Year 3/4F – English Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2		Summer 1	Summer 2				
Theme	Heroes & Villains	Fallen Fields	Misty Mountain Winding	Predator		Traders and Raiders	Gods & Mortals				
			River								
Key Books	The Hundred and One Dalmatians by- Dodie Smith	MICHAEL MORPURGO POPPY FIELD MICHAEL FOREMAN Poppy Field Michael Morpurgo & Michael Foreman	King of the Cloud Forests – Michael Morpurgo	The Sheep Pig – Dick King- Smith		The Saga of Erik the Viking – Terry Jones	Greek Myths for Young Children – retold by Heather Amery				
Poetry &	Heroes & Villains Roald Dahl	Stubby – Michael Foreman	Poem -Carry Me Away by Matt	Diary of a killer cat Anne Fine		Vicious Vikings – Horrible	Groovy Greek – Horrible Histories				
Other Texts	Top 50 Villains: Horrible	Paint me a Poem – Grace Nichols	Goodfellow	Who eats what food chains		histories Terry Deary	Terry Deary				
for Reading	Histories Terry Deary		Discover &Learn Rivers The	and webs Patricia Lauber		How To Train Your Dragon –	Who Let the Gods Out Maz Evans				
Comp and	Voices in the Park – Anthony		Study Book	Leon and the place between		Cressida Cowell	Iron Man – Ted Hughes				
end of day	Browne		This Morning I met A Whale	– Angela McAllister &		Deep in the Green Wood –					
read.			Michael Morpurgo The Giving Tree – Shel	Grahame Baker-Smith		Wes McGee (Poetry) A moment in Time – Thomas					
			Silverstein			Hegbrook					
	Writing C	Jutcomes	Writing C	Jutcomes		•	Outcomes				
Non-	Talk4Writing Biographies – Write	Talk4Writing Newspaper reports	Talk4Writing Information	Talk4Writing Recounts –		Talk4Writing Reports – write	Talk4Writing Instructions				
Fiction	an article about Cruella	Letters	leaflets – Write an	write a chronological recount		a report on the Saxon landing					
Talk 4	Talk4Writing Lockdown		Explanations about an aspect	of the memorable experience							
-	0		of the topic for exhibition for	Speeches							
Writing			parents.	Write a persuasive text about							
				why their chosen animal is							
				the greatest.							
				Leaflets – Write a leaflet of							
				their favourite predator							
Fiction	Fairy tales - Write an alternative	Monologues	Diaries	Poetry – write a haiku of a bird of prey Dilemma stories		Myths and legends Retell the	Character profiles Diaries				
Talk 4	<i>fairy tale</i> Dialogue – Write dialogue	Diaries – Write a soldiers diary entry	Narrative poetry – write a narrative poem	– write a dilemma story		legend of King Arthur Character profiles Write a	Myths and legends Character				
Writing	between Bonnie & Clyde	Narratives – Write a story in first	nurrative poem	write a unernina story		profile for King Arthur	descriptions				
	Comic strips –	person as a soldier in the war				Poetry write a Viking poem	acscriptions				
	Write a superhero comic strip					Historical narratives – Write					
	Riddles – Write a riddle about a					a story based in the time.					
	hero or heroine					,					
	Talk4Writing Heroes										
	Grammar by Term										

English - Marlborough Primary Academy 2020

 Use some conjunctions of meas a spenser segments of measures commas for direct speech. Use of nours, adjustices, next, then, som, after that, adverts of manner site in parts Use of nours, adjustices, next, then, som, after that, adverts of manner site in parts Use of nours, adjustices, next, then, som, after that, adverts of manner site in parts Use of nours, adjustices, next, then, som, adverts of manner site in parts Use of nours, adjustices, some in adverts, commas in allst, and exclamation marks. Use contracting energy, next, some in adverts of manner site, some in adverts of manner site, some in adverts of them, next, some interfore, marks, some in adverts of them, next, some interfore, marks, some													
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 lost. Use capital letters, ful istops, when, if that, because and coordinating or and, but, a list, and exclamation marks. Use capital letters, ful istops, cause using conjunctions, when, before, after, while, so because, advertish - then, next, so therefore, when, before, after, while, so therease using conjunctions, when, before, after, while, so therease using conjunctions, when, before, after, while, so therease using conjunctions, when, so therease using conjunctions, when, before, after, while, so therease using conjunctions, when, so therease using conjunctions when, so therease using cononast and perpositional phrases = -g. a pig conjunctions when			time as openers e.g. First,	•	Use adverbs of manner –		verbs and adverbs		for direct speech.		direct speech.	•	Fronted adverbials correctly
 Subordinating Conjunctions when continuiting -or, and, but. Use capital letters, full stop, cause using conjunctions - when, letter, stop, berakes, adverts - then, next, son, therefore, preparations - before, after, while, adverta - then, next, son, therefore, preparations - before, after, while, adverta - then, next, son, therefore, preparations - before, after, while, adverta - then, next, son, therefore, preparations - before, after, while, adverta - then, next, son, therefore, preparations - before, after, while, adverta - then, next, son, therefore, preparations - before, after, while, adverta - then, next, son, therefore, preparations - before, after, while, adverta - then, next, son, therefore, preparations - before, after, while, adverta - then, next, son, therefore, preparations - before, after, while, adverta - then, next, son, therefore, preparations - before, after, while, adverta - then, next, son, therefore, preparations - before, after, while, adverta - then, next, son, therefore, preparations - before, after, while, adverta - then, next, son, therefore, preparations - before, after, while, adverta - then, next, son, therefore, preparations - before, after, while, adverta - then, next, son, therefore, preparations - before, after, while, adverta - then, next, son, therefore, preparations - before, after, while, adverta - then, next, son, therefore, preparations - before, after, while, adverta - then, next, son, therefore, preparations - before, after, while, adverta - then next, son, therefore, preparations - before, after, while, adverta - then, next, son, therefore, preparations - before, after, while, adverta - then next, son, therefore, preparations - before, atter, while, adverta - then next, son, therefore, preparations - before, atter, while, adverta - then next, son, therefore, preparations - before, atter, while, adverta - then next, son, therefore, preparations - before, there, adverta - then next, son, therefore, preparations - before, there, son, adverta - th			next, then, soon, after that,		silently, quickly	•	Use effective adjectives,	•	Powerful verbs to create	•	Use powerful verbs to		punctuated with a comma
 when, if, that, becaue and public because of a log, and exchanation marks. log and public because of a conjunctions, when, a log, and exchanation marks. Use canization exchanation marks. Use inverted commas for present perfect forms for phase. Use some for exchanation marks. Use some for exchanation marks. Use some for marks. Use canization generation marks. <			last.	•	Use capital letters, full stops,		specific nouns and similes		impact		create impact.	•	Expanded noun phrases
 coordinating – or, and, but experiesting functions – before, later and decompositions – before, later, and extension marks, commarian and stat, and extensions – before, later, while, adverts – then, next, son, therefore, marks, son, therefore, before, later, while, son, therefore, later, while, son, therefore, before, later, while, son, before, later, while, son, before, later, while, son, therefore, presonation – silenty, matchial difference between plural and difference between plural and solution while, son, before, later, while, son, before, la		•	Subordinating Conjunctions		question marks, commas in	•	Find strong verbs	•	Use conjunctions, when,	•	Expressing time, place	•	Different sentence types,
 bus copulations when, bars and was marks. consumation a list, and exclamation marks. bus inverted commas for extractors. Synomyns Stimiles bus inverted commas for extractors. Synomyns Stimiles bus inverted commas for extractors. bus compared basis of extractors. bus com			 when, if, that, because and 		a list, and exclamation	•	Use time adverbs and		before, after, while,		and cause using		paragraphs and punctuation
 duestion marks, commas in a list, and exclassmantion marks. Use inverted commas for direct speech. Withe grammatically correct simple and compound sentences. Synoomyn. & Similes Use of paragraphs to organize ideas around a heme. Use of paragraphs to organize simple and compound sentences. Synoomyn. & Similes Use similes en outhout phase here enters. Use similes en outhout phase here enters. Use similes to immastion in text type can develop a theme. Use similes to immastion in text type can develop a theme. Use similes to immastion in text type can develop a theme. Use similes to immastion in text type can develop and discription. Use similes to immastion in text type can develop and directs speech. Use similes to immastion in text type can develop and directs speech. Use similes to immastion in text type can develop and directs speech. Use similes to immastion in text type can develop and directs speech. Use similes to immastion in text type can develop and directs speech. Use immastical difference procession a direct speech. Use of spaces the similar accurate terse throughes to gasterise in the admitisto and text and the deverbial. Use of spaces to immastion in text type can develop and marks. Use of spaces to immastion in text type can develop and marks. Verar 4) Use of spaces to immastion in text type can develop and marks. Verar 4) Use of spaces to immastion in text type can develop and marks. Verar 4) Use of spaces to immastion in text type can develop and processe vocabulary. Torout daverbials - throut daverbials - th			coordinating – or, and, but.		marks.		adverbials		adverbs – then, next,		conjunctions – when,	•	Prefix – inter
 a list, and exclamation marks. b use inverted commas for direct speech. c wreak particuly correct synapses to ingrained a direct speech. c wreak particuly correct synapses to arguing in because of a direct speech. c wreak particuly correct synapses to arguing in because of a direct speech. c wreak particuly correct synapses to arguing in because of a direct speech. c wreak particuly correct synapses to arguing in because of a direct speech. c wreak particuly correct synapses to ingrained a direct speech. c wreak particuly correct synapses to ingrained a direct speech. c wreak particuly correct synapses to ingrained a direct speech. c wreak particuly correct synapses to ingrained a direct speech. c wreak particuly correct synapses to ingrained a direct speech. c wreak particuly correct synapses to ingrained a direct speech. c wreak particuly correct synapses to ingrained a direct speech. c wreak particuly correct synapses to ingrained a direct speech. c wreak particuly correct synapses to ingrained a direct speech. c wreak particuly correct synapses to ingrained a direct speech. c wreak particuly correct synapses to ingrained a direct speech. c wreak particuly correct synapses to ingrained a direct speech. c wreak particuly correct synapses to ingrained a direct speech. c wreak particuly correct synapses to ingrained a direct speech. c wreak particuly correct synapses to ingrained a direct speech. c wreak particuly correct synapses to ingrained a direct speech. c wreak particuly correct synapses to ingrained a direct speech. c wreak particuly correct synapses to ingrained a direct speech. c wreak particuly correct synapses to ingraine didea synapses a wy to group related maret all		•	Use capital letters, full stops,	•	Expressing time, place and	•	Use conjunctions, when,		soon, therefore,		before, after, while, so,	•	Suffix – ation added to verbs
 marks. Use inverted commas for direct speech. Write grammatically correct simple and compound sentences. Sponoryma & Smiles of present parfect Grams of present parfect G			question marks, commas in		cause using conjunctions –		before, after, while,		Prepositions – before,		because, adverbs – then,		to form nouns.
 Use inverted commas for direct speech. Write grammatically correct structures. Write grammatically simple and compound sentences. Synonyms & Similes Use of prasen perfect forms of wrbin instead of simple and compound a sentence commas for direct greech. Use particular backbar of simple and compound a sentences. Synonyms & Similes Use suffices - er, est, in adjectives ind by to adverbs. Were all standard Edifference backmantion marks. commas in a list, and exclamation for writing, characters and plot marks, commas for direct adverbials – Later that day, heard the bad news. Apportophe to mark plural possession. Use of paragraphs as away to group related material. Precise expanded noun phrases - silver, shiny mont. Use paragraphs to graup. Use suffices - er, est, in adjectives ind by to trum and repositions - before, after, value, graup at the day. heard the bad news. Precise expanded noun phrases - silver, shiny mont. Use of adverbals - Later that day, heard the bad news. Use of paragraphs to argang the to graup. Use of adverbals - Later that day, heard the bad news. Use of paragraphs to argang the to graup. Use of standard Edifference backmantion marks. Apportophe to mark plural and possessive 's'. Use of paragraphs to argang the to graup. Use of paragraphs to argang the to graup. Use of standard Edifference backmantion marks. Use of paragraphs to argang the so away to group related material. Precise expanded noun phrases - silver, shiny mont, and prepositions - before, after, while, so, because, ad yets marking a disting transe. Use of standard Edifference back daverbials - Later that day. heard the bad news. Use of paragraphs to graup. Noun			a list, and exclamation		when, before, after, while,		adverbs – then, next,		after, during, in.		next, soon, therefore,	•	Connectives to link ideas –
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 Write grammatically correct, simple and compound sentences. Synonyms & Similes Use of present perfect forms of verbs instead of simple and compound sentences. Use of present perfect forms of verbs instead of simple past (he has gone out to play). Use similes to enhance description. Use similes to enhance description. Use similes and num phrases since, shire, shiry moon, directors, formatical difference between plural and asterials. Use inverted commas for formatical difference between plural and sentence, to avoid antipulation. Use commastical difference between plural and sentences. Noun phrases explanded to al title runty pig. Fern came, alloct matching a distinct structure. Expressing time, place and plut grammatical wing a distinct structure. Expressing time, place and plut grammatical wing a distinct structure or structures. Expressing time, place and plut grammatical wing a distinct structure or structures. Expressing time, place and plut grammatical wing a distinct structure or structures. Expressing time, place and plut grammatical wing a distinct structure or structures. Expressing time, place and plut grammatical wing a distinct structure or structures. Expressing time, place and plut grammatical wing a distinct structure or structures. Expressing time, place and plut grammatical wing a distinct structure or structures. Expressing time, place and could structur			direct speech.		prepositions – before, after,		after, during, in.		moon.		of.	•	Powerful adjectives
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 (Year 4) Use inverted commas for direct speech. Precise expanded noun phrases – silver, shiny moon. Use of simile and metaphor introduced to onomatopoeia. Use of simile and metaphor onomatopoeia. Woun phrases expanded by the addition of modifying adjectives, nouns and prepositional possession 's'. Apostrophe to mark plural possession. Vera 4) Expressing time, place and news. Use of commas after fronted adverbials In narratives, create setting, characters and plot matching a distinct gene or structures. Expressing time, place and por gene. Expressing time, place and plot In narratives, create settings, characters and plot matching a distinct structure or gene. Expressing time, place and Expressing time, place and plot In narratives, create settings, characters and plot matching a distinct structure or gene. Expressing time, place and Expressing time, place and Expressing time, place and Expressing time, place and In narratives - create settings, characters and plot matching a distinct structure or genere. Expressing time, place and Expressing time, place and Expressing time, place and In narratives - create settings, characters and plot In narratives - create settings, characters and plot<td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>•</td><td></td><td></td><td>description</td><td></td><td></td>								•			description		
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 direct speech. Introduced to onomatopoeia. Grammatical difference between plural and possessive 's'. Appropriate choice of pronoun or noun within a sentence to avoid ambiguity or repetition. Write grammatically simple and compound sentences. In narratives, create settings, characters and plot matching a distinct genre or structures. Expressing time, place and Expressing time, place and<!--</td--><td></td><td>•</td><td>Use inverted commas for</td><td>•</td><td></td><td></td><td>0</td><td>•</td><td>. ,</td><td></td><td>Later that day, I heard</td><td></td><td>• •</td>		•	Use inverted commas for	•			0	•	. ,		Later that day, I heard		• •
 Precise expanded noun phrases – silver, shiny moon. Use capital letters, full stops, question marks. Apporpriate choice of pronoun or noun within a sentence to avoid ambiguity or repetition. Write grammatically simple and compound sentences. In narratives, create settings, characters and plot matching a distinct genero structures. Expressing time, place and or genre. Precise expanded noun phrases expanded difference between plural and possession. Apostrophe to mark plural possession. Apportionate choice of pronouns and prepositional sentences. In narratives, create settings, characters and plot matching a distinct genero or structures. Expressing time, place and or genre. Moun phrases expanded to a little runty or genre. Noun phrases expanded to a little runty or genre. Noun phrases expanded to a little runty or repetition. Noun phrases expanded to a little runty or repetition. Moun phrases expanded to a little runty or repetition. Moun phrases expanded to a little runty or repetition. Moun phrases expanded to a little runty or repetition. Moun phrases expanded to a little runty or repetition. Moun phrases expanded to a little runty or repetition. Moun phrases expanded to a little runty or genre. Noun phrases expanded to a little runty or genre. Noun phrases expanded to a little runty or genre. Noun phrases expanded to a little runty or genre. Noun phrases expanded to a little runty or genre. Noun phrases expanded to a little runty or genre. Noun phrases expanded to a little runty pig. Fern came, almost expression and prepositional phrases – e.g. a pig expanded to a little runty pig. Fern came, almost every day, to visit him. 			direct speech.	•	Introduced to		was.				the bad news.	-	, ,
 phrases – silver, shiny moon. Use capital letters, full stops, question marks, commas in a list, and exclamation marks. Apportopriate choice of pronour on onu within a sentence to avoid ambiguity or repetition. Write grammatically simple and compound sentences. In narratives, create settings, characters and plot matching a distinct structures. Expressing time, place and Expressing time, place		•	Precise expanded noun		onomatopoeia.	•	Noun phrases expanded			•	Grammatical difference		
 Use capital letters, full stops, question marks, commas in a list, and exclamation marks. Appropriate choice of pronoun or noun within a sentence to avoid ambiguity or repetition. Write grammatically simple and compound sentences. In narratives, create settings, characters and plot matching a distinct generor structures. Expressing time, place and Marching a distinct generor structures. Expressing time, place and Expressing time, place and In narratives or genre. Expressing time, place and Data distinct structure Expressing time, place and Appropriate choice of or genre. Expressing time, place and In narratives or genre. In arratives or genre. In arratives			phrases – silver, shiny moon.	•	Grammatical difference		by the addition of		before, after, while, so,		between plural and		
question marks, commas in a list, and exclamation marks.possessive 's'.nouns and prepositional phrases – e.g. a pig expanded to a little runty pig. Fern came, almost every day, to visit him.next, soon, therefore, prepositions – before, after, during, in, because or repetition.Apostrophe to mark plural possession.Expand noun phrases appropriately for clarity and cohesion avoiding repetition.Expand noun phrases appropriately for clarity and cohesion avoiding repetition.Method were appropriately for clarity and cohesion avoiding repetition.Method were appropriately for clarity and cohesion avoiding repetition.Expand noun phrases appropriately for clarity and cohesion avoiding repetition.Write grammatically simple and compound sentences.Use of commas after fronted adverbialsNeefore, after, while, so, because, adverbs – then, next, soon, therefore, prepositions – before, adverbs – then, next, settings, characters and plot matching a distinct gene or structures.In narratives – create settings, characters and plot matching a distinct structure or genre.In narratives, create setting, in, because of.Use connectives to link ideas – however, therefore, furthermore.Use of particle provide to mark plus – before, adverbs – then, next, setting, in, because of.Use connectives to link ideas – however, theref		•	Use capital letters, full stops,		between plural and		modifying adjectives,		because, adverbs – then,		possessive 's'.	•	0
 a list, and exclamation marks. Appropriate choice of pronoun or noun within a sentence to avoid ambiguity or repetition. Write grammatically simple and compound sentences. Use of paragraphs as a way characters and plot matching a distinct genre or structures. Expressing time, place and or genre. Approsition or noun within a sentence to avoid ambiguity or repetition. Marks. Appropriate choice of pronoun or noun within a sentence to avoid ambiguity or repetition. Write grammatically simple and compound sentences. In narratives - create settings, characters and plot matching a distinct genre or structures. Expressing time, place and or genre. Appropriate choice of pronoun or noun within a sentence to avoid ambiguity or repetition. Appropriate choice of commas after fronted adverbials Use of paragraphs as a way to group related material adverbs - then, next, structures. Expressing time, place and or genre. Expressing time, place and or genre. Appropriate choice of commas after fronted adverbials - create settings, characters and plot matching a distinct genre or structures. Expressing time, place and or genre. Appropriate choice of commas after fronted adverbials - create or genre. Appropriate choice of commas after fronted adverbials - create or create settings, characters and plot matching a distinct genre or structures. Appropriate choice or or genre. Appropriate choice or or genre. Appropriate choice or or genre. Appropriate choice or commas after fronted adverbials - create or component or provide choice or component or provide choice or component ore			question marks, commas in		possessive 's'.		nouns and prepositional		next, soon, therefore,	•	Apostrophe to mark		
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 Appropriate choice of pronoun or noun within a sentence to avoid ambiguity or repetition. Write grammatically simple and compound sentences. In narratives, create settings, characters and plot matching a distinct genre or structures. Expressing time, place and or genre. Expressing time, place and or genre. 			marks.				expanded to a little runty		after, during, in, because		(Year 4)	-	
 pronoun or noun within a sentence to avoid ambiguity or repetition. Write grammatically simple and compound sentences. In narratives, create settings, characters and plot matching a distinct genre or structures. Expressing time, place and or genre. Expressing time, place and or genre. Expressing time, place and or genre. Use of commas after fronted adverbials Use of paragraphs as a way to group related material matching a distinct structure or genre. Expressing time, place and or genre. 		•	Appropriate choice of	•	Fronted adverbials – Later		pig. Fern came, almost		of.	•	Use of Standard English –		· · · · · ·
 or repetition. Write grammatically simple and compound sentences. In narratives, create settings, characters and plot matching a distinct genre or structures. Expressing time, place and Use of commas after fronted adverbials Use of commas after fronted adverbials Cause using conjunctions - when, before, after, adverbs - then, next, soon, therefore, of. Choose nouns or pronouns appropriately for clarity and cohesion avoiding repetition. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases - e.g. a pig expanded to a little runty pig. Fern came, almost every day, to visit him. 			pronoun or noun within a		that day, I heard the bad		every day, to visit him.	•	Use paragraphs to		we were instead of we		concision avoiding repetition.
 Write grammatically simple and compound sentences. In narratives, create settings, characters and plot matching a distinct genre or structures. Expressing time, place and Write grammatically simple adverbials Use of paragraphs as a way to group related material soon, therefore, or genre. Marting a distinct structure or genre. Write grammatically simple adverbials - when, before, after, while, so, because, adverbs - then, next, soon, therefore, of. Choose nouns or pronouns appropriately for clarity and cohesion avoiding repetition. Use of paragraphs as a way to group related material In narratives - create settings, characters and plot matching a distinct structure or genre. Marting a distinct structure of. Marting a distinct st			sentence to avoid ambiguity		news.	•	Expressing time, place and		organise ideas around a		was.		
 and compound sentences. In narratives, create settings, characters and plot matching a distinct genre or structures. Expressing time, place and Use of paragraphs as a way to group related material Use of paragraphs as a way to group related material In narratives – create settings, characters and plot matching a distinct genre or structures. Expressing time, place and Use of paragraphs as a way to group related material Use of paragraphs as a way to group related material In narratives – create settings, characters and plot matching a distinct structure or genre. While, so, because, adverbs – then, next, soon, therefore, adverbs – then, next, adverbs – then, next, soon, therefore, after, during, in, because of. Use connectives to link to group related material In narratives – create settings, characters and plot matching a distinct structure or genre. While, so, because, adverbs – then, next, soon, therefore, adverbs – then, next, soon, therefore, attructure after, during, in, because of. Use connectives to link to group related material In narratives – create settings, characters and plot matching a distinct structure of. Use connectives to link to group related material Use connectives to link to group related to a little runty pig. Fern came, almost every day, to visit him. 			or repetition.	•	Use of commas after fronted		cause using conjunctions		theme.	•	Noun phrases expanded		
 In narratives, create settings, characters and plot matching a distinct genre or structures. Expressing time, place and In narratives, create settings, characters and plot matching a distinct structure or genre. Matching a distinct structure or genre. Matching a distinct structure or genre. 		•	Write grammatically simple				– when, before, after,	•	Choose nouns or		by the addition of	1	
 In narratives, create settings, characters and plot matching a distinct genre or structures. Expressing time, place and In narratives – create or genre. to group related material adverbs – then, next, soon, therefore, prepositions – before, after, during, in, because of. for clarity and cohesion avoiding repetition. Use connectives to link ideas – however, therefore, furthermore. for clarity and cohesion avoiding repetition. Use connectives to link ideas – however, therefore, furthermore. 			and compound sentences.	•	Use of paragraphs as a way		while, so, because,		pronouns appropriately		modifying adjectives,		
characters and plot matching a distinct genre or structures.In narratives – create settings, characters and plot matching a distinct structuresoon, therefore, prepositions – before, after, during, in, because of.avoiding repetition.phrases – e.g. a pig expanded to a little runty pig. Fern came, almost every day, to visit him.		•	In narratives, create settings,				adverbs – then, next,		for clarity and cohesion		nouns and prepositional	1	
matching a distinct genre or structures. settings, characters and plot matching a distinct structure or genre. prepositions – before, after, during, in, because of. Use connectives to link ideas – however, therefore, furthermore. expanded to a little runty pig. Fern came, almost every day, to visit him.			characters and plot	•	0 1		soon, therefore,		avoiding repetition.		phrases – e.g. a pig	1	
structures.matching a distinct structure or genre.after, during, in, because of.ideas - however, therefore, furthermore.pig. Fern came, almost every day, to visit him.			matching a distinct genre or				prepositions – before,	•	Use connectives to link		expanded to a little runty	1	
Expressing time, place and or genre. of. therefore, furthermore. every day, to visit him.			structures.				after, during, in, because		ideas – however,		pig. Fern came, almost		
		•	Expressing time, place and		-		of.		therefore, furthermore.		every day, to visit him.	1	
			cause using conjunctions –		· · · · · · · · · · · · · · · · · · ·							L	

	so, because next, soon,	s – before, after,		 Write grammatically correct simple and compound sentences. 	 Persuasive devices – agreement, obviously, without doubt Rhetorical questions Powerful adjectives 	 Use paragraphs to organise ideas around a theme. Choose nouns or pronouns appropriately for clarity and cohesion avoiding repetition. Use inverted commas for direct speech and other punctuation Apostrophe to mark plural possession. Commas after fronted adverbials. Use of similes to enhance description Expanded noun phrases 		
F				Year 3 & Year 4 Grammar (End of Year Expectations)			-
	Punctuation	Word		Sentence		Text	Terminology	
	(Year 3)	(Year 3)		(Year 3)		(Year 3)	(Year 3)	
	Use inverted	Prefixes – super, anti, auto	Conjunctio	ons – when, before, after, while,	so, because	Paragraphs	Preposition, clause	÷,
	commas to	Powerful verbs	A	dverbs – then, next, soon, theref	ore	Headings, sub-headings	subordinate clause	<u>,</u>
	punctuate	Stare, tremble, slither	Preposit	tions – before, after, during, in, b	ecause of	Present perfect form of verbs – 'He ha	as gone out conjunction, word	l
	direct speech.	Boastful Language	Vary long (add descripti	ion or info) & short sentences (fo	or emphasis and making key	to play' instead of simple pas	st. family, prefix, direc	ct
	(Y2 – Capital	magnificent, unbelievable,		points).		Secure use of planning tools: Story M	1ap, Story speech, inverted	
	letters, full	exciting	Adverb Starters to add	detail – 'Carefully, she crawled a	ong the floor of the cave'	mountain, story grids, Boxing l	Up. commas – speech	ı.
	stops,?,!,	Specific/tech vocab		Adverbial phrases – 'A few days :	ago,	Plan Opening – characters, setting, time	e of day and marks, consonant	,
	Commas,	Determiners	Preposit	ional phrases – 'on the mat, beh	ind the tree.	weather.	vowel, consonant	2
	Contracted	An open box, a rock.	Compo	und sentences (coordinating cor	junctions)	Paragraphs – organise ideas into each s	story part; 5 letter vowel, vowe	اد
	apostrophes.)	(Year 4)	Develop Comple	ex sentences 'Sighing, the boy f	inished his writing'.	story parts - Intro, Build Up, Problem	/dilemma, letter. Bullet point	S
		Difference between plural	Relative claus	es – The girl, who I remember, h	ad long dark hair'	Resolution, Ending.	Determiner, Adver	b
	Ellipses	and possessive – s.		Sentence of 3 for description.		Non Fiction – Intro, Middle sections,	, Develop Coordinating	
	Colon (before	To use standard English verb	The cottage was almost in	visible, hiding under a thick layer	of snow and glistening in the	Ending – Wow comment.	conjunction	
	a list)	inflections such as 'I did'		sunlight.		(Year 4)	Subordinating	
	(Year 4)	rather than 'I done'.	Patter	rn of 3 for persuasion Visit, Swi	m. Enjoy.	Use paragraphs to organise ideas arour	nd a theme. conjunction, relativ	/e
	Use if inverted	Prepositions – at,	-	Topic sentences to intro paragra	phs.	Appropriate choice of noun or pronoun	within and clause, relative	
	commas and	underneath, since, towards,		(Year 4)		across sentences to aid cohesion an	nd avoid pronoun,	
	other	beyond.	Noun phrases expar	nded by the addition of modifying	g adjectives, nouns and	repetition.	imperative, colon	J
	punctuation to	Conditionals – could, should,	prepositional phrases – e.	g. a pig expanded to a little runty	pig. Fern came, almost every	Secure use of planning tools – story ma	pping/story for instructions,	
	indicate direct	would.		day, to visit him.		mountain, boxing u.	alliteration, simile	,
	speech e.g.	Comparative/superlative	Fronted adv	verbials Later that day, I heard	the bad news.	Plan opening – description/acti	ion. tense past present	i.
	The conductor	adjectives – small, smaller,	Long/short	sentences to enhance description	n/information.	Paragraphs to organise parts of a	a story (Year 4)	
	shouted, "Sit	smallest.	Sho	ort sentences – move events on q	uickly.	Develop 5 parts to story – Intro, Bu	uild Up, Determiner,	
	down!"	Proper nouns	Start with a	a simile – As curved as a ball, the	moon shone	Problem/Dilemma, Resolution, Er	nding. pronoun, possessiv	/e

English - Marlborough Primary Academy 2020

Apostrophes	Secure use of compound sentences – using coordinating conjunction – and, or, but, so,	Non -Fiction – Intro, Middle Section, Ending –	noun, adverbial,
to mark plural	for, nor, yet.	(ending can include personal response, ?,	fronted adverbial,
possession.	Develop complex sentences – subordination – subordinating conjunctions.	reminders, warnings. Paragraphs to organise ideas	apostrophe – plural
Use commas	Ed clauses as starters – Frightened, Tom ran home.	around a theme. Link information within a	possession.
after fronted	Ing clauses as starters – Smiling menacingly, the man stepped forward.	paragraph.	
adverbials	Drop in 'ing' clauses – Jane, laughing at the teacher, fell off her chair.	Use of bullet points/diagrams.	
	Sentences of 3 for action – Sam rushed down the road, jumped on the bus and sank in		
	his seat.		
	Repetition to persuade – Find us find the fun.		
	Dialogue – verb + adverb "Hello", she whispered, shyly.		
	Appropriate choice of noun or pronoun within and across sentences to aid cohesion and		
	avoid repetition.		

Year 4/5B – English Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	I am Warrior	Forgotten Fields	Misty Mountain Winding River	Alchemy Island	Traders & Raiders	Beast Creator
Key Books	Boudica by Claire Llewellyn	rivace peaceful by Michael Morpurgo	King of the Cloud Forests – Michael Morpurgo	The Wizard of Earthsea – by Ursula Le Guin	The Saga of Erik the Viking – Terry Jones	Charlotte's Web – EB White
Poetry & Other Texts for Reading Comp and end of day read. Talk 4 Writing	Private Peaceful by Michael Morpurgo Poetry Overheard in a Tower Block – Joseph Coehlo	FArTHER by Grahame Baker- Smith Smith Thieves of Ostia – Caroline Lawrence The Firework Maker's Daughter The Day War Came -Nicola Davies One Boy's War	The Wizard of Earthsea – by Ursula Le Guin Sensational (Poetry) – Roger McGough Why The Whales Came – Michael Morpurgo	The lion, the witch and the Wardrobe by CS Lewis Jabberwocky – Lewis Caroll	Who were the Vikings (Usborne) I Wanna Iguana – Karen Kaufman Orloff Lost Magic – the very best of Brian Moses (Poetry) Bill's new frock – Anne Fine	Quick Let's get out of here Mustard Custard Grumble Belly & Gravy – Michael Rosen The Wonder Garden – K Williams
	Writing	Outcomes	Writing O	utcomes	Writing	Dutcomes
Non Fiction Talk 4 Writing	Instructions Create a menu for a Roman feast Write invitations and RSVP Letters Write to family back in Roman about life in Britain.	Non Chron report Write about food during the First World war Write a persuasive poster to help with the war effort Letters – write a letter as a British or German soldier appealing for the war to end Newspaper reports; Diary/narrative monologue-	Information leaflets – Write an Explanations about an aspect of the topic for exhibition for parents.	Non Chron report – Write a report about Gold to present to chief alchemist.	Reports – write a report on the Saxon landing	Non Chron Report – write a report on visit to wildlife centre Write Instructions for a mini beast hotel Write a Persuasive advert for the Mini Beast hotel
		biary/harrative monologue- write the diary of a soldier in the				

Fiction Talk 4 WritingHistorical Narratives – write a story based on research adding dialogue ScriptsWrite a commentary for a Gladiator combat.Create a timeline of Boudicca Write a short Soliloquy as a Celt or Viking	trenches based on One Boy's War. Traditional tale- write your own traditional tale based on the Firework makers daughter.	Diaries Narrative poetry – write a narrative poem	Write an opening paragraph to a fantasy narrative Soliloquy – Write as the Chief Alchemist on the island Poetry – write a Cinquain about a legendary gem. Write lyrics about Alchemy Island – working as a class using metaphor and simile.	Historical narratives – Write a story based in the time. Myths and legends Retell the legend of King Arthur Character profiles Write a profile for King Arthur Poetry write a Viking poem	Narrative – write a story comic strip about their chosen deadly mini beast Poetry – create limericks and kennings
		Grammar by	7 Term		
Grammar (Year 4) Precise expanded noun phrases – silver, shiny moon. Use capital letters, full stops, question marks, commas in a list, and exclamation marks. Appropriate choice of pronoun or noun within a sentence to avoid ambiguity or repetition. Write grammatically simple and compound sentences. In narratives, create settings, characters and plot matching a distinct genre or structures. Expressing time, place and cause using conjunctions – when, before, after, while, so, because, adverbs – then, next, soon, therefore, prepositions – before, after, during, in, because of.	 Grammar (Year 4) Use inverted commas for direct speech. In response to immersion in text type can develop and record own ideas in preparation for writing. Use of simile and metaphor Introduced to onomatopoeia. Grammatical difference between plural and possessive 's'. Apostrophe to mark plural possession. Fronted adverbials – Later that day, I heard the bad news. Use of commas after fronted adverbials Use of paragraphs as a way to group related material In narratives – create settings, characters and plot matching a distinct structure or genre 	 Grammar (Year 4) Use of Standard English – we were instead of we was. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases – e.g. a pig expanded to a little runty pig. Fern came, almost every day, to visit him. Expressing time, place and cause using conjunctions – when, before, after, while, so, because, adverbs – then, next, soon, therefore, prepositions – before, after, during, in, because of. Write grammatically correct simple and compound sentences. Select appropriate vocab to change and enhance meaning Use a wide variety of devices 	Grammar (Year 4) Expressing time, place and cause using conjunctions – when, before, after, while, so, because, adverbs – then, next, soon, therefore, prepositions – before, after, during, in, because of. Use paragraphs to organise ideas around a theme. Choose nouns or pronouns appropriately for clarity and cohesion avoiding repetition. Use connectives to link ideas – however, therefore, furthermore. Persuasive devices – agreement, obviously, without doubt Rhetorical questions Powerful adjectives (Year 5) Linking ideas across paragraphs using adverbials	 Grammar (Year 4) Use of Standard English – we were instead of we was. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases – e.g. a pig expanded to a little runty pig. Fern came, almost every day, to visit him. Use paragraphs to organise ideas around a theme. Choose nouns or pronouns appropriately for clarity and cohesion avoiding repetition. Use inverted commas for direct speech and other punctuation Apostrophe to mark 	 Grammar (Year 4) Use of passive voice to affect presentation of information – the window was broken by me – I broke the window. Fronted adverbials and noun phrases to open sentences. Use of commas – after a fronted adverbial. Use of speech marks Apostrophes for plural & singular possession. Levels of formality selecting precise vocabulary. To maintain accurate tense throughout Punctuate speech correctly Expand noun phrases Choose nouns or pronouns appropriately

 Write grammati 		Use inverted commas to Ambitious conjunctions	Use of similes to Brackets, dashes or
<mark>simple, compou</mark>	nd complex sentences.	indcate direct speech. • Fronted adverbials and noun	enhance description commas to indicate
sentences	 Relative clauses – who, 	Ensure subject/verb phrases to open sentences.	Expanded noun parenthesis
 Fronted adverbi 	als, which, where, when, whose,	agreement when using Inverted commas for direct	phrases • Verb prefixes – dis, de,
conjunctions an	d noun that or an omited relative	singular and plural speech	(Year 5) mis, over, re.
phrases to open	pronoun.	Nouns and verbs Relative clauses	Devices to build Indicating degrees of
sentences.	Brackets, dashes or commas	Punctuation Devices to build cohesion	cohesion within a possibility using adverbs
 Prepositions 	to indicate parenthesis.	within a paragraph.	paragraph. – might, shuld, will,
 Prepositions for 	Use inverted commas and	Use simile, metaphor,	Linking ideas across must.
possession	other punctuation to	alliteration, onomatopoeia	paragraphs using Headings and sub-
 Appropriate voc 	ab indicate direct speech –	and personification.	adverbials of time, headings to aid
choices and grau		Range of sentences for	place and number presentation
how choices car		different effect	Indicating degree of Relative clauses
and enhance me			possibility using beginning with, who,
• Powerful verbs.	conductor ahouted, "Sit		adverbs or modal which, where, when,
	down!"		verbs. whose, that or an
	Use commas to clarfy		Converting nouns or omitted relative
	meaning or avoid ambiguity.		adjectives into verbs pronoun.
	Write grammatically simple,		using suffixes – ate, ise, • To use and recognise
	compound, and complex		ify. abstract nouns
	sentences.		Brackets, dashes or
	Noun phrases expanded by		commas to indicate
	addition of modifying		parenthesis
	adjectives, nouns and		Linking ideas across a
	preposition phrases – The		paragraph using
	strict maths teacher with		adverbials of time,
	curly hair.		later, nearby, secondly
	 Use paragraphs to organise 		or by tense choice, he
	ideas around a theme		had seen her before.
	Use inverted commas and		Relative clauses
	other punctuation to		beginning with, who,
	indicate direct speech –		which, where, when,
	commas after reporting		which, where, when, whose, that or an
	clause – ending speech with		omitted relative
	inverted commas – The		pronoun.
	conductor ahouted, "Sit		Noun phrases
	down!"		expanded by addition
	Apostrophes for plural		of modifying
	possession		adjectives, nouns and
	 Indicating degrees of 		preposition phrases –
	 matcating degrees of possibility using adverbs – 		The strict maths
	might, shuld, will, must.		teacher with curly hair.
	 Perpositions 		
	•		
	 Headings and sub-headings to aid presentation 		
	to aid presentation		

	Bullet points			
		Year 4 & Year 5 Grammar (End of Year Expectations)		
 Punctuation	Word	Sentence	Text	Terminology
(Year 4)	(Year 4)	(Year 4)	(Year 4)	(Year 4)
Use if inverted	Difference between plural and	Noun phrases expanded by the addition of modifying adjectives, nouns	Use paragraphs to organise ideas around a	Determiner, pronoun,
commas and other	possessive – s.	and prepositional phrases – e.g. a pig expanded to a little runty pig. Fern	theme.	possessive noun,
punctuation to	To use standard English verb	came, almost every day, to visit him.	Appropriate choice of noun or pronoun within	adverbial, fronted
indicate direct speech	inflections such as 'I did' rather	Fronted adverbials Later that day, I heard the bad news.	and across sentences to aid cohesion and	adverbial, apostrophe –
e.g. The conductor	than 'I done'.	Long/short sentences to enhance description/information.	avoid repetition.	plural possession.
shouted, "Sit down!"	Prepositions – at, underneath,	Short sentences – move events on quickly.	Secure use of planning tools – story	(Year 5)
Apostrophes to mark	since, towards, beyond.	Start with a simile – As curved as a ball, the moon shone	mapping/story mountain, boxing u.	Modal verb, relative
plural possession.	Conditionals – could, should,	Secure use of compound sentences – using coordinating conjunction –	Plan opening – description/action.	pronoun, relative clause,
Use commas after	would.	and, or, but, so, for, nor, yet.	Paragraphs to organise parts of a story	parenthesis, bracket, dash,
fronted adverbials (Year 5)	Comparative/superlative adjectives – small, smaller,	Develop complex sentences – subordination – subordinating	Develop 5 parts to story – Intro, Build Up, Problem/Dilemma, Resolution, Ending.	cohesion, ambiguity, determiner, metaphor,
Brackets, dashes and	smallest.	conjunctions. Ed clauses as starters – Frightened, Tom ran home.	Non -Fiction – Intro, Middle Section, Ending –	personification,
commas to indicate	Proper nouns	Ing clauses as starters – Smiling menacingly, the man stepped forward.	(ending can include personal response, ?,	onomatopoeia, rhetorical
parenthesis	(Year 5)	Drop in 'ing' clauses – Jane, laughing at the teacher, fell off her chair.	reminders, warnings. Paragraphs to organise	question.
Rhetorical Question	Converting nouns or adjectives	Sentences of 3 for action – Sam rushed down the road, jumped on the	ideas around a theme. Link information	question.
Dashes	into verbs using suffixes – ate,	bus and sank in his seat.	within a paragraph.	
Brackets/dashes/com	ise, ify.	Repetition to persuade – Find us find the fun.	Use of bullet points/diagrams.	
mas for parenthesis	Verb Prefixes – dis, de, mis,	Dialogue – verb + adverb "Hello", she whispered, shyly.	(Year 5)	
Colons	over, re.	Appropriate choice of noun or pronoun within and across sentences to	Devices to build cohesion within a paragraph	
Use of commas to	Metaphor	aid cohesion and avoid repetition.	- then, after, that, this, firstly - changes of	
clarify meaning or	Personification	(Year 5)	place, time and action to link ideas.	
avoid ambiguity	Onomatopoeia	Relative clauses beginning with, who, which, where, when, whose, that	Linking ideas across a paragraph using	
		or an omitted relative pronoun.	adverbials of time, later, nearby, secondly or	
		Indicating degrees of possibility using adverbs – perhaps, surely or	by tense choice, he had seen her before.	
		modal verbs – might, should, will, must.	Secure independent use of planning tools.	
		Expand 'ed' clauses as starters – Encouraged by the weather, Jane set	Plan openings – description/action/dialogue.	
		out for a long walk.	Use 5 part story structure Intro – include	
		Elaborate starters using adverbial phrases – Beyond the dark gloom of	action/description/character or	
		the room, Zach saw het wizard move.	setting/dialogue.	
		Drop in 'ed' clauses – Poor Tim, exhausted by so much effort, ran home.	Build Up – develop suspense techniques	
		Stage directions in speech – speech, verb, action – "Stop", he shouted, picking up the stick and running after the thief.	Problem/Dilemma – may be more than one problem	
		picking up the stick and running after the ther.	Resolution – clear links with dilemma	
			Ending – character reflection, any changes or	
			lessons, look forward to future, ask a	
			question.	
			Non-Fiction – secure in use of range of	
			layouts for planning suitable for text type	

	Use of rhetorical questions to draw the reader in.	
	Express own opinion clearly. Consistently maintain viewpoint. Summary at the end to appeal to reader.	

Year 6D – English Curriculum

	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Theme	Peasants, Princes and	Forgotten Fields		Star Gazers	Alchemy Island	Scream Machines	Beast Creator
	Pestillence						
Key Books	Children of Winter – Berlie Doherty	Private Peaceful by Michael Morpurgo		Cosmic – Frank Cottrell Boyce	The wizard of Earthsea – by Ursula Le Guin	The Boy Who Swam with Piranhas – David Almond	Charlotte's Web – EB White
Poetry & Other Texts for Reading Comp and end of day read.	Castle Diary – The Journal of Richard Platt – Tobias Burgess Kiss of Death – Malcolm Rose	Moontellers – Lynn Moroney War Horse – Michael Morpurgo Ted Hughes – Poems for Children Fireweed – Jill PatonWalsh		The Apothecary – Maile Meloy Moon Tales – Rina Singh From Here About Hill – Michael Morpurgo The Viewer – Gary Crew	Skellig – David Almond The Apothecary – Maile Meloy Artemis Fowl – Eoin Colfer	Dorkmouth – Shane Hegarty Making Machines with Pulleys – Chris Oxlade Fairgrounds – Jane Bigham Collection of Poems for Children – Charles Causley River Boy – Tim Bowler	Clockwork – Phillip Pullman Flanimals – Ricky Gervais Dorkmouth – Shane Hegarty The Wonder Garden – K Williams
	Writing O	Writing Outcomes			Outcomes	Writing O	utcomes
Non Fiction Talk 4 Writing	Write Persuasive Speeches for King Richard or Wat Tyler. Write a Journal – as someone living through the Black Death	Write a persuasive poster to help with the war effort Non Chron report Write about food during the First World war Newspaper reports;		Newspaper Reports -Moon Landing Non-Chron Reports - Aliens Mnemonics to remember the planets in order	Non Chron report – Write a report about Gold to present to chief alchemist.	Write signs for different fairground rides linked to forces. Write an explanation e mail to a UK theme park about use of signs. Persuasive – write a radio advert for theme park/ride Non Chron reports – write a book about different rides/theme park	Non Chron Report – write a report on visit to wildlife centre Instructions for a mini beast hotel Write a Persuasive advert for the Mini Beast hotel

Talk 4 Writing	Letter writing – write a letter as Pestilence or the Rat Write a Battle Vow of a Knight Write a Character Profile of a Knight Narrative – write a short story on Great Pestilence	 Narratives – write a short story in the 1st person as a soldier in a battle Monologues Diaries – write a diary entry for one of the characters Letters – write a letter as a British or German soldier appealing for the war to end 	Poetry – write free verse on 'gravity' – develop into a rap. Narrative – Myths about the Moon	Soliloquy – Write as the Chief Alchemist on the island Poetry – write a Cinquain about a legendary gem. Write an opening paragraph to a fantasy narrative Write lyrics about Alchemy Island – working as a class using metaphor and simile.	Poetry – write a poem called The Ride Write Dialogue – 2 riders on a roller coaster ride Narratives – write a short story including dialogue	Narrative – write a story comic strip about their chosen deadly mini beast Poetry – create limericks and kennings
	Grammar Use a range of sentences for different effect Moving the subordinate clause for different effect Fronted adverbials Relative clauses Noun phrases Use of passive voice Use of colon, semi colon and dash to mark boundary between independent clauses Hyphens to avoid ambiguity Linking ideas across paragraphs – repetition of words/phrases, adverbials – on the other hand, in contrast, use of ellipsis.	 Grammar Use a range of sentences for different effect. How words are related by meaning as synonyms and antonyms. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections – on the other hand (adverbial phrases) Use colon and dash to mark boundary between independent clauses. Moving subordinate for effect. Opening sentences with: fronted adverbials, conjunctions and noun phrases. Formal and informal vocabulary. Layout devices – headings/sub-headings, bullet points etc. Use of colon to introduce a list and semi-colons within lists. 	 Grammar How words are related by meaning as synonyms and antonyms. Use passive voice to affect presentation. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections – on the other hand (adverbial phrases) Use semi colon, colon and dash. Use a range of sentences for different effect. Formal and informal vocabulary. Layout devices – headings/sub-headings, bullet points etc. Fronted adverbials Relative clauses. Assonance Alliteration Rhythm Rhyme 	 Grammar Assonance Alliteration Rhythm Rhyme The difference between vocabulary typical of informal and formal speech and writing. How words are related by meaning as synonyms and antonyms. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections – on the other hand (adverbial phrases) Use semi colon, colon and dash. Range of sentences for different effect. Fronted adverbials – Later that day, I heard bad news., conjunctions – despite, on the other hand, in addition, and noun phrases to open sentences. 	 Grammar Assonance Alliteration Rhythm Rhyme Fronted adverbials – Later that day, I heard bad news., conjunctions – despite, on the other hand, in addition, and noun phrases to open sentences. Devices to build cohesion within a paragraph Layout devices – headings/sub-headings, bullet points etc. Fronted adverbials – Later that day, I heard bad news., conjunctions – despite, on the other hand, in addition, and noun phrases to open sentences. Use a range of sentences for different effect. Formal and informal vocabulary. Bullet points to list information. Use of colon to introduce a list and semi-colons within lists. Relative clauses - who, where, when, whose, that or omitted relative pronoun. 	 Grammar Use devices to build cohesion within a paragraph. Linking ideas across paragraphs using adverbials of time, place and number. Indicate degrees of possibility – using modal verbs – might, could, will, must – adverbs – perhaps, surely. Layout devices – headings/sub-headings, bullet points etc. Range of sentences for effect.

English - Marlborough Primary Academy 2020

	 Relative clauses – who, where, when, whose, that or omitted relative pronoun. Use of subjunctive – If I werewere they to come 			
Duratustian	14/o red		– (End of Year Expectations)	Tannainalaan
Punctuation (Year 6)	Word	Sentence	Text (Year 6)	Terminology
Use of semi colons, colon, dash	(Year 6) Vocabulary for informal speech	(Year 6) Active & Passive to affect the		(Year 6)
to mark the boundary between	and formal speech –	presentation of information in	Secure independent planning – 5 part story structure. – suspense, cliff hangers, flash backs/forwards, time slips.	Subject, object, active, passive,
,	said/reported, alleged,	a sentence.		synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet
independent clauses stronger than a comma– It's raining; I'm	claimed.	Formal and informal speech	Start story at any point in the 5 part structure Maintain plot consistency	points, subjunctive
fed up.	Words related by meaning –	structures	Secure development of characterisation.	points, subjunctive
Use of colon to introduce a list.	synonyms and antonyms.	Subjunctive form 'If I were,	Use of ellipsis.	
Use semi colons within lists.	Literary features to create	Were they to come in some	Formal and informal styles.	
Bullet points to list	effects – alliteration,	formal writing and speech.	Secure independent planning Layout devices – headings, sub-headings,	
information.	onomatopoeia, similes,	Secure use of compound	columns, bullet points or tables to structure text.	
Hyphens can be used to avoid	metaphors.	sentences, complex sentences.	Non-Fiction – use a variety of layouts suitable for genre.	
ambiguity – man eating shark	metaphors.	Develop the use of rhetorical	Use a range of techniques to involve the reader – questions, comments,	
to man-eating.		questions to persuade.	observations. Rhetorical questions.	
to man cating.		Expand noun phrases – the boy	Balanced coverage of a topic	
		that jumped over the fence is	Paragraphs – secure use of linking ideas within and across paragraphs.	
		over there.	Link ideas across paragraphs using a wider range of cohesive devices –	
			repetition of a word or a phrase – use of adverbials – on the other hand, in	
			contrast, as a consequence.	