



## Pinfold Primary Overview of English Curriculum with NC and LCC learning Objectives and Key Skills

YEAR A						
Term	Autumn		Spring		Summer	
Whole school topic	Home sweet home		Survival & Exploration (Go with the flow KS2)		Animals (Save the Planets for KS2).	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Children will engage in a range of genres in line with the 'EYFS Curriculum Document' and KSI genres below.            Please see 'Planning Section' for 'EYFS Development Matters' statements.            This for the 4 Year Planning Overview</p>					
English Fiction & Non Fiction Coverage						
KSI	Repetitive patterned stories.  Poems on a theme – London's Burning.  Explanations texts	Traditional Tales with a Twist.  Instructions.	Stories by the same Author (explorer based-space).  Non Chronological Report.	Stories with Familiar setting – Farm based.  Persuasion - visit to a farm.  Riddles.	Stories on a theme – Animals.  Explanations – Animal Habitats.  Poems on a theme	Stories from other culture.  Recount – Newspaper events Sports Day
KS2	Persuasion  Myths/Legend(The story of Gelert)	Oliver Twist Narrative - Historical Settings  Non chron reports  Poetry - imagery	How to Train your Dragon (Cressida Cowell)  Narrative – (novel as a theme) fantasy setting  Discussion	Explanation Text (The Shirt machine)  Recount (Tuesday David Wesiner)  Poetry – The Magic Box (figurative language)	Persuasion  Poetry – songs and lyrics  Narrative – (The Great Kapok Tree).	Novel as a theme: Holes  Recount - autobiography  Poems with a structure
YEAR B						
Term	Autumn		Spring		Summer	



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Whole school topic	History of Britain		Hot and Cold World (Out of Africa for KS2)		Planets (Going for Gold for KS2).	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English Fiction &amp; Non-Fiction Coverage</b>						
KS1	Repetitive patterned stories  Poems on a theme – London’s Burning.  Explanations texts	Stories with familiar settings  Traditional rhymes - London  Persuasion letter - camping/local park.	Stories by the Same Author  Non-Chronological Reports – Animals.  Poems on a Theme- Animals.	Traditional Tales  Recounts  Explanation- how to be healthy.	Classic stories  Instructions  Traditional rhymes	Fantasy Adventure story  Classic poems  Recount: letters
KS2	Dilemma stories  Older Literature  Recount - Autobiography	Historical fiction  Recount Diary entry  Poems on a theme	Contemporary fiction- Journey to J’Bourg (novel as a theme)  Discussion  Biography	Fables  Instructional Text- how to make paper.  Ballard poetry	Newspaper recount  Myths  Playscript	Contemporary fiction – Kensuke’s Kingdom (novel as a theme)  Poetry: Haiku.  Information text/hybrid
<b>YEAR C</b>						
Term	Autumn		Spring		Summer	
Whole school topic	All roads lead to Home (All Roads lead to Rome for KS2)		Survival		Out of this world	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English Fiction &amp; Non Fiction Coverage</b>						
KS1	Stories with familiar settings  Non-	Traditional tales with a twist  Instructions	Stories by the same author  Non-chronological	Stories with familiar settings  Persuasion	Story as a theme  Explanations – Materials	Stories with fantasy settings  Recounts



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	chronological report  Poems on a theme.		reports	Riddles	Poems on a theme	Poems for learning by heart
KS2	Traditional tales  Non chronological report	Legends: escape from Pompei  Discussion  Classic Narrative Poetry	Recount  Playscripts/film  Poetry – Imagery	Narrative fantasy  Sky Song by Abi Elphinstone (novel as a theme)  Explanation	Narrative adventure- song of the dolphin boy.  Persuasion	Narrative science fiction – The Jamie Drake Equation  Poetry – free verse.  Information – magazine
<b>YEAR D</b>						
<b>Term</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
Whole school topic	<b>No Place Like Home (The Great Plague for KS2)</b>		<b>The Art of Food</b>		<b>Changes &amp; More Changes (Rock and Roll for KS2)</b>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English Fiction &amp; Non Fiction Coverage</b>						
KS1	Traditional tales  Recounts of Family Events	Repetitive patterned stories  Poems on a theme  Persuasion- Homes	Stories by the same author  Non-chronological report- Information Poster on Food  Poems on a theme-Food	Classic stories  Instructions – To make a salad  Traditional rhymes	Stories with familiar settings  Non-chronological report  Traditional rhymes	Animal adventure stories  Classic poems  Explanation-Science or D&T link.
KS2	Historical Fiction  Non chronological – information	Narrative- Detective/Crime - Sherlock Holmes.  Recount- news	Contemporary fiction; Charlie & Chocolate factory.  Film and playscripts.	Instructional  Poetry  Stories from other cultures	Narrative- Stig of the Dump-  Fantasy/Adventure	Contemporary fiction: The Pebble in my Pocket  Explanation  Poetry – Acrostic



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	booklet	report				
	Classic poetry	Folk tales				

PLANNING		
<b>Characteristics of Effective Learning:</b> This area will be taught by promoting these Characteristics of Effective Learning (CoEL) Playing and Exploring-engagement Active Learning- motivation Creating and thinking critically- thinking		
	READING	
	WORD READING	COMPREHENSION
Nursery/ EYFS Development Matters Birth to 3	<ul style="list-style-type: none"> <li>•Understand the five key concepts about print: - print has meaning - print can have different purposes- we read English text from left to right and from top to bottom - the names of the different parts of a book- page sequencing</li> <li>•Develop their phonological awareness, so that they can: - spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary</li> </ul>
Rec/ EYFS Development Matters	<ul style="list-style-type: none"> <li>•Read book band texts in line with their developing phonic ability</li> <li>•Differentiate between text and illustration</li> <li>•Decode a number of regular words using phase 2 phonemes with build and blend strategy, and read aloud accurately</li> <li>•Read common irregular words from Phase 2 - the to I no go into</li> <li>•Know that, in English, print is read from left to right and top to bottom</li> <li>•Use decoding to read -using build and blend strategy – towards automatically reading known words</li> <li>•Read common words from Phase 3 - he she we me be was you they all are my her</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that print conveys meaning</li> <li>• Predict the storyline e.g. ending</li> <li>• Predict storyline and some vocabulary, aided by the illustrations</li> <li>• Retell narratives in the correct sequence, drawing on language patterns of stories</li> <li>• Respond to questions about who, what, where, when linked to text and illustrations</li> <li>• Sequence a simple story or event</li> <li>• Use gestures and actions to act out a story, event or rhyme from text or illustrations</li> <li>• Make predictions based on illustrations, story content and title</li> <li>• Respond to questions about how and why something is happening</li> <li>• Say what a character might be thinking, saying or feeling</li> </ul>



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	<ul style="list-style-type: none"> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</li> <li>Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary</li> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction (ELG)</p>
<b>Year One - Six Reading</b>		
Year Group	<b>Word Reading</b>	<b>Comprehension</b>
Y1	<ul style="list-style-type: none"> <li>▶ <u>Read aloud accurately books that are consistent with their developing phonic knowledge.</u></li> <li>▶ <u>Apply phonic knowledge and skills as the route to decode words.</u></li> <li>▶ <u>Respond speedily with the correct sound to grapheme for the 44 phonemes.</u></li> <li>▶ <u>Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow.</u></li> <li>▶ <u>Read accurately by blending sounds in unfamiliar words.</u></li> <li>▶ Read common exception words, noting tricky parts (see below).</li> <li>▶ Read words containing –s, -es, -ing, -ed, -er, -est endings.</li> <li>▶ Split two and three syllable words into the separate syllables to support blending for reading.</li> <li>▶ Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter.</li> <li>▶ Develop fluency, accuracy and confidence by re-reading books.</li> <li>▶ Read more challenging texts using phonics and common exception word recognition.</li> </ul>	<p><b>Developing pleasure in reading and motivation to read</b></p> <ul style="list-style-type: none"> <li>▶ Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.</li> <li>▶ Relate texts to own experiences.</li> <li>▶ Recognise and join in with language patterns and repetition.</li> <li>▶ Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.</li> <li>▶ Orally retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling.</i></li> <li>▶ Enjoy and recite rhymes and poems by heart.</li> <li>▶ <u>Make personal reading choices and explain reasons for choices.</u></li> </ul> <p><b>Understanding books which they can read themselves and those which are read to them</b></p> <ul style="list-style-type: none"> <li>▶ Introduce and discuss key vocabulary, linking meanings of new words to those already known.</li> <li>▶ Activate prior knowledge e.g. <i>what do you know about minibeasts?</i></li> <li>▶ <u>Check that texts make sense while reading and self-correct.</u></li> <li>▶ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</li> <li>▶ Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i></li> <li>▶ Explain clearly their understanding of what is read to them.</li> <li>▶ <u>Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</u></li> <li>▶ <u>Identify and discuss the main events in stories.</u></li> <li>▶ <u>Identify and discuss the main characters in stories.</u></li> </ul>



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		<ul style="list-style-type: none"> <li>▶ <u>Recall specific information in fiction and non-fiction texts.</u></li> <li>▶ Locate parts of text that give particular information, e.g. <i>titles, contents page and labelled diagram.</i></li> <li>▶ Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last</i> by Jill Murphy.</li> <li>▶ Make basic inferences about what is being said and done.</li> <li>▶ <u>Make predictions based on what has been read so far.</u></li> </ul> <p><b>Participating in discussion</b></p> <ul style="list-style-type: none"> <li>▶ <u>Listen to what others say.</u></li> <li>▶ Take turns.</li> </ul>
Y2	<p>Same as Year 1 plus:</p> <ul style="list-style-type: none"> <li>▶ <u>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</u></li> <li>▶ Re-read books to build up fluency and confidence in word reading.</li> <li>▶ <u>Read frequently encountered words quickly and accurately without overt sounding and blending.</u></li> <li>▶ <u>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</u></li> <li>▶ <u>Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping.</i></u></li> <li>▶ Read longer and less familiar texts independently.</li> <li>▶ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</li> <li>▶ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i>.</li> <li>▶ Read further common exception words, noting tricky parts.</li> <li>▶ Read words containing common suffixes e.g. <i>-ness, -ment, -ful,</i></li> </ul>	<p>Same as Year 1 plus:</p> <p><b>Developing pleasure in reading and motivation to read</b></p> <ul style="list-style-type: none"> <li>▶ Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry.</li> <li>▶ Orally retell a wider range of stories, fairy tales and traditional tales.</li> <li>▶ <u>Sequence and discuss the main events in stories and recounts.</u></li> <li>▶ Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.</li> <li>▶ Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>).</li> <li>▶ Learn and recite a range of poems using appropriate intonation.</li> <li>▶ Make personal reading choices and explain reasons for choices.</li> </ul> <p><b>Understanding books which they can read themselves and those which are read to them</b></p> <ul style="list-style-type: none"> <li>▶ Identify, discuss and collect favourite words and phrases.</li> <li>▶ Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li> <li>▶ Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised.</i></li> <li>▶ Uses tone and intonation when reading aloud.</li> <li>▶ Activate prior knowledge and raise questions e.g. <i>What do we know? What do</i></li> </ul>



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	<p>-less -ly, -ing, -ed, -er, -est, -y.</p>	<p>we want to know? What have we learned?</p> <ul style="list-style-type: none"> <li>▶ <u>Check that texts make sense while reading and self-correct.</u></li> <li>▶ <u>Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</u></li> <li>▶ Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i></li> <li>▶ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</li> <li>▶ <u>Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?</u></li> <li>▶ <u>Make predictions based on what has been read so far.</u></li> <li>▶ Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams.</i></li> <li>▶ Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</li> </ul> <p><b>Participating in discussion</b></p> <ul style="list-style-type: none"> <li>▶ Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>▶ Make contributions in whole class and group discussion.</li> <li>▶ Consider other points of view.</li> <li>▶ Listen and respond to contributions from others.</li> </ul>
Y3	<p>Same as above plus:</p> <ul style="list-style-type: none"> <li>▶ Read books at an age appropriate interest level.</li> <li>▶ Use knowledge of root words to understand meanings of words.</li> <li>▶ Use prefixes to understand meanings e.g. <i>un-, dis-, mis-, re-, pre-, im-, in-</i>.</li> <li>▶ Use suffixes to understand meanings e.g. <i>-ly, -ous</i>.</li> <li>▶ Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list)</li> </ul>	<p>Same as Year 2 plus:</p> <p><b>Developing pleasure in reading and motivation to read</b></p> <ul style="list-style-type: none"> <li>▶ Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. <i>fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations.</i></li> <li>▶ Regularly listen to whole novels read aloud by the teacher.</li> <li>▶ Read a range of non-fiction texts, e.g. <i>information, discussion, explanation, biography and persuasion.</i></li> <li>▶ Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference.</i></li> <li>▶ Recognise some different forms of poetry e.g. <i>narrative, calligrams, shape poems.</i></li> <li>▶ Sequence and discuss the main events in stories.</li> <li>▶ <u>Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales.</i></u></li> <li>▶ Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and</i></li> </ul>



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		<p><i>foolish, mean and generous, rich and poor.</i></p> <ul style="list-style-type: none"><li>▶ Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times.</i></li><li>▶ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</li></ul> <p>▶ <b>Understanding the text</b></p> <ul style="list-style-type: none"><li>▶ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</li><li>▶ Explain the meaning of unfamiliar words by using the context.</li><li>▶ Use dictionaries to check meanings of words they have read.</li><li>▶ <u>Use intonation, tone and volume when reading aloud.</u></li><li>▶ <u>Take note of punctuation when reading aloud.</u></li><li>▶ Discuss their understanding of the text.</li><li>▶ <u>Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character.</i></u></li><li>▶ <u>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</u></li><li>▶ Make predictions based on details stated.</li><li>▶ <u>Justify responses to the text using the PE prompt (Point + Evidence).</u></li><li>▶ Discuss the purpose of paragraphs.</li><li>▶ Identify a key idea in a paragraph.</li><li>▶ Analyse and evaluate texts looking at language, structure and presentation e.g. <i>persuasive letter, diary and calligram</i> etc.</li></ul> <p>▶ <b>Retrieving and recording information from non-fiction</b></p> <ul style="list-style-type: none"><li>▶ <u>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</u></li><li>▶ Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossary, diagrams.</i></li><li>▶ Quickly appraise a text to evaluate usefulness.</li><li>▶ Navigate texts in print and on screen.</li><li>▶ Record information from a range of non-fiction texts.</li></ul> <p>▶ <b>Participating in discussion</b></p> <ul style="list-style-type: none"><li>▶ Participate in discussion about what is read to them and books they have read independently.</li><li>▶ Develop and agree on rules for effective discussion.</li></ul>
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		<ul style="list-style-type: none"> <li>▶ Take turns and listen to what others say.</li> <li>▶ <u>Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.</u></li> </ul>
Y4	<p>Same as Year 3 plus:</p> <ul style="list-style-type: none"> <li>▶ Read books at an age appropriate interest level.</li> <li>▶ Use knowledge of root words to understand meanings of words.</li> <li>▶ Use prefixes to understand meanings e.g. <i>in-</i>, <i>ir-</i>, <i>sub-</i>, <i>inter-super-</i>, <i>anti-</i>, <i>auto-</i>.</li> <li>▶ Use suffixes to understand meanings e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>, <i>-sion</i>.</li> <li>▶ Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list).</li> </ul>	<p>Same as year 3 plus:</p> <p><b>Developing pleasure in reading and motivation to read</b></p> <ul style="list-style-type: none"> <li>▶ Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.</i></li> <li>▶ Regularly listen to whole novels read aloud by the teacher.</li> <li>▶ Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.</li> <li>▶ Learn a range of poems by heart and rehearse for performance.</li> <li>▶ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>▶ Orally retell a range of stories, including less familiar fairy stories, myths and legends.</li> </ul> <p><b>Understanding the text</b></p> <ul style="list-style-type: none"> <li>▶ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes.</i></li> <li>▶ <u>Explain the meaning of key vocabulary within the context of the text.</u></li> <li>▶ Use dictionaries to check meanings of words in the texts that they read.</li> <li>▶ <u>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</u></li> <li>▶ Make predictions based on information stated and implied.</li> <li>▶ <u>Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</u></li> <li>▶ Justify responses to the text using the PE prompt (<b>P</b>oint + <b>E</b>vidence).</li> <li>▶ Identify, analyse and discuss themes e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals.</i></li> <li>▶ <u>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</u></li> <li>▶ <u>Identify main ideas drawn from more than one paragraph and summarise these e.g. <i>character is evil because... 1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</i></u></li> <li>▶ Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</li> <li>▶ Recognise and analyse different forms of poetry e.g. <i>haiku, limericks, kennings.</i></li> </ul>



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		<p><b>Retrieving and recording information from non-fiction</b></p> <ul style="list-style-type: none"> <li>▶ Prepare for research by identifying what is already known about the subject and key questions to structure the task.</li> <li>▶ <u>Navigate texts ,e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.</u></li> <li>▶ Record information from a range of non-fiction texts.</li> <li>▶ <u>Scan for dates, numbers and names.</u></li> <li>▶ Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i></li> <li>▶ Explain how paragraphs are used to order or build up ideas, and how they are linked.</li> </ul>
Y5	<p>Same as year 4 plus:</p> <ul style="list-style-type: none"> <li>▶ Read books at an age appropriate interest level.</li> <li>▶ Use knowledge of root words to understand meanings of words.</li> <li>▶ Apply knowledge of prefixes to understand meaning of new words, e.g. <i>dis-, re-, pre-, mis-, over-</i>.</li> <li>▶ Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably.</i></li> <li>▶ Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list).</li> </ul>	<p>Same as Year 4 plus:</p> <p><b>Maintaining positive attitudes to reading</b></p> <ul style="list-style-type: none"> <li>▶ Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.</li> <li>▶ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</li> <li>▶ Explore themes within and across texts e.g. <i>loss, heroism, friendship.</i></li> <li>▶ Make comparisons within a text e.g. characters' viewpoints of same events.</li> <li>▶ Recommend books to their peers with reasons for choices.</li> <li>▶ Read books and texts that are structured in different ways for a range of purposes.</li> <li>▶ Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.</li> <li>▶ Learn a wider range of poems by heart.</li> <li>▶ Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> </ul> <p><b>Understanding texts they read independently and those which are read to them</b></p> <ul style="list-style-type: none"> <li>▶ Explain the meaning of words within the context of the text.</li> <li>▶ Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>▶ <u>Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.</u></li> <li>▶ <u>Demonstrate active reading strategies e.g. generating questions to refine thinking.</u></li> </ul>



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		<p><u>noting thoughts in a reading journal.</u></p> <ul style="list-style-type: none"> <li>▶ <u>Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</u></li> <li>▶ Predict what might happen from information stated and implied.</li> <li>▶ <u>Through close reading of the text, re-read and read ahead to locate clues to support understanding.</u></li> <li>▶ <u>Scan for key words and text mark to locate key information.</u></li> <li>▶ Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> <li>▶ <u>Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation.</u></li> <li>▶ Analyse the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries.</i></li> <li>▶ Identify how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech.</i></li> </ul> <p><b>Evaluating the impact of the author's use of language</b></p> <ul style="list-style-type: none"> <li>▶ <u>Explore, recognise and use the terms metaphor, simile, imagery.</u></li> <li>▶ Explain the effect on the reader of the authors' choice of language.</li> <li>▶ Distinguish between statements of fact or opinion within a text.</li> </ul> <p><b>Participating in discussion and debate</b></p> <ul style="list-style-type: none"> <li>▶ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.</li> <li>▶ Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>▶ Prepare formal presentations individually or in groups.</li> <li>▶ Use notes to support presentation of information.</li> <li>▶ Respond to questions generated by a presentation.</li> <li>▶ Participate in debates on an issue related to reading (fiction or non-fiction).</li> </ul>
Y6	<p>Same as Year 5 plus:-</p> <ul style="list-style-type: none"> <li>▶ Read books at an age appropriate interest level.</li> <li>▶ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>invitation</i> for <i>imitation</i>.</li> <li>▶ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness, dis+repute+able, dis+respect+ful,</i></li> </ul>	<p>Same as year 5 plus:-</p> <p><b>Maintaining positive attitudes to reading.</b></p> <ul style="list-style-type: none"> <li>▶ Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.</li> <li>▶ Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.</li> <li>▶ Independently read longer texts with sustained stamina and interest.</li> </ul>



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*re+engage+ment.*

- ▶ Use suffixes to understand meanings e.g. *-cious, -tious, -tial, -cial.*
- ▶ Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list).
- ▶ Use etymology to help the pronunciation of new words e.g. *chef, chalet, machine, brochure – French in origin.*

- ▶ Recommend books to their peers with detailed reasons for their opinions.
- ▶ Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.
- ▶ Learn a wider range of poems by heart.
- ▶ Prepare poems and play scripts to read aloud and perform using dramatic effects.

### **Understanding texts they read independently and those which are read to them**

- ▶ Explain the meaning of new vocabulary within the context of the text.
- ▶ Demonstrate active reading strategies e.g. *challenging peers with questions, justifying opinions, responding to different viewpoints within a group.*
- ▶ Use a reading journal to record on-going reflections and responses to personal reading.
- ▶ Explore texts in groups and deepen comprehension through discussion.
- ▶ Provide reasoned justifications for their views.
- ▶ Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – **P**oint+**E**vidence+**E**xplanation.
- ▶ Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. **P**oint+**E**vidence+**E**xplanation.
- ▶ Predict what might happen from information stated and implied.
- ▶ Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.
- ▶ Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in *Carrie's War* and *Goodnight Mr Tom*.
- ▶ Compare characters within and across texts.
- ▶ Compare texts written in different periods.
- ▶ Recognise themes within and across texts e.g. *hope, peace, fortune, survival.*
- ▶ Distinguish between statements of fact or opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.
- ▶ Skim for gist.
- ▶ Scan for key information e.g. *identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.*
- ▶ Use a combination of skimming, scanning and close reading across a text to locate specific detail.
- ▶ Retrieve, record, make notes and present information from non-fiction,



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		<p><u>including texts used in other subjects.</u></p> <ul style="list-style-type: none"> <li>▶ Analyse the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story.</i></li> <li>▶ Identify how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet, balanced argument.</i></li> </ul> <p><b>Evaluating the impact of the author’s use of language</b></p> <ul style="list-style-type: none"> <li>▶ Explore, recognise and use the terms personification, analogy, style and effect.</li> <li>▶ <u>Explain the effect on the reader of the author’s choice of language and reasons why the author may have selected these words, phrases and techniques.</u></li> </ul> <p><b>Participating in discussion and debate</b></p> <ul style="list-style-type: none"> <li>▶ Participate in discussions about books, building on their own and others’ ideas and challenging views courteously.</li> <li>▶ Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>▶ Prepare formal presentations individually or in groups.</li> <li>▶ Use notes to support presentation of information.</li> </ul>
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### PLANNING

**Characteristics of Effective Learning:** This area will be taught by promoting these Characteristics of Effective Learning (CoEL)

Playing and Exploring-engagement

Active Learning- motivation

Creating and thinking critically- thinking

WRITING			
	Vocabulary, Grammar & Punctuation	Composition	Spelling & Handwriting
Nursery/ EYFS Development Matters Birth to 3	<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</li> <li>• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>• Use longer sentences of four to six words.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise words with the same initial sound, such as money and mother and orally rehearse this</li> <li>• Enjoy listening to longer stories and can remember much of what happens and use these to influence storytelling and roleplay</li> <li>• Show awareness of how stories build</li> </ul>	<ul style="list-style-type: none"> <li>• Write some or all of their name. Write some letters accurately.</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.</li> <li>• Show a preference for a dominant hand.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> </ul>
Rec/EYFS	Vocabulary, Grammar & Punctuation	Composition	Spelling & Handwriting



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<p>Development matters 3-4Years Reception</p>	<ul style="list-style-type: none"><li>• Identify new vocabulary before planning writing activities, e.g. changes in materials: 'dissolving', drying' and 'evaporating.'</li><li>• Think out loud, ask questions to check understanding; answer who, where and when questions before moving on to why and 'how do you know' questions.</li><li>• Use new vocabulary through the day and repeat in different contexts, repeat this to show understanding, begin to use this in oral sentence building.</li><li>• Uses language to imagine and recreate roles and experiences in play situations which can influence planning for writing.</li><li>• Use talk to organise and sequence ideas, feelings and events.</li><li>• Use talk to clarify thinking.</li><li>• Show awareness of listeners' needs when communicating.</li><li>• Use past, present and future forms when discussing events and experiences.</li><li>• Develop own narratives by connecting ideas or events.</li><li>• Show awareness of the listener (audience) by making changes to language and non-verbal features</li><li>• Use a range of vocabulary to add information, express ideas and explain actions or events.</li><li>• Justify ideas and experiences.</li><li>• Write short sentences with words with known letter-sound correspondences <b>using a capital letter and full stop.</b></li><li>• Write a simple phrase with <b>finger spaces</b> that can be read back by themselves.</li></ul> <p><b>ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</b></p> <p><b>ELG: Express their ideas and feelings about their</b></p>	<ul style="list-style-type: none"><li>• Orally compose a sentence and hold it in memory before attempting to write it.</li><li>• Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li><li>• Write a simple phrase with finger spaces that can be read back by themselves.</li><li>• Write simple sentences using finger spaces that can be read by themselves and others.</li><li>• Write different text forms for different purposes e.g. lists, stories, instructions, labels, captions, recipes, postcards, menus.</li><li>• Re-read what they have written to check that it makes sense.</li></ul> <p><b>ELG: Write simple phrases and sentences that can be read by others.</b></p>	<ul style="list-style-type: none"><li>• Form lower-case and capital letters correctly.</li><li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li><li>• Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes e.g. it, mop, bell.</li><li>• Make phonetically plausible attempts when writing more complex words.</li><li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li><li>• Spell tricky words the, to, I, no, go independently.</li><li>• Write own name.</li><li>• Write left to right and top to bottom.</li></ul> <p><b>ELG: Write recognisable letters, most of which are correctly formed.</b></p> <p><b>ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters.</b></p> <p><b>ELG: Hold a pencil effectively in preparation</b></p>
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	experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.		
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Year One - Six Writing				
Year Group	Composition		Transcription	
	Vocabulary, Grammar, and Punctuation	Composition	Spelling	Handwriting
Y1	<ul style="list-style-type: none"> <li>▶ <u>Say, and hold in memory whilst writing, simple sentences which make sense.</u></li> <li>▶ <u>Write simple sentences that can be read by themselves and others.</u></li> <li>▶ <u>Separate words with spaces.</u></li> <li>▶ <u>Use punctuation to demarcate simple sentences (capital letters and full stops).</u></li> <li>▶ Use capital <b>letter</b> for the personal pronoun <i>I</i>.</li> <li>▶ Use <b>capital letters</b> for names of people, places and days of the week.</li> <li>▶ Identify and use <b>question marks</b> and <b>exclamation marks</b>.</li> <li>▶ Use the joining word <i>and</i> to link words and clauses.</li> <li>▶ Extend range of joining</li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>▶ Orally plan and rehearse ideas.</li> <li>▶ <u>Sequence ideas and events in narrative.</u></li> <li>▶ Sequence ideas and events in non-fiction.</li> <li>▶ Use familiar plots for structuring the opening, middle and end of their stories.</li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>▶ <u>Orally compose every sentence before writing.</u></li> <li>▶ <u>Re-read every sentence to check it makes sense.</u></li> <li>▶ Compose and sequence their own sentences to write short narratives.</li> <li>▶ Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions.</i></li> <li>▶ Use formulaic phrases to open and close texts.</li> <li>▶ Write in different forms with simple</li> </ul>	<ul style="list-style-type: none"> <li>▶ <u>Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.</u></li> <li>▶ Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. <i>off, well, miss, buzz, back.</i></li> <li>▶ Spell words with the /ŋ/sound spelt n before k, e.g. <i>bank, think.</i></li> <li>▶ Divide words into syllables, e.g. <i>pocket.</i></li> <li>▶ Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch.</i></li> <li>▶ Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give.</i></li> <li>▶ Add s and es to words, e.g. <i>thanks, catches.</i></li> <li>▶ Add the endings -ing, -ed and -er to verbs where no change is needed to the root word.</li> <li>▶ Add -er and -est to adjectives</li> </ul>	<ul style="list-style-type: none"> <li>▶ Sit correctly at a table and hold a pencil correctly.</li> <li>▶ <u>Hold a pencil with an effective grip.</u></li> <li>▶ <u>Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented.</u></li> <li>▶ Form digits 0-9 correctly.</li> <li>▶ Practise forming letters in handwriting families:               <ul style="list-style-type: none"> <li>- ‘Long ladders’ – i, j, l, t, u,</li> <li>- ‘One armed robots’ – b, h, m, n p, r</li> <li>- ‘Curly caterpillars’ – c, a, d, e, g, o, q, f, s</li> <li>- Zig-zag letters – k, v, w, x, y, z</li> </ul> </li> <li>▶ Have clear ascenders (<i>‘tall letters’</i>) and descenders (<i>‘tails’</i>).</li> <li>▶ Form <b>capital letters</b> correctly.</li> </ul>



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	<p>words to link words and clauses using <i>but</i> and <i>or</i>.</p> <ul style="list-style-type: none"> <li>▶ Make <b>singular</b> nouns <b>plural</b> using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>.</li> <li>▶ Add suffixes to verbs <b>where no spelling change is needed</b> to the root <b>word</b> e.g. <i>helping, helped, helper</i>.</li> <li>▶ Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>.</li> </ul>	<p>text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>.</p> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>▶ Discuss their writing with adults and peers.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>▶ <u>Read aloud their writing audibly to adults and peers.</u></li> </ul>	<p>where no change is needed to the root word.</p> <ul style="list-style-type: none"> <li>▶ Spell words with vowel digraphs.</li> <li>▶ Spell words with vowel trigraphs.</li> <li>▶ Spell words ending -y (/i:/ or /I/), e.g. <i>happy</i>.</li> <li>▶ Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel</i>.</li> <li>▶ Spell words using k for the /k/ sound, e.g. <i>Kent</i>.</li> <li>▶ Add the prefix -un.</li> <li>▶ Spell compound words, e.g. <i>farmyard, bedroom</i>.</li> <li>▶ Spell common exception words (see below).</li> <li>▶ Spell days of the week.</li> <li>▶ <u>Name the letters of the alphabet in order.</u></li> <li>▶ <u>Use letter names to distinguish between alternative spellings of the same sound.</u></li> <li>▶ Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	
Y2	<p>Same as Year 1 plus:</p> <ul style="list-style-type: none"> <li>▶ <u>Say, write and punctuate simple and compound sentences using the joining words <i>and, but, so</i> and <i>or</i> (co-ordination).</u></li> <li>▶ Use sentences with different forms: <b>statement, question, command, exclamation.</b></li> </ul>	<p>Same as year 1 plus:</p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>▶ Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>.</li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>▶ Orally rehearse each sentence prior to writing.</li> <li>▶ Develop a positive attitude to writing.</li> <li>▶ <u>Develop stamina for writing in order to write at length.</u></li> </ul>	<p>Same as Year 1 plus</p> <ul style="list-style-type: none"> <li>▶ <u>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</u></li> <li>▶ Learn new ways of spelling phonemes for which one or more spellings are already known.</li> <li>▶ <u>Learn to spell common exception words (see below).</u></li> </ul>	<p>Same as Year 1 plus</p> <ul style="list-style-type: none"> <li>▶ Form lower-case <b>letters</b> of the correct size relative to one another.</li> <li>▶ Orientate <b>capital letters</b> correctly.</li> <li>▶ Use <b>capital letters</b> appropriately e.g. <i>not always writing A as a capital, not using capitals within words</i>.</li> <li>▶ Write <b>capital letters</b> and digits</li> </ul>





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	<ul style="list-style-type: none"> <li>▶ Secure the use of <b>full stops, capital letters, exclamation marks and question marks.</b></li> <li>▶ Use <b>commas</b> to separate items in a list.</li> <li>▶ Use <b>apostrophes</b> for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll.</i></li> <li>▶ Use <b>apostrophes</b> for <b>singular</b> possession in nouns, e.g. <i>the girl's name.</i></li> <li>▶ <u>Use subordination for time using <i>when, before and after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i></u></li> <li>▶ <u>Use subordination for reason using <i>because and if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i></u></li> <li>▶ Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i></li> <li>▶ Select, generate and effectively use <b>verbs.</b></li> <li>▶ Explore the progressive form of <b>verbs</b> in the <b>present tense</b> (e.g. <i>she is drumming</i>) and <b>past tense</b> (e.g. <i>he was shouting</i>) to mark actions in progress.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Write about real and fictional events.</li> <li>▶ Write simple poems based on models.</li> <li>▶ Make simple notes from non-fiction texts, e.g. highlighting and noting key words.</li> <li>▶ Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade.</i></li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>▶ Edit and improve own writing in relation to audience and purpose.</li> <li>▶ <u>Evaluate their writing with adults and peers.</u></li> <li>▶ <u>Proofread to check for errors in spelling, grammar and punctuation.</u></li> <li>▶ Proofread to check for correct form of verbs within sentences, e.g. <i>correcting he walking to the shop to he walked to the shop.</i></li> </ul> <p><b>Performing</b></p> <p>Read aloud their writing with intonation to make the meaning clear.</p>	<ul style="list-style-type: none"> <li>▶ Learn to spell more words with contracted forms, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll.</i></li> <li>▶ Learn the possessive apostrophe (singular), e.g. <i>the girl's book.</i></li> <li>▶ To spell correctly, distinguish between homophones (e.g. <i>here and hear; sea and see; bear and bare; night and knight</i>) and near-homophones (e.g. <i>quite and quiet; one and won; are and our</i>).</li> <li>▶ Add <b>suffixes</b> <i>ness</i> and <i>er</i> e.g. <i>happiness, sadness, teacher, baker.</i></li> <li>▶ Add <b>suffix</b> <i>ment</i> to spell longer words, e.g. <i>enjoyment.</i></li> <li>▶ Add <b>suffixes</b> <i>ful</i> and <i>less</i> e.g. <i>playful, careful, careless, hopeless.</i></li> <li>▶ Use <b>suffixes</b> <i>er</i> and <i>est</i> e.g. <i>faster, fastest, smaller, smallest.</i></li> <li>▶ Use <b>suffix</b> <i>ly</i> e.g. <i>slowly, gently, carefully.</i></li> </ul> <p><b>Spell words with:</b></p> <ul style="list-style-type: none"> <li>- the /dʒ/ sound spelt as <i>ge</i> and <i>dge</i> at the end (e.g. <i>age, badge</i>), and spelt as <i>g</i> elsewhere (e.g. <i>magic, giant</i>).</li> <li>- the /s/ sound spelt <i>c</i> before <i>e, i</i> and <i>y</i>, e.g. <i>ice, cell</i></li> <li>- the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning, e.g. <i>knee, gnat.</i></li> <li>- the /ɹ/ sound spelt <i>wr</i> at the beginning e.g. <i>wrote, wrong.</i></li> <li>- the /l/ or /əɹl/ sound spelt <i>-le</i> at the end of words, e.g. <i>table, apple.</i></li> <li>- the /l/ or /əɹl/ sound spelt <i>-el</i> at the end of words, e.g. <i>camel, tunnel.</i></li> <li>- the /l/ or /əɹl/ sound spelt <i>-al</i> at</li> </ul>	<p>of the correct size relative to one another and to lower case <b>letters.</b></p> <ul style="list-style-type: none"> <li>▶ Start using some of the diagonal and horizontal strokes needed to join <b>letters</b> and understand which <b>letters</b>, when adjacent to one another, are best left unjoined.</li> <li>▶ Use spacing between <b>words</b> which reflects the size of the <b>letters.</b></li> </ul>
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	<ul style="list-style-type: none"> <li>▶ Use <b>past tense</b> for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports.</li> <li>▶ Use <b>present tense</b> for non-chronological reports and persuasive adverts.</li> <li>▶ Select, generate and effectively use <b>nouns</b>.</li> <li>▶ Add <b>suffixes</b> <i>ness</i> and <i>er</i> to create <b>nouns</b> e.g. <i>happiness, sadness, teacher, baker</i>.</li> <li>▶ Create <b>compound</b> words using <b>nouns</b>, e.g. <i>whiteboard</i> and <i>football</i>.</li> <li>▶ Select, generate and effectively use <b>adjectives</b>.</li> <li>▶ Identify, generate and effectively use <b>noun phrases</b>, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification).</li> <li>▶ Add <b>suffixes</b> <i>ful</i> or <i>less</i> to create <b>adjectives</b> e.g. <i>playful, careful, careless, hopeless</i>.</li> <li>▶ Use <b>suffixes</b> <i>er</i> and <i>est</i> to create <b>adjectives</b> e.g. <i>faster, fastest, smaller, smallest</i>.</li> <li>▶ Select, generate and effectively use <b>adverbs</b>.</li> <li>▶ Use <b>suffix</b> <i>ly</i> to turn adjectives into <b>adverbs</b></li> </ul>		<ul style="list-style-type: none"> <li>the end of words, e.g. <i>pedal, capital</i>.</li> <li>- the ending <i>-il</i> e.g. <i>pencil, fossil, nostril</i>.</li> <li>- the <i>/aɪ/</i> sound spelt <i>-y</i> at the end of words, e.g. <i>try, reply</i>.</li> <li>- The <i>/ɔ:/</i> sound spelt <i>a</i> before <i>l</i> and <i>ll</i>, e.g. <i>call, walk</i>.</li> <li>- The <i>/ʌ/</i> sound spelt <i>o</i>, e.g. <i>mother, Monday</i>.</li> <li>- The <i>/i:/</i> sound spelt <i>-ey</i>, e.g. <i>key, donkey</i>.</li> <li>- The <i>/ɒ/</i> sound spelt <i>a</i> after <i>w</i> and <i>qu</i>, e.g. <i>wander, quantity</i>.</li> <li>- The <i>/ɜ:/</i> sound spelt <i>or</i> after <i>w</i>, e.g. <i>word, worm</i>.</li> <li>- The <i>/ɔ:/</i> sound spelt <i>ar</i> after <i>w</i>, e.g. <i>war, warm</i>.</li> <li>- The <i>/ʒ/</i> sound spelt <i>s</i>, e.g. <i>television, usual</i>.</li> <li>▶ Add <i>-es</i> to nouns and verbs ending in <i>-y</i>, e.g. <i>copies, babies</i>.</li> <li>▶ Add <i>-ed, -ing, -er</i> and <i>-est</i> to a root word ending in <i>-y</i> with a consonant before it, e.g. <i>copied, copier</i>.</li> <li>▶ Add the endings <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words ending in <i>-e</i> with a consonant before it, e.g. <i>hiking, hiked, hiker</i>.</li> <li>▶ Add <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>patting, patted</i>.</li> <li>▶ Spell words ending in <i>-tion</i>, e.g. <i>station, fiction</i></li> <li>▶ Write from memory simple</li> </ul>	
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	e.g. <i>slowly, gently, carefully.</i>		sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	
Y3	<p>Same as Year 2 plus:</p> <ul style="list-style-type: none"> <li>▶ Identify <b>clauses</b> in sentences.</li> <li>▶ Explore and identify main and <b>subordinate clauses</b> in complex sentences.</li> <li>▶ Explore, identify and create complex sentences using a range of <b>conjunctions</b> e.g. <i>when, if, because, although, while, since, until, before, after, so.</i></li> <li>▶ Use the <b>comma</b> to separate <b>clauses</b> in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i></li> <li>▶ Identify, select, generate and effectively use <b>prepositions</b> for where e.g. <i>above, below, beneath, within, outside, beyond.</i></li> <li>▶ Select, generate and effectively use <b>adverbs</b> e.g. <i>suddenly, silently, soon, next, eventually.</i></li> <li>▶ Use <b>inverted commas</b> to punctuate <b>direct speech (speech marks).</b></li> <li>▶ Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed</li> </ul>	<p>Same as Year 2 plus:</p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>▶ Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.</li> <li>▶ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li> <li>▶ <u>Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.</u></li> </ul> <p><b>Drafting and writing</b></p> <ul style="list-style-type: none"> <li>▶ Create and develop settings for narrative.</li> <li>▶ Create and develop characters for narrative.</li> <li>▶ Improvise, create and write dialogue.</li> <li>▶ Create and develop plots based on a model.</li> <li>▶ Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type.</li> <li>▶ Use different sentence structures (see VGP).</li> <li>▶ <u>Group related material into paragraphs.</u></li> <li>▶ <u>Use headings and sub headings to organise information.</u></li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>▶ <u>Proofread to check for errors in spelling, grammar and punctuation in</u></li> </ul>	<p>Same as Year 2 plus:</p> <ul style="list-style-type: none"> <li>▶ Use further <b>prefixes</b> <i>dis_, mis_, re_</i>, and <b>suffixes</b> <i>_ly, _ous,</i> and understand how to add them.</li> <li>▶ Add suffixes beginning with vowel letters to words of more than one syllable.</li> <li>▶ Spell homophones and near homophones.</li> <li>▶ Spell words containing the /ʌ/ sound spelt <i>ou</i>, e.g. <i>young, touch, double</i></li> <li>▶ Spell words with endings sounding like /ʒə/ e.g. <i>treasure, enclosure, pleasure.</i></li> <li>▶ Spell words with endings sounding like <i>or /tʃə/</i>, e.g. <i>creature, furniture, adventure.</i></li> <li>▶ Spell words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i>, e.g. <i>vein, weigh, eight, neighbour, they, obey</i></li> <li>▶ Identify and spell irregular past tense verbs, e.g. <i>send /sent, hear / heard, think/ thought</i></li> <li>▶ Identify and spell irregular plurals, e.g. <i>goose/ geese, woman/women, potato /es</i></li> <li>▶ <u>Use the first two letters of a word to check its spelling in a dictionary.</u></li> <li>▶ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p>Same as Year plus:</p> <ul style="list-style-type: none"> <li>▶ <u>Form and use the four basic handwriting joins.</u></li> <li>▶ <u>Write legibly.</u></li> </ul>



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	<p>action e.g. <i>He <u>has gone</u> out to play</i> (present perfect) instead of <i>he <u>went</u> out to play</i> (simple past).</p> <ul style="list-style-type: none"> <li>▶ Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a <b>consonant</b> or <b>vowel</b> e.g. <i>a rock, an open box</i>.</li> <li>▶ Explore and collect <b>word families</b> e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary.</li> <li>▶ Explore and collect nouns with <b>prefixes</b> <i>super, anti, auto</i>.</li> </ul>	<p><b>own and others' writing.</b></p> <ul style="list-style-type: none"> <li>▶ Discuss and propose changes with partners and in small groups.</li> <li>▶ Improve writing in the light of evaluation.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>▶ Use appropriate intonation, tone and volume to present their writing to a group or class.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Spell words from the Year 3 list (selected from the statutory Year 3/4 word list).</li> </ul>	
Y4	<p>Same as Year 3 plus:</p> <ul style="list-style-type: none"> <li>▶ Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i></li> <li>▶ <u>Use commas to mark clauses in complex sentences.</u></li> <li>▶ <u>Create sentences with fronted <b>adverbials</b> for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></u></li> <li>▶ <u>Create sentences with fronted <b>adverbials</b> for where e.g. <i>In the distance, a lone wolf howled.</i></u></li> <li>▶ Use commas after fronted <b>adverbials</b>.</li> <li>▶ Identify, select and use</li> </ul>	<p>Same as year 3 plus:</p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>▶ Read and analyse narrative, non-fiction and poetry in order to plan their own versions.</li> <li>▶ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li> <li>▶ <u>Discuss and record ideas for planning e.g. <i>story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i></u></li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>▶ Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</li> <li>▶ Plan and write an opening paragraph which combines setting and character/s.</li> <li>▶ Improvise and compose dialogue,</li> </ul>	<p>Same as Year 3 plus:</p> <ul style="list-style-type: none"> <li>▶ Use further prefixes, e.g. <i>in-, im-, ir-, sub-, inter-, super-, anti-, auto-</i>.</li> <li>▶ Use further suffixes, e.g. <i>-ation, -tion, -ssion, -cian</i>.</li> <li>▶ Investigate what happens to words ending in <i>f</i> when suffixes are added, e.g. <i>calf/calves</i>.</li> <li>▶ Identify and spell words with the /k/ sound spelt <i>ch</i> (Greek in origin), e.g. <i>scheme, chorus</i>.</li> <li>▶ Identify and spell words with the /ʃ/ sound spelt <i>ch</i> (mostly French in origin), e.g. <i>chef, chalet, machine</i>.</li> <li>▶ Identify and spell words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i> (French in origin), e.g. <i>tongue, antique</i>.</li> </ul>	<p>Same as Year 3 plus:</p> <ul style="list-style-type: none"> <li>▶ Use a joined style throughout their independent writing.</li> <li>▶ <u>Write with consistency in size and proportion of letters. e.g. <i>by ensuring that the downstrokes of letters are parallel and equidistant: that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</i></u></li> </ul>



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	<p><b>determiners</b> including:</p> <ul style="list-style-type: none"> <li>- articles: <i>a/an, the</i></li> <li>- demonstratives : <i>this/that, these/those</i></li> <li>- possessives: <i>my/your/his/her/its/our/their</i></li> <li>- quantifiers: <i>some, any, no, many, much, every</i></li> </ul> <ul style="list-style-type: none"> <li>▶ <u>Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o'clock."</i></u></li> <li>▶ Identify, select and effectively use <b>pronouns</b>.</li> <li>▶ Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>.</li> <li>▶ <u>Explore, identify, collect and use noun phrases e.g. <i>the crumbly cookie with tasty marshmallow pieces</i>.</u></li> <li>▶ Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>.</li> <li>▶ Use apostrophes for singular and plural possession e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>.</li> </ul>	<p>demonstrating their understanding of Standard and non-Standard English.</p> <ul style="list-style-type: none"> <li>▶ Generate and select from vocabulary banks e.g. <b>adverbial phrases</b>, <i>technical language, persuasive phrases, alliteration</i>.</li> <li>▶ Use different sentence structures (see VGP).</li> <li>▶ <u>Use paragraphs to organise writing in fiction and non-fiction texts.</u></li> <li>▶ Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists</i>.</li> <li>▶ Link ideas across paragraphs using fronted <b>adverbials</b> for when and where e.g. <i>Several hours later...</i>, <i>Back at home...</i></li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>▶ <u>Proofread to check for errors in spelling, grammar and punctuation.</u></li> <li>▶ Discuss and propose changes to own and others' writing with partners/small groups.</li> <li>▶ Improve writing in light of evaluation.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>▶ Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Identify and spell words with the /s/ sound spelt <i>sc</i> (Latin in origin), e.g. <i>science, scene</i>.</li> <li>▶ Understand how diminutives are formed using e.g. suffix - <i>ette</i> and prefix <i>mini-</i>.</li> <li>▶ Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. <i>pollen</i> (noun) and <i>-ate = pollinate</i> (verb).</li> <li>▶ The /I/ sound spelt <i>y</i> elsewhere than at the end of words, e.g. <i>myth, gym, Egypt</i>.</li> <li>▶ <u>Use the first three letters of a word to check its spelling in a dictionary.</u></li> <li>▶ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>▶ Explore and use the possessive apostrophe, e.g. <i>boy's books</i> (books belonging to a boy) and <i>boys' books</i> (books belonging to more than one boy).</li> <li>▶ Spell words from the Year 4 list (selected from the statutory Year 3/4 word list).</li> </ul>	
Y5	<p>Same as Year 4 plus:</p> <ul style="list-style-type: none"> <li>▶ <u>Create complex sentences by using <b>relative clauses</b></u></li> </ul>	<p>Same as Year 4 plus:</p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>▶ Identify the audience and purpose.</li> </ul>	<p>Same as Year 4 plus:</p> <ul style="list-style-type: none"> <li>▶ Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>.</li> </ul>	<p>Same as Year 4 plus:</p> <ul style="list-style-type: none"> <li>▶ Write fluently using a joined style as appropriate for</li> </ul>



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	<p><u>with relative pronouns who, which, where, whose, when, that</u> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i></p> <ul style="list-style-type: none"> <li>▶ Create complex sentences where the <b>relative pronoun</b> is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i></li> <li>▶ Create and punctuate complex sentences using <b>ed</b> opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i></li> <li>▶ Create and punctuate complex sentences using <b>ing</b> opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i></li> <li>▶ Create and punctuate <b>sentences</b> using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i></li> <li>▶ Delineate complex sentences using commas in order to clarify meaning.</li> <li>▶ Use commas to avoid <b>ambiguity</b>, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.'</li> </ul>	<ul style="list-style-type: none"> <li>▶ Select the appropriate language and structures.</li> <li>▶ Use similar writing models.</li> <li>▶ Note and develop ideas.</li> <li>▶ Draw on reading and research.</li> <li>▶ Think how authors develop characters and settings (in books, films and performances).</li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>▶ Select <i>appropriate</i> structure, vocabulary and grammar.</li> <li>▶ Blend action, dialogue and description within and across paragraphs.</li> <li>▶ <u>Use different sentence structures with increasing control (see VGP).</u></li> <li>▶ Use devices to build cohesion (see VGP).</li> <li>▶ <u>Use organisation and presentational devices e.g. underlining, bullet points, headings.</u></li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>▶ Assess the effectiveness of own and others' writing in relation to audience and purpose.</li> <li>▶ <u>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</u></li> <li>▶ Ensure consistent and correct use of tense throughout a piece of writing.</li> <li>▶ Ensure consistent subject and verb agreement.</li> <li>▶ Proofread for spelling and punctuation errors.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>▶ Use appropriate intonation and volume.</li> <li>▶ Add movement.</li> <li>▶ Ensure meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Recognise and spell words ending in <i>-ant, -ance/-ancy, -ent, -ence/-ency.</i></li> <li>▶ Recognise and spell words ending in <i>-able</i> and <i>-ible</i>.</li> <li>▶ Recognise and spell words ending in <i>-ably</i> and <i>-ibly</i>.</li> <li>▶ Recognise and spell words with the /i:/ sound spelt <i>ei</i> after <i>c</i>, e.g. <i>deceive, receive.</i></li> <li>▶ Recognise and spell words containing the letter-string <i>ough</i>.</li> <li>▶ To recognise and spell the suffixes <i>-al, -ary, -ic.</i></li> <li>▶ To spell further suffixes, e.g. <i>ll</i> in <i>full becoming l.</i></li> <li>▶ Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn.</i></li> <li>▶ To spell unstressed vowels in polysyllabic words.</li> <li>▶ Develop self-checking and proof reading strategies.</li> <li>▶ Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.</li> <li>▶ <u>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</u></li> <li>▶ <u>Use a thesaurus.</u></li> <li>▶ Spell words from the Year 5 list (selected from the statutory Year 5/6 word list)</li> </ul>	<p>independent writing.</p> <ul style="list-style-type: none"> <li>▶ <u>Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</u></li> </ul>
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	<ul style="list-style-type: none"> <li>▶ Identify and use commas to indicate <b>parenthesis</b>, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i></li> <li>▶ Identify and use <b>brackets</b> to indicate <b>parenthesis</b>, e.g. in formal writing: <i>The Cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa.</i></li> <li>▶ Identify and use <b>dashes</b> to indicate <b>parenthesis</b>, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i></li> <li>▶ <u>Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly.</u></li> </ul>			
Y6	<p>Same as Year 5 plus:</p> <ul style="list-style-type: none"> <li>▶ <u>Manipulate sentences to create particular effects.</u></li> <li>▶ <u>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></u></li> <li>▶ <u>Use devices to build cohesion between paragraphs in narrative e.g.</u></li> </ul>	<p>Same as year 5 plus:</p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>▶ Identify audience and purpose.</li> <li>▶ Choose appropriate text-form and type for all writing.</li> <li>▶ <u>Select the appropriate structure, vocabulary and grammar.</u></li> <li>▶ Draw on similar writing models, reading and research.</li> <li>▶ Compare how authors develop characters and settings (in books, films and performances).</li> <li>▶ Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i></li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>▶ Select appropriate vocabulary and</li> </ul>	<p>Same as Year 5 plus:</p> <ul style="list-style-type: none"> <li>▶ Recognise and spell endings which sound like /ʃəs/, spelt –cious or –tious.</li> <li>▶ Recognise and spell endings which sound like /ʃəl/, e.g. <i>official, partial.</i></li> <li>▶ Investigate adding suffixes beginning with vowel letters to words ending in –fer, e.g. <i>referring, reference.</i></li> <li>▶ Investigate use of the hyphen.</li> <li>▶ Investigate and use further prefixes, e.g. <i>bi- trans- tele- circum-</i>.</li> <li>▶ Distinguish between homophones and other words that are often confused.</li> </ul>	<p>Same as Year 5 plus:</p> <p>As above and:</p> <ul style="list-style-type: none"> <li>▶ Write, using a joined style, with increasing speed.</li> </ul> <p>Choose the writing implement that is best suited for a task e.g. <i>pencil for quick notes, handwriting pen for letters, marker pens for posters.</i></p>



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	<p><u>adverbials such as: in the meantime, meanwhile, in due course, until then.</u></p> <ul style="list-style-type: none"> <li>▶ Use <b>ellipsis</b> to link ideas between paragraphs.</li> <li>▶ Use repetition of a word or phrase to link ideas between paragraphs.</li> <li>▶ Identify and use <b>semi-colons</b> to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i></li> <li>▶ Investigate and collect a range of <b>synonyms</b> and <b>antonyms</b> e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i></li> <li>▶ Identify the <b>subject</b> and <b>object</b> of a sentence.</li> <li>▶ Explore and investigate <b>active</b> and <b>passive</b> e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken.</i></li> <li>▶ Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. <i>I <u>had eaten</u> lunch when you came (past perfect); She <u>has eaten</u> lunch already or I <u>have eaten</u> lunch already (present perfect); I <u>will have eaten</u> lunch by then (future</i></li> </ul>	<p>language effects, appropriate to task, audience and purpose, for precision and impact.</p> <ul style="list-style-type: none"> <li>▶ Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).</li> <li>▶ <u>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i></u></li> <li>▶ Consciously control the use of different sentence structures for effect.</li> <li>▶ Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>▶ Deviate narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts.</i></li> </ul> <p>Combine text-types to create hybrid texts e.g. <i>persuasive speech.</i></p>	<ul style="list-style-type: none"> <li>▶ Identify root words, derivations and spelling patterns as a support for spelling.</li> <li>▶ Be secure with all spelling rules previously taught.</li> <li>▶ Use a number of different strategies interactively in order to spell correctly.</li> <li>▶ <u>Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.</u></li> <li>▶ Spell words from the Year 6 list (selected from the statutory Year 5/6 word list)</li> </ul>	
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	<p><i>perfect</i>).</p> <ul style="list-style-type: none"><li>▶ Punctuate <b>bullet points</b> consistently.</li><li>▶ Identify and use <b>colons</b> to introduce a list.</li></ul>			
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