

ENGLISH CURRICULUM

Intent

At Brunel, we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

These aims are embedded across our literacy lessons and the wider curriculum. We will provide the means for children to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success in literacy; we believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

Implementation

Early reading is supported through the Read Write Inc scheme. Regular training and development days ensure that staff are equipped to teach with the expertise and skills required to promote excellent progress, as well as a love of reading. In KS2, when children have completed the RWI programme, they develop deeper reading skills in line with the Ark Reading Strategies, which includes a whole-class reading model with all children being exposed to high-quality texts in their lessons.. Each class's timetable is organised to enable weekly access to the library, with an up-to-date selection of books to provide quality reading materials for all children to promote reading for enjoyment. The children also are assessed for their reading ages using NGRT tests and PM Benchmarking to ensure they are taking a book home every night at their reading age level.

When planning literacy lessons, teachers make links to other areas of the curriculum to ensure that cross-curricular links provide further context for learning. Teaching blocks focus on fiction, non-fiction or poetry, in line with the 2014 National Curriculum and comprehension, grammar and writing are embedded in lessons. Lessons sequences build progressively towards an extended piece of writing. There are other opportunities for independent extended pieces of writing throughout the term in order to build writing stamina and allow children to focus on individual writing targets in order to steadily improve their writing throughout the year.

Assessment for Learning is embedded in literacy lessons and children are active in reviewing the successes in their work and identifying, with support from their teacher, target areas for development to ensure a continuous and individualised approach to improving their work.

WHOLE SCHOOL OVERVIEW FOR WRITING

YEAR 1	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
Writing	Narrative Traditional Tales	Non-Fiction Recount based on a real experience	Narrative Character description	Non-Fiction Non-chronological report on toys	Narrative Speech in role as different animals	Non-Fiction Recount the journey	Narrative Setting description(s) from the journey	Non-Fiction Instructions – based on DT car building	Non-Fiction Letter to the Queen	Poetry Fictional diary entry in role	Narrative Stories about fantasy worlds	Non-Fiction Explanation – Why we should look after our seashores
Class Literature	Three Little Pigs , Heather Amery		The Wooden Camel , Wanuri Kahiu		Mr Gumpy's Motorcar , John Burningham		The Last Stop on Market Street , Matt De La Peña		The Queen's Handbag , Steve Antony		Julian is a Mermaid , Jessica Love	
YEAR 2	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
Writing	Narrative Short adventure	Non-Fiction Biography of British monarch	Narrative Description of character	Non-Fiction Instructions	Poetry Song about the Earth	Non-fiction Information guide to living on Earth	Narrative Story writing from different character perspective	Non-fiction Newspaper report – Iron Man saving the day	Non-Fiction Letter to Malala	Non-Fiction Persuasion - Speech – “If I had a magic pencil...”	Non-fiction Persuasion – Visit Kenya	Narrative Retelling from different perspective
Class Literature	Tales of King Arthur , Marcia Wallace		George's Marvellous Medicine , Roald Dahl		Here We Are: Notes for Living on Planet Earth , Oliver Jeffers		The Iron Man , Ted Hughes		Malala's Magic Pencil , Malala Yousafai		The Akimbo Adventures , Alexander McCall Smith	

YEAR 3		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Writing	Narrative Fictional diary entry	Non-Fiction Persuasive leaflet – ‘Visit the UK’	Poetry Narrative poem in style of studied poet	Non-Fiction Explanation – The Stone Age	Narrative Persuasive letter from Harmony	Non-Fiction Newspaper Article	Narrative Playscript – fairy tale from different perspective	Non-Fiction Non-chronological report about Europe	Non-Fiction Discussion - Should humans adapt biomes for their own benefit?	Narrative Fictional diary entry in role as Robot	Narrative Myths & legends	Non-Fiction Explanation Text – what was the difference between Athens and Sparta?	
Class Literature	The BFG , Roald Dahl		Cloud Busting , Malorie Blackman		The Queen’s Nose , Dick King-Smith		Brothers Grimm Fairy Tales , The Brothers Grimm		The Wild Robot , Peter Brown		Odysseus , Hugh Lupton		
YEAR 4		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Writing	Narrative Story of friendship	Non-fiction Letter/diary based on Boudicca’s rebellion	Narrative Writing in role of character	Non-Fiction Non-chronological report about Roman Britain	Non-fiction Non-chronological report on The Amazon	Narrative Informal letter from Fred /Lila /Con /Max to their family	Narrative Fictional diary entry	Non-fiction Formal persuasive letter – deforestation	Narrative Formal letter from Alexa to The Queen	Non-fiction Factual recount of refugee experience	Non-Fiction Discussion Text – Is the USA really a great place to live?	Narrative Playscript – retelling a scene from book in playscript format	
Class Literature	Charlotte’s Web, E.B. White		Varjak Paw , S.F. Said		The Explorer , Katherine Rundell		The Last Wild , Piers Torday		The Boy at the Back of the Class , Onjali Raúf		Secret Friend , Elizabeth Laird		

YEAR 5	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Writing	Narrative Quest and adventure	Non-Fiction Non-chronological report – Anglo-Saxon artefact	Non-Fiction An entry for the Anglo-Saxon chronical detailing a Viking invasion	Narrative Fictional diary entry	Non-Fiction Explanation Text – how does a volcano erupt?	Narrative Setting description	Narrative Informal letter from main character	Non-Fiction Discussion Text – does adversity make you stronger?	Non-Fiction Non-chronological report – the city of Baghdad	Narrative Film narrative and review	Non-Fiction Persuasive speech – abolishing slavery	Narrative Character study – Professor Silverfish
Class Literature	Beowulf , Michael Morpurgo		Riddle of the Runes , Janina Ramirez		Kensuke's Kingdom , Michael Morpurgo		The Girl Who Stole an Elephant , Nirana Farook		Midsummer Night's Dream , William Shakespeare		Cogheart , Peter Bunzl	

YEAR 6	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Writing	Narrative Description of setting and character	Non-Fiction Biography and autobiography	Poetry Retelling of poem in narrative form – focus on setting and character speech	Non-Fiction Explanation text – What is climate and how does it affect the environment?	Narrative Adventure story in historical setting (WWII)	Non-fiction Newspaper report of surviving the Blitz	Narrative Retelling of key scene from play told from both characters' POVs	Non-fiction Discussion – Who is to blame for Duncan's murder?	Narrative Short stories with flashbacks	Non-fiction Explanation Text – how can maps help us to understand the world?	Non-Fiction Fictional newspaper report – key event	Narrative Discussion - Should journalists be persecuted?
Class Literature	Clockwork , Philip Pullman		The Highwayman , Alfred Noyes		Once , Morris Gleitzman		Macbeth – William Shakespeare		One Crazy Summer , Rita Williams-Garcia		The Other Side of Truth , Beverly Naidoo	

WHOLE SCHOOL OVERVIEW FOR READING

YEAR 1	AUTUMN 1			AUTUMN 2			SPRING 1			SPRING 2			SUMMER 1			SUMMER 2		
Text genre	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry
Text																		
Class literature	Three Little Pigs, Heather Amery			The Wooden Camel, Wanuri Kahiu			Mr Gumpy's Motorcar, John Burningham			The Last Stop on Market Street, Matt De La Peña			The Queen's Handbag, Steve Antony			Julian is a Mermaid, Jessica Love		
History/Geography Theme	My Local Area (G)			Toys in Time (H)			Transport and Travel (H)						The United Kingdom (G)			Our Seaside: Now and Then (H)		
Science Theme	Everyday Materials			Autumn & Winter			Amazing Animals						Spring & Summer			Plants		
YEAR 2	AUTUMN 1			AUTUMN 2			SPRING 1			SPRING 2			SUMMER 1			SUMMER 2		
Text genre	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry
Text	Extract from Class Literature	Biography for Black History month AC+ Extract		Extract from Class Literature Vlad and the Great Fire of London	Charles II Biography AC+ Extract	The Great Fire by	Extract from Class Literature How to Catch a Str by Oliver Jeffers	AC+ "Climate" (p26) AC+ Extract	Extract from Class Literature I am a Seed That Grew the Tree book of poetry, Fiona Waters	Extract from Class Literature The Iron Lady extract, Ted Hughes	AC+ "Asian Animals" p47 AC+ Extract	I am a Seed That Grew the Tree book of poetry, Fiona Waters	Extract from Class Literature The Day the Crayons Quit, Oliver Jeffers	Greta Thunberg (Little People, Big Dreams), Maria Isabel Sanchez Vegara AC+ Extract	Tiger, Tiger Burning Bright, Fiona Waters	Extract from Class Literature Mufaro's Beautiful Daughters, John Steptoe	Non-chronological report about AC+ Extract Kenya	Tiger, Tiger Burning Bright, Fiona Waters
Class literature	Tales of King Arthur, Marcia Wallace			George's Marvellous Medicine, Roald Dahl			Here We Are: Notes for Living on Planet Earth, Oliver Jeffers			The Iron Man, Ted Hughes			Malala's Magic Pencil, Malala Yousafai			The Akimbo Adventures, Alexander McCall Smith		
History/Geography Theme	Kings & Queens (H)			The Great Fire of London (H)			Planet Earth (G)						They Made a Difference (H)			Life in Kenya (G)		
Science Theme	Animals: Needs for Survival			Uses of Materials			Habitats						Protecting Our Environment			Plants: Bulbs and Growth		

YEAR 3	AUTUMN 1			AUTUMN 2			SPRING 1			SPRING 2			SUMMER 1			SUMMER 2		
Text genre	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry
Text	Extract from Class Literature Paddington Bear, Michael Bond	Biography for Black History month AC+ Extract	Extract from Class Literature The Pig, Roald Dahl	Extract from Class Literature Stig of the Dump extract,	Prehistoric Newspaper article -CBBC Newsround AC+ Extract	Winter Time, Robert Louis Stevenson	Extract from Class Literature The Wizard of Oz, L. Frank Baum	Non-chronological Report about Rocky Mountains AC+ Extract	The Owl and the Pussycat,	Extract from Class Literature The True Story of the Three Little Pigs, Jon Scieszka	Jack and Jill Newspaper Report	Revolt ing Rhymes, Roald Dahl	Extract from Class Literature The Secret Garden, Frances Hodgson Burnett	Climate ad Biomes NCR AC+ Extract	Wind, Pie Corbett	Extract from Class Literature Percy Jackson extract, Rick Riordan	Ancient Greece NCR (see Shared Drive Planning/Reading Revolution, 2019-20) AC+ Extract	To Asgard poem, Emma Wright
Class literature	The BFG, Roald Dahl			Cloud Busting , Malorie Blackman			The Queen's Nose , Dick King-Smith			Brothers Grimm Fairy Tales , The Brothers Grimm			The Wild Robot , Peter Brown			Odysseus , Hugh Lupton		
History/ Geography Theme																		
Science Theme																		
YEAR 4	AUTUMN 1			AUTUMN 2			SPRING 1			SPRING 2			SUMMER 1			SUMMER 2		
Text genre	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry
Text	Extract from Class Literature The Abominables (p93-94), Eva Ibbotson	Biography for Black History month AC+ Extract	Wind poem, Pie Corbett	Extract from Class Literature Who Let the Gods Out, Maz Evans	Celtic Rebellion – Boudicca (see Shared Work Planning file) AC+ Extract	Foreign Lands poem (see Shared Work Planning file)	Extract from Class Literature Extract from 'Rooftoppers', Katherine Rundell	Rivers of the World NCR AC+ Extract	The Walrus and the Carpenter extract, Lewis Carroll	Extract from Class Literature Manny Manatee and the Mystery of the Murky Water, David Dudenhofer	Life in San Miguelito, David Dudenhofer AC+ Extract	The Walrus and the Carpenter extract, Lewis Carroll	Extract from Class Literature Aztec Diary entry	Refugee, Alan Gratz AC+ Extract		Extract from Class Literature The Night Bus Hero, Onjali Rauf	Mountain Ranges of USA NCR (see planning folder) AC+ Extract	Casey at the Bat, Ernest Lawrence Thayer
Class literature	Charlotte's Web , E.B. White			Varjak Paw , S.F. Said			The Explorer , Katherine Rundell			The Last Wild , Piers Torday			The Boy at the Back of the Class , Onjali Rauf			Secret Friend , Elizabeth Laird		
History/Geography Theme	Roman Invasions (H)			Roman Britain (H)			Amazon: Rivers and Rainforest (G)						Maya Civilization (H)			The USA (G)		
Science Theme	Teeth and Digestion			States of Matter			Classification & Environments						Sound			Electricity		

YEAR 5	AUTUMN 1			AUTUMN 2			SPRING 1			SPRING 2			SUMMER 1			SUMMER 2		
Text genre	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry
Text	Extract from Class Literature Anglo-Saxon Boy extract, Tony Bradman	Biography for Black History month AC+ Extract	Dragonfly poem, KS2 SATs Rain poems (see Planning file)	Extract from Class Literature Norse Myths, Tales of Odin, Thor and Loki, Kevin Crossley-Holland	AC+ Extract Biography of Ragnar Lothbrok	An English Breeze, Robert Louis Stevenson Cornish Cliffs, John Bettjamine	Extract from Class Literature x2	AC+ Extract Text on Earthquakes (see Planning file)	The Seven Ages of Man, William Shakespeare	Extract from Class Literature	AC+ Extract News round report on Christmas Tsunami	Selection of Haiku poetry	Extract from Class Literature The Boy and the Globe extract, Tony Bradman	AC+ Extract Significant Islamic Scholars, Twinkl resources	The Seven Ages of Man, William Shakespeare	Extract from Class Literature Alice in Wonderland, extract, Lewis Carroll	AC+ Extract Victoria and Industrialisation (see planning file)	The Jabberwocky x2 extracts, Lewis Carroll
Class literature	Beowulf, Michael Morpurgo			Riddle of the Runes, Janina Ramirez			Kensuke's Kingdom, Michael Morpurgo			The Girl Who Stole an Elephant, Nirana Farook			A Midsummer Night's Dream, William Shakespeare			Cogheart, Peter Bunzl		
History/Geography Theme	Anglo Saxons and Scots (H)			Vikings (H)			Asia: Volcanoes & Earthquakes (G)						Bagdad and the Middle East (H)			Victorians and the Industrial Revolution (H)		
Science Theme	Earth and Space			Forces			Materials: Properties and Changes						Life Cycles			Growing Old		
YEAR 6	AUTUMN 1			AUTUMN 2			SPRING 1			SPRING 2			SUMMER 1			SUMMER 2		
Text genre	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction	Poetry
Text	Extract from Class Literature Dream Asylum, BBC 500 Word short story winner	Biography Steve McQueen AC+ Extract	The Tell-Tale Heart, Edgar Allan Poe	Extract from Class Literature The Listeners	AC+ Extract News article on Global Warming	The Lady of Shalott, Alfred, Lord Tennyson	Extract from Class Literature The Boy in the Striped Pyjamas extract, John Boyne	AC+ Extract Hitler Youth NCR	War Poem, Rocca San Giovanni	Extract from Class Literature King of Shadows, Susan Cooper	AC+ Extract Extract from The Theory of Evolution, Charles Darwin	Sonnet 18, Shakespeare Modern Day Sonnets (see planning file)	Extract from Class Literature A Boy Called Mouse extract, Penny Dolan	AC+ Extract Discussion text – Tesla vs Edison: Who was the Better Inventor?	The Man From Snowy River x2 extracts, Banjo Paterson	Extract from Class Literature Roll of Thunder, Hear my Cry extract, Mildred Taylor	AC+ Extract Newsround report on Black Lives Matter Movement	The Cremation of Sam McGee x2 extracts, Robert W. Service
Class literature	Clockwork, Philip Pullman			The Highwayman, Alfred Noyes			Once, Morris Gleitzman			Macbeth, William Shakespeare			One Crazy Summer, Rita Williams-Garcia			The Other Side of Truth, Beverley Naidoo		

History/Geography Theme	Ancient Egyptians (H)	Global Challenges (G)	Conflict and Resolution (H)	Mapping the World (G)	Making our Mark (H)
Science Theme	Light and Perception	Classification	Evolution and Inheritance	Electricity	Circulation and Lifestyle

WHOLE SCHOOL OVERVIEW FOR GRAMMAR AND PUNCTUATION

- It is very important that the content in earlier years be revisited in subsequent years to consolidate knowledge and promote deeper understanding. Teachers should also go beyond the content set out here if it is appropriate.

Year	Word structure	Word classes	Sentence structure	Text structure	Punctuation	Terminology for pupils
1	<p>Regular plural noun suffixes – s or –es (e.g. <i>dog, dogs; wish, wishes</i>) Identify root words Any text type</p> <p>Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>) Narratives</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i>, or undoing, e.g. <i>untie the boat</i>) Narratives</p> <p>Understand the apostrophe in contractions represents omitted letter(s) All text types</p>	<p>Understand pronouns (pink words) verbs (orange words) nouns (blue words) adjective (purple)</p> <p>Adjectives – narratives and poetry Pronouns, verbs, nouns – all text types</p> <p>use actions: pronoun- point to self verb-running noun- tap head adjective- hands motion round</p> <p>teach 1stand 3rd person:</p> <p>1st person: I love cheese. Narratives and poetry</p> <p>3rd person: He/She loves cheese. Non-chronological reports and narratives</p>	<p>How words can combine to make sentences. (all text types)</p> <p>Refer to simple sentences. (All text types)</p> <p>All sentences need a pronoun and a verb. e.g. She ran down the road. He slept. Narratives and non-chronological reports</p> <p>Conjunctions; Adding - and Causal - because Contrasting - but How these words can join sentences. Non-chronological reports</p> <p>1A sentences (one adjective) <i>The blue butterfly, plain flour,</i> Narratives; Instructions; poetry</p> <p>Prepositions of place: in, on, next to, under, behind etc. Pupils understand the meaning of the different words Non-fiction texts; narratives</p>	<p>Sequencing sentences to form short narratives</p> <p>Time openers: Once upon a time Early one morning After/after that One day First Then Next Finally (introduce adverbial-‘when’) Instructions; Narratives; Non-chronological Reports</p>	<p>Separation of words with spaces All text types</p> <p>Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences All text types</p> <p>Capital letters for names and for the personal pronoun. Narratives</p>	<p><i>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</i> <i>noun, verb, pronoun, adjective, root word, conjunction, time openers, simple sentence</i></p>

Year	Word structure	Word classes	Sentence structure	Text structure	Punctuation	Terminology for pupils
2	<p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p> <p>Use of the determiners/article a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p>Standard English forms local spoken forms</p> <p>Was/were <i>We were</i> instead of <i>we was</i></p> <p><i>Did/done</i> <i>I did</i> instead of <i>I done</i></p> <p>Reinforce with all text types</p>	<p>Consolidate year 1 word classes.</p> <p>Understand adverbs (grey word) (Stories) (combine action-hands motion then running)</p> <p>teach 1st and 3rd person:</p> <p>1st person: I love cheese. 3rd person: He/She loves cheese.</p> <p>Children understand how verbs are modified when the pronoun (1st, 2nd, 3rd) e.g. I love he loves</p> <p>1st person: I love cheese. Narratives, poetry and personal recounts</p> <p>3rd person: He/She loves cheese. information texts, explanations and narratives</p>	<p>Conjunctions; Adding – and, <i>also, as well as</i> Causal – because, as, so Contrasting – but, although How these words can join sentences. Information, Explanations</p> <p>Refer to sentences as simple or compound. A compound sentence being two sentences joined by a conjunction.</p> <p>Pupils understand that a clause is either a complete sentence or part of a sentence that can be as a complete sentence. E.g. He froze.</p> <p>Subordination (using <i>when, if, or because</i>)</p> <p>2A sentences: (two adjectives) The murky, blue sea The bright, spring day</p> <p>Sentences with different forms: statement, question, exclamation, command</p> <p>All text types</p>	<p>To his amazement Suddenly So By the next morning Next Then when Now Until/till Soon/ as soon as In the end Finally At that moment After a while A moment later Meanwhile Last Another thing/another time</p> <p>-ly openers e.g. Happily Narratives</p> <p>Consistent use of present tense versus past tense. Use of continuous form of verbs in the present and the past (-ing) Present: She is drumming. Note double consonant after cvc ending. He is shouting. Present – personal recounts and narratives Past – Any non-fiction text and narratives</p>	<p>Consolidate capital letters, full stops, question marks, exclamation marks.</p> <p>Commas to separate items in a list.</p> <p>Apostrophe's to mark contracted forms in spelling.</p> <p>All text types</p>	<p><i>Refer to year 1 terminology plus:</i></p> <p><i>tense (past, present) prefix, suffix, apostrophe, comma</i> <i>compound sentence, adding, causal, contrasting</i></p>

Year	Word structure	Word classes	Sentence structure	Text structure	Punctuation	Terminology for pupils
3	<p>Revise and consolidate KS1</p> <p>Formation of nouns using a range of prefixes, such as <i>super-, anti-, auto-</i></p> <p>Word families based on common words</p>	<p>Revise and consolidate KS1</p> <p>Children learn the term 'article' e.g. a/an/the to refer to a noun. (All text types)</p> <p>Teach subject/object e.g. The dog chased the cat. Subject: the dog (doing the chasing) Object: the cat (Stories/myths and legends)</p> <p>Function of verbs: collect and sort. Children look at sentences with verbs omitted. Every sentence needs a verb. (any text type)</p> <p>Classify nouns into singular and plural</p> <p>teach 1st, 2nd and 3rd person: (2nd person – Explanations)</p> <p>1st person: I love cheese. 2nd person: You love cheese. 3rd person: He/She loves cheese.</p> <p>Adverbial phrases. Describing a verb by saying why, where or when. e.g. Just because he was cross... Sitting on the bench..... After midnight..... (Poetry; Stories; Myths and legends)</p>	<p>Revise and consolidate KS1</p> <p>conjunctions revisit year 2 plus: adding in addition to furthermore causal therefore contrasting even though, although whereas subordinating when, if, while time <i>when, before, after, while,</i> prepositions of time e.g. <i>before, after, during</i> (Any non-fiction text)</p> <p>Pupils identify and can use complex sentences, e.g. <i>If I had known it was going to rain, I would have brought my umbrella</i> (Information, Explanation, Stories)</p>	<p>Revise and consolidate KS1</p> <p>Introduction to paragraphs as a way to group related material (Information, Explanation, Stories, Myths and Legends)</p> <p>Openers:</p> <p>-prepositional phrase e.g. Under the table /At the end of the road (Information, Explanation, Stories, Myths and Legends)</p> <p>-ing e.g. Running as fast as she could, ... (Stories, Myths and legends)</p> <p>-connective e.g. While they were still sleeping, he crept inside the house. (All text types)</p> <p>Use of the perfect form of verbs. Children understand the use of the auxiliary. e.g. <i>I have been</i> to France (Personal recounts)</p>	<p>Revise and consolidate KS1</p> <p>Use speech marks/inverted commas to punctuate direct speech. (Stories, Myths and Legends)</p> <p>Use commas to separate clauses. E.g. If I hadn't been so lazy, I wouldn't have missed the bus. (Information, Explanation, Stories)</p>	<p>Revise and consolidate KS1</p> <p><i>word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause</i></p>

Year	Word structure	Word classes	Sentence structure	Text structure	Punctuation	Terminology for pupils
4	<p>The grammatical difference between plural and possessive –s (All text types)</p> <p>Standard English forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>) (All text types)</p>	<p>Use of powerful verbs. Shades of meaning and verb Venn diagrams. (Persuasion, stories, poetry)</p> <p>Shades of meaning, from weak to strong e.g. wish/hope/dream/crave/desire (Stories, Persuasion, Newspapers, Poetry)</p> <p>Verb Venn e.g. emotional/physical verbs (Persuasion, stories, poetry)</p> <p>Collective nouns e.g. milk, trousers, rain (Information)</p> <p>Pupils can identify if a sentence is written in the 1st, 2nd or 3rd person and sustain one form in a piece of writing. (1st – Recounts, Playscripts 2nd – Persuasion 3rd - Information, Stories, Poetry, Newspapers)</p>	<p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition. E.g. John and Paul went to the park. They played on the swings. Next the boys played football. (all text types)</p> <p>Fronted adverbials (starting a sentence with an adverb/adverbial phrase) E.g. Later that day..... While Mohamed was brushing his teeth..... (Information, Newspapers, Stories)</p>	<p>Use of paragraphs to organise ideas around a theme. (All text types except poetry)</p> <p>Appropriate choice of pronoun or noun across sentences (All text types)</p> <p>Openers: -ed e.g. Shocked, she stared in disbelief. -One word e.g. Freezing, he shivered in the corner. (Stories, Newspapers)</p>	<p>Use of speech marks/inverted commas to punctuate direct speech (Stories, Newspapers)</p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) (All text types)</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>) (Information, Newspapers, Stories)</p> <p>Use of ellipsis to indicate omission, create tension or indicate a trailing off of thought or silence. (Stories, poetry, playscripts)</p>	<p><i>pronoun, possessive pronoun, adverbial</i></p>

Year	Word structure	Word classes	Sentence structure	Text structure	Punctuation	Terminology for pupils
5	<p>Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate</i>; <i>-ise</i>; <i>-ify</i>) (All text types)</p> <p>Verb prefixes (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>) (All text types)</p>	<p>Abstract/concrete nouns (Poetry, stories)</p> <p>Comparative and superlative adjectives e.g. great/greater/greatest including common irregular forms e.g. good, better, best. (Persuasion, Instructions, stories)</p>	<p>Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>why</i>, or <i>whose</i> Person: <i>Suzy was a girl who couldn't keep still.</i> Place: <i>Paris is a place where I always get lost.</i> Thing: <i>The hat that/which I borrowed, was left on the train.</i> Possession: <i>Ali is the boy whose father always smiles.</i> Reason: <i>I'd like to know the reason why he didn't come.</i> (Persuasion, Stories, Instructions)</p> <p>Embedded clauses. To drop a clause in between another clause, using commas. The hungry caterpillar, who is a greedy thing, ate all of the food. (Persuasion, Stories, Instructions)</p> <p>Indicating degrees of possibility using modal verbs (e.g. <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>) or adverbs (e.g. <i>perhaps</i>, <i>surely</i>) (Persuasion)</p> <p>Children use sentence of three for description or action. Description: Harry was dressed in a dark cloak, winkle-picker shoes and a flowery hat. Action: He ran down the lane, jumped over the hedge and fell flat on his nose. (Stories, poetry)</p>	<p>Devices to build cohesion within a paragraph (e.g. <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>) (Stories, persuasion,)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) (Instructions, stories, persuasion)</p>	<p>Brackets, dashes or commas to indicate parenthesis E.g. Billy, a great singer, was not good at dancing.</p> <p>Billy (a great singer) was not good at dancing.</p> <p>Billy- a great singer- was not good at dancing.</p> <p>(Persuasion, stories, narrative poetry)</p> <p>Use of commas to clarify meaning or avoid ambiguity (All text types)</p>	<p><i>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</i></p>

Year	Word structure	Word classes	Sentence structure	Text structure	Punctuation	Terminology for pupils
6	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported</i>, <i>alleged</i>, or <i>claimed</i> in formal speech or writing)</p> <p>(All text types)</p>		<p>Use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken</i>) (Explanations, Non-chronological reports, information texts)</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there</i>, or <i>the fact that it was raining meant the end of sports day</i>) (Poetry, Bios and autobiographies, narratives)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) (All text types to demonstrate differences)</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and elision (All revision text types)</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text (Information, Explanations, Non-chronological reports, Bios and autobiographies)</p>	<p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma (Narratives, persuasions, NCRs, Information)</p> <p>He had always been scared of flying-petrified!</p> <p>Strength of punctuation PPT.</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>) (NCRs, Information)</p>	<p><i>active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points</i></p>

Glossary

active voice	A verb in the active voice has its usual pattern of subject and object – contrast passive voice.	During the afternoon, the children will follow the nature trail and learn about the trees, flowers and wildlife in this interesting habitat.
adjective	E.g. <i>big, extensive, vertical</i> Adjectives are sometimes called ‘describing words’ because they pick out single characteristics such as size or colour, but this can be confusing, because verbs, nouns and adverbs can do the same. Instead, it is better to identify adjectives by their uses: □ either before a noun (e.g. <i>big box</i>) to modify the noun □ or after the verb <i>be</i> (e.g. <i>is big</i>) as its complement.	The centre has extensive grounds in which a nature trail has been designed. [The grounds are extensive.] (Compare: The lamp glowed. [verb] It was such a bright red! [noun] He walked clumsily. [adverb])
adverb	E.g. <i>quickly, soon, very</i> Adverbs are often said to describe manner or time, but prepositions, nouns and subordinate clauses can also do this. Instead, it is better to identify adverbs by their uses: they modify the meaning of a verb (or any other word-class except nouns).	Usha went upstairs to play on her computer. (Compare: Usha went up the stairs. [preposition] She arrived this evening. [noun] She arrived when we expected her. [subordinate clause])
adverbial	An adverbial is part of a clause that behaves like an adverb in modifying the verb, and which may itself be an adverb, but may instead be a preposition or a subordinate clause.	... leaving school at 9.30am Usha went upstairs to play on her compute
apostrophe	An apostrophe shows □ either the place of omitted letters (e.g. I’m for I am) □ or possession (e.g. Usha’s mother).	I’m going out, Usha, and I won’t be long. Usha’s mother went out and she was in charge.
clause	A clause is □ either a complete sentence, □ or part of a sentence that could be used, with small changes, as a complete sentence. In traditional grammar a clause had to have a finite verb, but modern grammarians generally recognise non-finite clauses as well.	Usha’s mother went out and she was in charge. Usha’s mother went out and she was in charge. Usha went upstairs to play on her computer. Usha went upstairs to play on her computer. The centre has extensive grounds in which a nature trail has been designed.
cohesion	A text has cohesion if its meaning is coherent – i.e. if it is clear how the meanings of its parts fit together. It may contain repeated references to the same person or thing, as shown by the different underlined styles in the example; and the logical relations (e.g. time and cause) between the parts are clear.	A visit has been arranged for the Year 6 class, to Mountain Peaks Field Study Centre, on July 18th, leaving school at 9.30am. This is an overnight visit. The centre has extensive grounds in which a nature trail has been designed. During the afternoon, the children will follow the nature trail.
cohesive	Cohesive devices are words that make clear how a text’s	A visit has been arranged for the Year 6 class, to Mountain Peaks Field Study
device	parts are related to one another. Some words such as determiners and pronouns are especially important for building cohesion because they refer back to earlier words. Other words such as prepositions, conjunctions and adverbs (connectives) make relations clear.	Centre, on July 18th, leaving school at 9.30am. This is an overnight visit. ... The centre has extensive grounds in which a nature trail has been designed. During the afternoon, the children will follow the nature trail.
complement	A verb’s complement (or ‘predicative complement’) ‘completes’ the verb’s meaning by adding more information about the verb’s subject (or, in some cases, its object). Unlike the verb’s object, its complement may be an adjective. The verb <i>be</i> normally has a complement.	This is an overnight visit. [You make me happy.] It was Wednesday. ... she was in charge.
conjunction	E.g. <i>and, or, although</i> , if A conjunction links a following word or phrase to some other part of the sentence □ either in coordination (e.g. ... and ...) □ or as a subordinate clause (e.g. ... although ...).	She got herself two biscuits and a cake that she had bought yesterday. She waved to her mother and watched her as she disappeared in the fog at the bottom of the street. We walk before we run. [conjunction] We walk before the age of two. [preposition]

connective	'Connective' is an informal name for words whose main function is to connect the ideas expressed in different clauses; such words may be prepositions, conjunctions or adverbs.	It rained on sports day so we had to compete without worrying about getting wet, but it was great fun because we got really muddy.
continuous	The continuous (also known as the 'progressive') form of a verb generally expresses action in progress at a specific time. It is formed by taking the -ing form of the verb (e.g. doing, singing, reading) and adding the verb be before it (e.g. he was reading). It can also be combined with the perfect (e.g. he has been reading). The past continuous form (e.g. he was playing) is sometimes called the 'imperfect'.	James is studying, so I won't disturb him. She was playing basketball at lunchtime. Usha had been preparing for her play for two hours when her mother called.
coordination	If words or phrases are coordinated, they are linked as equals by means of a conjunction such as and. (Contrast subordination.)	Susan and Amra met in a cafe. They talked and laughed for an hour. When they went home, Susan got a bus but Amra walked.
determiner	E.g. the, a, this, any, my A determiner stands before a noun and any other words that modify the noun. A singular noun such as boy or number (but not coffee or beauty) requires a determiner, so we can say with the boy but not: with boy. (See also: possessive.)	This is an overnight visit. Your child will be travelling by coach and will be accompanied by Mrs Talib, the class teacher, and her teaching assistant, Mrs Medway.
elision	Elision (or ellipsis) is the omission of a word or phrase which is expected and predictable.	She waved to her mother and [she] watched her as she disappeared in the fog at the bottom of the street. She did it because she wanted to [do it].
etymology	A word's etymology is its history: its origins in earlier forms of English or other languages, and how its form and meaning have changed.	The word school was borrowed from a Greek word σχολή (skhole) meaning 'leisure'.
finite verb	A finite verb is limited ('finite') in terms of both its tense and its subject. Finite verbs are important because a written sentence normally needs at least one clause that contains a finite verb, and a finite verb must have an explicit subject.	Mum said she wasn't going to be long. The centre has extensive grounds in which a nature trail has been designed.
fronted	A word that would normally follow the verb may be 'fronted' to the start of the clause; for instance, a fronted adverbial is an adverbial which has been put at the front of the clause.	During the afternoon, the children will follow the nature trail.
future tense	English has no 'future tense' comparable with its present and past tenses. Reference to future time can be marked in a number of different ways, all of which include a present-tense verb.	It will leave tomorrow. It leaves tomorrow. It may leave tomorrow. It is going to leave tomorrow.
homophone	Two words are homophones if they have the same pronunciation.	hear, here
inflection	Inflection is a change ('bending') of morphology which signals a special grammatical classification of the word.	dogs is the plural inflection of dog. went is the past-tense inflection of go.
modal verb	The main modal verbs are will, would, can, could, may, might, shall, should, must and ought. A modal verb only has finite forms and has no suffix -s in the present tense even when its subject is singular. They are important for expressing degrees of certainty, or ability and obligation.	Your child will be travelling by coach. not: Your child wills be ... nor: Your child is pleased to will be travelling You will/must/might be happy. You will/must/could work harder.
modify	If one word modifies another, the modifying word stands as near as possible to the modified word and makes the latter's meaning more specific.	In class teacher, teacher is modified by class so it means 'class teacher' (a kind of teacher).

morphology	A word's morphology is its internal make-up defined in terms of a root word, with changes such as the addition of prefixes or suffixes.	dogs has the morphological make-up: dog + s.
noun	E.g. cat, person, arrival, purpose Nouns – the largest word-class of all – are sometimes called 'naming words' because they name people, places and 'things'; but many 'things' can also be named by other word classes such as verbs and prepositions. Instead, it is better to identify nouns by their possible grammatical uses, as the subject or object of a verb.	A visit has been arranged for the Year 6 class, to Mountain Peaks Field Study Centre, on July 18th, leaving school at 9.30am. He arrived at last, but his late arrival spoilt everything.
object	A verb's object is normally a noun or pronoun which is found immediately after the verb, and which we expect to find there. Unlike complements, objects can be turned into the subject of a passive verb, and cannot be adjectives.	They designed a nature trail. (Compare: A nature trail was designed.) Not: They designed pretty.
passive voice	A passive verb (a verb 'in the passive voice' – contrast 'active voice') normally has a suffix ed, follows the verb be, and has its normal ('active') object and subject reversed so that the active object is used as the passive subject, and the active subject appears as an optional by phrase. A verb is not 'passive' just because it has a 'passive' meaning – it must be the passive version of an active verb.	A visit was arranged by the school. A visit was arranged. (Compare the active: The school arranged a visit.)
past tense	A past-tense verb ('a verb in the past tense') normally has a suffix ed, names an event or state in the past and is a finite verb. Some verbs have irregular morphology (e.g. was, came) Past tense can also have other meanings.	She waved to her mother and watched her as she disappeared in the fog at the bottom of the street. I knew that today was Sunday. If he understood you, he would trust you.
perfect	The perfect form of a verb generally calls attention to the consequences of a prior situation. It is formed by taking the past participle of the verb (e.g. shown, taken, helped) and adding the verb have before it (e.g. she has helped). It can also be combined with the continuous (e.g. he has been reading).	She has recorded some popular songs for us to listen to. I had eaten lunch by the time you came to visit yesterday. Tariq will have been doing his homework all day by the time he finishes!
phrase	A phrase is a group of words containing one word which all the other words help to modify. (One possible notation double-underlines the modified word and single-underlines the rest of the phrase.) A phrase whose modified word is a verb is a clause or sentence.	She waved to her mother. She waved to her mother. She waved to her mother.
plural	A plural noun normally has a suffix s and means more than one example of the noun's basic meaning. There are a few nouns with irregular morphology (e.g. mice, formulae) or irregular meanings.	The children will follow the nature trail and learn about the trees, flowers and wildlife. The centre has extensive grounds. (but not: ... a ground)
prefix	A prefix is added at the beginning of a word in order to turn it into another word. (Contrast suffix.)	overnight, disappeared
preposition	E.g. in, of, at, with, by, between A preposition links a following noun or pronoun to some other word in the sentence. Unlike conjunctions, they can't link clauses.	She waved to her mother and watched her as she disappeared in the fog at the bottom of the street.
present tense	A present-tense verb ('a verb in the present tense') normally names a situation that is true now. It normally has either no suffix or –s (depending on the subject), and is a finite verb.	The centre has extensive grounds. He can swim. When he arrives, he will unpack his bag. Your father tells me that you're not happy.
possessive	A possessive is normally either a noun followed by an apostrophe and –s, or a possessive pronoun, and names the owner ('possessor') of the noun that it modifies. A possessive acts as a determiner, and	Tariq's book (the book of Tariq, i.e. that Tariq owns) somebody else's book (the book of somebody else)

	must be replaced by an ordinary determiner if it is turned into an of phrase.	
pronoun	E.g. me, him, he, his, himself, who, what, that A pronoun functions like a noun except that it is harder to modify and grammatically more specialised.	She waved to her mother and watched her as she disappeared in the fog at the bottom of the street. This is an overnight visit. The centre has extensive grounds in which a nature trail has been designed.
punctuation	Punctuation includes any conventional features of written presentation other than spelling and general layout: the standard punctuation marks (. , ; : ? ! - — () “ ’), and also word-spaces, capital letters, apostrophes, paragraph breaks and bullet points. One of the roles of punctuation is to indicate sentence boundaries.	“I’m going out, Usha, and I won’t be long,” Mum said.
root word	A root word is a word which does not contain any smaller root words or prefixes or suffixes.	play, compute, as in: So she played on the computer.
relative clause	A relative clause is a subordinate clause that modifies a noun by including it in the clause; for instance, cake that he had left yesterday means ‘cake like this: she had left it yesterday’.	The centre has extensive grounds in which a nature trail has been designed. She got herself a cake that she had bought yesterday.
sentence	All the words in a sentence are held together by purely grammatical links, rather than merely by links of cohesion. A sentence is defined by its grammar, but signalled by its punctuation.	Correct punctuation: A visit has been arranged for the Year 6 class, to Mountain Peaks Field Study Centre, on July 18th, leaving school at 9.30am. This is an overnight visit. Incorrect punctuation: She loved her computer, she got it for Christmas.
subject	A verb’s subject is normally the noun or pronoun which names the ‘do-er’ or ‘be-er’. Unlike the verb’s object and complement, the subject normally stands just before it and decides whether or not a present-tense verb takes a suffix <i>s</i> . In a question, the subject follows the verb.	The children will follow the nature trail. Usha’s mother went out. Will the children follow? Whether it’s going to rain is uncertain. A visit has [not: have] been arranged.
subjunctive	The subjunctive form of a verb is occasionally used in very formal contexts to indicate unreality, uncertainty, wish, emotion, judgement, or necessity. Its inflection is complicated, because it does not always differ from non-subjunctive forms. It has a distinguishable form in the following cases: <input type="checkbox"/> the third person singular of any verb in the present tense does not have its usual <i>-s</i> ending <input type="checkbox"/> the verb <i>be</i> in the present tense is always “be” (not “am”, “are” or “is”) <input type="checkbox"/> the verb <i>be</i> in the past tense is always “were” (not “was”) <input type="checkbox"/> the negatives of verbs in the present are formed differently <input type="checkbox"/> some modal verbs have a different form.	I insist that he come to visit every week. (He doesn’t actually come to visit, but I would like him to.) (Compare: I insist that he comes to visit every week. [I am insisting that it’s actually the case that he does visit, not simply that I would like him to.]) The school requires that all pupils be honest. (It’s possible for pupils not to be honest, but the school would like them to be.) If she were the President, things would be much better. (But she isn’t the President.) Father demanded that we not go to the forest. I wish you would stop! (not “will stop”)
subordinate clause	A subordinate clause is subordinate to some word outside itself: it may modify this word (e.g. as a relative clause or as an adverbial), or it may be used as a verb’s subject or object. How a subordinate clause fits into the larger sentence is normally marked grammatically, either by a special introductory word such as a conjunction, or by special non-finite forms of the verb. However: <input type="checkbox"/> some subordinate clauses have no marking. <input type="checkbox"/> clauses that are directly quoted as ‘direct speech’ are not subordinate clauses.	The centre has extensive grounds in which a nature trail has been designed. He watched her as she disappeared in the fog at the bottom of the street. A visit has been arranged for the Year 6 class, leaving school at 9.30am. Usha went upstairs to play on her computer. She saw an hour had passed. (This subordinate clause has no marking.)
subordination	Most words in a sentence are linked in the unequal relation of subordination (rather than the equality of coordination). For example, a modifier is subordinate to the word it modifies, and a	A big car swept past. (big is subordinate to car; car and past are subordinate to swept)

	verb's subject, object and complement are all subordinate to the verb. In each case, the subordinate word makes the other word's meaning more precise. See also subordinate clause.	
suffix	A suffix is an 'ending', something added at the end of one word to turn it into another word. (Contrast prefix.)	has, leaving, accompanied, teacher, assistant
tense	The choice between present and past. (English has no future tense.)	He likes it. He liked it.
verb	E.g. be, take, arrive, imagine Verbs are sometimes called 'doing words' because they often name an action that someone does; but this can be confusing, because they also name events (where things simply happen) or states (where nothing changes). Moreover, actions can also be named by nouns. Instead, it is better to identify verbs by their ability to have a tense – either present or past (see also future tense).	He looked out of the window. A nature trail has been designed. Your child will be travelling by coach. Yusuf is tired. It rained all day. (Compare: The journey will take an hour. [noun] His tiredness was easy to understand. [noun])
word	A word is a unit of grammar that can be selected and moved around relatively independently of other such units. In punctuation, words are normally separated by word spaces. But there are challenging complexities: □ When word-divisions are unclear we may be able to show this uncertainty by using hyphens. □ apostrophes for omitted letters show where two words are treated as one.	headteacher or head teacher (can be written with or without a space) primary-school teacher (normally written with a hyphen) English teacher (written with a space) I'm going out... ..at 9.30am. The time was 8.10pm.
word family	The words in a word family are normally related to each other by a combination of form, grammar and meaning.	teacher – teach extensive – extend – extent