

### **Key Stage 3 English Teaching and Learning Framework**

The intent of the English and Communication Curriculum is to develop reading and communication skills for all pupils. Through stories, pupils will learn key skills in reading and writing alongside exploring a range of localities, beliefs, cultures and ways of life that may be different from their own. English and Communication is the starting point for all other learning.

All English lessons will start from a story. Sequences of lessons will take place over two to three weeks, and within that time, a balance of reading and writing will be taught. Progress in reading will be monitored through the phonics and guided reading lessons and progress in writing will be monitored through the Big Writes that will take place at the end of a sequence of lessons (around every three weeks). In addition, reading and handwriting will be explicitly taught through phonics or sound recognition lessons, depending on ability and through shared or guided reading lessons (shared reading for pupils who have not yet learnt Read Write Inc stage 1 sounds and guided reading for all other pupils).

Pupils will be taught the alphabet and alphabetical order at all stages of development, beginning with songs and progressing to finding missing letters and ordering words. Knowledge of the alphabet will be taught at the beginning of every English lesson for as long as it is needed. Alphabetical order will be reinforced through the organisation of word banks and other lists in the classroom.

Communication is explicitly taught in Communication lessons and reinforced in all other areas of the curriculum, including during break times.

Our curriculum follows a three year cycle in which pupils are provided with a broad and balanced curriculum with opportunities for over learning and building on prior understanding. There is a developmental framework for writing available for staff to refer to for the specific stages of writing development. The document below outlines the learning focus for each topic and is broadly differentiated into encountering (pupils at the earlier stages of learning), developing (pupils who are beginning to access more formalised learning) and enhancing (for pupils who are working towards Age Related Expectations). Most pupils who are working at the 'enhancing' stage will be accessing mainstream lessons through the partnership provisions. The objectives for encountering are therefore a guide for teachers when their pupils are not in mainstream lessons.

**Cycle One**

<b>Cycle One</b>					
<b>Autumn 1</b>			<b>Autumn 2</b>		
<b>Diary Writing</b>			<b>Newspapers</b>		
<b>The Secret Sky Garden</b>	<b>Holes</b>		<b>Eyes that Speak to the Stars</b>	<b>Holes</b>	
<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>	<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>
<ul style="list-style-type: none"> <li>• Pupils will be able to engage with a sensory story.</li> <li>• Pupils will show anticipation when engaging in a sensory story.</li> <li>• Pupils will learn that a book is something to be shared and enjoyed.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will begin to understand the difference between fiction and non-fiction.</li> <li>• Pupils will learn the features of a book eg blurb, title, author</li> <li>• Pupils will be able to</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to read longer novels and understand the events in the story.</li> <li>• Pupils will understand how the author develops characteri</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to engage with a sensory story.</li> <li>• Pupils will show anticipation when engaging in a sensory story.</li> <li>• Pupils will learn that a book is something to be shared and enjoyed.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will recap the features of a newspaper eg headline, pictures, captions, eye witness statement, events written in chronological order.</li> <li>• Pupils will understand the</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to write newspaper reports with all the appropriate features, correctly punctuated sentences and well-structured paragraphs.</li> <li>• Pupils will be able to identify facts and opinions.</li> <li>• Pupils will begin to identify bias in writing.</li> </ul>

<ul style="list-style-type: none"> <li>• Pupils will be able to point to pictures in a book.</li> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> <li>• Pupils will be able to point to</li> </ul>	<p>identify dialogue in a story and how chapters build anticipation</p> <ul style="list-style-type: none"> <li>• Pupils will learn the importance of setting the scene and developing characters in a story to keep the reader interested.</li> <li>• Pupils will be able to sequence events in a story.</li> <li>• Pupils will be able to describe how they feel.</li> </ul>	<p>sation for effect.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to write diaries with a range of sentences, vocabulary and punctuation.</li> <li>• Pupils will be able to organise their writing into paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to point to pictures in a book.</li> <li>• Pupils will begin to identify specific parts of a picture eg an animal or house.</li> <li>• Pupils will be able to say how a character is feeling and begin to give reasons for their opinion.</li> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a range of materials.</li> </ul>	<p>purpose of a newspaper report and the intended audience (people who don't know the author or the area being written about).</p> <ul style="list-style-type: none"> <li>• Pupils will identify the language used in newspaper reports- facts, time connectives at the beginning of sentences, descriptions of events.</li> <li>• Pupils will be able to use time connectives in</li> </ul>	
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<p>the pictures they like in the story.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to sequence simple parts of a story.</li> <li>• Pupils will begin to write their own diaries, using simple sentences and remembering to use a full stop at the end of their sentences and capital letters at the beginning.</li> <li>• Pupils will begin to apply their phonic</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to show their understanding of characters by describing how they might feel.</li> <li>• Pupils will be able to identify where a story takes place.</li> <li>• Pupils will be able to identify the characters in a story and make inferences about the type of person they are and what their motives are.</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> <li>• Pupils will begin to write to communicate.</li> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> <li>• Pupils begin to write sentences about a character in a book, using full stops and capital letters.</li> </ul>	<p>their own writing.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to sequence events using time connectives.</li> <li>• Pupils will be able to write their own headlines, understanding that they are short and attention-grabbing.</li> <li>• Pupils will begin to write their own newspaper reports about an event in Holes.</li> </ul>	
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<p>and spelling knowledge to their writing.</p>	<ul style="list-style-type: none"> <li>● Pupils will be able to apply their phonic and spelling knowledge to their writing.</li> <li>● Pupils will be able to make predictions about what might happen next.</li> <li>● Pupils will recap what a diary is and the purpose of writing in a diary.</li> <li>● Pupils will be able to collect effective language for description.</li> <li>● Pupils will be able to write</li> </ul>			<ul style="list-style-type: none"> <li>● Pupils will be able to apply their knowledge of phonics and spelling in their writing.</li> <li>● Pupils will be able to write correctly punctuated sentences.</li> <li>● Pupils will begin to learn the difference between fact and opinion.</li> <li>● Pupils will begin to learn what bias is and how this can be evident in newspaper reports.</li> </ul>	
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	<p>their own diary entries as though they are a character in Holes.</p> <ul style="list-style-type: none"> <li>• Pupils will use a range of sentences and punctuation in their writing.</li> <li>• Pupils will learn the difference between the past, present and future tense and use these consistently correctly in their writing.</li> </ul>			<ul style="list-style-type: none"> <li>• Pupils will begin to learn how to organise their writing into paragraphs.</li> </ul>	
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Spring 1	Spring 2
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Writing Letters			Narrative		
Jamal's Journey	Journey to Jo' burg		We all went on Safari	Journey to Jo' burg	
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> <li>● Pupils will be able to engage with a sensory story.</li> <li>● Pupils will show anticipation when engaging in a sensory story.</li> <li>● Pupils will learn that a book is something to be shared and enjoyed.</li> <li>● Pupils will be able to sequence events in a story, using pictures to help.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will understand the difference between fiction and non- fiction.</li> <li>● Pupils will be able to make inferences about how a character is feeling and their motivations , giving simple explanation</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to explain the difference between fiction and non- fiction.</li> <li>● Pupils will be able to write letters for a range of purposes.</li> <li>● Pupils will be able to use the correct format for letter writing and include the correct techniques.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to engage with a sensory story.</li> <li>● Pupils will show anticipation when engaging in a sensory story.</li> <li>● Pupils will learn that a book is something to be shared and enjoyed.</li> <li>● Pupils will be able to point to objects in pictures in a book.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to use a full stop at the end of a sentence and a capital letter at the beginning of a sentence.</li> <li>● Pupils will be able to make inferences about how a character is feeling and their motivations, giving simple explanations</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to write stories that are well-structured and interesting to the reader.</li> <li>● Pupils will be able to use vocabulary for effect and they will use a range of punctuation effectively and accurately.</li> </ul>

<ul style="list-style-type: none"> <li>• Pupils will be able to point to objects in pictures in a book.</li> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> <li>• Pupils will begin to be able to write postcards</li> </ul>	<p>s for their answers.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to identify effective words and phrases for description.</li> <li>• Pupils will recap how dialogue is written in texts.</li> <li>• Pupils will be able to identify the different purposes for letter writing eg to complain, to inform,</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to organise their writing into paragraphs.</li> <li>• Pupils will be able to use appropriate language for effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will begin to identify sounds in words eg the same sound as their name or a repeated sound.</li> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> </ul>	<p>for their answers.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to identify effective words and phrases for description.</li> <li>• Pupils will recap how dialogue is written in texts.</li> <li>• Pupils will be able to write a description of a setting using a wide range of vocabulary.</li> <li>• Pupils will be able to use varied sentence structures in</li> </ul>	
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<p>for another person to read.</p>	<p>to persuade.</p> <ul style="list-style-type: none"> <li>● Pupils will be able to identify the difference between a formal and an informal letter.</li> <li>● Pupils will recap the features of a letter, and identify the different language used when writing informal letters and formal letters.</li> </ul>		<ul style="list-style-type: none"> <li>● Pupils will be able to sequence familiar events eg now and next progressing to first, then, after</li> <li>● Pupils will begin to create their own story using pictures.</li> <li>● Pupils will be able to write sentences to accompany the picture.</li> </ul>	<p>their descriptions of settings.</p> <ul style="list-style-type: none"> <li>● Pupils will be able to write detailed character descriptions.</li> <li>● Pupils will be able to plan their own stories about a journey.</li> <li>● Pupils will write a story about a journey, with a clear beginning, middle and end and with a balance of action, description and dialogue.</li> </ul>	
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- Pupils will write an informal letter as though they are a character in 'Journey to Jo'burg'.
- Pupils will write a formal letter of information .
- Pupils will learn persuasive techniques.
- Pupils will apply their persuasive techniques when writing a

	<p>letter of persuasion.</p> <ul style="list-style-type: none"><li>• Pupils will be able to use full stops, exclamation marks, commas for lists, question marks and commas after introductory phrases.</li><li>• Pupils will be able to use their phonics and spelling knowledge in their writing.</li></ul>				
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Summer 1			Summer 2		
Descriptive Writing			Play scripts		
A Midsummer NighT's Dream					
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> <li>• Pupils will be able to engage with a sensory story.</li> <li>• Pupils will show anticipation when engaging in a sensory story.</li> <li>• Pupils will learn that a book is something to be shared and enjoyed.</li> <li>• Pupils will be able to point to objects in</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to use a full stop at the end of a sentence and a capital letter at the beginning of a sentence.</li> <li>• Pupils will be able to make inferences about how a character is feeling and their motivations, giving simple</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to write their own descriptions using a range of vocabulary and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to engage with a sensory story.</li> <li>• Pupils will show anticipation when engaging in a sensory story.</li> <li>• Pupils will learn that a book is something</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will recap the features of a playscript.</li> <li>• Pupils will be able to read and rehearse plays, changing tone and expression to express feelings.</li> <li>• Pupils will be able to write their own playscripts applying the correct features.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to read and rehearse plays, demonstrating an understanding of characters.</li> <li>• Pupils will be able to write a play for others to perform using the correct features and a wide range of vocabulary.</li> </ul>

<p>pictures in a book.</p> <ul style="list-style-type: none"> <li>• Pupils will begin to identify sounds in words eg the same sound as their name or a repeated sound.</li> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> <li>• Pupils will begin to explain the meaning of their</li> </ul>	<p>explanations for their answers.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to identify effective words and phrases for description.</li> <li>• Pupils will recap how dialogue is written in texts.</li> <li>• Pupils will be able to identify the setting in a story.</li> <li>• Pupils will be able to write their own character descriptions.</li> </ul>		<p>to be shared and enjoyed.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to point to objects in pictures in a book.</li> <li>• Pupils will begin to identify sounds in words eg the same sound as their name or a repeated sound.</li> <li>• Pupils will learn to hold objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to write correctly punctuated sentences, ensuring they are developing a wider range of sentence structures and punctuation.</li> <li>• Pupils will be able to use a wider range of vocabulary for effect.</li> <li>• Pupils will be able to play their phonics and spelling skills in their writing.</li> </ul>	
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<p>writing to an adult.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to sequence familiar events eg now and next progressing to first, then, after</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to use commas in a list ad to separate clauses.</li> <li>• Pupils will be able to use connectives to join clauses in a sentence.</li> <li>• Pupils will be able to write a description of a setting.</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> <li>• Pupils will be able to sequence</li> </ul>		
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			familiar events eg now and next progressing to first, then, after		
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Cycle Two					
Autumn 1			Autumn 2		
Stories			Formal and Informal letters		
My Name is not Refugee	Oranges in No Man's Land		For Every Child	Oranges in No Man's Land	
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> <li>Pupils will be able to engage with a sensory story.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will learn to sequence stories and understand that there is a beginning,</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to write stories with a wide range of</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to engage with a sensory story.</li> <li>Pupils will show</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to make inferences about how a character is feeling and their</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to write letters of complaint and informal letters for a range of reasons.</li> <li>Pupils will be able to use effective</li> </ul>

<ul style="list-style-type: none"> <li>• Pupils will show anticipation when engaging in a sensory story.</li> <li>• Pupils will learn that a book is something to be shared and enjoyed.</li> <li>• Pupils will be able to point to objects in pictures in a book.</li> <li>• Pupils will begin to identify</li> </ul>	<p>middle and end.</p> <ul style="list-style-type: none"> <li>• Pupils will recap the difference between fiction and non-fiction.</li> <li>• Pupils will be able to apply their phonics knowledge when writing words.</li> <li>• Pupils will practise writing in correctly punctuated sentences, using a wider range of punctuation-full stops,</li> </ul>	<p>punctuation and vocabulary</p> <ul style="list-style-type: none"> <li>• Pupils will be able to write speech in their stories and a wide range of connectives and conjunctions.</li> </ul>	<p>anticipation when engaging in a sensory story.</p> <ul style="list-style-type: none"> <li>• Pupils will learn that a book is something to be shared and enjoyed.</li> <li>• Pupils will be able to point to objects in pictures in a book.</li> <li>• Pupils will begin to identify sounds in words eg the same sound as their name or a</li> </ul>	<p>motivations, giving simple explanations for their answers.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to identify effective words and phrases for description.</li> <li>• Pupils will be able to identify the different purposes for letter writing eg to complain, to inform, to persuade.</li> <li>• Pupils will be able to identify the</li> </ul>	<p>language techniques for their letters of complaint.</p>
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<p>sounds in words eg the same sound as their name or a repeated sound.</p> <ul style="list-style-type: none"> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand the cause and effect of their</li> </ul>	<p>capital letters, question marks and commas for a list.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to use a range of conjunctions in their sentences eg and, because, but, so, if, as well as</li> <li>• .Pupils will increase their vocabulary bank by collecting adjectives.</li> <li>• Pupils will use</li> </ul>		<p>repeated sound.</p> <ul style="list-style-type: none"> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> </ul>	<p>difference between a formal and an informal letter.</p> <ul style="list-style-type: none"> <li>• Pupils will recap the features of a letter, and identify the different language used when writing informal letters and formal letters.</li> <li>• Pupils will write an informal letter as though they are a character in</li> </ul>	
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<p>actions in mark making.</p> <ul style="list-style-type: none"> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> <li>• Pupils will practise writing a message for someone else eg a message in a card.</li> <li>• Pupils will be able to sequence familiar events eg</li> </ul>	<p>adjectives in their writing.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to explain how characters in the book are feeling. Pupils will be able to plan their own stories.</li> <li>• Pupils will be able to write their own stories using a wider range of vocabulary for effect and a wider range of sentence structures.</li> <li>• Pupils will be able to</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils will practise writing a message for someone else eg a message in a card.</li> <li>• Pupils will be able to sequence familiar events eg now and next progressing to first, then, after</li> <li>• Pupils will be able to recognise rhyming words.</li> </ul>	<p>‘Oranges in No Man’s land’.</p> <ul style="list-style-type: none"> <li>• Pupils will write a formal letter of complaint.</li> <li>• Pupils will understand the difference between formal and informal language and be able to use formal language in a letter of complaint.</li> <li>• Pupils will be able to use full stops, exclamation marks,</li> </ul>	
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<p>now and next progressing to first, then, after</p> <ul style="list-style-type: none"> <li>• Pupils will be able to recognise rhyming words.</li> </ul>	<p>correctly punctuate sentences, extending their punctuation to commas to separate clauses and semicolons if they are ready.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to correctly write speech punctuation in stories.</li> </ul>			<ul style="list-style-type: none"> <li>• commas for lists, question marks, commas after introductory phrases and to separate clauses.</li> <li>• Pupils will be able to use their phonics and spelling knowledge in their writing.</li> </ul>	
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Spring 1	Spring 2
Newspapers	Diaries
<b>The Story of Malala</b>	

Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> <li>● Pupils will be able to engage with a sensory story.</li> <li>● Pupils will show anticipation when engaging in a sensory story.</li> <li>● Pupils will learn that a book is something to be shared and enjoyed.</li> <li>● Pupils will be able to point to objects in</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will recap the purpose of newspapers and their features.</li> <li>● Pupils will understand what is meant by chronological order.</li> <li>● Pupils will learn the features of an introduction in a newspaper report.</li> <li>● Pupils will be able to write the main body</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to write a range of newspaper articles.</li> <li>● Pupils will be able to use a wide range of punctuation and sentences in their writing.</li> <li>● Pupils will be able to organise their writing into paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will listen with enjoyment to a story and explore sensory props.</li> <li>● Pupils will begin to anticipate and predict what might happen next in a story.</li> <li>● Pupils will be able to use their prepared method of communication to join in with</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to order main events in chronological order.</li> <li>● Pupils will recap the features of a diary.</li> <li>● Pupils will read a range of different diary extracts.</li> <li>● Pupils will practise writing a range of sentence structures, including compound</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to write using a range of sentence structures and vocabulary.</li> <li>● Pupils will be able to organise their writing into paragraphs.</li> </ul>

<p>pictures in a book.</p> <ul style="list-style-type: none"> <li>• Pupils will begin to identify sounds in words eg the same sound as their name or a repeated sound.</li> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a range of materials.</li> </ul>	<p>of a newspaper report in chronological order.</p> <ul style="list-style-type: none"> <li>• Pupils will learn the features of a closing paragraph in a newspaper report.</li> <li>• Pupils will learn the importance of an eyewitness account and how to punctuate this.</li> <li>• Pupils will understand the</li> </ul>		<p>predictable words and phrases.</p> <ul style="list-style-type: none"> <li>• Pupils will begin to recognise sounds in stories.</li> <li>• Pupils will learn that a book is something to be shared and enjoyed.</li> <li>• Pupils will be able to point to objects in pictures in a book.</li> <li>• Pupils will learn to hold objects.</li> </ul>	<p>and complex sentences.</p> <ul style="list-style-type: none"> <li>• Pupils will practise writing sentences with a wider range of adjectives, verbs and connectives.</li> <li>• Pupils will be able to write diary entries from the point of view of Malala.</li> <li>• Pupils will begin to use paragraphs in their writing.</li> </ul>	
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<ul style="list-style-type: none"> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> <li>• Pupils will practise writing a message for someone else eg a message in a card.</li> <li>• Pupils will be able to</li> </ul>	<p>difference between fact and opinion.</p> <ul style="list-style-type: none"> <li>• Pupils will learn the difference between third person and first person.</li> <li>• Pupils will be able to write sentences in the third person.</li> <li>• Pupils will develop their skills in writing headlines.</li> <li>• Pupils will be able to</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> <li>• Pupils will learn that</li> </ul>		
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<p>sequence familiar events eg now and next progressing to first, then, after</p> <ul style="list-style-type: none"> <li>• Pupils will be able to recognise rhyming words.</li> <li>• Pupils will begin to recognise/ join in with predictable words and phrases, using their preferred method of communication.</li> </ul>	<p>apply their knowledge of phonics and spelling in their writing.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to punctuate a wider range of sentences correctly.</li> </ul>		<p>text carries meaning.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to match verbs to pictures.</li> <li>• Pupils will begin to be able to write sentences about what they have done in the day, starting with a capital letter and ending with a full stop.</li> <li>• Pupils will be able to</li> </ul>		
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<ul style="list-style-type: none"> <li>• Pupils will be able to ask another person questions and listen to their answers, progression to recording their answers.</li> <li>•</li> </ul>			<p>identify true and false information.</p>		
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Summer 1			Summer 2		
<b>Persuasive Writing and Speeches</b>			<b>Non Fiction: Newspapers</b>		
<b>Animal Farm</b>			<b>Animal Farm</b>		
<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>	<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>
<ul style="list-style-type: none"> <li>• Pupils will listen with enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will understand the main</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to write</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will listen with enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will recap the purpose of</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to write a range of newspaper articles.</li> </ul>



<p>to a story and explore sensory props.</p> <ul style="list-style-type: none"> <li>• Pupils will begin to anticipate and predict what might happen next in a story.</li> <li>• Pupils will be able to use their prepared method of communication to join in with predictable words and phrases.</li> <li>• Pupils will begin to</li> </ul>	<p>events in a story.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to develop their skills of inference by discussing the actions, feelings and motives of different characters.</li> <li>• Pupils will be able to identify effective words and phrases and their impact on the reader.</li> </ul>	<p>persuasive speeches and letters using a range of techniques.</p> <ul style="list-style-type: none"> <li>• They will write with increasing fluency and they will write in a structured, organised manner.</li> <li>• Pupils will use effective language, taking into account the impact on the reader.</li> </ul>	<p>to a story and explore sensory props and actions.</p> <ul style="list-style-type: none"> <li>• Pupils will begin to anticipate and predict what might happen next in a story.</li> <li>• Pupils will be able to use their prepared method of communication to join in with predictable words and phrases.</li> </ul>	<p>newspapers and their features.</p> <ul style="list-style-type: none"> <li>• Pupils will review a range of newspapers, identifying common features and identifying differences.</li> <li>• Pupils will recap the meaning of chronological order.</li> <li>• Pupils will recap the features of an introduction in a newspaper report.</li> <li>• Pupils will be able to write</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to use a wide range of punctuation and sentences in their writing.</li> <li>• Pupils will be able to organise their writing into paragraphs.</li> </ul>
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<p>recognise sounds in stories.</p> <ul style="list-style-type: none"> <li>• Pupils will learn that a book is something to be shared and enjoyed.</li> <li>• Pupils will be able to point to objects in pictures in a book.</li> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to identify what a speech is and why people make speeches.</li> <li>• Pupils will listen to and read a range of speeches including those in Animal Farm.</li> <li>• Pupils will use dictionaries to find the meaning of new vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils will begin to recognise sounds in stories.</li> <li>• Pupils will learn that a book is something to be shared and enjoyed.</li> <li>• Pupils will be able to point to objects in pictures in a book.</li> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark</li> </ul>	<p>the main body of a newspaper report in chronological order, using the appropriate connectives to link ideas.</p> <ul style="list-style-type: none"> <li>• Pupils will learn the features of a closing paragraph in a newspaper report.</li> <li>• Pupils will recap the importance of an eyewitness account and how to punctuate this.</li> </ul>	
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<p>range of materials.</p> <ul style="list-style-type: none"> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> <li>• Pupils will learn that text carries meaning</li> <li>• Pupils will role play with a</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will recap persuasive techniques and use them in their speech and writing.</li> <li>• Pupils will understand what a rhetorical question is and how this can be used in persuasion.</li> <li>• Pupils will be able to write a speech for a purpose eg to persuade</li> </ul>		<p>making with a range of materials.</p> <ul style="list-style-type: none"> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> <li>• Pupils will learn that text carries meaning</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will recap the difference between fact and opinion.</li> <li>• Pupils will recap the difference between third person and first person.</li> <li>• Pupils will practise writing sentences in the third person.</li> <li>• Pupils will develop their skills in writing headlines.</li> <li>• Pupils will be able to apply their</li> </ul>	
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<p>range of props.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>their peers of an opinion or action they should take.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to use the features of persuasion in their speeches.</li> <li>• Pupils will be able to change their tone and volume of their voices for effect when presenting their speeches.</li> </ul>			<p>knowledge of phonics and spelling in their writing.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to punctuate a wider range of sentences correctly.</li> <li>• Pupils will write a newspaper report about a chosen event in 'Animal Farm', applying all the features and language that is appropriate for this.</li> </ul>	
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|  | <ul style="list-style-type: none"><li>• Pupils will develop their skills in writing a persuasive letter.</li><li>• Pupils will be able to use the features of a formal letter in their persuasive letter.</li><li>• Pupils will use persuasive techniques when writing a letter.</li><li>• Pupils will use correctly</li></ul> |  |  |  |  |
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	<p>punctuated sentences and paragraphs to organise their writing.</p> <ul style="list-style-type: none"> <li>• Pupils will use rhetorical questions in their persuasive letters.</li> <li>•</li> </ul>				
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Cycle Three					
Autumn 1			Autumn 2		
War Poetry			Information Texts		
<b>One Boy's War</b>	<b>War Horse; Dulce et Decorum Est and Heroes</b>		<b>Flo of the Somme</b>	<b>War Horse; In Flanders Fields, The Game</b>	
<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>	<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>

<ul style="list-style-type: none"> <li>• Pupils will be able to apply and enhance their understanding of World War 1 learnt in Humanities, to the context of this story and the poetry.</li> <li>• Pupils will listen with enjoyment to a story and explore sensory props.</li> <li>• Pupils will begin to recognise sounds in stories.</li> <li>• Pupils will learn that a</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to apply and enhance their understanding of World War 1 learnt in Humanities , to the context of this story and the poetry.</li> <li>• Pupils will be able to identify the title, author, blurb.</li> <li>• Pupils will be able to understand the main events of a story. Pupils will</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will learn new vocabulary and apply this to their own writing.</li> <li>• Pupils will be able to write a range of different poems using figurative techniques for effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Through the use of story, pupils will learn the role of dogs and other animals in World War One.</li> <li>• Pupils will listen with enjoyment to a story and explore sensory props.</li> <li>• Pupils will begin to anticipate and predict what might happen</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will develop their understanding of poems and how they can reflect the thoughts and feelings of people at the time.</li> <li>• Pupils will learn, through poetry and story, about events during World War One.</li> <li>• Pupils will be able to apply and enhance their understanding of World War 1 learnt in Humanities, to the context of</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to identify the different types of figurative language in stories and poetry and discuss the impact of this on the reader.</li> <li>• Pupils will be able to read and respond to a range of literature about the same topic. Pupils will compare and contrast different viewpoints of one subject, developing their own opinions and justifying their ideas with explanations.</li> </ul>
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<p>book is something to be shared and enjoyed.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to point to objects in pictures in a book.</li> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand the cause and effect</li> </ul>	<p>be able to develop their skills of inference by exploring a character's actions, feelings and motives.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to give their own opinions about characters and the events in a story.</li> <li>• Pupils will be able to identify imagery in poems and stories.</li> </ul>		<p>next in a story.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to use their prepared method of communication to join in with predictable words and phrases.</li> <li>• Pupils will begin to recognise sounds in stories.</li> <li>• Pupils will learn that a book is something to be shared and enjoyed.</li> </ul>	<p>this story and the poetry.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to identify the title, author, blurb.</li> <li>• Pupils will be able to understand the main events of a story. Pupils will be able to develop their skills of inference by exploring a character's actions, feelings and motives.</li> <li>• Pupils will be able to give their own opinions about characters and the events in a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to write an information text using the correct features and subject specific vocabulary to develop understanding for the reader.</li> <li>• Pupils will write a range of sentences using different structures and a wider variety of punctuation, appropriate for the sentence and genre of writing.</li> </ul>
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<p>of their actions in mark making.</p> <ul style="list-style-type: none"> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> <li>• Pupils will learn that text carries meaning</li> <li>• Pupils will role play with a range of props.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to identify similes and metaphors in poetry and discuss the effectiveness of these.</li> <li>• Pupils will be able to identify rhyming words and recognise how they support the rhythm of a poem.</li> <li>• Pupils will be able to compare two poems about the same topic and recognise</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils will be able to point to objects in pictures in a book.</li> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to identify imagery in poems and stories.</li> <li>• Pupils will be able to identify similes and metaphors in poetry and discuss the effectiveness of these.</li> <li>• Pupils will be able to identify rhyming words and recognise how they support the rhythm of a poem.</li> <li>• Pupils will be able to compare two poems about the same topic and recognise</li> </ul>	
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	<p>the different viewpoints.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to identify language used by the poet to develop a different viewpoint.</li> <li>• Pupils will write a narrative poem about a scene in 'War Horse' or their own thoughts of war in preparation for Remembrance Day.</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> <li>• Pupils will learn that text carries meaning</li> <li>• Pupils will role play with a range of props.</li> <li>• Pupils will take part in creating their own headlines as a group.</li> <li>• Pupils will begin to write</li> </ul>	<p>the different viewpoints.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to identify language used by the poet to develop a different viewpoint.</li> <li>• Pupils will recap the features of a non-fiction text and identify the difference between fiction and non-fiction.</li> <li>• Pupils will use non-fiction texts to support their learning in Humanities and science.</li> <li>• Pupils will be able to</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Pupils will be able to use capital letters for the beginning of sentences and names of people and places.</li> <li>•</li> </ul>		<p>captions to pictures for a newspaper report.</p> <ul style="list-style-type: none"> <li>• Pupils will learn to start a sentence with a capital letter and end it with a full stop.</li> <li>• Pupils will begin to understand the effect of adjective in writing and begin to use adjectives in their</li> </ul>	<p>compare different information texts, identifying different ways in which information is presented.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to write their own information texts about a range of subjects across the curriculum, using the correct features (glossary, contents, headings, diagrams, labels, pictures and captions).</li> <li>• Pupils will be able to apply</li> </ul>	
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			<p>own writing.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to identify the first letter in a word and begin to organise these words into alphabetical order.</li> <li>•</li> </ul>	<p>their knowledge of alphabetical order when writing glossaries.</p>	
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Spring 1			Spring 2		
Story writing			Letters		
Great Expectations					
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> <li>• Pupils will be able to develop and</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will plan, draft</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to develop</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to write</li> </ul>

<p>enhance their understanding of belonging and the Victorians through story.</p> <ul style="list-style-type: none"> <li>• Pupils will listen with enjoyment to a story and explore sensory props.</li> <li>• Pupils will begin to anticipate and predict what might happen next in a story.</li> <li>• Pupils will begin to recognise sounds in stories.</li> <li>• Pupils will learn that a book is something to be shared and enjoyed.</li> <li>• Pupils will be able to point to objects</li> </ul>	<p>develop and enhance their understanding of belonging and the Victorians through story.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to understand the main events in a longer novel.</li> <li>• Pupils will learn that stories can start differently eg this one starts in the setting and introduces the characters through their</li> </ul>	<p>and edit their own stories.</p> <ul style="list-style-type: none"> <li>• Pupils will apply their growing knowledge of language to their writing, considering the impact on the reader.</li> <li>• Pupils will be able to punctuate their sentences accurately.</li> </ul>	<p>and enhance their understanding of belonging and the Victorians through story.</p> <ul style="list-style-type: none"> <li>• Pupils will listen with enjoyment to a story and explore sensory props.</li> <li>• Pupils will begin to anticipate and predict what might happen next in a story.</li> <li>• Pupils will be able to use their prepared method of communication to join in with predictable</li> </ul>	<p>make inferences about how a character is feeling and their motivations, giving simple explanations for their answers.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to identify effective words and phrases for description.</li> <li>• Pupils read and recap the different purposes for letter writing eg</li> </ul>	<p>formal and informal letters for a range of reasons.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to use effective language techniques for their letters, considering the impact on the reader.</li> <li>• Pupils will plan, draft and edit their writing, making alterations for greater impact/effect.</li> </ul>
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<p>in pictures in a book.</p> <ul style="list-style-type: none"> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> <li>• Pupils will learn that text carries meaning.</li> <li>• Pupils will be able to identify characters in a story.</li> </ul>	<p>meeting of each other.</p> <ul style="list-style-type: none"> <li>• Pupils will learn the effectiveness of imagery in writing setting descriptions.</li> <li>• Pupils will recap how dialogue is written in stories.</li> <li>• Pupils will develop empathy with characters, discussing how they are feeling, their actions and motives.</li> <li>• Pupils will recap the use of</li> </ul>		<p>words and phrases.</p> <ul style="list-style-type: none"> <li>• Pupils will begin to recognise sounds in stories.</li> <li>• Pupils will learn that a book is something to be shared and enjoyed.</li> <li>• Pupils will be able to point to objects in pictures in a book.</li> <li>• Pupils will learn to hold objects.</li> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand the</li> </ul>	<p>to complain, to inform, to persuade.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to identify the difference between a formal and an informal letter.</li> <li>• Pupils will recap the features of a letter, and identify the different language used when writing informal letters and formal letters.</li> </ul>	
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<ul style="list-style-type: none"> <li>• Pupils will understand that stories can be set a long time ago as well as in the present day.</li> </ul>	<p>exclamation marks and question marks in writing.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to write correctly punctuated questions and exclamation sentences.</li> <li>• Pupils will be able to apply their phonics and spelling knowledge to their own writing.</li> <li>• Pupils will be able to write a variety of sentences including simple,</li> </ul>		<p>cause and effect of their actions in mark making.</p> <ul style="list-style-type: none"> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> <li>• Pupils will identify the purposes of writing a letter.</li> <li>• Pupils will be able to write a postcard to a family member or friend.</li> <li>• If able, pupils should write a postcard from a character in the book.</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will write an informal letter as though they are Pip, to a family member or friend.</li> <li>• Pupils will understand the difference between formal and informal language and be able to use formal language in a formal letter as though they are PIP (eg</li> </ul>	
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	<p>compound and complex sentences.</p> <ul style="list-style-type: none"> <li>● Pupils will be able to collect adjectives, verbs and adverbs and begin to use them in their own writing for greater effect.</li> <li>● Pupils will learn to write a description of a setting.</li> <li>● Pupils will write a character description, using some ambitious vocabulary and a variety</li> </ul>			<p>to someone in London, a letter of enquiry about the money that has come to him etc)</p> <ul style="list-style-type: none"> <li>● Pupils will be able to use full stops, commas for lists, question marks.com mas after introductory phrases and to separate clauses.</li> <li>● Pupils will be able to use their phonics and</li> </ul>	
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	<p>of sentence structures.</p> <ul style="list-style-type: none"><li>• Pupils will plan their own stories about meeting somebody strange.</li><li>• Pupils will structure their plans, with support if required, into a beginning, plot development and ending.</li><li>• Pupils will understand that effective story writing includes a balance of action, decision and</li></ul>			<p>spelling knowledge in their writing.</p>	
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	dialogue (ADD) and apply this in their own writing.				
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Summer 1			Summer 2		
Persuasive Writing			Story writing		
<b>We Sing Across the Sea</b>	<b>Windrush Child</b>		<b>We Sang Across the Sea</b>	<b>Windrush Child; Dreams; All You Who Sleep Tonight</b>	
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> <li>Pupils will be able to apply and enhance their learning in humanities through their reading.</li> <li>Pupils will listen with enjoyment to a story and</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to apply and enhance their learning in humanities through their reading.</li> <li>Pupils will be able to demonstrate their</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to apply and enhance their learning in humanities through their reading.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to apply and enhance their learning in humanities through their reading.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to apply and enhance their learning in humanities through their reading.</li> <li>Pupils will be able to explore the use of</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to apply and enhance their learning in humanities through their reading.</li> <li>Pupils will be able to organise their writing into</li> </ul>

<p>explore sensory props.</p> <ul style="list-style-type: none"> <li>• Pupils will begin to anticipate and predict what might happen next in a story.</li> <li>• Pupils will be able to use their prepared method of communication to join in with predictable words and phrases.</li> <li>• Pupils will begin to recognise sounds in stories.</li> <li>• Pupils will learn that a book is something to be shared and enjoyed.</li> <li>• Pupils will be able to point to objects</li> </ul>	<p>understanding of a story by answering questions about the text and giving reasons for their answers.</p> <ul style="list-style-type: none"> <li>• Pupils will explore and discuss the characters' thoughts, actions, motives and feelings.</li> <li>• Pupils will compare stories they have read and discuss their preferences.</li> <li>• Pupils will be able to apply their</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to apply a range of persuasive techniques in their writing.</li> <li>• Pupils will be able to accurately punctuate a range of sentences.</li> <li>• Pupils will be able to write a range of genres to persuade.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will listen with enjoyment to a story and explore sensory props.</li> <li>• Pupils will begin to anticipate and predict what might happen next in a story.</li> <li>• Pupils will be able to use their prepared method of communication to join in with predictable</li> </ul>	<p>metaphor and discuss its effect.</p> <ul style="list-style-type: none"> <li>• Pupils will explore the use of poetry to express meaning and emotions.</li> <li>• Pupils will compare and contrast poetry, discussing which they like and giving reasons for their answers.</li> <li>• Pupils will develop their use of conjunctions (and, so,</li> </ul>	<p>paragraphs, using a range of sentences that are appropriately punctuated with full stops, capital letters, commas, question marks, exclamation marks.</p> <ul style="list-style-type: none"> <li>• Pupils are beginning to learn when to use paragraphs and semi- colons.</li> <li>• Pupils will be able to use figurative language with increasing effect in their writing.</li> </ul>
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<p>in pictures in a book.</p> <ul style="list-style-type: none"> <li>● Pupils will learn to hold objects.</li> <li>● Pupils will explore mark making with a range of materials.</li> <li>● Pupils will understand the cause and effect of their actions in mark making.</li> <li>● Pupils will begin to explain the meaning of their writing to an adult.</li> <li>● Pupils will learn that text carries meaning</li> <li>● Pupils will role play with a range of props.</li> <li>● Pupils will begin to apply their</li> </ul>	<p>knowledge of phonics and punctuation to support their reading of words in a range of contexts and books.</p> <ul style="list-style-type: none"> <li>● Pupils will be able to identify the features of a story book eg title, blurb, author.</li> <li>● Pupils will be able to make predictions about a text.</li> <li>● Pupils will identify adjectives in a story and discuss how</li> </ul>		<p>words and phrases.</p> <ul style="list-style-type: none"> <li>● Pupils will begin to recognise sounds in stories.</li> <li>● Pupils will learn that a book is something to be shared and enjoyed.</li> <li>● Pupils will be able to point to objects in pictures in a book.</li> <li>● Pupils will learn to hold objects.</li> </ul>	<p>because, but) and begin to use connectives if they are ready eg (first, next, although)</p> <ul style="list-style-type: none"> <li>● Pupils will be able to apply their phonics and spelling knowledge to their writing.</li> <li>● Pupils will write correctly punctuated sentences, moving from simple sentences to compound sentences, use of</li> </ul>	
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<p>understanding of phonics and spelling to their writing.</p> <ul style="list-style-type: none"> <li>• Pupils will write postcards to a family member or friend, or as though they are a character in the story if they are able.</li> </ul>	<p>they add meaning.</p> <ul style="list-style-type: none"> <li>• Pupils will make a collection of adjectives, adverbs and verbs to use in their own writing.</li> <li>• Pupils will practise writing different sentence structures including compound and complex sentences.</li> <li>• Pupils will practise writing exclamation</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils will explore mark making with a range of materials.</li> <li>• Pupils will understand the cause and effect of their actions in mark making.</li> <li>• Pupils will begin to explain the meaning of their writing to an adult.</li> <li>• Pupils will learn that text carries meaning</li> </ul>	<p>commas in a list then commas to separate clauses.</p> <ul style="list-style-type: none"> <li>• Pupils will use exclamation marks correctly.</li> <li>• Pupils will be able to identify question words and sentences.</li> <li>• Pupils will be able to match rhyming words.</li> <li>• Pupils will be able to identify adjectives and use a range of increasingly ambitious</li> </ul>	
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	<p>and question sentences. .</p> <ul style="list-style-type: none"> <li>• Pupils will explore the contexts in which we may want to persuade, eg to make someone do something we want or to buy something.</li> <li>• Pupils will explore the different ways in which we are persuaded in society eg through adverts online and on television, through posters,</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils will role play with a range of props.</li> <li>• Pupils will begin to be able to identify animals, matching pictures to objects if needed eg a picture of an elephant with a toy elephant)</li> </ul>	<p>adjectives in their writing.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to understand the main events in a longer novel.</li> <li>• Pupils will learn the effectiveness of imagery in writing setting descriptions.</li> <li>• Pupils will recap how dialogue is written in stories.</li> <li>• Pupils will develop empathy with characters, discussing</li> </ul>	
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	<p>through the spoken word and written language.</p> <ul style="list-style-type: none"> <li>• Pupils will analyse the effectiveness of different methods of persuasion.</li> <li>• Pupils will recap persuasive language techniques and practise using them in their writing.</li> <li>• Pupils will be able to write a persuasive leaflet persuading people from Jamaica to</li> </ul>			<p>how they are feeling, their actions and motives.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to plan their own stories, taking into consideration the setting, characterization and plot development</li> <li>• Pupils will write stories that have a wider range of vocabulary and figurative language to</li> </ul>	
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	<p>come to work in England.</p> <ul style="list-style-type: none"><li>● Pupils will recap the features of a formal letter.</li><li>● Pupils will write a persuasive letter, trying to persuade people in England to change their attitudes towards immigrants.</li><li>● Pupils will consider how to use language to put across a viewpoint</li><li>● Pupils will recap the</li></ul>			<p>enhance meaning.</p> <ul style="list-style-type: none"><li>● Pupils will be able to write stories that have a balance of action description and dialogue (ADD).</li><li>● Pupils will be able to use paragraphs to organise their stories,</li><li>● Pupils will begin to read and edit their stories.</li></ul>	
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	<p>differences in format and language between a formal and informal letter.</p> <ul style="list-style-type: none"><li>• Pupils will write an informal letter to a friend or family member in Jamaica as a person who has just arrived in England.</li></ul>				
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