



# English Long Term planning linked to School Drivers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Humanity Having a voice Diversity, Fairness, Individuality		Innovation Seizing the chance Truth, Change, Resilience		The World Being the change Responsibility, Equality, Sustainability	
Reception						
Text Types	Three Little Pigs Frockodile Billy and the Beast Leaf Man	Owl Babies One Snowy Night Stickman	Super Duper You - You Choose Supertato Real Superheroes- A Little Bit Brave	Oliver's vegetables Jack and The Beanstalk The Hungry Caterpillar	Lost and found Lion Inside The Tiger who came to tea Dear Dinosaur	Billy's Bucket Whatever Next Lost and Found Rumble in The Jungle Commotion in Ocean
Ready for Year 1	Understand how to listen carefully and why listening is important Learn new vocabulary and use it through the day and use new vocabulary in different contexts Ask questions and find out more and to check they understand what has been said to them Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives Describe events in some detail Use talk to help work out problems and organise thinking activities, and to explain how things work and why they might happen Develop social phrases Engage in story times and with Non-fiction books Listen to and talk about stories to build familiarity and understanding Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Listen carefully to rhymes and songs paying attention to how they sound					



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	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient and form lower-case and capital letters correctly Be working at, at least, Green level on RWI Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written and check that it makes sense</p>
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# English Long Term planning linked to School Drivers

Year 1						
Writing to Entertain - Stories (Retelling), description, poetry, in character/role						
Writing to Inform - Recount, letter, Instructions, Postcard						
Text Types	Traditional Tales Little Red Riding Hood  The Gingerbread Man	The Invisible Tom Percival  T'was the night before Christmas Clement Clark Moore	After the Fall Dan Santat  Rosie Revere Engineer Andrea Beaty	Beegu Alexis Deacon	Jim and the Beanstalk  Raymond Briggs	The Seesaw Tom Percival 10 Things I can do to help my world
Writing Focus	Writing to entertain Description Character in role  Writing to Inform Instructions	Writing to inform Postcard/letter  Writing to entertain Poetry	Writing to Entertain Narrative (retelling) Writing to Inform Instructions	Writing to Entertain Descriptions, commands, letters, poem, non-fiction report  NARRATIVE	Writing to Entertain Narrative, Thought bubbles, informal letters  SEQUEL NARRATIVE	Writing to Entertain Writing in role, , diary entries, letters of thanks Own version narrative Writing to Inform Instructions/ letter to inform
Objectives progression	Compose a sentence orally before writing it. Re-read what has been written to check it makes sense. Combine words to make a sentence. Use the pronoun I		Compose a sentence orally before writing it. Re-read what has been written to check it makes sense. Begin to use a capital letter to start a sentence. Separate words using a finger space.		Compose a sentence orally before writing it. Re-read what has been written to check it makes sense. Sequence sentences to form a short narrative.	



# English Long Term planning linked to School Drivers

	<p>Begin to use a capital letter to start a sentence. Separate words using a finger space. Begin to use full stop to end a sentence</p> <p>Autumn 2 Use Capital letters for names of people, places, days of the week.</p>	<p>Begin to use full stop to end a sentence Use Capital letters for names of people, places, days of the week. <b>Join two sentences using and</b> <b>Sequence sentences to form a short narrative.</b></p>	<p>Begin to use a capital letter to start a sentence. Separate words using a finger space. Begin to use full stop to end a sentence Use Capital letters for names of people, places, days of the week. Join two sentences using and <b>Join two sentences using but or because.</b></p>
<p>Ready for Year 2</p>	<p><b>READING</b></p> <p>Speedily read all basic phonemes and graphemes Read accurately by blending known phonemes and graphemes Read common exception words Read common suffixes Read multi-syllabic words containing know phonemes and graphemes Read contractions and understand use of apostrophe Retell familiar stories and traditional tales Recognise and join in with predictable phrases Recite some poetry by heart Understand texts based on prior knowledge or provided information Correct inaccurate reading and check for sense Discuss the significance on the basis of what is said and done Discuss the significance of the title and events Make inferences on the basis of what is said and done Make predictions based on reading so far</p>	<p><b>WRITING</b></p> <p>Spell words using the standard phonemes Spell common exception words Spell days of the week Name the letters of the alphabet in order Can understand the spelling rule for adding 's' Can use suffixes -ing, -ed, -er, -est Sit and hold writing implement correctly Form capital letters correctly Form digits 0-9 Compose a sentence orally before writing Sequence sentences to form short narratives Read writing aloud audibly and clearly Leave spaces between words Join words and clauses using 'and'</p>	



# English Long Term planning linked to School Drivers

	Explain clearly understanding of what is read to them	
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# English Long Term planning linked to School Drivers

Year 2						
Writing to Entertain - Stories, description, poetry, in character/role Writing to Inform - Recount, Report, Letter, Instructions, Diary						
Text Types	Traditional Tales Goldilocks and the one bear Leigh Hodgkison  Mr Wolf and the Three Bears  Jan Fearnley	The owl who was afraid of the dark Jill Tomlinson	June 29 1999  David Weisner	The Bear and The Piano  David Litchfield	The Minpins  Roald Dahl	The Dragon Machine  Helen Ward
Writing Focus	Writing to Entertain (Retelling) Narrative  Writing to inform Report	Writing to Entertain Description (Setting)  Writing to Inform Diary Entry	Writing to Inform Recount  Writing to Entertain Narrative	Writing to Entertain and Inform  Letters, news-reports, writing in role, retellings, information poster  NARRATIVE	Writing to Entertain  Danger posters, setting descriptions, character descriptions, information reports, postcards Narrative	Writing to Entertain Dragon guide, letters, explanation, shopping list, description, letters in role Narrative
Objectives	Compose a sentence orally before writing it.		Compose a sentence orally before writing it. Re-read what has been written to check it makes sense.		Compose a sentence orally before writing it. Re-read what has been written to check it makes sense.	



# English Long Term planning linked to School Drivers

<p>progression</p>	<p>Re-read what has been written to check it makes sense.            Sequence sentences to form a short narrative.            Use capital letters for names of people, places, days of the week and pronoun I  <b>Demarcate most sentences with capital letters and full stops.</b>  <b>Use expanded noun phrases.</b></p>	<p>Sequence sentences to form a short narrative.            Demarcate most sentences with capital letters and full stops.            Use expanded noun phrases.            Use capital letters for names of people, places, days of the week and pronoun I  <b>Use subordination and co-ordination</b>  <b>Use present and past tense correctly</b></p>	<p>Sequence sentences to form a short narrative.            Demarcate most sentences with capital letters and full stops.            Use expanded noun phrases.            Use capital letters for names of people, places, days of the week and pronoun I            Use subordination and co-ordination            Use present and past tense correctly  <b>Use commas in lists</b>  <b>Use apostrophes for contractions</b></p>
<p>Ready for Year 3</p>	<p><b>READING</b>            Read accurately most words of two or more syllables            Read most words containing common suffixes            Read most common exception words            Read most words accurately without overt sounding and blending and sufficiently fluently allow them to focus on their understanding            Sound out most unfamiliar words accurately without undue hesitation            Read a familiar book accurately and fluently, making sure it makes sense and correcting any inaccuracies            Answer question and make some inferences            Explain what has happened so far in what they have read</p>	<p><b>WRITING</b>            Can write simple, coherent narratives about personal experiences and those of others            Write about real events, recording these simply and clearly            Demarcate most sentences in their writing with capital letters and full stops, using question marks correctly            Use present and past tense mostly correctly            Use co-ordination and subordination to join clauses            Segment spoken works into phonemes and represent these by graphemes, spelling many of these words correctly            Spell many common exception words            Form capital letters and digits to correct size and orientation            Use spacing between words that reflects the size of the letters</p>	



# English Long Term planning linked to School Drivers

Year 3						
Writing to Entertain - Setting/Character Description, Stories, Poetry Writing to Inform - Explanation, Recount, Letter, Newspaper Article Writing to Persuade- Letter, Speech, Poster/Advert						
Text Types	Into the Forest Anthony Browne Evidence of Dragons Pie Corbett	The boy who grew dragons Andy Shephard	The Wild Robot Peter Brown	Leon and the Place Between Angela McAllister	Cloud Tea Monkeys by Mal Peet and Elspeth Graham	The Iron Man Ted Hughes
Writing Focus	Writing to Entertain Description (setting) Writing to Entertain Poetry	Writing to Entertain Narrative Writing to Inform Recount	Writing to Entertain Narrative Writing to Inform Explanation ( Non Chron Report)	Writing to Entertain and persuade Persuasive poster, setting description, thought bubbles / diary entry, dialogue Own version fantasy narrative	Writing to Entertain and Inform Descriptive passages, writing in role, 'how to' guide (instructions), letter, discussion Non-chronological report	Writing to Inform Newspaper Writing to Entertain Character descriptions, , letters, menu (using descriptive devices), poetry narrative
Objectives progression	Discuss models of writing, noting its grammatical features and use of vocabulary.		Discuss models of writing, noting its grammatical features and use of vocabulary.		Discuss models of writing, noting its grammatical features and use of vocabulary.	





# English Long Term planning linked to School Drivers

	<p>Suggest improvements to own writing and that of others. Compose sentences using a wider range of structures. Use a range of sentences with more than one clause. Proof-read to check for errors in spelling and punctuation Write a narrative with a clear structure, setting, character and plot.</p>	<p>Suggest improvements to own writing and that of others. Compose sentences using a wider range of structures. Use a range of sentences with more than one clause. Proof-read to check for errors in spelling and punctuation Write a narrative with a clear structure, setting, character and plot. <i>Can write non-narratives using simple devices such as headings and sub-headings</i> <i>Start to use paragraphs.</i></p>	<p>Suggest improvements to own writing and that of others. Compose sentences using a wider range of structures. Use a range of sentences with more than one clause. Proof-read to check for errors in spelling and punctuation Write a narrative with a clear structure, setting, character and plot. Can write non-narratives using simple devices such as headings and sub-headings Start to use paragraphs. <i>Use inverted commas to punctuate direct speech.</i></p>
<p>Ready for Year 4</p>	<p><b>READING</b> Read aloud and understand words based on knowledge of root words, prefixes and suffixes Read exception words, including those with unusual spelling/sound links Retell some traditional stories Identify books with the same themes or conventions Read a play script or poem aloud using intonation, tone, volume and action Read different forms of poetry Use a dictionary</p>		<p><b>WRITING</b> Spell words common words from the Y3-4 list. Place the possessive apostrophe accurately in words with regular Use the first 2 or 3 letters of a word to check its spelling in a di Use the diagonal and horizontal strokes that are needed to join le Adopt some features of existing texts to shape own writing. Write sentences with varied vocabulary and structures. Organise linked ideas into a paragraph. Create settings, characters and plot in narratives. Use simple organisational devices in non-fiction. Suggest improvements to grammar and vocabulary. Proofread a text for spelling and punctuation errors.</p>



## English Long Term planning linked to School Drivers

Check that a text makes sense including explaining the meaning of words in the text  
Identify the main ideas drawn from more than one paragraph  
Draw inferences about a characters feelings and thoughts from their actions  
Use evidence from a text to justify inferences  
Find words and phrases in a text that might capture the reader's interest  
Identify how language contributes to meaning  
Retrieve information from non-fiction texts

Read my writing aloud using appropriate intonation, tone and volume.  
Use conjunctions to extend sentences with more than one clause.  
Choose nouns and pronouns for clarity.  
Use some conjunctions, adverbs and prepositions in my writing.  
Understand the difference between plural and possessive '-s'.  
Use standard English verb inflections ("I did" instead of "I done").  
Use extended noun phrases.  
Punctuate direct speech.



# English Long Term planning linked to School Drivers

Year 4						
Writing to Entertain - Setting description, Character description, Narratives, Poetry Writing to Inform - Explanation, Recount, Diary, Leaflets, Newspaper Article Writing to Persuade - Letter, Speech, Poster/Advert						
Text Types	Eye of Wolf  Daniel Penna	Varjak Paw S F Said	The Barnabus project The Fan brothers	Jonathan Swift's Gulliver by Martin Jenkins and Chris Riddell	The Baker by the Sea by Paula White	The Selfish Giant Oscar Wilde
Writing Focus	Writing to Entertain Poetry Writing to Entertain Narrative	Writing to Entertain Character description Writing to Inform Newspaper	Writing to Entertain Narrative Writing to Persuade Speech	Writing to Inform and Entertain Character description, informative posters, persuasive leaflets, log book entries (recount) Narrative based on own imagined land	Writing to Persuade Job applications, advertisements, setting descriptions, letter in role outcome: Tourist brochure	Writing to inform and entertain Letters, first person recount, diaries, letters, posters, reports Narrative about kindness
Objectives progression	Orally rehearse a sentence or a sequence of sentences Use appropriate nouns and pronouns to support cohesion and avoid repetition		Orally rehearse a sentence or a sequence of sentences Use appropriate nouns and pronouns to support cohesion and avoid repetition Improve writing by changing grammar and vocabulary to improve consistency		Orally rehearse a sentence or a sequence of sentences Use appropriate nouns and pronouns to support cohesion and avoid repetition Improve writing by changing grammar and vocabulary to improve consistency	



# English Long Term planning linked to School Drivers

	<p>Improve writing by changing grammar and vocabulary to improve consistency</p> <p>Use noun phrases which will expand by adjectives, nouns and preposition phrases</p> <p>Use a range of sentences that have more than one clause</p> <p>Use fronted adverbials with a comma after them</p> <p>Write in paragraphs</p> <p>Write a non-narrative using simple devices such as headings and sub-headings</p> <p>Use direct speech in writing and punctuate correctly</p>	<p>Use noun phrases which will expand by adjectives, nouns and preposition phrases</p> <p>Use a range of sentences that have more than one clause</p> <p>Use fronted adverbials with a comma after them</p> <p>Write in paragraphs</p> <p>Write a non-narrative using simple devices such as headings and sub-headings</p> <p>Use direct speech in writing and punctuate correctly</p> <p><b>Write a narrative with clear structure, setting, character and plot</b></p> <p><b>Indicating possession by using the possessive apostrophe with singular and plural nouns</b></p>	<p>Use noun phrases which will expand by adjectives, nouns and preposition phrases</p> <p>Use a range of sentences that have more than one clause</p> <p>Use fronted adverbials with a comma after them</p> <p>Write in paragraphs</p> <p>Write a non-narrative using simple devices such as headings and sub-headings</p> <p>Use direct speech in writing and punctuate correctly</p> <p>Write a narrative with clear structure, setting, character and plot</p> <p>Indicating possession by using the possessive apostrophe with singular and plural nouns</p> <p><b>Use present perfect form of verbs instead of the simple past</b></p>
<p>Ready for Year 5</p>	<p><b>READING</b></p> <p>Use knowledge of morphology and etymology to read aloud and understand new words.</p> <p>Make comparisons within books and about a variety of books.</p> <p>Read modern fiction, fiction from literary heritage and books from other cultures/traditions</p> <p>Identify and discuss themes and conventions across a wide range of texts.</p> <p>Show understanding of texts, including exploring meaning of words in context.</p>		<p><b>WRITING</b></p> <p>Spell words which are often misspelt from the Y3-4 list.</p> <p>Use the possessive apostrophe accurately with regular and irregular plural nouns.</p> <p>Use a dictionary to check a spelling.</p> <p>Use appropriate handwriting joins, including choosing unjoined letters.</p> <p>Use the structure, vocabulary and grammar in existing texts in own writing.</p> <p>Compose sentences, building a varied, rich vocabulary and a range of sentence structures.</p> <p>Organise paragraphs around a theme.</p> <p>Develop detailed characters, settings and plot in narratives.</p> <p>Use organisational devices, e.g. headings and subheadings in non-fiction.</p>



## English Long Term planning linked to School Drivers

<p>Ask questions to improve understanding of texts.</p> <p>Summarise ideas drawn from more than one paragraph, identifying key details.</p> <p>Predict future events from details stated and implied.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss how authors use language to affect the reader.</p> <p>Recommend books that I have read, giving reasons for my choices.</p> <p>Participate in discussions about books.</p> <p>Explain and discuss my understanding of texts.</p> <p>Participate in formal presentations and debates about reading.</p> <p>Provide reasons for my views about a text.</p>	<p>Make changes to grammar &amp; vocabulary to improve consistency i.e. accuracy.</p> <p>Proofread own work for spelling and punctuation errors.</p> <p>Read my writing aloud, using intonation and controlling tone &amp; volume to match the context.</p> <p>Use conjunctions to extend sentences with more than 1 clause (when, if, because).</p> <p>Choose nouns or pronouns for clarity and cohesion and to avoid repetition.</p> <p>Use conjunctions, adverbs and prepositions to express time, cause and place.</p> <p>Use fronted adverbials.</p> <p>Use plural and possessive '-s' correctly.</p> <p>Recognise and use standard English verb inflections.</p> <p>Use extended noun phrases, including with prepositions.</p> <p>Use and punctuate direct speech correctly (punctuation in and surrounding speech).</p>
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# English Long Term planning linked to School Drivers

Year 5						
Writing to Entertain - Setting description, Character Description, Narrative, Poetry Writing to Inform - Recount, Report, Instruction, Explanation, Diary Writing to Persuade - Letter, Advert, Speech Writing to Discuss - Balanced Argument , Newspaper Article						
Text Types	The Wedding Ghost Leon Garfield	Skelling David Almond	The boy whose head was filled with stars  Isabelle Marinov	Robot Girl by Malorie Blackman	The Island Armin Greder	The Man Who walked Between the Towers Mordicai Gerstein
Writing Focus	Writing to Entertain Narrative Writing to Inform Diary	Writing to Entertain Setting/Character Description Writing to Inform Non chrono report	Writing to Inform Explanation text Writing to Persuade Advert	Writing to Entertain Discussion, debate, dialogue, character comparisons, review Science-fiction narrative	Writing to persuade and Entertain Welcome guide, description, letter of advice, analysis, comparison, diary entry in role, imagined conversation Narrative sequel from a different character's perspective	Writing to Inform and Entertain Fact file, journalistic writing, setting descriptions, letter of advice, persuasive speech Biography
Objectives progression	Consider the audience and purpose of the writing Use grammar and vocabulary to create an impact on the reader		Consider the audience and purpose of the writing Use grammar and vocabulary to create an impact on the reader		Consider the audience and purpose of the writing Use grammar and vocabulary to create an impact on the reader	



# English Long Term planning linked to School Drivers

<p>Add well-chosen detail to interest the reader</p> <p>Establish a viewpoint as the writer through commenting on characters and events</p> <p>Start sentences in different ways</p> <p>Organise writing into paragraphs to show different information of events</p> <p>Use adverbs or modal verbs to indicate degree of possibility</p> <p>Use relative clauses</p> <p>Use brackets</p> <p>Use correct features and sentence types matched to the text type</p>	<p>Add well-chosen detail to interest the reader</p> <p>Establish a viewpoint as the writer through commenting on characters and events</p> <p>Start sentences in different ways</p> <p>Organise writing into paragraphs to show different information of events</p> <p>Use stylistic devices to create events in writing</p> <p>Use adverbs or modal verbs to indicate degree of possibility</p> <p>Use relative clauses</p> <p>Use brackets</p> <p>Use correct features and sentence types matched to the text type</p> <p>Develop characters through action and dialogue</p> <p>Use stylistic devices to create events in writing</p>	<p>Add well-chosen detail to interest the reader</p> <p>Establish a viewpoint as the writer through commenting on characters and events</p> <p>Start sentences in different ways</p> <p>Organise writing into paragraphs to show different information of events</p> <p>Use stylistic devices to create events in writing</p> <p>Use adverbs or modal verbs to indicate degree of possibility</p> <p>Use relative clauses</p> <p>Use brackets</p> <p>Use correct features and sentence types matched to the text type</p> <p>Develop characters through action and dialogue</p> <p>Use stylistic devices to create events in writing</p> <p>Use commas to clarify meaning or avoid ambiguity</p>
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# English Long Term planning linked to School Drivers

<p>Ready for Year 6</p>	<p><b>READING</b></p> <p>Use knowledge of morphology and etymology to read aloud and understand new words.</p> <p>Make comparisons within books and about a variety of books.</p> <p>Read modern fiction, fiction from literary heritage and books from other cultures/traditions</p> <p>Identify and discuss themes and conventions across a wide range of texts.</p> <p>Show understanding of texts, including exploring meaning of words in context.</p> <p>Ask questions to improve understanding of texts.</p> <p>Summarise ideas drawn from more than one paragraph, identifying key details.</p> <p>Predict future events from details stated and implied.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss how authors use language to affect the reader.</p> <p>Recommend books that I have read, giving reasons for my choices.</p> <p>Participate in discussions about books.</p> <p>Explain and discuss my understanding of texts.</p> <p>Participate in formal presentations and debates about reading.</p> <p>Provide reasons for my views about a text.</p>	<p><b>WRITING</b></p> <p>Spell common words with silent letters.</p> <p>Recognise and use spellings for homophones and other often-confused words.</p> <p>Use a dictionary to check spelling and meaning.</p> <p>Identify the audience and purpose before writing, and adapt my writing accordingly.</p> <p>Select appropriate grammar and vocabulary to change or enhance meaning.</p> <p>Develop setting, atmosphere and character.</p> <p>Summarise longer passages.</p> <p>Use the correct tense consistently throughout a piece of writing.</p> <p>Use correct subject and verb agreement.</p> <p>Use a thesaurus.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use relative clauses.</p> <p>Use adverbials of time, place and number for cohesion.</p> <p>Recognise vocabulary and structures appropriate for informal and formal language.</p> <p>Use passive verbs to affect the presentation of information.</p> <p>Recognise difference in informal and formal language.</p> <p>Use grammatical connections and adverbials for cohesion.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Use brackets, dashes and commas to indicate parenthesis.</p>
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# English Long Term planning linked to School Drivers

Year 6						
Writing to Entertain - Setting description, Character Description, Narrative, Poetry Writing to Inform - Recount, Report, Instruction, Explanation, Biography Writing to Persuade - Letter, Advert, Speech Writing to Discuss - Balanced Argument, Newspaper Article						
Text Types	The sleeper and the spindle Neil Gaiman	The Girl of Ink and Stars Kiran Millwood Hargrave	Orphans of the tide Struan Murray	The Unforgotten Coat Frank Cottrell Boyce	Swallows and Amazons Arthur Ransome	The Lost Thing Shaun Tan
Writing Focus	Writing to Entertain Narrative  Writing to Persuade Letter	Writing to Entertain Character Development Writing to discuss Newspaper Article	Writing to Entertain Creating suspense  Writing to Inform Diary	Writing to Entertain, persuade and inform Welcome guide, description, letter analysis, comparison, diary, imagined conversation Narrative sequel from a different character's perspective	Writing to Entertain Writing to Inform - Writing to Persuade Writing to Discuss -  All Genres required	Writing to Entertain Narrative Writing to Entertain Poetry
Objectives progression	Consider the audience and purpose of the writing Use grammar and vocabulary to create an impact on the reader	Consider the audience and purpose of the writing Use grammar and vocabulary to create an impact on the reader	Consider the audience and purpose of the writing			



# English Long Term planning linked to School Drivers

	<p>Add well-chosen detail to interest the reader</p> <p>Use stylistic devices to create effects in writing</p> <p>Establish a viewpoint as a reader through commenting on characters and events</p> <p>Start sentences in different ways</p> <p>Organise my writing into paragraphs to show different information or event - topic and summary sentences</p> <p>Use a hyphen to avoid ambiguity</p> <p>Use colon, semi-colon</p> <p>Use the correct features and sentence types matched to the text</p> <p>Develop characters through action and dialogue</p>	<p>Add well-chosen detail to interest the reader</p> <p>Use stylistic devices to create effects in writing</p> <p>Establish a viewpoint as a reader through commenting on characters and events</p> <p>Start sentences in different ways</p> <p>Organise my writing into paragraphs to show different information or event - topic and summary sentences</p> <p>Use a hyphen to avoid ambiguity</p> <p>Use colon, semi-colon</p> <p>Use the correct features and sentence types matched to the text</p> <p>Develop characters through action and dialogue</p> <p><i>Use the passive and active voice</i></p> <p><i>Vary sentence structure depending whether formal or informal</i></p> <p><i>Use a dash</i></p>	<p>Use grammar and vocabulary to create an impact on the reader</p> <p>Add well-chosen detail to interest the reader</p> <p>Use stylistic devices to create effects in writing</p> <p>Establish a viewpoint as a reader through commenting on characters and events</p> <p>Start sentences in different ways</p> <p>Organise my writing into paragraphs to show different information or event - topic and summary sentences</p> <p>Use a hyphen to avoid ambiguity</p> <p>Use colon, semi-colon</p> <p>Use the correct features and sentence types matched to the text</p> <p>Develop characters through action and dialogue</p> <p>Use the passive and active voice</p> <p>Vary sentence structure depending whether formal or informal</p> <p>Use a dash</p>
<p>Ready for Year 7</p>	<p><b>READING</b></p> <p>Read age-appropriate books with confidence and fluency (including whole novels).</p> <p>Read aloud with intonation that shows understanding.</p>		<p><b>WRITING</b></p> <p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in writing).</p>



## English Long Term planning linked to School Drivers

Work out the meaning of words from the context.  
Explain understanding of what I've read, drawing inferences & justifying with evidence.  
Predict what might happen from details stated and implied.  
Retrieve information from non-fiction.  
Summarise main ideas, identifying key details and using quotations for illustration.  
Evaluate how authors use language, inc. figurative, considering the impact on the reader.  
Make comparisons within and across books.

In narratives, describe settings, characters and atmosphere.  
Integrate dialogue in narratives to convey character and advance the action.  
Select vocabulary and grammatical structures that reflect what the writing requires,(e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)  
Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs  
Use verb tenses consistently and correctly throughout their writing.  
Use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)  
Spell correctly most words from the Y5/Y6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary  
Maintain legibility in joined handwriting when writing at speed.