

## Whole School English Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	<p>At the Beach – talk about card</p> <p>On the Sand – ORT Stage 3,</p> <p><i>Funny Bones</i> – Janet and Alan Ahlberg</p> <p><i>Peace at Last (reading spine)</i> – Jill Murphy</p>	<p><i>The Owl Who is Afraid of the Dark</i> Jill Tomlinson</p> <p><i>The Hodgeheg</i> by Dick King Smith</p> <p>Poetry – Remember, Remember &amp; Flanders Fields</p> <p>Letters to Santa</p> <p>Owls</p> <p>Woodland animal fact files and internet research</p> <p>Dictionaries</p> <p>Shopping (and other) Lists</p>	<p>'Suddenly' by Colin McNaughton</p> <p>'Cliffhanger' by Jaqueline Wilson</p> <p>WWF information texts</p> <p>'Adventures of Isabel' by Ogden Nash</p> <p>'Down behind the dustbin' by Michael Rosen</p> <p>'Revolting Rhymes' by Roald Dahl.</p>	<p><i>Kensuke's Kingdom</i> by Michael Morpurgo</p> <p><i>The Giggler Treatment and Rover saves Christmas</i> By Roddy Doyle</p>	<p><i>Street Child</i> Berlie Doherty</p> <p><i>The Chimney Boy's Story</i> Wes Magee</p> <p><i>You Choose in Space</i> by Nick Sharratt and Pippa Goodhart</p>	<p><i>The Nowhere Emporium</i> by Ross MacKenzie</p> <p><i>Letters from the Lighthouse</i> by Emma Carroll</p> <p>Remembrance Poetry</p>
Spring Term	<p>The Weather – various songs, pictures and videos</p> <p><i>The Storm Whale</i> – Benji Davies</p> <p>A Cat in the Tree - ORT Stage 3</p> <p>Where the Wild Things Are (reading spine) – Maurice Sendak</p>	<p>Various Traditional Tales</p> <p>Focus <i>Rumpelstiltskin</i></p> <p>Poetry - <i>Here Come the Fairytales</i></p> <p>Non – fiction texts plants</p> <p>Instruction texts including recipes</p>	<p>George's Marvellous Medicine (Genre – Instructions and play scripts)</p> <p>Charlotte's Web by E.B White (Genre – persuasive writing)</p>	<p><i>The Firework Maker's Daughter</i> by Philip Pullman</p> <p><i>Wolves in the Walls</i> by Neil Gaiman</p>	<p>Narrative poetry <i>Old Ma Shipwreck</i></p> <p><i>Boy</i> by Roald Dahl</p> <p>Be yourself poetry (This is me, Greatest showman)</p>	<p><i>The Telltale Heart</i> and poetry by Edgar Alolen Poe</p> <p><i>Skellig</i> by David Almond</p> <p><i>The Tyger</i> by William Blake (poem)</p>
Summer Term	<p>Traditional Tales – varies from year to year based on what they have accessed in Early Years</p> <p><i>A New House</i> – ORT Stage 4.</p> <p>Performance Poetry – various</p> <p>Lost and Found (reading spine) Oliver Jeffers</p>	<p>Seaside Poetry</p> <p><i>Lighthouse Keepers Lunch</i> and other stories by Ronda and David Armitage.</p> <p><i>On the Way Home</i> – Jill Murphy</p> <p>Internet Research</p> <p>Fact finding using indexes in a variety of information texts</p>	<p>The Abominables by Eva Ibbotson (Genre – newspapers and diary writing)</p> <p>Theseus and the Minotaur (Genre - myths and legends)</p>	<p><i>Why the Whales Came</i> by Michael Morpurgo</p> <p><i>Bad Dad</i> by David Walliams</p>	<p><i>Romeo and Juliet, Shakespeare</i></p> <p>Grimm Fairy Tales <i>Fundevogel</i> and <i>Clever Gretel</i></p> <p><i>Matilda Who Told Lies And Was Burned To Death</i> Hilaire Belloc</p>	<p>Archaic Texts – extracts and SATs revision</p> <p><i>Eric</i> by Shaun Tan and <i>The Island</i> by Armin Greder</p>

## Year 1 English Overview

Term	Genre and Text(s)	Reading	Writing Outcomes	Spellings/ Phonics	Vocabulary, Punctuation and Grammar
Autumn	<p>At the Beach – talk about card</p> <p>On the Sand – ORT Stage 3,</p> <p><i>Funny Bones</i> – Janet and Alan Ahlberg</p> <p><i>Peace at Last (reading spine)</i> – Jill Murphy</p>	<ul style="list-style-type: none"> <li>read common exception words</li> <li>read words containing taught GPCs and –s, –es, –ing, –ed endings</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>discussing word meanings, linking new meanings to those already known</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>re-reading what they have written to check that it makes sense</li> </ul> <p>handwriting</p> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these</li> </ul>	<ul style="list-style-type: none"> <li>apply phonics knowledge and skills as the route to decode words</li> <li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>read aloud accurately books that are consistent with their developing phonic knowledge and confidence in word reading</li> <li>re-read these books to build up their fluency and confidence in word reading</li> <li>spell words for each of the 40+ phonemes already taught</li> <li>spell common exception words</li> <li>name the letters of the alphabet in order</li> <li>use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught</li> </ul>	<ul style="list-style-type: none"> <li>leave spaces between words</li> <li>joining words and joining clauses using and</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>
Spring	<p>The Weather – various songs, pictures and videos</p> <p><i>The Storm Whale</i> – Benji Davies</p> <p>A Cat in the Tree - ORT Stage 3</p> <p>Where the Wild Things Are (reading spine) – Maurice Sendak</p>	<ul style="list-style-type: none"> <li>read words containing taught GPCs and –er and –est endings</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>	<p>Write sentences by:</p> <ul style="list-style-type: none"> <li>sequencing sentences to form short narratives</li> <li>discuss what they have written with the teacher or other pupils</li> </ul> <p>handwriting</p> <ul style="list-style-type: none"> <li>form capital letters</li> </ul>	<ul style="list-style-type: none"> <li>apply phonics knowledge and skills as the route to decode words</li> <li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>read other words of more than one syllable that contain taught GPCs</li> <li>read aloud accurately books that are consistent with their developing phonic knowledge</li> <li>spell words for each of the 40+ phonemes already taught</li> <li>spell common exception words</li> <li>use the prefix un-</li> <li>use –ing, -ed, -er and –est where no change is needed in the spelling of root words</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught</li> </ul>	<ul style="list-style-type: none"> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> </ul>

<p style="text-align: center;"><b>Summer</b></p>	<p>Traditional Tales – varies from year to year based on what they have accessed in Early Years</p> <p><i>A New House</i> – ORT Stage 4.</p> <p>Performance Poetry – various</p> <p>Lost and Found (reading spine) Oliver Jeffers</p>	<ul style="list-style-type: none"> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• explain clearly their understanding of what is read to them</li> <li>• listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>	<p>write sentences by:</p> <ul style="list-style-type: none"> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• apply phonics knowledge and skills as the route to decode words</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read aloud accurately books that are consistent with their developing phonic knowledge</li> <li>• spell words for each of the 40+ phonemes already taught</li> <li>• spell common exception words</li> <li>• spell the days of the week</li> <li>• use letter names to distinguish between alternative spellings of the same sound</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught</li> </ul>	
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Term	Genre and Text(s)	Reading	Writing Outcomes	Spellings/ Phonics	Vocabulary, Punctuation and Grammar
Autumn	<ul style="list-style-type: none"> <li>The Owl Who is Afraid of the dark</li> <li>The Hodgeheg</li> <li>Poetry – Remember, Remember &amp; Flanders Fields</li> <li>Letters to Santa</li> <li>Owls</li> <li>Woodland animal fact files and internet research</li> <li>Dictionaries</li> <li>Shopping (and other) Lists</li> </ul>	<p><b>Reading – word reading</b> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading.</p> <p><b>Reading – comprehension</b> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>Descriptions using noun phrases.</p> <p>Information texts – fact file</p> <p>Recount – Gunpowder Plot</p> <p>Glossaries - definitions</p> <p>Letters to Santa</p>	<p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p> <p>The /s/ sound spelt c before e, i and y</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>The /r/ sound spelt wr at the beginning of words</p> <p>The /l/ or /əl/ sound spelt –le at the end of words</p> <p>The /l/ or /əl/ sound spelt –el at the end of words</p> <p>The /l/ or /əl/ sound spelt –al at the end of words</p> <p>Words ending –il</p> <p>The /aɪ/ sound spelt –y at the end of words</p> <p>Adding –es to nouns and verbs ending in –y</p> <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</p> <p><b>Common exception words:</b> find, kind, mind, behind, child, children*, wild, climb, old, cold, gold, hold, told, every, everybody, class, grass, pass, plant, eye, who, whole, water, Mr, Mrs, parents, Christmas</p>	<ul style="list-style-type: none"> <li>Nouns</li> <li>Adjectives</li> <li>Alphabetical order</li> <li>Word meanings</li> <li>Nouns, adjectives &amp; noun phrases.</li> <li>Writing Lists – commas</li> </ul>

Spring	<ul style="list-style-type: none"> <li>• Various Traditional Tales</li> <li>• Focus Rumpelstiltskin</li> <li>• Poetry - Here Come the Fairytales–</li> <li>• Non – fiction texts plants</li> <li>• Instruction texts including recipes</li> </ul>	<p><b>As above.</b>  <b>Objectives are repeated and consolidated.</b></p>	<p>Story mapping</p> <p>Story writing – retelling Rumpelstiltskin</p> <p>Instruction writing – bulb planting</p> <p>Class rhyming poem – telling the story of a traditional Tale</p>	<p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</p> <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The /ɔ:/ sound spelt a before l and ll</p> <p>The /ʌ/ sound spelt o</p> <p>The suffixes –ment, –ness, –ful, –less and –ly</p> <p>The possessive apostrophe (singular nouns)</p> <p>Common exception words: door, floor, poor, because, most, only, both, even, great, break, steak, could, should, would, pretty, beautiful, after, fast, last, past, father, path, bath, hour, move, prove, improve, sure, sugar, any, many, clothes, busy, people, again, half, money</p>	<ul style="list-style-type: none"> <li>• Rhyming</li> <li>• Developing interesting vocabulary – alternative nouns/adjectives, adverbs</li> <li>• Varying Verbs</li> <li>• Sentence Types – command, statement, question and exclamation.</li> <li>• Varying openers</li> <li>• Using conjunctions</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Seaside Poetry</li> <li>• Lighthouse Keepers Lunch and other stories by Ronda and David Armitage.</li> <li>• On the way home – Jill Murphy</li> <li>• Internet Research</li> <li>• Fact finding using indexes in a variety of information texts</li> </ul>	<p><b>As above.</b>  <b>Objectives are repeated and consolidated.</b></p>	<p>Report Writing Coastal Plants and Animals</p> <p>Character and setting descriptions</p> <p>Retelling and varying On the Way Home</p>	<p>The /i:/ sound spelt –ey</p> <p>The /ɒ/ sound spelt a after w and qu</p> <p>The /ɜ:/ sound spelt or after w</p> <p>The /ɔ:/ sound spelt ar after w</p> <p>The /ʒ/ sound spelt s</p> <p>Words ending in –tion</p> <p>Statutory requirements</p> <p>Homophones and near-homophones</p> <p>Common exception words</p> <p>Contractions</p>	<ul style="list-style-type: none"> <li>• Apostrophes for possession.</li> <li>• Developing interesting vocabulary – alternative nouns/adjectives, adverbs</li> <li>• Sentence Types – command, statement, question and exclamation.</li> <li>• Varying openers</li> <li>• Using conjunctions</li> </ul>

## Year 3 English Overview

Term	Genre and Text(s)	Reading	Writing Outcomes	Spellings/ Phonics	Vocabulary, Punctuation and Grammar
<b>Autumn</b>	'Suddenly' by Colin McNaughton 'Cliffhanger' by Jaqueline Wilson  WWF information texts  'Adventures of Isabel' by Ogden Nash 'Down behind the dustbin' by Michael Rosen 'Revoltin' Rhymes' by Roald Dahl.	<ul style="list-style-type: none"> <li>● <b>Develop positive attitudes to reading and understanding of what they read by:</b> <ul style="list-style-type: none"> <li>➤ <i>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i></li> <li>➤ <i>reading books that are structured in different ways and reading for a range of purposes</i></li> <li>➤ <i>using dictionaries to check the meaning of words that they have read</i></li> <li>➤ <i>increasing their familiarity with a wide range of books</i></li> <li>➤ <i>identifying themes and conventions in a wide range of books</i></li> <li>➤ <i>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</i></li> <li>➤ <i>discussing words and phrases that capture the reader's interest and imagination</i></li> <li>➤ <i>recognising some different forms of poetry [for example, free verse, narrative poetry]</i></li> </ul> </li> <li>● <b>Understand what they read, in books they can read independently, by:</b> <ul style="list-style-type: none"> <li>➤ <i>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</i></li> <li>➤ <i>asking questions to improve their understanding of a text</i></li> <li>➤ <i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i></li> <li>➤ <i>predicting what might happen from details stated and implied</i></li> <li>➤ <i>identifying main ideas drawn from more than one paragraph and summarising these</i> <ul style="list-style-type: none"> <li>➤ <i>identifying how language, structure, and presentation contribute to meaning</i></li> </ul> </li> </ul> </li> <li>● Retrieve and record information from non-fiction</li> <li>● Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>	<ul style="list-style-type: none"> <li>• Adventure stories</li> <li>• Non-chronological reports</li> <li>• Humorous poems</li> </ul>	Phase 5 letters and sounds.  Suffix 'ly'  Suffix 'ous'   Phase 5 letters and sounds.  Homophones	<ul style="list-style-type: none"> <li>• Use conjunctions e.g before, after, when, so, while, because.</li> <li>• Use the present perfect form of verbs..</li> <li>• Use adverbs.</li> <li>• Use prepositions e.g on, under, after, during, in and because.</li> <li>• Use inverted commas (speech marks) to show someone is speaking.</li> </ul>

George's Marvellous Medicine  
(Genre – Instructions and play scripts)

Beach visits linked to History work  
(Genre – recounts)

Charlotte's Web by E.B White  
(Genre – persuasive writing)

● **Develop positive attitudes to reading and understanding of what they read by:**

- *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*
- *reading books that are structured in different ways and reading for a range of purposes*
- *using dictionaries to check the meaning of words that they have read*
- *increasing their familiarity with a wide range of books*
- *identifying themes and conventions in a wide range of books*
- *preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action*
- *discussing words and phrases that capture the reader's interest and imagination*
- *recognising some different forms of poetry [for example, free verse, narrative poetry]*

● **Understand what they read, in books they can read independently, by:**

- *checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context*
- *asking questions to improve their understanding of a text*
- *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*
- *predicting what might happen from details stated and implied*
- *identifying main ideas drawn from more than one paragraph and summarising these*
  - *identifying how language, structure, and presentation contribute to meaning*

- Retrieve and record information from non-fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

- Instructions
- Play script
- Recount
- Persuasive letter

Phase 5 letters and sounds.

Suffixes 'ing', 'er', 'ed'

'i' sound spelled 'y'

Prefixes 'dis' and 'mis'

Prefixes 're' and 'anti'

- Use conjunctions e.g before, after, when, so, while, because.
- Use the present perfect form of verbs..
- Use adverbs.
- Use prepositions e.g on, under, after, during, in and because.
- Use inverted commas (speech marks) to show someone is speaking.

The Abominables by Eva Ibbotson  
(Genre – newspapers and diary writing)

Theseus and the Minotaur  
(Genre - myths and legends)

● **Develop positive attitudes to reading and understanding of what they read by:**

- *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*
- *reading books that are structured in different ways and reading for a range of purposes*
- *using dictionaries to check the meaning of words that they have read*
- *increasing their familiarity with a wide range of books*
- *identifying themes and conventions in a wide range of books*
- *preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action*
- *discussing words and phrases that capture the reader's interest and imagination*
- *recognising some different forms of poetry [for example, free verse, narrative poetry]*

● **Understand what they read, in books they can read independently, by:**

- *checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context*
- *asking questions to improve their understanding of a text*
- *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*
- *predicting what might happen from details stated and implied*
- *identifying main ideas drawn from more than one paragraph and summarising these*
  - *identifying how language, structure, and presentation contribute to meaning*

- Retrieve and record information from non-fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

- Recount – newspaper
- Recount – diary
- Myth

Prefixes 'sub' and 'super'

Suffixes 'sure' and 'ture'

Phase 5 letters and sounds.

'sh' sound spelled 'ch'

- Use conjunctions e.g before, after, when, so, while, because.
- Use the present perfect form of verbs..
- Use adverbs.
- Use prepositions e.g on, under, after, during, in and because.
- Use inverted commas (speech marks) to show someone is speaking.





# Beaconhill Community Primary School

## Year 4 English Overview



Term	Genre and Text(s)	Reading	Writing Outcomes	Spellings/ Phonics	Vocabulary, Punctuation and Grammar
<b>Autumn</b>	Kensuke's Kingdom The Giggler Treatment Rover saves Christmas	Increase familiarity and retell some of these orally. Identify themes and conventions in a wide range of books. Prepare playscripts and poems to read aloud Discuss words and phrases that capture the reader's interest and imagination. Recognise some different forms of poetry. Summarise main ideas. Draw inferences from actions Predict what might happen	Facts about author Debate/writing about travelling the world Diary writing Comprehension questions on each chapter. Playscript Letter writing Japanese writing Writing Haikus Design islander Facts about author Writing chapters in the style of the book. Narrative and playscript of journey with Santa across the world	Prefixes dis and mis. Prefixes in, il, im, ir. Prefixes re. anti, auto. Prefixes sub, super, inter. Suffixes ation, ous. Suffixes ly.  Also words from The Year 3 and 4 spelling list – National Curriculum.	Question marks, exclamation marks Possessive apostrophe Commas in lists and to separate clauses Direct speech.
<b>Spring</b>	The Firework Maker's Daughter Wolves in the Walls	Read poems in a variety of styles. Identify themes and conventions. Prepare playscripts and poems to read aloud Discuss words and phrases that capture the reader's interest and imagination. Recognise some different forms of poetry. Summarise main ideas. Draw inferences from actions Predict what might happen Use dictionaries to check the meanings of words they have read.	Can write poetry in different styles. Facts about author Instructions – how to wash an elephant, how to summon a Goddess. Design fireworks Diary entry Re-telling the story – story maps. Add a twist to this. Facts about author Research and visual presentation on wolves Predict what will happen before the wolves come out of the walls. Freeze frame drama activities. Diagrams/instructions about how to get the wolves out of the walls. What lives in your walls? Thesaurus – character description. Diary entry as family member then diary entry as wolf. Playscript from part of story	Suffixes sure, ture. "shun" sound. Word endings gue, cue. Short i sound. Short u sound. Hard c sound. Soft c sound.  (Also words from The Year 3 and 4 spelling list – National Curriculum.	Use headings and sub-headings Commas after introductions, apostrophes for missing letters and for single possession Punctuate speech Use fronted. adverbials Direct speech
<b>Summer</b>	Why the Whales Came Bad Dad	Listen to and discuss a wide range of poetry, plays, non-fiction. Read books that are structured in different ways and read for a range of purposes. Increase familiarity with a wide range of books and retell some of these orally. Identify themes and conventions in a wide range of books. Prepare playscripts and poems to read aloud Discuss words and phrases that capture the reader's interest and imagination. Recognise some different forms of poetry. Summarise main ideas. Draw inferences from actions Predict what might happen	Discuss why Michael Morpurgo has set a number of his books in The Isles of Scilly. Look at map of UK and locate The Isles of Scilly. Watch video clips describing the different Scilly Isles – this will give the children images to relate to as the story develops. Discuss historical background to the story and the outbreak of World War I. Set up character pages and prediction pages to be completed at the end of each chapter. Watch videos about whales – use as stimulus for writing poetry. Playscripts – conversation between Daniel and Gracie about The Birdman. Facts about author	sh sound. ay sound. Ay sound. Plurals and apostrophes. Homophones.  Also words from The Year 3 and 4 spelling list – National Curriculum.	Punctuate speech



# Beaconhill Community Primary School

## Year 5 English Overview



Term	Genre and Text(s)	Reading	Writing Outcomes	Spellings/ Phonics	Vocabulary, Punctuation and Grammar
Autumn	<p><b>Fiction:</b> <i>Street Child</i> Berlie Doherty  <b>Non-fiction</b> biographical writing            Letters to sisters  <b>Poetry:</b> <i>The Chimney Boy's Story</i> Wes Magee  <b>Fiction:</b> You Choose in Space by Nick Sharratt and Pippa Goodhart  <b>Non-fiction</b> Newspaper report based on Tim Peake's expedition</p>	<p>Summarise; comment on language and effects; prepare poems; justify thoughts and opinions.            Creating narrative to go alongside a picture book.</p> <p>Read newspaper report based on Tim Peake's expedition.</p> <p>Read biographical writing describing Tim Peake's experiences.</p>	<p>Narrative: alternative chapter.            Non-fiction: Biography and Letter to sisters.            Poetry: Feelings about the workhouse.            Create narrative to accompany picture book.</p> <p>Create a newspaper report.</p> <p>Create a diary entry.</p>	<ul style="list-style-type: none"> <li>-tian, -cian, -sion, -ssion</li> <li>ch for k</li> <li>-ation</li> <li>-ly</li> <li>eigh – ei – ey</li> <li>homophones</li> <li>Review term</li> <li>Consolidate year ¾ spellings</li> </ul>	<p>Consolidate commas for fronted adverbials and speech punctuation.            Explore openers. Eg feelings, verb Intro. Relative clauses.            Relative clauses including embedded clauses            Change nouns into adjectives by adding suffixes ate, ise and ify.</p>
Spring	<p><b>Fiction:</b> Narrative poetry <i>Old Ma Shipwreck</i>  <b>Non-fiction:</b> Pirates report  <b>Beach:</b> performance poetry  <b>Fiction:</b> <i>Boy by Roald Dahl</i>  <b>Non-fiction</b>  <b>Poetry:</b> Be yourself poetry (This is me, Greatest showman)</p>	<p>Prepare poems to perform; summarise main ideas; inferences; identify how language, structure and presentation contribute to meaning            Read the autobiographical text</p>	<p>Poem written as a piece of prose. Report with headings, subheadings and bullet points.            Creating own life autobiographies.</p>	<ul style="list-style-type: none"> <li>ough</li> <li>Silent letters</li> <li>ei/ie</li> <li>-cial and -tial</li> <li>-tious and -cious</li> <li>hyphen for prefixes</li> <li>-fer-</li> <li>-ible and -ibly</li> <li>-able and -ably</li> <li>-ent, -ence and -ency</li> <li>-ant, -ance and -ancy</li> </ul>	<p>Commas, brackets and dashes to mark parentheses            Bullet points            I and me            Commas, brackets and dashes to mark parentheses            Them and those</p>
Summer	<p><b>Fiction:</b> <i>Romeo and Juliet</i>, Shakespeare  <b>Non-fiction:</b> persuasive letter from Romeo to the Capulet family  <b>Poetry:</b> Shakespearean language  <b>Fiction:</b> Grimm Fairy Tales <i>Fundevogel</i> and <i>Clever Gretel</i>  <b>Non-fiction:</b> biography Grimm brothers  <b>Poetry:</b> <i>Matilda Who Told Lies And Was Burned To Death</i> Hilaire Belloc</p>	<p>Reading and understanding a Shakespearean text.            Prepare poems to perform; to gather information from non-fiction; draw inferences; summarise main ideas; compare themes.</p>	<p>Play script            A persuasive letter            Write own versions of stories.            Biography of one Grimm Brother</p>	<ul style="list-style-type: none"> <li>Ible/ibly</li> <li>Unstressed vowels</li> <li>Suffix ise</li> <li>Suffix ate</li> <li>Suffix ful</li> <li>100 spellings</li> </ul>	<p>Commas to mark independent and subordinate clauses.            Modal verbs            Consolidate commas to clarify meaning.            Modal verbs;</p>



# Beaconhill Community Primary School



## Year 6 English Overview

Term	Genre and Text(s)	Reading	Writing Outcomes	Spellings/ Phonics	Vocabulary, Punctuation and Grammar
Autumn Term	<p><b>Fiction:</b> <i>The Nowhere Emporium</i> Ross MacKenzie story with flashback/time shift</p> <p><b>Non-fiction</b> Recount (diary)</p> <p><b>Fiction:</b> <i>Letters from the Lighthouse</i> by Emma Carroll</p> <p><b>Poetry:</b> Remembrance Poetry</p>	<ul style="list-style-type: none"> <li>Drawing inferences and justifying with references.</li> <li>Summarising main ideas.</li> <li>Evaluating author's use of language.</li> <li>Prepare poems for performance.</li> <li>Drawing inferences and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Summarising main ideas</li> </ul>	<p>Detailed setting descriptions. Character profile. Biography of Lucien Silver's life.</p> <p>Recount: diary Discussion text: should children have been evacuated during WW2? Instructions: what to do during an air raid. Postcards home. A remembrance poem.</p>	<ul style="list-style-type: none"> <li>ough</li> <li>silent letters</li> <li>ei and ie</li> <li>tial and cial</li> <li>cious and tious</li> <li>hyphens</li> <li>fer</li> <li>ant/ance/ancy</li> <li>ent/ence/ency</li> <li>able/ible</li> <li>ably/ibly</li> </ul>	<ul style="list-style-type: none"> <li>nouns, abstract and concrete</li> <li>present and past progressive</li> <li>perfect form</li> <li>subject and object</li> <li>active and passive forms</li> <li>standard and non-standard</li> <li>colons and semi-colons</li> </ul>
Spring Term	<p><b>Fiction:</b> <i>Skellig</i> David Almond</p> <p><b>Non-fiction</b> Bird encyclopaedia entry</p> <p><b>Poetry:</b> William Blake</p> <p><b>Fiction:</b> <i>The Tell-Tale Heart</i> Edgar Allen Poe</p> <p><b>Poetry:</b> <i>The Raven</i> Edgar Allen Poe</p>	<ul style="list-style-type: none"> <li>Drawing inferences and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Summarising main ideas</li> <li>Evaluating author's use of language.</li> <li>To make comparisons within and across books.</li> <li>Drawing inferences and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Summarising main ideas</li> <li>Evaluating author's use of language.</li> </ul>	<p>Detailed character and setting descriptions. Letter to council persuading them not to demolish the house with Skellig in. Non-chronological report on tawny owls</p> <p>A narrative written from the police officer's point of view. Newspaper: reporting the crime</p>	<ul style="list-style-type: none"> <li>Homophones</li> <li>Confusing nouns and verbs</li> <li>Unstressed vowels</li> <li>Prefixes</li> <li>Synonyms</li> <li>Short I phoneme spelt y (Pyramid)</li> <li>Long I phoneme spelt y (hygiene)</li> </ul>	<ul style="list-style-type: none"> <li>Formal and informal writing</li> <li>Commas- lists, fronted adverbials, subordinate clauses and coordinating clauses.</li> <li>Apostrophes for possession.</li> <li>Apostrophes for it's and its.</li> <li>Consolidation of GPS.</li> </ul>
Summer Term	<p><b>Fiction: Archaic texts and SATs revision</b></p> <p><b>Fiction:</b> <i>Eric</i> Shaun Tan and <i>The Island</i> Armin Greder</p> <p><b>Poetry:</b> Poems about belonging</p>	<ul style="list-style-type: none"> <li>Prepare poems for performance.</li> <li>Evaluating author's use of language.</li> <li>To identify and discuss themes and conventions</li> <li>To make comparisons within and across books.</li> <li>Drawing inferences and justifying inferences with evidence</li> <li>Summarising main ideas</li> <li>Evaluating author's use of language.</li> </ul>	<p>Letter to the islanders persuading them to let you stay. Diary entry from Eric's point of view.</p>	<p>Revision and consolidation of objectives Pupils to ensure objectives are being used in their own writing.</p> <p>Revision and consolidation of objectives Pupils to ensure objectives are being used in their own writing.</p>	<p>Revision and consolidation of objectives. Pupils to ensure objectives are being used in their own writing.</p> <p>Revision and consolidation of objectives Pupils to ensure objectives are being used in their own writing.</p>

## Skills Progression: Reading

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> <li>•apply phonic knowledge to decode words</li> <li>•speedily read all 40+ letters/groups for 40+ phonemes</li> <li>•read accurately by blending taught GPC</li> <li>•read common exception words</li> <li>•read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>•read multisyllable words containing taught GPCs</li> <li>•read contractions and understanding use of apostrophe</li> <li>•read aloud phonically-decodable texts</li> </ul>	secure phonic decoding until reading is fluent read accurately by blending, including alternative sounds for graphemes read multisyllable words containing these graphemes read common suffixes read exception words, noting unusual correspondances read most words quickly & accurately without overt sounding and blending	apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Range of reading	<ul style="list-style-type: none"> <li>•listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>•being encouraged to link what they read or hear read to their own experiences</li> </ul>	listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes making comparisons within and across books	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes making comparisons within and across books
Familiarity with texts	becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books	increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions identifying and discussing themes and conventions in and across a wide range of writing	increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions identifying and discussing themes and conventions in and across a wide range of writing
Poetry and performance	learning to appreciate rhymes and poems, and to recite some by heart	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry	learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Word meanings	*discussing word meanings, linking new meanings to those already known	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	*using dictionaries to check the meaning of words that they have read	*using dictionaries to check the meaning of words that they have read		

<b>Understanding</b>	drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading	discussing the sequence of events in books and how items of information are related drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text identifying main ideas drawn from more than one paragraph and summarising these	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text identifying main ideas drawn from more than one paragraph and summarising these	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
<b>Inference</b>	discussing the significance of the title and events making inferences on the basis of what is being said and done	making inferences on the basis of what is being said and done answering and asking questions	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
<b>Prediction</b>	predicting what might happen on the basis of what has been read so far	predicting what might happen on the basis of what has been read so far	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied
<b>Authorial intent</b>			discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning	discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning	identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
<b>Non-fiction</b>		being introduced to non-fiction books that are structured in different ways	retrieve and record information from non-fiction	retrieve and record information from non-fiction	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction
<b>Discussing reading</b>	participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them	participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	recommending books that they have read to their peers, giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, provide reasoned justifications for their views	recommending books that they have read to their peers, giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, provide reasoned justifications for their views

## Skills Progression: Writing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	<ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes taught</li> <li>• common exception words</li> <li>• the days of the week</li> <li>• name the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> </ul>	<ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• learning to spell common exception words</li> <li>• distinguishing between homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>• spell further homophones</li> <li>• spell words that are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>• spell further homophones</li> <li>• spell words that are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>• spell some words with 'silent' letters</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>• spell some words with 'silent' letters</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</li> </ul>
Other word building spelling	<ul style="list-style-type: none"> <li>• using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un-</li> <li>• using -ing, -ed, -er and -est where no change is needed in the spelling of root words</li> <li>• apply simple spelling rules and guidance from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>• learning the possessive apostrophe (singular)</li> <li>• learning to spell more words with contracted forms</li> <li>• add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>• apply spelling rules and guidelines from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>
Transcription	<ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>		

<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' and to practise these</li> </ul>	<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task</li> </ul>	<ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task</li> </ul>
<b>Contexts for Writing</b>		<ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>	<ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>
<b>Planning Writing</b>	<ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> </ul>	<ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>