraphs, sequenced information</p> <p>Formal/informal language</p> <p>Wide range of devices to aid cohesion within and across paragraphs</p> <p>Subjunctive form</p> <p>Wide range of clauses</p> <p>Passive voice</p> <p>Concluding paragraph</p> <p>Appropriate sign-off</p>	<p>Public meetings:</p> <p><a href="https://noisyclassroom.com/speaking-and-listening-formats/public-meetings/">https://noisyclassroom.com/speaking-and-listening-formats/public-meetings/</a></p>	
	Writing to entertain	Novels and Stories with Historical settings	To use expanded noun phrases to convey complicated	Rose Blanche by Ian McEwan	<p>Authentic setting and characters</p> <p>Description – expanded noun phrases, variety of</p>	<p>Video diary:</p> <p><a href="https://noisyclassroom.com/speaking-and-listening-formats/video-diary/">https://noisyclassroom.com/speaking-and-listening-formats/video-diary/</a></p>	

		<p>information concisely</p> <p>To use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>To use semi-colons, colons or dashes to mark boundaries between independent clauses using commas to clarify meaning or avoid ambiguity in writing</p> <p>To use hyphens to avoid ambiguity</p> <p>To use brackets, dashes or commas to indicate parenthesis</p> <p>To use passive verbs to affect the presentation of information in a sentence</p> <p>To use the perfect form of verbs to mark relationships of time and cause</p>	<p>Once by Morris Gleitzman</p>	<p>sentence structures, atmospheric vocabulary, use of formal and informal language as appropriate eg description, dialogue.</p> <p>Fronted adverbials</p> <p>Vocabulary selected for time period</p> <p>Literal and inference</p> <p>Characters, setting, conflict/problem, resolution</p>	<p>Hot seat.</p>	
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		War poetry Wilfred Owen	To use expanded noun phrases to convey complicated information concisely To use the perfect form of verbs to mark relationships of time and cause	Poetry by Wilfred Owen	Imagery – figurative language, technical vocabulary, description for effect.	Performance poetry. Articulate!
		Poetry – iambic pentameter	To use expanded noun phrases to convey complicated information concisely	Poetry by Shakespeare	Stanzas Use of rhythm and syllables Manipulation of vocabulary	Performance poetry.
		Stories from other cultures/myths	To use expanded noun phrases to convey complicated information concisely To use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	Eagle of the Ninth by Rosemary Sutcliffe  Roman myths, Romulus and Remus, Cybele.	Appropriate vocabulary for culture/place Description – expanded noun phrases, variety of sentence structures, atmospheric vocabulary, use of formal and informal language as appropriate eg description, dialogue. Fronted adverbials Literal and inference Characters, setting, conflict/problem, resolution	Mock trial: <a href="https://noisyclassroom.com/speaking-and-listening-formats/mock-trial/">https://noisyclassroom.com/speaking-and-listening-formats/mock-trial/</a>  Balloon debate: <a href="https://noisyclassroom.com/speaking-and-listening-formats/balloon-debate/">https://noisyclassroom.com/speaking-and-listening-formats/balloon-debate/</a>
		Film Narrative (flashbacks)	To use the perfect form of verbs to mark relationships of time and cause	Literacy Shed The Piano	Time conjunctions Imagery Past and present tense Expanded noun phrases Explains/expands the plot	Keeping it real. <a href="https://www.teachwire.net/news/stand-and-deliver-how-to-turn-your-students-into-great-public-speakers">https://www.teachwire.net/news/stand-and-deliver-how-to-turn-your-students-into-great-public-speakers</a>

			To use passive verbs to affect the presentation of information in a sentence			I remember when...	
	Shakespeare		To use expanded noun phrases to convey complicated information concisely	Hamlet, Macbeth, The Tempest	Archaic language: thee, hither Poetry within stories: witches spell Figurative language Dramatic characterisation Script writing: speaker, stage directions, scenes, dialogue	Fillers beware! Hot seat.	
Writing to persuade	Formal letter		To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. To use modal verbs or adverbs to indicate degrees of possibility. To use commas to clarify meaning or avoid ambiguity in writing. To use hyphens to avoid ambiguity. To use passive verbs to affect the	Charlie and the Chocolate Factory by Roald Dahl	Address, date Appropriate opening Introduction Paragraphs, sequenced information Formal/informal language (quote) used consistently Wide range of devices to aid cohesion within and across paragraphs (therefore, furthermore) Subjunctive form Range of punctuation for effect Specific/technical vocabulary Evidence/statistics Modal/imperative verbs Wide range of clauses Passive voice	Presentations: <a href="https://www.teachwire.net/news/7-ways-to-boost-public-speaking-skills-in-primary">https://www.teachwire.net/news/7-ways-to-boost-public-speaking-skills-in-primary</a>	

			presentation of information in a sentence.		Concluding paragraph Appropriate sign-off	
	Debate	To use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.  To use semi-colons, colons or dashes to mark boundaries between independent clauses.	Charlie and the Chocolate Factory by Roald Dahl	Introduction Clear, concise, organised arguments Formal, standard English, subjunctive Appropriate use of first/second/third person Modal and imperative verbs Rhetorical questions Evidence and explanation Conclusion	Rebuttal tennis. <a href="https://noisyclassroom.com/speaking-and-listening-formats/rebuttal-tennis/">https://noisyclassroom.com/speaking-and-listening-formats/rebuttal-tennis/</a>	
	Advertising campaign	To punctuate bullet points consistently. To use modal verbs or adverbs to indicate degrees of possibility.  To use commas to clarify meaning or avoid ambiguity in writing.  To use hyphens to avoid ambiguity.	Charlie and the Chocolate Factory by Roald Dahl	Alliteration, word play, rhyme Modal verbs Appeal to emotion, logic Facts and statistics Exaggeration Power of 3 Catchy jingle Eye catching graphics Slogan	Jingles. Radio/TV advert. Dragon's Den. Presentations: <a href="https://www.teachwire.net/news/7-ways-to-boost-public-speaking-skills-in-primary">https://www.teachwire.net/news/7-ways-to-boost-public-speaking-skills-in-primary</a>	

	Writing to discuss	Reviews: Food critics write a critique about each other's chocolate products.	To use modal verbs or adverbs to indicate degrees of possibility. To use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. To use semi-colons, colons or dashes to mark boundaries between independent clauses. To use the perfect form of verbs to mark relationships of time and cause	First News newspapers	Third person Title/question Introduction Conclusion Paragraphs organised giving both points of view Cohesion: on the other hand, alternatively Conditional phrases: It could be said that, some may believe	Masterchef. I couldn't disagree more <a href="file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf">file:///C:/Users/Deputy%20Head/Desktop/Half%20term%20English%20resources/Teachers-Oracy-Activities-and-Games-Teachers-Oracy-Activities-and-Games.pdf</a>	
	Several purposes	Leaflets Newspaper articles Biography/a utobiography					

**Hipswell Church of England Primary School**

**English Curriculum (order)**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 1</b>	Down Under		Go Wild		Horrible Histories	
	Write to entertain  Dreamtime stories Poetry – Michael Rosen	Write to inform  Postcards and letters	Write to entertain  Contemporary picture books	Write to inform  Instructions	Write to entertain  Traditional Tales	Write to inform  Postcards and letters
<b>Year 2</b>	Land Ahoy!		Time Machine		Street Detectives	
	Write to entertain  Traditional Tales Pattern and rhyme poetry	Write to inform  Non-chronological report – factfile Instructions Informal letter	Write to inform  Newspaper report Diary	Write to entertain  Fantasy worlds Contemporary Poetry – Roger McGough	Write to entertain  Familiar stories	Write to inform  Poster/leaflet Informal letter
<b>Year 3</b>	Vicious Vikings		Poles Apart		We will rock you	
	Write to inform  Diary Newspaper	Write to entertain  Myths and legends Poetry – Pie Corbert	Write to entertain  Animal stories	Write to persuade  Posters/leaflets	Write to inform  Non-chronological report (non-fiction information book) Formal letter	Write to entertain  Adventure stories Shape poems and calligrams
<b>Year 4</b>	Children at War		Mad and Marvellous		Tomb Raiders	
	Write to inform	Write to entertain	Write to inform	Write to entertain	Write to inform	Write to persuade



	Informal letters Diary Newspaper	Winter poetry Traditional tales	Biography Non-chronological report (non-fiction information book)	Shakespeare/ playscripts Fantasy stories	Formal letters Instructions	Debate Leaflet Formal letter
<b>Year 5</b>	Final Frontier		Ancient Greeks		Eco-Army	
	Write to entertain  Space poetry Fantasy- science fiction	Write to discuss  Review – book reviews Review – film critics	Write to entertain  Myths and legends Poetry – Carol Ann Duffy	Write to inform  Research report Biography	Write to inform  Non-chronological report (documentary voice over) Newspaper reports	Write to persuade  Debate Leaflets Formal letter
<b>Year 6</b>	Behind enemy lines		Drink of the Gods		Riotous Romans	
	Write to entertain  Novels and stories with historical settings War poetry Iambic pentameter	Write to inform  Newspapers (several purposes) Autobiography (several purposes)	Write to persuade  Formal letter Debate Advertising campaign (several purposes)	Write to discuss  Balanced arguments Review: Food critics	Write to entertain  Stories from other cultures/myths Shakespeare Film narrative (flashbacks)	Write to inform  Research report Letter (manipulating formality)