

English Year One	
Topic/Step	Curriculum Link and Ideas
Informing and Involving	<p><u>Recount – Children could write a recount of one of the actions in their Action Plan in order to inform the school for example they may write a recount of a litter-pick they have participated in.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Being encouraged to link what they read or hear to their own experiences. <p><u>Writing - Composition</u></p> <ul style="list-style-type: none"> • Sequencing sentences to form short narratives. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Joining words and joining clauses using and.
Eco-Code	<p><u>Poetry – Children could write their Eco-Code as a poem.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Learning to appreciate rhymes and poems, and to recite some by heart. <p><u>Writing - Composition</u></p> <ul style="list-style-type: none"> • Read aloud their writing clearly enough to be heard by their peers and the teacher.
Biodiversity	<p><u>Lists, Labels and Captions – Children could create a list of (or label pictures of) animals, insects or plants they find in the school grounds.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Being encouraged to link what they read or hear read to their own experiences. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Saying out loud what they are going to write about. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Joining words and joining clauses using and. <p><u>Recount – Children could complete a mini-beast survey then write a simple recount of it.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Being encouraged to link what they read or hear read to their own experiences. <p><u>Writing - Composition</u></p> <ul style="list-style-type: none"> • Sequencing sentences to form short narratives. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I.' <p><u>Poetry – Children could create a poem about animal life in their school grounds.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. <p><u>Writing - Composition</u></p> <ul style="list-style-type: none"> • Read aloud their writing clearly enough to be heard by their peers and the teacher.



	<p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Leaving spaces between words. <p><u>Instructions – Children could write simple instructions for how to grow flowers.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Being encouraged to link what they read or hear read to their own experiences. <p><u>Writing - Composition</u></p> <ul style="list-style-type: none">• Re-reading what they have written to check that it makes sense. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. <p><u>Informational Texts – Children could write an information text about an animal that is endangered.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Discussing the significance of the title and events. <p><u>Writing - Composition</u></p> <ul style="list-style-type: none">• Composing a sentence orally before writing it. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I.'
Energy	<p><u>Instructions – Children could write simple instructions for saving energy in class.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Being encouraged to link what they read or hear read to their own experiences. <p><u>Writing - Composition</u></p> <ul style="list-style-type: none">• Re-reading what they have written to check that it makes sense. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Leaving spaces between words. <p><u>Poetry – Children could write an energy-saving poem.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Being encouraged to link what they read or hear read to their own experiences. <p><u>Writing - Composition</u></p> <ul style="list-style-type: none">• Read aloud their writing clearly enough to be heard by their peers and the teacher. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Leaving spaces between words.
Global Citizenship	<p><u>Stories From a Range of Cultures – Children could read and appreciate stories from around the world before writing their own stories based on what they have read.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. <p><u>Writing - Composition</u></p> <ul style="list-style-type: none">• Sequencing sentences to form short narratives.



	<p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Joining words and joining clauses using and.
Healthy Living	<p><u>Lists, Labels and Captions - Children could list or label healthy and unhealthy foods.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Being encouraged to link what they read or hear read to their own experiences. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Joining words and joining clauses using and. <p><u>Instructions – Children could write simple instructions for how to be healthy.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Being encouraged to link what they read or hear read to their own experiences. <p><u>Writing - Composition</u></p> <ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Leaving spaces between words. <p><u>Information Texts – Children could write a simple information text about healthy living.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Being encouraged to link what they read or hear read to their own experiences. <p><u>Writing - Composition</u></p> <ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Leaving spaces between words.
Litter	<p><u>Lists, Labels and Captions – Children could create a list of items they find on a litter-pick.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Being encouraged to link what they read or hear read to their own experiences. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Saying out loud what they are going to write about. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Joining words and joining clauses using and. <p><u>Recount – Children could write a recount of a litter-pick.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Being encouraged to link what they read or hear read to their own experiences. <p><u>Writing - Composition</u></p> <ul style="list-style-type: none"> Sequencing sentences to form short narratives. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I.'



	<p><u>Poetry – Children could write an anti-litter poem.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Learning to appreciate rhymes and poems, and to recite some by heart. <p><u>Writing - Composition</u></p> <ul style="list-style-type: none"> • Read aloud their writing clearly enough to be heard by their peers and the teacher. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Leaving spaces between words. <p><u>Instructions – Children could write simple instructions for how to conduct a litter-pick.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Being encouraged to link what they read or hear read to their own experiences. <p><u>Writing - Composition</u></p> <ul style="list-style-type: none"> • Sequencing sentences to form short narratives. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Joining words and joining clauses using and.
Marine	<p><u>Poetry – Children could write a poem about marine life.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Learning to appreciate rhymes and poems, and to recite some by heart. <p><u>Writing - Composition</u></p> <ul style="list-style-type: none"> • Read aloud their writing clearly enough to be heard by their peers and the teacher. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Leaving spaces between words. <p><u>Informational Texts – Children could write a simple informational text about a marine animal.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Discussing the significance of the title and events. <p><u>Writing - Composition</u></p> <ul style="list-style-type: none"> • Read aloud their writing clearly enough to be heard by their peers and the teacher. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Leaving spaces between words.
Schools Grounds	<p><u>Stories With a Familiar Setting – Children could write a story about an animal in their school grounds.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Being encouraged to link what they read or hear read to their own experiences. <p><u>Writing - Composition</u></p> <ul style="list-style-type: none"> • Sequencing sentences to form short narratives. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
Transport	<p><u>Recount – Children could walk, cycle or scoot to school and write a recount of their journey.</u></p> <p><u>Reading – Comprehension</u></p>



	<ul style="list-style-type: none"> Being encouraged to link what they read or hear read to their own experiences. <p><u>Writing - Composition</u></p> <ul style="list-style-type: none"> Sequencing sentences to form short narratives. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I.’ <p><u>Instructions – Children could write simple instructions for how to walk, cycle or scoot to school safely.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Being encouraged to link what they read or hear read to their own experiences. <p><u>Writing - Composition</u></p> <ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
Waste	<p><u>Instructions – Children could write simple instructions for how to reduce waste.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Being encouraged to link what they read or hear read to their own experiences. <p><u>Writing - Composition</u></p> <ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. <p><u>Informational Texts – Children could write an informational text about waste’s negative effect on the environment.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Discussing the significance of the title and events. <p><u>Writing - Composition</u></p> <ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
Water	<p><u>Instructions – Children could write simple instructions for how to save water in school or at home.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Being encouraged to link what they read or hear read to their own experiences. <p><u>Writing - Composition</u></p> <ul style="list-style-type: none"> Saying out loud what they are going to write about. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. <p><u>Informational Texts – Children could write a simple information text about why it is important to save water.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.





	<p><u>Writing - Composition</u></p> <ul style="list-style-type: none">• Discuss what they have written with the teacher or other pupils. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Leaving spaces between words.
English Year Two	
Environmental Review	<p><u>Informational Texts – Children could write an informational text about what an Environmental Review is and the purpose of it.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Being introduced to non-fiction books that are structured in different ways. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Writing about real events. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Using some features of written Standard English. <p><u>Explanation Texts – Children could explain what an Environmental Review is and the purpose of it.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Drawing on what they already know or on background information and vocabulary provided by the teacher. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Writing for different purposes. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Using some features of written Standard English. <p><u>Non-Chronological Report – Children could write a non-chronological report about the Environmental Review.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Being introduced to non-fiction books that are structured in different ways. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Writing about real events. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• The present and past tenses correctly and consistently including the progressive form.
Eco-Code	<p><u>Poetry – Children could write their Eco-Code as a poem.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• 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><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Writing poetry. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• The present and past tenses correctly and consistently including the progressive form.
Biodiversity	<p><u>Stories With Familiar Settings – Children could write a story about an animal in their school grounds.</u></p> <p><u>Reading – Comprehension</u></p>

	<ul style="list-style-type: none"> Recognising simple recurring literary language in stories and poetry. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Writing narratives about personal experiences and those of others (real and fictional). <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Expanded noun phrases to describe and specify [for example, the blue butterfly]. <p><u>Informational Texts – Children could write an informational text about an animal that is endangered.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Being introduced to non-fiction books that are structured in different ways. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Writing for different purposes. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). <p><u>Poetry – Children could write a poem about an animal that is endangered.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Recognising simple recurring literary language in stories and poetry. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Writing poetry. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Expanded noun phrases to describe and specify [for example, the blue butterfly]. <p><u>Instructions – Children could write instructions for encouraging insect life in school grounds.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Discussing the sequence of events in books and how items of information are related. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Writing for different purposes. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Sentences with different forms: statement, question, exclamation, command. <p><u>Non-Chronological Report – Children could write a non-chronological report about an animal that is endangered.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Being introduced to non-fiction books that are structured in different ways. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Writing for different purposes. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
--	--





<h2>Energy</h2>	<p><u>Informational Texts – Children could write an informational text about how to save energy in school and at home.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Being introduced to non-fiction books that are structured in different ways. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). <p><u>Explanation Texts – Children could write an explanation text about how to save energy in school and at home.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Drawing on what they already know or on background information and vocabulary provided by the teacher. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Sentences with different forms: statement, question, exclamation, command. <p><u>Instructions – Children could write instructions for how to save energy in school and at home.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Discussing the sequence of events in books and how items of information are related. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Sentences with different forms: statement, question, exclamation, command. <p><u>Non-Chronological Report – Children could write a non-chronological report about the different sources of renewable energy.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Being introduced to non-fiction books that are structured in different ways. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Read aloud what they have written with appropriate intonation to make the meaning clear. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
<h2>Global Citizenship</h2>	<p><u>Traditional Texts – Children could study a variety of stories from around the world, before writing their own based on what they have read.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • 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. <p><u>Writing – Composition</u></p>



	<ul style="list-style-type: none"> Writing down ideas and/or key words, including new vocabulary. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> The present and past tenses correctly and consistently including the progressive form. <p><u>Significant Authors – Children could study significant authors from around the world and use their work as a basis for their own stories.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> 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. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Writing down ideas and/or key words, including new vocabulary. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> The present and past tenses correctly and consistently including the progressive form.
Healthy Living	<p><u>Information Texts – Children could write an informational text about healthy living.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Discussing the sequence of events in books and how items of information are related. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Writing about real events. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Sentences with different forms: statement, question, exclamation, command. <p><u>Explanations – Children could write an explanation text about why it is important to lead a healthy lifestyle.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Writing about real events. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). <p><u>Instructions – Children could write instructions about leading a healthy lifestyle.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Discussing the sequence of events in books and how items of information are related. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Writing down ideas and/or key words, including new vocabulary. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Sentences with different forms: statement, question, exclamation, command. <p><u>Non-Chronological Report – Children could write a non-chronological report about different food types.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Being introduced to non-fiction books that are structured in different ways.

	<p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Writing for different purposes. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
Litter	<p><u>Informational Texts – Children could write an informational text about how litter has a negative effect on the environment.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Being introduced to non-fiction books that are structured in different ways. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Writing for different purposes. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). <p><u>Instructions – Children could write instructions for how to conduct a litter-pick.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Discussing the sequence of events in books and how items of information are related. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Sentences with different forms: statement, question, exclamation, command.
Marine	<p><u>Informational Texts – Children could write an informational text about an endangered marine animal.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Being introduced to non-fiction books that are structured in different ways. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Writing for different purposes. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). <p><u>Non-Chronological Report – Children could write a non-chronological report about a marine species.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Being introduced to non-fiction books that are structured in different ways. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Writing down ideas and/or key words, including new vocabulary. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).



School Grounds	<p><u>Stories With Familiar Settings – Children could write a story about an insect or animal in their school grounds.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Recognising simple recurring literary language in stories and poetry. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Writing narratives about personal experiences and those of others (real and fictional). <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Expanded noun phrases to describe and specify [for example, the blue butterfly]. <p><u>Informational Texts – Children could write an informational text about why looking after school grounds is important.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Being introduced to non-fiction books that are structured in different ways. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Writing about real events. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• The present and past tenses correctly and consistently including the progressive form. <p><u>Explanations – Children could explain how their school grounds benefit them and their environment.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Drawing on what they already know or on background information and vocabulary provided by the teacher. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Writing about real events. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). <p><u>Instructions – Children could write instructions for making school grounds more environmentally friendly.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Discussing the sequence of events in books and how items of information are related. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Encapsulating what they want to say, sentence by sentence. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Sentences with different forms: statement, question, exclamation, command.
Transport	<p><u>Informational Texts – Children could write informational text about sustainably travelling to school.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Being introduced to non-fiction books that are structured in different ways. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Writing for different purposes. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). <p><u>Instructions – Children could write instructions for how to safely travel to school.</u></p> <p><u>Reading – Comprehension</u></p>





	<ul style="list-style-type: none">• Discussing the sequence of events in books and how items of information are related. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Planning or saying out loud what they are going to write about. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Sentences with different forms: statement, question, exclamation, command.
Waste	<p><u>Informational Texts – Children could write an informational text about the 5Rs.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Being introduced to non-fiction books that are structured in different ways. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Writing about real events. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Using some features of written Standard English. <p><u>Explanation Texts – Children could write to explain why it is important to recycle.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Drawing on what they already know or on background information and vocabulary provided by the teacher. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Writing for different purposes. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). <p><u>Instructions – Children could write instructions for recycling different items.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Discussing the sequence of events in books and how items of information are related. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Writing about real events. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Sentences with different forms: statement, question, exclamation, command.
Water	<p><u>Informational Texts – Children could write an informational text about the importance of saving water.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Being introduced to non-fiction books that are structured in different ways. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Writing for different purposes. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Sentences with different forms: statement, question, exclamation, command. <p><u>Explanations – Children could write an explanation about why their school tries to save water.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Drawing on what they already know or on background information and vocabulary provided by the teacher. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Writing about real events.

	<p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). <p><u>Instructions – Children could write instructions on how to save water in school.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Discussing the sequence of events in books and how items of information are related. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Writing for different purposes. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Sentences with different forms: statement, question, exclamation, command.
<h2>English Year Three</h2>	
Informing and Involving	<p><u>Report Writing – Children could write a report about their Green Flag application.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Identifying how language, structure, and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using conjunctions, adverbs and prepositions to express time and cause. <p><u>Informational Texts – Children could write an informational text about Eco-Schools including references to their school.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using the present perfect form of verbs in contrast to the past tense.
Eco-Code	<p><u>Poetry – Children could write their Eco-Code as a poem.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Recognising some different forms of poetry [for example, free verse, narrative poetry]. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using conjunctions, adverbs and prepositions to express time and cause.
Biodiversity	<p><u>Report Writing – Children could write a report about an animal that is endangered.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Retrieve and record information from non-fiction.

	<p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. <p><u>Poetry – Children could write a poem about an animal that is endangered.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using conjunctions, adverbs and prepositions to express time and cause. <p><u>Instructions – Children could write instructions for how to promote biodiversity within school grounds.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Identifying how language, structure, and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Discussing and recording ideas. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using fronted adverbials. Using commas after fronted adverbials. <p><u>Informational Texts – Children could write an informational text about an animal that is endangered.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Retrieve and record information from non-fiction. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Organising paragraphs around a theme. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
Energy	<p><u>Report Writing – Children could write a report on energy-saving measures introduced in school.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Identifying how language, structure, and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using the present perfect form of verbs in contrast to the past tense.



	<p><u>Instructions – Children could write instructions for saving energy in school and at home.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">Identifying how language, structure, and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">Using conjunctions, adverbs and prepositions to express time and cause. <p><u>Informational Texts – Children could write an informational text about renewable energy sources.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">Identifying main ideas drawn from more than one paragraph and summarising these. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">Organising paragraphs around a theme. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
Global Citizenship	<p><u>Instructions – Children could write instructions for how to be a good global citizen.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">Identifying how language, structure, and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">Discussing and recording ideas. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. <p><u>Informational Texts – Children could write an informational text about different countries from around the world.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">Discussing and recording ideas. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
Healthy Living	<p><u>Reports – Children could write a report about how their school encourages healthy living.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">Identifying how language, structure, and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">Extending the range of sentences with more than one clause by using a wider range of conjunctions, including

	<p>when, if, because, although.</p> <p><u>Instructions – Children could write instructions for how to live a healthy lifestyle.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Using conjunctions, adverbs and prepositions to express time and cause. <p><u>Informational Texts – Children could write an informational text about leading a healthy lifestyle.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Retrieve and record information from non-fiction. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
Litter	<p><u>Reports – Children could write a newspaper article about a school litter-pick.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Identifying how language, structure, and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Using conjunctions, adverbs and prepositions to express time and cause. <p><u>Instructions – Children could write instructions for how to conduct a whole-school litter-pick.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Using conjunctions, adverbs and prepositions to express time and cause. <p><u>Informational Texts – Children could write an informational text about how litter damages the environment.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p>

	<ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
Marine	<p><u>Reports – Children could write a newspaper report about the damage plastics are doing to our oceans.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Identifying how language, structure, and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. <p><u>Instructions – Children could write instructions for stopping marine pollution.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Reading books that are structured in different ways and reading for a range of purposes. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Assessing the effectiveness of their own and others' writing and suggesting improvements. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using conjunctions, adverbs and prepositions to express time and cause. <p><u>Informational Texts – Children could write an informational text about an endangered marine animal.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Retrieve and record information from non-fiction. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
School Grounds	<p><u>Reports – Children could write a report about the changes made to their school grounds during their participation in Eco-Schools.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Identifying how language, structure, and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using conjunctions, adverbs and prepositions to express time and cause.





	<p><u>Instructions – Children could write instructions for making their school grounds more environmentally friendly.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Reading books that are structured in different ways and reading for a range of purposes. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Discussing and recording ideas. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. <p><u>Stories With a Familiar Setting – Children could write a story about an insect living in their school grounds.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Discussing words and phrases that capture the reader's interest and imagination. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• In narratives, creating settings, characters and plot. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Using and punctuating direct speech.
Transport	<p><u>Reports – Children could write a report about a walk-to-school event.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Identifying how language, structure, and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Using conjunctions, adverbs and prepositions to express time and cause. <p><u>Instructions – Children could write instructions for how to commute to school safely.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Reading books that are structured in different ways and reading for a range of purposes. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Using conjunctions, adverbs and prepositions to express time and cause. <p><u>Informational Texts – Children could write an informational text about the different methods of commuting to school.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including

	when, if, because, although.
Waste	<p><u>Instructions – Children could write instructions for minimising waste.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Using conjunctions, adverbs and prepositions to express time and cause. <p><u>Informational Texts – Children could write an informational text about the 5Rs.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Retrieve and record information from non-fiction. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
Water	<p><u>Reports – Children could write a report on what their school has done to save water.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Identifying how language, structure, and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Using conjunctions, adverbs and prepositions to express time and cause. <p><u>Instructions – Children could write instructions for how to save water in school and at home.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Using conjunctions, adverbs and prepositions to express time and cause. <p><u>Informational Texts – Children could write an informational text about water conservation.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary





	<p>and an increasing range of sentence structures.</p> <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
<h2 style="text-align: center;">English Year Four</h2>	
<p>Informing and Involving</p>	<p><u>Newspaper Reports – Children could write a newspaper report about the progress of their Green Flag application.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Identifying how language, structure, and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using and punctuating direct speech. <p><u>Explanation Text – Children could write an explanation of the measures they have carried out in order to win a Green Flag award.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Organising paragraphs around a theme. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using the present perfect form of verbs in contrast to the past tense. <p><u>Advertisements – Children could write advertisements for events linked to the Green Flag award, for example the Great British Spring Clean.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Discussing words and phrases that capture the reader's interest and imagination. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
<p>Eco-Code</p>	<p><u>Poetry – Children could write their Eco-Code as a poem.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

	<p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using conjunctions, adverbs and prepositions to express time and cause.
Biodiversity	<p><u>Newspaper Reports – Children could write a newspaper report about an animal that is an endangered species.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Identifying how language, structure, and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using conjunctions, adverbs and prepositions to express time and cause. <p><u>Poetry – Children could write a poem about an animal that is an endangered species.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using conjunctions, adverbs and prepositions to express time and cause. <p><u>Issues and Dilemmas – Children could focus on an environmental issue such as poachers trying to feed their families.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> 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. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Discussing and recording ideas. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. <p><u>Persuasive Texts – Children could write a persuasive letter to their head teacher about an issue relating to biodiversity, for example planting hedges around the school grounds.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Identifying how language, structure, and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
Energy	<p><u>Newspaper Reports – Children could write a newspaper report about how their school has saved energy.</u></p> <p><u>Reading – Comprehension</u></p>



	<ul style="list-style-type: none"> Identifying how language, structure, and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using conjunctions, adverbs and prepositions to express time and cause. <p><u>Advertisements – Children could write an advertisement for a renewable energy company.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Discussing words and phrases that capture the reader's interest and imagination. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. <p><u>Issues and Dilemmas – Children could focus on the use of fossil fuels.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> 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. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Discussing and recording ideas. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. <p><u>Persuasive Texts – Children could write a persuasive text persuading people to switch to renewable energy.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Discussing words and phrases that capture the reader's interest and imagination. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
Global Citizenship	<p><u>Stories from Other Cultures – Children could focus on authors from around the world as a basis for their own writing.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Discussing words and phrases that capture the reader's interest and imagination. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> In narratives, creating settings, characters and plot.





	<p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Using fronted adverbials. • Using commas after fronted adverbials.
Healthy Living	<p><u>Newspaper Reports – Children could write a newspaper report about an event linked to healthy living their school has participated in such as Walk to School Week.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Identifying how language, structure, and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Using conjunctions, adverbs and prepositions to express time and cause. <p><u>Explanation Text – Children could create an explanation text about the benefits of a healthy lifestyle.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Discussing and recording ideas. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. <p><u>Advertisements – Children could create and advertise a healthy snack or drink.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Discussing words and phrases that capture the reader's interest and imagination. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
Litter	<p><u>Newspaper Reports – Children could write a newspaper report about an event linked to litter that their school has participated in, for example a litter-pick.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Identifying how language, structure, and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Using and punctuating direct speech. <p><u>Explanation Text – Children could write an explanation text about the effects of litter on the environment.</u></p> <p><u>Reading – Comprehension</u></p>



	<ul style="list-style-type: none"> Retrieve and record information from non-fiction. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Discussing and recording ideas. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. <p><u>Advertisements – Children could write an advertisement for a litter-pick they are organising.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Discussing words and phrases that capture the reader's interest and imagination. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using fronted adverbials. Using commas after fronted adverbials. <p><u>Persuasive Texts – Children could write a persuasive letter to persuade the children in their school to participate in a litter-pick they are organising.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Discussing words and phrases that capture the reader's interest and imagination. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
Marine	<p><u>Newspaper Reports – Children could write a newspaper report about plastic pollution in the oceans.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Identifying how language, structure, and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using conjunctions, adverbs and prepositions to express time and cause. <p><u>Explanation Text – Children could write an explanation about the effect of plastic pollution on marine life.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Retrieve and record information from non-fiction. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Discussing and recording ideas. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including



	<p>when, if, because, although.</p> <p><u>Issues and Dilemmas – Children could write about the use of single-use plastics.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Discussing and recording ideas. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. <p><u>Persuasive Texts – Children could write a persuasive letter to others in their school about stopping the use of single-use plastics such as straws.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Discussing words and phrases that capture the reader's interest and imagination. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing and suggesting improvements. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
School Grounds	<p><u>Newspaper Reports – Children could write a newspaper report to parents about changes made to their school grounds during the Green Flag process.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Identifying how language, structure, and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Using conjunctions, adverbs and prepositions to express time and cause. <p><u>Explanation Text – Children could write an explanation about the positive changes they have made to their school grounds during their Green Flag application.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Using the present perfect form of verbs in contrast to the past tense. <p><u>Persuasive Texts – Children could write a persuasive letter to their head teacher about making improvements to their school grounds for example creating an outdoor learning area.</u></p> <p><u>Reading – Comprehension</u></p>



	<ul style="list-style-type: none">• Discussing words and phrases that capture the reader's interest and imagination. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Assessing the effectiveness of their own and others' writing and suggesting improvements. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
Transport	<p><u>Newspaper Reports – Children could write a newspaper report about traffic problems relating to school.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Identifying how language, structure, and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Using conjunctions, adverbs and prepositions to express time and cause. <p><u>Explanation Text – Children could write an explanation text about the benefits of a healthy commute to school.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Retrieve and record information from non-fiction. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Discussing and recording ideas. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. <p><u>Advertisements – Children could write an advertisement for a bike or scooter to encourage sustainable travel to school.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Discussing words and phrases that capture the reader's interest and imagination. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Assessing the effectiveness of their own and others' writing and suggesting improvements. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. <p><u>Issues and Dilemmas – Children could write about issues relating to their school commute for example: Is it acceptable to commute by car?</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Discussing and recording ideas. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including

	<p>when, if, because, although.</p> <p><u>Persuasive Texts – Children could write a persuasive letter to children in their school to encourage sustainable travel.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Discussing words and phrases that capture the reader's interest and imagination. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing and suggesting improvements. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
Waste	<p><u>Newspaper Reports – Children could write a newspaper report about the damage waste is doing to the environment.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Identifying how language, structure, and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Using conjunctions, adverbs and prepositions to express time and cause. <p><u>Explanation Text – Children could write an explanation about the effects waste is having on the environment.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Retrieve and record information from non-fiction. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Discussing and recording ideas. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. <p><u>Issues and Dilemmas – Children could write about issues surrounding in-built obsolescence.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • 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. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Discussing and recording ideas. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
Water	<p><u>Newspaper Reports – Children could write a newspaper report about their school's efforts to conserve water usage.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Identifying how language, structure, and presentation contribute to meaning.

	<p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using conjunctions, adverbs and prepositions to express time and cause. <p><u>Explanation Text – Children could write an explanation about the importance of conserving water.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Retrieve and record information from non-fiction. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Discussing and recording ideas. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. <p><u>Issues and Dilemmas – Children could write about a water conservation issue.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Retrieve and record information from non-fiction. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Discussing and recording ideas. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
<h2>English Year Five</h2>	
<p>Informing and Involving</p>	<p><u>Recount – Children could write a recount of actions carried out during their Green Flag application.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Retrieve, record and present information from non-fiction. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Ensuring the consistent and correct use of tense throughout a piece of writing. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
<p>Eco-Code</p>	<p><u>Poetry – Children could write their Eco-Code as a poem.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> 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. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using modal verbs or adverbs to indicate degrees of possibility.



Biodiversity	<p><u>Poetry – Children could write a poem about an issue relating to biodiversity, for example endangered species.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. <p><u>Instructional Writing – Children could write instructions for how to protect animal and plant life in the school grounds or around the world.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">Identifying how language, structure and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">Using a colon to introduce a list.Punctuating bullet points consistently. <p><u>Persuasive Writing – Children could write a persuasive letter to their head teacher about a biodiversity project, for example installing bat boxes in the school grounds.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">Identifying how language, structure and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
Energy	<p><u>Instructional Writing – Children could write instructions for how to save energy in school and at home.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">Reading books that are structured in different ways and reading for a range of purposes. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">Noting and developing initial ideas, drawing on reading and research where necessary. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">Using a colon to introduce a list.Punctuating bullet points consistently.





	<p><u>Persuasive Writing – Children could write a persuasive letter to their head teacher encouraging them to switch to a renewable energy supplier.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Distinguish between statements of fact and opinion. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Noting and developing initial ideas, drawing on reading and research where necessary. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
Global Citizenship	<p><u>Novels and Stories by Significant Children’s Authors – Children could focus writing their own narratives based on stories by significant authors from around the world.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• 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. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Using semi-colons, colons or dashes to mark boundaries between independent clauses. <p><u>Stories From Other Cultures – Children could focus on writing their own narratives based on traditional stories from around the world.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• 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. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Using semi-colons, colons or dashes to mark boundaries between independent clauses.
Healthy Living	<p><u>Instructional Writing – Children could write instructions for how to lead a healthy lifestyle.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Identifying how language, structure and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Using a colon to introduce a list.• Punctuating bullet points consistently.





	<p><u>Persuasive Writing – Children could write a persuasive ‘call to arms’ to the children in their school to lead a healthy lifestyle.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Distinguish between statements of fact and opinion. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
Litter	<p><u>Instructional Writing – Children could write instructions for how to organise and complete a litter-pick.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Identifying how language, structure and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Using a colon to introduce a list. • Punctuating bullet points consistently. <p><u>Persuasive Writing – Children could write a persuasive ‘call to arms’ to the children in their school to participate in a litter-pick.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Identifying and discussing themes and conventions in and across a wide range of writing. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. <p><u>Poetry – Children could write an anti-litter poem.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.





Marine	<p><u>Instructional Writing –Children could write instructions for how to preserve marine life.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Identifying how language, structure and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Noting and developing initial ideas, drawing on reading and research where necessary. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Using a colon to introduce a list.• Punctuating bullet points consistently. <p><u>Persuasive Writing – Children could write a persuasive letter to their head teacher about banning single-use plastics in school.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Distinguish between statements of fact and opinion. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. <p><u>Poetry – Children could write a poem about marine conservation.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
School Grounds	<p><u>Instructional Writing – Children could write instructions for making their school grounds more environmentally friendly.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">• Identifying how language, structure and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">• Noting and developing initial ideas, drawing on reading and research where necessary. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">• Using a colon to introduce a list.• Punctuating bullet points consistently. <p><u>Persuasive Writing – Children could write a persuasive letter to their head teacher about beginning a school</u></p>

	<p><u>grounds project, for example building a hedgehog hotel.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Distinguish between statements of fact and opinion. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
Transport	<p><u>Instructional Writing – Children could write instructions for commuting safely and sustainably to school.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Noting and developing initial ideas, drawing on reading and research where necessary. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using a colon to introduce a list. Punctuating bullet points consistently. <p><u>Persuasive Writing - Children could write a persuasive ‘call to arms’ to the children in their school to commute to school sustainably.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
Waste	<p><u>Instructional Writing – Children could write instructions for how to minimise waste in school and at home.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Noting and developing initial ideas, drawing on reading and research where necessary. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using a colon to introduce a list. Punctuating bullet points consistently. <p><u>Persuasive Writing – Children could write a persuasive letter to their head teacher about banning single-use plastics in school.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning.

	<p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
Water	<p><u>Instructional Writing – Children could write instructions for how to conserve water in school and at home.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Identifying how language, structure and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Noting and developing initial ideas, drawing on reading and research where necessary. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Using a colon to introduce a list. • Punctuating bullet points consistently. <p><u>Persuasive Writing – Children could write a persuasive letter to their head teacher to install or purchase water-saving devices such as push taps or dual flush toilet systems.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Identifying how language, structure and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
English Year Six	
Informing and Involving	<p><u>Journalistic Writing – Children could write about the progress of their Green Flag application.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Identifying how language, structure and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> • Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Using passive verbs to affect the presentation of information in a sentence. <p><u>Diaries – Children could write a diary entry about an event they have taken part in as part of their Green-Flag application.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes.



	<p><u>Writing – Composition</u></p> <ul style="list-style-type: none">Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
Eco-Code	<p><u>Poetry – Children could write their Eco-Code as a poem.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">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. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">Using modal verbs or adverbs to indicate degrees of possibility.
Biodiversity	<p><u>Poetry – Children could write a poem about an animal that is endangered.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">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. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. <p><u>Journalistic Writing – Children could write an article about an animal that is at risk of becoming extinct.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">Identifying how language, structure and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">Noting and developing initial ideas, drawing on reading and research where necessary. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none">Using passive verbs to affect the presentation of information in a sentence. <p><u>Balanced Arguments – Children could write a balanced argument about deforestation for farming.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none">Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none">Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p>



	<ul style="list-style-type: none"> Using brackets, dashes or commas to indicate parenthesis. <p><u>Action Stories – Children could use Lauren St John stories such as The White Giraffe as the basis for writing their own action story.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using semi-colons, colons or dashes to mark boundaries between independent clauses.
Energy	<p><u>Biography – Children could write about a famous figure involved in developing electricity such as Nikola Tesla or Thomas Edison.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Retrieve, record and present information from non-fiction. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Using a wide range of devices to build cohesion within and across paragraphs. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing. <p><u>Balanced Arguments – Children could write a balanced argument for and against wind turbines.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Noting and developing initial ideas, drawing on reading and research where necessary <p><u>Writing – Vocabulary, Grammar and Punctuation.</u></p> <ul style="list-style-type: none"> Using brackets, dashes or commas to indicate parenthesis.
Global Citizenship	<p><u>Biography – Children could write a biography about an important global figure such as Rosa Parks or Millicent Fawcett.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Retrieve, record and present information from non-fiction. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Using a wide range of devices to build cohesion within and across paragraphs. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing.
Healthy Living	<p><u>Biography – Children could write a biography about a sports star such as Sir Mo Farah.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Retrieve, record and present information from non-fiction.

	<p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Using a wide range of devices to build cohesion within and across paragraphs. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing. <p>Balanced Argument – Children could write a balanced argument about whether sweets or sugary drinks should be banned in school.</p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Identifying and discussing themes and conventions in and across a wide range of writing. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Noting and developing initial ideas, drawing on reading and research where necessary. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
Litter	<p>Balanced Arguments – Children could write a balanced argument about whether people should be fined for littering.</p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Identifying and discussing themes and conventions in and across a wide range of writing. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. <p>Journalistic Writing – Children could write an article about a litter-pick their school has participated in.</p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using passive verbs to affect the presentation of information in a sentence. <p>Diaries – Children could write a diary entry about a litter-pick they have participated in.</p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Reading books that are structured in different ways and reading for a range of purposes. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p>



	<ul style="list-style-type: none"> Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
Marine	<p><u>Poetry – Children could write a poem about a marine animal that is endangered.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> 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. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. <p><u>Balanced Argument – Children could write a balanced argument about fishing quotas for example: Is it right that fishermen have to throw some of their catch back into the ocean (even when it is no longer alive)?</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Retrieve, record and present information from non-fiction. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Using a wide range of devices to build cohesion within and across paragraphs. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing. <p><u>Journalistic – Children could write an article about pollution affecting marine life.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Noting and developing initial ideas, drawing on reading and research where necessary. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using passive verbs to affect the presentation of information in a sentence.
School Grounds	<p><u>Letter Writing – Children could write a letter to their head teacher asking for funds to improve their school grounds through adding sports facilities or facilities to promote biodiversity.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
Transport	<p><u>Journalistic Writing – Children could write an article about a transport initiative they have taken part in such as Walk to School Week.</u></p>





	<p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using passive verbs to affect the presentation of information in a sentence.
Waste	<p><u>Balanced Argument – Children could write a balanced argument about whether single-use plastics should be banned.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Retrieve, record and present information from non-fiction. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Using a wide range of devices to build cohesion within and across paragraphs. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing. <p><u>Journalistic – Children could write an article about the effects of waste on the environment.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Noting and developing initial ideas, drawing on reading and research where necessary. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Using passive verbs to affect the presentation of information in a sentence.
Water	<p><u>Letter Writing – Children could write a persuasive letter to their head teacher to install or purchase water-saving devices such as push taps or dual flush toilet systems.</u></p> <p><u>Reading – Comprehension</u></p> <ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning. <p><u>Writing – Composition</u></p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <p><u>Writing – Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

