

2015

English Curriculum Lower KS2



Carterknowle Junior School

Rationale

This curriculum covers all the objectives for the National Curriculum in English 2013 for KS1. It takes activities from the National Literacy Strategy 'A Framework for Teaching' 1998 to give detail to the National Curriculum 2013 and aid termly progression. This 1998 Framework has been used because, in our opinion and experience, this is the framework which had the most positive impact on the quality of literacy teaching in schools and resulting pupil progress. Only KS1 has been covered because this document has been developed for an infant school. Should there be demand, we would be able to develop a similar curriculum for KS2.

Like the 1998 Framework, this document is designed to provide a practical structure of time and class management which reflects the structure of the teaching objectives in the National Curriculum. While this provides details of *what* should be taught, the Literacy Hour is the *means* of teaching it. The Literacy Hour should be implemented throughout the school to provide a daily period of dedicated literacy teaching time for all pupils. In order to cover all the objectives from the National Curriculum 2013 additional time will also be needed for

- phonics
- guided reading
- extended writing
- reading to the class, discussing texts and learning poetry (e.g. in end of day sessions)
- pupils' own independent reading (for interest and pleasure)

In our opinion the danger in the National Curriculum 2013 is that it will herald a return to 'transmission' teaching with word and sentence objectives being taught as discrete elements, without clear links to texts being made. Another danger is that, as the emphasis has shifted to spelling, vocabulary, punctuation and grammar and away from stylistic features, that pupils will not be encouraged to write creatively. We advocate a renewed focus on a literacy hour that skilfully links word, sentence and text level objectives together as:

“the most successful teaching is:

- discursive – characterised by high quality oral work;
- interactive – pupils' contributions are encouraged, expected, and extended;
- well-paced – there is a sense of urgency, driven by the need to make progress and succeed;
- confident – teachers have a clear understanding of the objectives;
- ambitious – there is optimism about and high expectations of success.

The objectives should give literacy teaching focus and direction, which should aim for high levels of motivation and active engagement for pupils. To achieve this, teachers will need to use a wide range of teaching strategies including:

- direction: e.g. to ensure pupils know what they should be doing, to draw attention to points, to develop key strategies in reading and writing;
- demonstration: e.g. to teach letter formation and join letters, how to read punctuation using a shared text, how to use a dictionary;
- modelling: e.g. discussing the features of written texts through shared reading of books, extracts;
- scaffolding: e.g. providing writing frames for shared composition of non-fiction texts;

- explanation to clarify and discuss: e.g. reasons in relation to the events in a story, the need for grammatical agreement when proof-reading, the way that different kinds of writing are used to serve different purposes;
- questioning: to probe pupils' understanding, to cause them to reflect on and refine their work, and to extend their ideas;
- initiating and guiding exploration: e.g. to develop phonological awareness in the early stages, to explore relationships between grammar, meaning and spelling with older pupils;
- investigating ideas: e.g. to understand, expand on or generalise about themes and structures in fiction and non-fiction;
- discussing and arguing: e.g. to put points of view, argue a case, justify a preference;
- listening to and responding: e.g. to stimulate and extend pupils' contributions, to discuss/evaluate their presentations."

National Literacy Strategy: A Framework for Teaching 1998

Organisation of Objectives

This planning document organises teaching objectives at three different levels: word, sentence and text. This underlines the importance of teaching pupils to tackle texts from individual words upwards and from the text downwards. Spelling, vocabulary, grammar and punctuation (SVGP) is taught in the context of the text, so that the application of SVGP can be understood.

As pupils gain fluency the forms of teaching should shift to emphasise advanced reading, composition and application of SVGP skills at text level.

Writing

Writing is closely related to reading – the two activities reinforce each other. This curriculum includes a wide range of reading and ensures that pupils cover a similar range of writing. Both reading and writing use work at word, sentence and text levels. The context of pupils' reading, i.e. the texts, gives structures, themes and purposes for much of their writing, while the focused teaching of word and sentence level skills contributes to the organisation and accuracy of their writing. Pupils need to understand from an early stage that much of their writing will be read by other people and therefore needs to be accurate, legible and set out in an appropriate way. They need to see the writing process being modelled by the teacher and they should take part regularly in composing, spelling and handwriting activities with the class as a whole and as a member of a smaller group.

As with reading, it is important that pupils learn to write independently from an early stage. During Key Stage 1 the teaching of phonics, spelling, punctuation, grammar and handwriting complements this process and should be used systematically to support writing and to build up accuracy and speed. It is essential that pupils are taught correct pencil grip and letter formation from the outset and that errors are picked up and corrected early, so that they do not hamper pupils' progress.

Structure of the Literacy Hour *(adapted from National Literacy Strategy: A Framework for Teaching 1998)*

Teachers should try to keep to an hour each day and avoid stretching out the time. This helps to keep a sense of urgency and pace in the work and helps to maintain a direct and lively atmosphere in the class.

1. Shared reading and writing – whole-class

Shared reading is a class activity using a common text e.g. a 'big book', poetry poster or text extract. At *Key Stage 1*, teachers should use shared reading to read with the class, focusing on comprehension and on specific features e.g. word-building and spelling patterns, punctuation, the layout and purpose, the structure and organisation of sentences. Shared reading provides a context for applying and teaching word level skills and for teaching how to use other reading cues to check for meaning, and identify and self-correct errors. Shared reading, with shared writing, also provides the context for developing pupils' grammatical awareness, and their understanding of sentence construction and punctuation.

At *Key Stage 2* shared reading is used to extend reading skills in line with the objectives in the text level column of the Framework. Teachers should also use this work as a context for teaching and reinforcing grammar, punctuation and vocabulary work.

At both Key Stages, because the teacher is supporting the reading, pupils can work from texts that are beyond their independent reading levels. This is particularly valuable for less able readers who gain access to texts of greater richness and complexity than they would otherwise be able to read. This builds confidence and teaches more advanced skills which feed into other independent reading.

Shared writing provides many opportunities for pupils to learn, apply and reinforce skills in the context of a larger group with careful guidance from the teacher. Teachers should use texts to provide ideas and structures for the writing and, in collaboration with the class, compose texts, teaching how they are planned and how ideas are sequenced and clarified and structured. Shared writing is also used to teach grammar and spelling skills, to demonstrate features of layout and presentation and to focus on editing and refining work. It should also be used as a starting point for subsequent independent writing. Wherever possible, shared reading and writing should be interlinked. For example, over a five-day period a teacher, may plan to (a) introduce a text, (b) work on it through shared reading and then (c) use the text as a 'frame' for writing or as a stimulus to extend, alter or comment on it.

2. Word level work – whole-class

There is already systematic, regular and frequent teaching of phonological awareness, phonics and spelling throughout Key Stage 1. There now needs to be systematic, regular and frequent teaching of spelling, grammar and punctuation within the literacy hour in line with the National Curriculum 2014. Teachers should follow the progression set out in the word level objectives carefully. It sets out both an order of teaching and the expectations for what pupils should achieve by the end of each term. The work must be given a specific teaching focus in the Literacy Hour. Although it is essential that these skills are practised and applied in shared writing, they also need to be taught through carefully structured activities, which help pupils to hear and discriminate regularities in speech and to see how these are related to letters and letter combinations in spelling and reading. The majority of pupils can learn these basic skills rapidly and easily. Word recognition, graphic knowledge, and vocabulary work should also have a teaching focus during whole class sessions.

For Key Stage 1 pupils, sentence-level objectives should be covered in the context of shared reading and writing; this is an important context for teaching skills at both primary key stages. Nevertheless, teachers will need to plan a balance of word and sentence level work across each half-term, to ensure that all these objectives are covered.

3. Guided group and independent work

This section of the Literacy Hour has two complementary purposes:

- to enable the teacher to teach at least one group per day, differentiated by ability, for a sustained period through 'guided' writing to develop high order skills;
- to enable other pupils to work independently – individually, in pairs or in groups – without recourse to the teacher. (The teacher will of course 'check up' on their learning, working independently does not mean leaving pupils completely to their own devices.)

Guided reading is the counterpart to shared reading and happens outside the hour. The essential difference is that, in guided reading and writing, the teacher focuses on **independent** reading and writing, rather than modelling the processes for pupils. Guided reading should be a fundamental part of each school's literacy programme. In effect, it takes the place of an individualised reading programme and, as a carefully structured group activity, it significantly increases time for sustained teaching. In ability groups of four to six, pupils should have individual copies of the same text. The texts need to be carefully selected to match the reading level of the group. In the early stages pupils should meet texts of graded difficulty as they progress these texts will often be selected from reading schemes or programmes and can usually be built up from existing book stocks with some careful supplementation.

At *Key Stage 1*, teachers should introduce the text to the group, to familiarise them with the overall context of the story and point out any key words they need to know. Pupils then read it independently, while the teacher assesses and supports each pupil in the group. The same principles apply *at Key Stage 2*. However, as pupils progress, the teaching should focus increasingly on guided silent reading with questions to direct or check up on the reading, points to note, problems to solve etc., to meet the text level objectives in the Framework.

Guided writing – as with guided reading, these writing sessions should be to teach pupils to write independently. The work will normally be linked to reading, and will often flow from work in the whole-class shared writing session. These sessions should also be used to meet specific objectives and focus on specific aspects of the writing process, rather than on the completion of a single piece of work. Often, these teaching inputs can be followed through during independent work in subsequent sessions. For example, pupils might focus on:

- planning a piece of writing to be continued independently later;
- expanding or contracting a text to elaborate, summarise, etc.;
- constructing complex sentences;
- connecting points together in an argument;
- editing work into paragraphs, headings, etc. for clarity and presentation.

Independent work – this happens at the same time as the guided group work. The class needs to be carefully managed and the pupils well trained so that they are clear about what they should be doing and do not interrupt the teacher. There are many forms of organisation ranging from a carousel of ability groups, with a rotation of activities for each group, to completely individual work e.g. a whole-class writing activity derived from an earlier shared writing session. Independent tasks should cover a wide range of objectives including:

- independent reading and writing;
- phonic and spelling investigations and practice;

- comprehension work;
- note-making;
- reviewing and evaluating;
- proof-reading and editing;
- vocabulary extension and dictionary work;
- handwriting practice;
- practice and investigations in grammar, punctuation and sentence construction;
- preparing presentations for the class.

Pupils should be trained not to interrupt the teacher and there should be sufficient resources and alternative strategies for them to fall back on if they get stuck. They should also understand the importance of independence for literacy, and how to use their own resources to solve problems and bring tasks to successful conclusions. Teachers should, however, check up on their learning at least once during the session, leaving the guided group with a small challenge for a few minutes.

4. Plenary session with the whole-class

The final plenary is at least as important as the other parts of the lesson. It is not a time for clearing up and should be clearly signalled as a separate session when the whole-class is brought together. It should be used to:

- enable the teacher to spread ideas, re-emphasise teaching points, clarify misconceptions and develop new teaching points;
- enable pupils to reflect upon and explain what they have learned and to clarify their thinking;
- enable pupils to revise and practise new skills acquired in an earlier part of the lesson;
- develop an atmosphere of constructive criticism and provide feedback and encouragement to pupils;
- provide opportunities for the teacher to monitor and assess the work of some of the pupils;
- provide opportunities for pupils to present and discuss key issues in their work.

Links with the rest of the curriculum

Where appropriate, literacy teaching should be linked to work in other areas of the curriculum. For example, during the Literacy Hour, pupils might be searching and retrieving from information texts used in science, writing instructions linked to a technology topic, studying myths, autobiographies or stories linked to a study unit in history. Nevertheless, the focus of teaching must be on the literacy objectives from the curriculum and **pupils must be working on texts**. In other words while links with the rest of the curriculum are fundamental to effective literacy teaching, other subjects should be treated as vehicles for literacy work and not displace it from its primary focus in the Literacy Hour. It would not be appropriate, therefore, for pupils to be spending time drawing or making models linked to reading during the Literacy Hour but it could certainly be appropriate for literacy work to provide a context for related activities in other curricular areas outside the designated time.

The Literacy Hour is intended to be a time for the explicit teaching of reading and writing. Teachers will need to provide opportunities for practising and applying new skills in independent work at other times. Most of this practice should be productively linked to other curricular areas.

Planning

The organisation of the Literacy Hour is designed to reflect the structure of the objectives. Schools already have school systems for medium- and short-term planning. There are three connected levels of planning as follows:

- | | |
|---|---|
| The Curriculum (given) | – <i>What</i> should I teach? |
| Medium-term planning – termly or half-termly | – <i>When</i> should I teach it? |
| Short-term planning – weekly | – <i>How</i> should I teach it? |

The Framework provides the **content**. Medium-term planning should be used to distribute this content to achieve **balance and coverage** of the objectives over a term or half-term. The more detailed weekly planning should focus on the teaching process i.e. on devising the tasks, activities and strategies needed to teach the work during the five literacy hours. The school's literacy planning procedures should meet the following criteria. There should be:

- common formats for planning a balanced programme of objectives for each half-term;
- common formats for planning each week's work, derived from the half-term plans. These plans should identify the week's objectives, the texts to be used, the class organisation and the tasks and activities through which the objectives will be taught;
- agreed procedures and deadlines for teachers to work to;
- monitoring arrangements to evaluate the quality of the planning and its impact in the classroom;
- support arrangements for sharing and assisting with planning.

We have included examples of medium- and short-term plans. These have been derived from our experience of planning and teaching. You may find these helpful to use or adapt.

The medium-term planner

This uses a half-termly format, with space to plan up to eight weeks. The form sets out each of the strands in the Curriculum (Word, Sentence and Text), against each of the weeks. An additional column is included for teachers to note particular texts to be used in each of the weeks, linked to the range of work for the term. Each strand contains a 'continuous work' and a 'blocked work' section because some objectives, for example, phonics or practising reading and spelling strategies, will need to be part of teaching throughout the term, while other more specific objectives, for example, learning about apostrophes or writing poetry, may be assigned to particular weeks.

The weekly planner

This can be used to represent the key activities for each Literacy Hour in a given week. Each day is set out as a row showing the sequence of work through the Literacy Hour. The columns for group and independent work are based on an assumption of about 30 pupils in a class and five ability groups. These groupings should enable teachers to differentiate their focused work. It does not imply that pupils need to remain in those groups when working independently, or at other times outside the Literacy Hour

Key

Continuous objectives

Specific objectives for that term

This document must be used in conjunction with the National Curriculum Programme of Study for Years 3 and 4 and the English Appendices 1 and 2

YEAR 3 TERM 1

All literacy hours are based on a shared text (large enough for the whole class to see or a copy for each child as appropriate) chosen from the text level range. Word and sentence level work is delivered using the shared text. Varying proportions, as appropriate, of shared reading, writing and talking must be present in every whole class session which begins the literacy hour every day. All children have two sessions of guided reading and guided writing every week. Pupils should continue to have opportunities to listen frequently (eg in a class 'story-time') to stories, poems, non-fiction and other writing, including whole books, so that they meet books and authors that they might not choose themselves. It may be appropriate to have a separate, additional short phonics/spelling lesson.

When writing, pupils should be taught to plan, draft, write, evaluate and edit - see national curriculum p39. Pupils need to be given the opportunity to develop as writers, writing with effectiveness and competence. Pupils should proof read their writing for spelling and punctuation

Word level work:

Revision and consolidation from KS1

Revision and consolidation from KS1 particularly:

- spelling of key words
- correct use of vowel digraphs and trigraphs
- discrimination of syllables in reading and spelling

Children who are not working at Phase 6 letters and sounds will need additional teaching in synthetic phonics.

Word Reading

- 1 Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- 2 Read further exception words, noting the unusual correspondences between spelling and sounds and where these occur in a word.

Transcription (Spelling – see English Appendix 1)

- 1 Add suffixes beginning with vowel letters to words of more than one syllable eg forgetting, forgotten
- 2 Add prefix dis- using their knowledge to generate antonyms eg appear, disappear
- 3 The /ɪ/ sound spelt y elsewhere than at the end of words as needed
- 4 The suffix –ation
- 5 Add prefix mis- using their knowledge to generate antonyms eg behave, misbehave
- 6 The /ʌ/ sound spelt ou as needed
- 7 Identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;
- 8 Use independent spelling strategies, including
 - sounding out and spelling using phonemes;

Sentence level work:

Revision and consolidation from KS1

1. Demarcate the end of a sentence with a full-stop and the start of a new one with a capital letter, with some use of question and exclamation marks
2. Use some expanded noun phrases
3. Use or, and, but, when, if, that, because
4. Using sentences with different forms (statement, questions, exclamations and commands)

Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in Appendix 2 by:

5. Extending the range of sentences using conjunctions to express time, place and cause.
6. Taking account of the grammar and punctuation, e.g. sentences, speech marks, exclamation marks and commas to mark pauses, when reading aloud;
7. Using present and past tenses consistently when speaking and writing, including the progressive form;
8. Formation of nouns using prefixes
9. Introducing paragraphs as a way to group related material
10. Using headings and sub-headings to aid presentation

Use the grammatical terminology in Appendix 2 in discussing their writing and reading:

- revising terminology from KS1
- conjunction
- prefix
- suffix
- clause
- word family
- direct speech
- inverted comma
- vowel letter

Text level work:

Range

Fiction and poetry: *stories with familiar settings; plays; poems based on observation and the senses; shape poems.*

Non-Fiction: *(i) information books on topics of interest, (ii) non-chronological reports; (iii) dictionaries.*

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

- 1 Compare a range of story settings, and select words and phrases that describe scenes;
- 2 Investigate how dialogue is presented in stories, e.g. through statements, questions, exclamations; how paragraphing is used to organise dialogue;
- 3 Be aware of the different voices in stories using dramatised readings, showing differences between the narrator and different characters used, e.g. puppets to present stories;
- 4 Read, prepare and present playscripts, checking that the text makes sense to them
- 5 Recognise the key differences between prose and playscript, e.g. by looking at dialogue, stage directions, lay-out of text in prose and playscripts;
- 6 Read aloud and recite poems, comparing different views of the same subject; to discuss choice of words and phrases that describe and create impact, e.g. adjectives, powerful and expressive verbs, e.g. 'stare' instead of 'look';
- 7 Distinguish between rhyming and non-rhyming poetry and comment on the impact of layout;
- 8 Express their views about a story or poem, identifying

- using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc?);
- building **word families**, e.g. *medical, medicine, medicate*;
- using word banks and dictionaries **using the first two or three letters of a word to check its spelling in a dictionary**;
- 9 **Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far**

Handwriting - See *Penpals* scheme

Punctuation

13 Secure knowledge of question marks and exclamation marks in reading, understand their purpose and use appropriately in own writing;

14 Use the basic conventions of speech punctuation through:

- identifying inverted commas (speech marks) in reading;
- beginning to use in own writing;
- using capital letters to mark the start of direct speech;

15 Use the term 'inverted commas';

16 Notice and investigate a range of other devices for presenting texts, e.g. speech bubbles, enlarged or italicised print, captions and headings, inset text. Explore purposes and collect examples;

specific words and phrases to support their viewpoint;

Writing composition

9 Generate ideas for their own stories, plays and poems from their immersive experiences

10 Using reading as a model, write own passages of dialogue;

11 Develop the use of settings in own stories by:

- writing short descriptions of known places;
- writing a description in the style of a familiar story;
- investigating and collecting sentences/phrases for story openings and endings – using some of these formal elements in re-telling and story writing;

12 Collect suitable words and phrases, in order to write poems and short descriptions; design simple patterns with words, use repetitive phrases; write imaginative comparisons;

13 Invent calligrams and a range of shape poems, selecting appropriate words and careful presentation. Build up class collections;

15 Begin to organise stories into paragraphs using story structures and planning frames/scaffolds; to begin to use paragraphing in presentation of dialogue in stories;

Non-Fiction

Reading comprehension

16 Understand the distinction between fact and fiction; to use terms 'fact', 'fiction' and 'non-fiction' appropriately;

17 Notice differences in the style and structure of fiction and non-fiction writing;

18 Locate information, using contents, index, headings, sub-headings, page nos., bibliographies, asking questions which improve their understanding

19 Compare the way information is presented and identify how presentation contributes to meaning

20 Read information passages, and identify main points or gist of text, e.g. by noting or underlining key words or phrases, listing the 4 or 5 key points covered;

Writing composition

21 Make a simple record of information from texts read, e.g. by completing a chart of information discovered, by listing key words, drawing together notes from more than one source;

22 Write simple non-chronological reports from known information, e.g. from own experience or from texts read, using a simple planning frame to organise and present ideas.

YEAR TERM 3 2

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When writing, pupils should be taught to plan, draft, write, evaluate and edit – see national curriculum p39. Pupils need to be given the opportunity to develop as writers, writing with effectiveness and competence. Pupils should proof read their writing for spelling and punctuation

Word level work:

Revision and consolidation from KS1 particularly:

- the rules for adding suffixes

Children who are not working at Phase 6 letters and sounds will need additional teaching in synthetic phonics.

Word Reading

- 1 Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- 2 Read further exception words, noting the unusual correspondences between spelling and sounds and where these occur in a word.

Transcription (Spelling – see English Appendix 1)

- 3 How words change when the suffix –ly is added;
- 4 Add prefix in- using their knowledge to generate antonyms eg correct, incorrect
- 5 Identify and learn homophones and near homophones
- 6 Learn the exceptions to the suffix –ly
- 7 When the prefix in- becomes il-
- 8 Words with the /k/ sound spelt ch (Greek in origin)
- 9 Identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;
- 10 Use independent spelling strategies, including
 - sounding out and spelling using phonemes;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc?);
 - building word families, e.g. *medical, medicine, medicate*;
 - identifying homophones and near homophones
 - using word banks and dictionaries using the first two or three letters of a word to check its spelling in a dictionary;
8. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Sentence level work:

Revision and consolidation from KS1

1. Use of adjectives and noun phrases
2. Adverbs

Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in Appendix 2 by:

3. Using the present perfect form of verbs in contrast to the past tense
4. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
5. Using present and past tenses consistently when speaking and writing, including the progressive form;
6. Formation of nouns using a range of prefixes
7. Expressing time, place and cause using conjunctions and adverbs
8. Identify clauses and subordinate clauses
9. Use consonant, consonant letter vowel and vowel letter as terminology to locate words in a dictionary
10. Developing the use of paragraphs

Use the grammatical terminology in Appendix 2 in discussing their writing and reading:

- revising terminology from KS1
- conjunction
- prefix
- suffix
- clause, subordinate clause
- word family
- direct speech
- inverted comma
- consonant, consonant letter vowel, vowel letter

Punctuation

- 11 Indicate possession by using the possessive apostrophe with plural nouns

Text level work:

Range

Fiction and poetry: *myths, legends, fables, parables; traditional stories, stories with related themes; oral and performance poetry from different cultures.*

Non-Fiction: (i) *commands (instructions), (ii) recounts (iii) dictionaries without illustrations*

Fiction and Poetry

Reading comprehension

- 1 Investigate the styles and voices of traditional story language – collect examples which capture the readers interest and imagination, discussing their understanding and explaining meaning in context
- 2 Identify typical story themes, e.g. trials and forfeits, good over evil, weak over strong, wise over foolish;
- 3 Identify and discuss main and recurring characters, drawing inferences such as inferring feelings, thought and motives from their actions and justifying with evidence
- 4 Identify and discuss different story structures eg happy ending, cliffhanger, end links to beginning
- 5 Choose and prepare poems for performance, identifying type of poem, appropriate expression, tone, volume and use of voices and other sounds; rehearse and improve performance, taking note of punctuation and meaning;

Writing composition

- 6 Plan main points as a structure for story writing using fame/scaffold as needed, considering how to capture points in a few words that can be elaborated later; discuss different methods of planning;
- 7 Describe and sequence key incidents in a variety of ways, e.g. by listing, charting, mapping, making simple storyboards;
- 8 Write portraits of characters, using story text to describe behaviour and characteristics, and presenting portraits in a

Handwriting - See *Penpals* scheme

variety of ways, e.g. as posters, labelled diagrams, letters to friends about them;

9 Write own myth, fable or traditional tale, using story theme from reading but substituting different characters or changing the setting;

10 Write alternative sequels to traditional stories using same characters and settings, identifying typical phrases and expressions from story and using these to help structure the writing;

11 Write new or extended verses for performance based on models of 'performance' and oral poetry read, e.g. rhythms, repetition; reading aloud their writing to the class.

Non-Fiction

Reading comprehension

12 Identify the different purposes of instructional texts, e.g. algorithms, route-finders, timetables, instructions, plans, rules;

13 Know how written instructions are organised, e.g. lists, numbered points, diagrams with arrows, bullet points, keys;

14 Read and follow simple commands (instructions);

15 Identify the features of recounts, compare different recounts, to give an overall evaluation;

Writing composition

16 Write commands (instructions), e.g. algorithm, rules for playing games, recipes, using a range of organisational devices, e.g. lists, dashes, commas for lists in sentences, recognising the importance of correct sequence; use 'writing frames' as appropriate for support;

17 Write recounts from real life experiences, using past tenses consistently and paragraphs to organise the text, planning first using an appropriate frame or scaffold and proof reading to check for errors.

YEAR TERM

3 3

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Word level work:

Revision and consolidation from KS1 particularly:

- homophones and near homophones

Children who are not working at Phase 6 letters and sounds will need additional teaching in synthetic phonics.

Word Reading

- 1 Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- 2 Read further exception words, noting the unusual correspondences between spelling and sounds and where these occur in a word.

Transcription (Spelling – see English Appendix 1)

- 3 The suffix -ous
- 4 When the prefix in- becomes im-
- 5 Words with the /f/ sound spelt ch (mostly French in origin)
- 6 More ways of applying the suffix -ous
- 7 When the prefix in- becomes er
- 8 Identify and learn homophones and near homophones
- 9 To investigate, spell and read words which end in -sure, -ture, -sion (as in division and expression), -tion, -sion, -ssion, -cian
- 10 Identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them
- 11 Use independent spelling strategies, including
 - sounding out and spelling using phonemes;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc?);
 - building word families, e.g. *medical, medicine, medicate*;
 - identifying homophones and near homophones
 - using word banks and dictionaries using the first two or three letters of a word to check its spelling in a dictionary;

Sentence level work:

Revision and consolidation from KS1

1. Use of adverbs
2. Use of apostrophes for possession and for missing letters

Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in Appendix 2 by:

3. Using the forms a or an, according to whether the next word begins with a consonant or a vowel
4. Using fronted adverbials
5. Using present and past tenses consistently when speaking and writing, including the present perfect form
6. Formation of nouns using a range of prefixes
7. Expressing time, place and cause using conjunctions, adverbs and prepositions
8. Securing the use of paragraphs

Use the grammatical terminology in Appendix 2 in discussing their writing and reading:

- revising terminology from KS1
- preposition
- conjunction
- prefix
- suffix
- clause, subordinate clause
- word family
- direct speech
- consonant, consonant letter vowel, vowel letter
- inverted comma

Punctuation

- 11 Using commas after fronted adverbials and to mark other grammatical boundaries within sentences

Text level work:

Range

Fiction and poetry: *adventure and mystery stories; stories by the same author; humorous poetry, poetry that plays with language, word puzzles, puns, riddles.*

Non-Fiction: (i) letters written for a range of purposes: to recount, explain, enquire, congratulate, complain, etc., (ii) alphabetic texts, directories, encyclopedias, indexes, etc.

Fiction and Poetry

Reading comprehension strategies

- 1 Re-tell main points of story in sequence; compare different stories; evaluate stories and justify their preferences;
- 2 Identify main ideas drawn from more than one paragraph and summarise these
- 3 Refer to significant aspects of the text, e.g. opening, build-up, atmosphere, and to know how language and structure contribute to meaning
- 4 Predict what might happen from details stated and implied
- 5 Select, prepare, read aloud and recite by heart poetry that plays with language or entertains; to recognise rhyme, alliteration and other patterns of sound that create effects;

Writing composition strategies

- 10 Write own stories, modelled on a known story, as a plan for writing;
- 11 Write openings to stories linked to or arising from reading; to focus on language to create effects, e.g. building tension, suspense, creating moods, setting scenes;
- 12 Write a first person account, e.g. write a character's own account of incident in story read;
- 14 Write book reviews according to a given framework for a specified audience, based on evaluations of plot, characters and language;

10 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting - See *Penpals* scheme

15 Write poetry that uses sound to create effects, e.g. onomatopoeia, alliteration, distinctive rhythms;

Non-Fiction

Reading comprehension

16 Read examples of letters written for a range of purposes, e.g. to recount, explain, enquire, complain, congratulate, comment; understand form and layout including use of paragraphs, ways of starting, ending, etc. and ways of addressing different audiences – formal/informal;

17 'Scan' indexes, directories and IT sources, etc. to locate information quickly and accurately;

18 Summarise orally in one sentence the content of a passage or text, and the main point it is making;

Writing composition

20 Write letters, notes and messages linked to work in other subjects, to communicate within school; letters to authors about books, selecting style and vocabulary appropriate to the intended reader;

21 Use IT to bring to a published form – discuss relevance of layout, font, etc. to audience;

22 Experiment with recounting the same event in a variety of ways, e.g. in the form of a story, a letter, a news report;

23 Organise letters into simple paragraphs;

24 Make alphabetically ordered texts – use information from other subjects, own experience, or derived from other information books, e.g. a book about building materials, sports;

YEAR 4 TERM 1

All literacy hours are based on a shared text (large enough for the whole class to see or a copy for each child as appropriate) chosen from the text level range. Word and sentence level work is delivered using the shared text. Varying proportions, as appropriate, of shared reading, writing and talking must be present in every whole class session which begins the literacy hour every day. All children have two sessions of guided reading and guided writing every week. Pupils should continue to have opportunities to listen frequently (eg in a class 'story-time') to stories, poems, non-fiction and other writing, including whole books, so that they meet books and authors that they might not choose themselves. It may be appropriate to have a separate, additional short phonics/spelling lesson.

When writing, pupils should be taught to plan, draft, write, evaluate and edit – see national curriculum p39. Pupils need to be given the opportunity to develop as writers, writing with effectiveness and competence. Pupils should proof read their writing for spelling and punctuation

Word level work:

Revision and consolidation from Year 3

- 1 Revising spelling learnt in Y3
- 2 Word families based on common words showing how words are related in form and meaning

Children who have not completed Phase 6 letters and sounds will need additional teaching in synthetic phonics.

Word Reading

- 3 Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- 4 Read further exception words, noting the unusual correspondences between spelling and sounds and where these occur in a word.

Transcription (Spelling – see English Appendix 1)

- 5 The ending sounding like /ʒə/ is always spelt –**sure**.
- 6 The prefix re-
- 7 Words ending with the /g/ sound spelt –**gue** and the /k/ sound spelt –**que** (French in origin)
- 8 The ending sounding like /tʃə/ is often spelt –**ture**, but check that the word is not a root word ending in **(t)ch** with an **er** ending – e.g. teacher, catcher, richer, stretcher.
- 9 Prefix sub-
- 10 Words with the /s/ sound spelt **sc** (Latin in origin)
- 11 Identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them
- 12 Use independent spelling strategies, including
 - sounding out and spelling using phonemes;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc?);

Sentence level work:

Revisit:

1. Extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because although.
2. Using the present perfect form of verbs in contrast to the past tense

Vocabulary, Grammar & Punctuation

3. Develop their understanding of the concepts set out in Appendix 2 by:
4. Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]
5. Use of paragraphs to organise ideas round a theme
6. Use of alliteration for effect

Use the grammatical terminology in Appendix 2 in discussing their writing and reading:

Revisit Y3 terminology for pupils

- **preposition**
- **conjunction**
- **prefix**
- **suffix**
- **clause, subordinate clause**
- **word family**
- **direct speech**
- **consonant, consonant letter vowel, vowel letter**
- **inverted comma**

Punctuation

- 7 Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]

Text level work:

Range

Fiction and poetry: *historical stories and short novels playscripts; poems based on common themes, e.g. space, school, animals, families, feelings, viewpoints.*

Non-Fiction: *a range of text-types from reports and articles in newspapers and magazines, etc.; instructions.*

Fiction and Poetry

Reading comprehension strategies

- 1 Identify main ideas drawn from more than one paragraph and summarise these
- 2 Explore narrative order: identify and map out the main stages of the story: introductions – build-ups – climaxes or conflicts – resolutions and to know how structure contributes to meaning
- 3 Investigate how settings and characters are built up from small details, and how the reader responds to them, identifying how language contributes to meaning
- 4 Predict what might happen from details stated and implied
- 5 Prepare, read and perform playscripts; compare organisation of scripts with stories – how are settings indicated, story lines made clear?
- 6 Chart the build-up of a play scene, e.g. how scenes start, how dialogue is expressed, and how scenes are concluded;
- 7 Compare and contrast poems on similar themes, particularly their form and language, discussing personal responses and preferences; preparing some poems to read aloud
- 8 Find out more about popular authors, poets, etc. and use this information to move onto more books by favourite writers;

Writing composition

- 9 Use different ways of planning stories, e.g. using brainstorming, notes, diagrams;

- indentifying homophones and near homophones
 - using word banks and dictionaries using the first two or three letters of a word to check its spelling in a dictionary;
- 13 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting - See *Penpals* scheme

10 Plan and write a story, creating settings, characters and plot

11 Write character sketches, focusing on small details to evoke sympathy or dislike, using a range of sentence structures;

12 Evaluate and edit their own and others writing

14 Write poems based on personal or imagined experience, linked to poems read. List brief phrases and words, experiment by trimming or extending sentences; experiment with powerful and expressive verbs;

15 Use paragraphs in story writing to organise and sequence the narrative, organising paragraphs round a theme;

Non-Fiction

Reading comprehension

16 Identify different types of text, e.g. their content, structure, vocabulary, style, lay-out and purpose and how this contributes to meaning

17 Identify features of non-fiction texts in print and IT, e.g. headings, lists, bullet points, captions which support the reader in gaining information efficiently;

18 Check the text makes sense to them, discussing their understanding and explaining the meaning of words in context, asking questions to improve their understanding of the text

19 Understand and use the terms *fact* and *opinion*; and to begin to distinguish the two in reading and other media;

20 Identify the main features of newspapers, including lay-out, range of information, voice, level of formality; organisation of articles, advertisements and headlines;

21 Predict newspaper stories from the evidence of headlines, making notes and then checking against the original;

Writing composition

24 Write newspaper style reports, e.g. about school events or an incident from a story, including:

- composing headlines;
- using IT to draft and lay out reports;
- editing stories to fit a particular space;
- organising writing into paragraphs;

27 Write instructions, including the use of organisational devices, e.g. numbered lists, headings for conciseness

YEAR TERM 4 2

All literacy hours are based on a shared text (large enough for the whole class to see or a copy for each child as appropriate) chosen from the text level range. Word and sentence level work is delivered using the shared text. Varying proportions, as appropriate, of shared reading, writing and talking must be present in every whole class session which begins the literacy hour every day. All children have two sessions of guided reading and guided writing every week. Pupils should continue to have opportunities to listen frequently (eg in a class 'story-time') to stories, poems, non-fiction and other writing, including whole books, so that they meet books and authors that they might not choose themselves. It may be appropriate to have a separate, additional short phonics/spelling lesson.

When writing, pupils should be taught to plan, draft, write, evaluate and edit – see national curriculum p39. Pupils need to be given the opportunity to develop as writers, writing with effectiveness and competence. Pupils should proof read their writing for spelling and punctuation

Word level work:

Revision and consolidation from Year 3

- 1 Revising spelling learnt in Y3
- 2 Word families based on common words showing how words are related in form and meaning

Children who have not completed Phase 6 letters and sounds will need additional teaching in synthetic phonics.

Word Reading

- 3 Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- 4 Read further exception words, noting the unusual correspondences between spelling and sounds and where these occur in a word.

Transcription (Spelling – see English Appendix 1)

- 5 Words ending in –tion
- 6 Prefix inter-
- 7 Homophones and Near Homophones The ending sounding like /tʃə/ is often spelt **–ture**, but check that the word is not a root word ending in **(t)ch** with an **er** ending – e.g. teacher, catcher, richer, stretcher.
- 8 Words ending in –sion
- 9 Prefix super-
- 10 Words with the /eɪ/ sound spelt ei, eigh, or ey Identify misspelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them
- 11 Use independent spelling strategies, including
- 12 sounding out and spelling using phonemes;
- 13 using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc?);

Sentence level work:

Revision and consolidation from Y3

1. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
2. Expressing time, place and cause using conjunctions, adverbs and prepositions

Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in Appendix 2 by:

3. The grammatical difference between **plural** and **possessive** –s
4. Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition
5. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher expanded to: the strict maths teacher with curly hair*)
6. Figurative language: simile and metaphor

Use the grammatical terminology in Appendix 2 in discussing their writing and reading:

- **Y3 terminology for pupils**
- **pronoun**
- **possessive pronoun**

Punctuation

- 7 **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*]
- 8 Use the possessive apostrophe accurately in words with regular plurals (eg girls', boys') and in words with irregular plurals (eg children's).

Text level work:

Range

Fiction and poetry: *stories/novels about imagined worlds: sci-fi, fantasy adventures; stories in series; classic and modern poetry, including poems from different cultures and times.*

Non-Fiction: *(i) information books on same or similar themes; (ii) explanation.*

Fiction and Poetry

Reading comprehension

- 1 Identify themes and conventions to understand how writers create imaginary worlds, particularly where this is original or unfamiliar, such as a science fiction setting and to show how the writer has evoked it through detail;
- 2 Discuss words and phrases that capture the reader's interest and imagination.
- 3 Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence
- 4 Understand how the use of expressive and descriptive language can capture the reader's interest and imagination e.g. create moods, arouse expectations, build tension, describe attitudes or emotions;
- 5 Understand the use of figurative language in poetry and prose; compare poetic phrasing with narrative/descriptive examples; locate use of simile;
- 6 Recognise some different forms of poetry eg free verse, narrative poetry
- 7 Recognise how certain types of texts are targeted at particular readers; to identify intended audience, e.g. junior horror stories,

- 14 identifying homophones and near homophones
- 15 using word banks and dictionaries using the first two or three letters of a word to check its spelling in a dictionary;
- 16 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting - See *Penpals* scheme

Writing composition

8 Develop use of settings in own writing, making use of work on expanded noun phrases and figurative language to describe settings effectively;

9 Write poetry based on the structure and/or style of poems read, e.g. taking account of vocabulary, archaic expressions, patterns of rhyme, choruses, similes;

10 Write own examples of descriptive, expressive language based on those read.

11 Notemaking: to edit down a sentence or passage by deleting the less important elements, e.g. repetitions, asides, secondary considerations and discuss the reasons for editorial choices;

Non-Fiction

Reading comprehension

12 Appraise a non-fiction book for its contents and usefulness by scanning, e.g. headings, contents list; identifying how language, structure and presentation contribute to meaning.

13 Scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text;

14 Mark extracts by annotating and by selecting key headings, words or sentences, or alternatively, noting these;

15 Identify how and why paragraphs are used to organise and sequence information;

16 Identify from the examples the key features of explanatory texts:

- purpose: to explain a process or to answer a question;
- structure: introduction, followed by sequential explanation, organised into paragraphs;
- language features: usually present tense; use of connectives of time and cause and effect; use of passive voice;
- presentation: use of diagrams, other illustrations;

Writing composition

17 Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form;

18 Fill out brief notes into connected prose;

19 Collect information from a variety of sources and present it in one simple format, e.g. wall chart, labelled diagram;

20 Improve the cohesion of written explanations through paragraphing and the use of link phrases and organisational devices such as sub-headings and numbering;

YEAR 4 TERM 3

All literacy hours are based on a shared text (large enough for the whole class to see or a copy for each child as appropriate) chosen from the text level range. Word and sentence level work is delivered using the shared text. Varying proportions, as appropriate, of shared reading, writing and talking must be present in every whole class session which begins the literacy hour every day. All children have two sessions of guided reading and guided writing every week. Pupils should continue to have opportunities to listen frequently (eg in a class 'story-time') to stories, poems, non-fiction and other writing, including whole books, so that they meet books and authors that they might not choose themselves. It may be appropriate to have a separate, additional short phonics/spelling lesson.

When writing, pupils should be taught to plan, draft, write, evaluate and edit – see national curriculum p39. Pupils need to be given the opportunity to develop as writers, writing with effectiveness and competence. Pupils should proof read their writing for spelling and punctuation errors.

Word level work:

Revision and consolidation from Year 3

- 1 Revising spelling learnt in Y3
- 2 Word families based on common words showing how words are related in form and meaning

Children who have not completed Phase 6 letters and sounds will need additional teaching in synthetic phonics.

Word Reading

- 3 Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- 4 Read further exception words, noting the unusual correspondences between spelling and sounds and where these occur in a word.

Transcription (Spelling – see English Appendix 1)

- 5 Words ending in –ssion
- 6 Prefix anti-
- 7 Possessive apostrophe with plural words The ending sounding like /tʃə/ is often spelt **-ture**, but check that the word is not a root word ending in **(t)ch** with an **er** ending – e.g. teacher, catcher, richer, stretcher.
- 8 Words ending in –cian
- 9 Prefix auto-
- 10 Homophones and Near Homophones
- 11 Identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them
- 12 Use independent spelling strategies, including
- 13 sounding out and spelling using phonemes;
- 14 using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc?);
- 15 indentifying homophones and near homophones

Sentence level work:

Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in Appendix 2 by:

1. Using fronted adverbials
2. Figurative language: hyperbole
3. Revisiting aspects of the Years 3 and 4 programme of study as needed.

Use the grammatical terminology in Appendix 2 in discussing their writing and reading:

- Y3 terminology for pupils
- pronoun
- possessive pronoun
- adverbial
- determiner

Punctuation

- 7 Use of commas after fronted adverbials
- 8 Revisit punctuation already taught as needed

Text level work:

Range

Fiction and poetry: *stories/short novels, etc. that raise issues, e.g. bullying, bereavement, injustice; stories by same author; stories from other cultures. Range of poetry in different forms, e.g. haiku, cinquain, couplets, lists, thin poems, alphabets, conversations, monologues, syllabics, prayers, epitaphs, songs, rhyming forms and free verse.*

Non-Fiction: *(i) persuasive writing: adverts, circulars, flyers; (ii) discussion texts: debates, editorials; (iii) information books linked to other curricular areas.*

Fiction and Poetry

Reading comprehension

- 1 Identify social, moral or cultural issues in stories, e.g. the dilemmas faced by characters or the moral of the story, and to discuss how the characters deal with them; to locate evidence in text, checking the text makes sense to them
- 2 Read stories from other cultures, by focusing on, e.g. differences in place, time, customs, relationships; to identify and discuss recurring themes where appropriate, asking questions to improve their understanding
- 3 Draw inferences and justify inferences with evidence
- 4 Understand how paragraphs or chapters are used to collect, order and build up ideas, predicting what might happen next
- 5 Understand the following terms and identify them in poems: verse, chorus, couplet, stanza, rhyme, rhythm, alliteration;
- 6 Describe how a poet does or does not use rhyme, e.g. every alternate line, rhyming couplets, no rhyme, other patterns of rhyme;
- 7 Recognise some simple forms of poetry and their uses, e.g. the regularity of skipping songs, the chorus in songs;
- 8 Read further stories or poems by a favourite writer, making comparisons and identifying familiar features of the writer's work;
- 9 Describe and review own reading habits and to widen reading

- 16 using word banks and dictionaries using the first two or three letters of a word to check its spelling in a dictionary;
- 17 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting - See *Penpals* scheme

experience;

Writing composition

- 10 Explore the main issues of a story by writing a story about a dilemma and the issues it raises for the character;
- 11 Write an alternative ending for a known story and discuss how this would change the reader's view of the characters and events of the original story;
- 12 Write poems, experimenting with different styles and structures, discuss if and why different forms are more suitable than others;
- 13 Produce polished poetry through revision, e.g. deleting words, adding words, changing words, reorganising words and lines, experimenting with figurative language, reading them aloud to others.

Non-Fiction

Reading comprehension

- 14 Read, compare and evaluate examples of arguments and discussions, e.g. letters to press, articles, discussion of issues in books, e.g. environment, animal welfare;
- 15 How arguments are presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, etc. can be used to support arguments; identifying how language, structure and presentation contribute to meaning
- 16 From examples of persuasive writing, investigate how style and vocabulary are used to convince the intended reader;
- 17 Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices, e.g. puns, jingles, alliteration, invented words;
- 18 Summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words

Writing composition

- 19 Assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules;
- 20 Use writing frames if necessary to back up points of view with illustrations and examples;
- 21 Present a point of view in writing, e.g. in the form of a letter, a report or a script, linking points persuasively and selecting style and vocabulary appropriate to the reader;
- 22 Summarise in writing the key ideas from, e.g. a paragraph or chapter;

23 Design an advertisement, such as a poster or radio jingle on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples.

