

Learn and Grow Together



LKS2 English Overview 2026-2027

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Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3 Reading						
Core Text:	Focus theme: Links to science and history The Couch Potato Give Me Back My Bones! The First Drawing How to Wash a Woolly Mammouth	Focus theme: history 24 hours in the Stone Age Stone Age Boy The Land of Roar Whole school focus: Here I am by Patti Kim – supports the school value of Belonging.	Focus theme: fairytale comparisons Aladdin Leon and the Place Between Cinderella	Focus theme: fairytale comparisons and links to history The Egyptian Cinderella Marcy and the Riddle of the Sphinx So, You Think You've Got It Bad? A Kid's Life to Ancient Egypt Whole school focus for WBD: Footpath Flowers by Jon Arno Smith and Sydney Smith – supports the school value of caring and TT value of kindness.	Focus theme: Traditional Tale alternatives Jack and the Baked Beanstalk He Villain's Version	Focus theme: Nature The Bee Book The Most Important Animal of All Whole school focus: The Midnight Fair by Gideon Sterer and Mariachiara Di Giorgio – supports the school value of integrity.

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Termly Progression: Year 3

Term	Autumn	Spring	Summer	National Curriculum
Strategies	Multiple reading strategies are actively modelled throughout the reading and wider curriculum: Repeated Oral Reading, echo and choral reading.			Word Reading
Word Reading	Recap prior learning of root words, prefixes and suffixes. Recognise these word parts in key vocabulary. Building on from KS1, begin to read further common exception words.	Children use root words, prefixes and suffixes to support them to read aloud new words. Children continue to read further exception words and discuss how they may sound different to the spelling.	Children use their knowledge of root words, prefixes and suffixes to read aloud new words and begin to understand the meaning of these words. They can read further exception words (Yr3), noticing the difference between spelling and sound.	Apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words. Read further exception words, noticing the difference between spelling and sound.
Reading comprehension skills	Recap strategies for working out the meanings of unfamiliar words. Children are developing their vocabulary from across the curriculum (see Knowledge Organisers). They can apply this knowledge to develop their comprehension.	Children can unpick the meaning of new words and apply to understanding. Children are beginning to explore how words and phrases make the reader feel: 'Read as a reader' (vocabulary).	Children are growing in confidence to check that a text makes sense, discussing understanding and meaning of words in context (vocabulary). Children can identify words in text that give a specific meaning (vocabulary).	Comprehension Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Using dictionaries to check the meaning of words I have read. Becoming more familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books. Preparing poems and play scripts to read aloud and to perform, showing my understanding through intonation, tone, volume and action.
	Recap prior learning on making inference on the basis of what is being said and done. Children are making inferences about characters based on speech and actions. Children can ask questions to further develop their understanding.	Children are beginning to use background knowledge and clues from the text to support inferences . Children can share reasons for inferences both verbally and in written form.	Children are becoming more confident in using background knowledge and clues from the text to create well thought-out inferences . With support, children can check their own inferences are accurate by finding evidence from within the text.	Discussing words and phrases that capture the reader's interest and imagination. Recognising some different forms of poetry (for example, free verse, narrative poetry)
	Recap prior learning from KS1 on making predictions based on what has been read so far. Children can make predictions based on what they know.	Children can unpick the main events from a text so far and use this information to make a plausible prediction about what might happen next.	Children understand that prediction is a type of inference . Children can discuss how predictions could be made from details that are implied.	Checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.
	Children can recap learning from KS1 on explaining key aspects of fiction and non-fiction texts. Children are beginning to explain key aspects in new texts.	Children can explore strategies to check that a text makes sense. Provide opportunity to use strategies with familiar texts including unpicking the meaning of new words. Using some prompts, children can explain key features of texts.	Children are growing in confidence when checking the text makes sense. They do this by discussing understanding and explaining the meaning of words in context as well as its key themes. Verbally and in written form.	Asking questions to improve my understanding of a text. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
	Children continue to retrieve and record key information and key details from fiction and non-fiction texts, both verbally and in writing.	Children continue to retrieve and record key information and key details from fiction and non-fiction texts. They can also retrieve and sequence key information.	Children are independently locating and recording key information in fiction texts and poetry such as dates, events and specific details about characters (retrieval).	Predicting what might happen from details stated and implied.
	Recap prior learning on sequencing key events from a text from KS1. Children can link sequencing to summarising and using a model, apply skills to summarise short extracts of familiar texts.	After multiple readings of a text to support understanding, children can verbally summarise the key points. Children are beginning to summarise information in the written form.	Children can independently summarise a short extract of information both orally and in the written form.	Identifying main ideas drawn from more than one paragraph and summarising these.
				Identifying how language, structure, and presentation help me to understand the meaning of a text.
Range of reading & Fluency	Using a range of texts, children are taught to develop positive attitudes to reading and understand what they read by: Having opportunities to read books and authors they might not choose themselves; Being taught how to effectively choose books for reading; Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books; Having increased familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally; Having read books that are structured in different ways and reading for a range of purposes; Participating in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say. Children continue to develop their reading fluency, which includes reading accuracy, automaticity and prosody, through strategies such as choral reading, echo reading and repeated oral reading.			I can retrieve and record information from non-fiction. I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

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	Y3 Writing					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling	Following Grammarsaurus Place Value of Spelling (PVoS) programme.					
Handwriting	Following the Letterjoin programme , with letter shape rhymes from Read Write Inc. Taught through Writing Transcription.					
Purpose:	Write to inform and entertain	Write to inform, entertain and persuade	Write to entertain	Write to entertain and inform	Write to entertain and inform.	Write to persuade, inform and entertain
Grammar/ composition:	Expectations for handwriting – pencil grip, body position, letter formation etc. Using The Place Value of Punctuation and Grammar programme (PVPg). Regularly revisit known word classes.	Continue to reinforce the functions of PVPg. - Teach how to organise writing into paragraphs. - Correctly using a/an - Revisit subject/verb focus	Continue to reinforce the functions of PVPg. - Continue work on using paragraphs. - Retrieve different sentence types - Conjunctions	Continue to reinforce the functions of PVPg. - Writing simple (short) and complex sentences - varying sentence length for effect. - Headings and subheadings. - Conjunctions - Dialogue Simple past to present perfect tense	Continue to reinforce & secure the functions of PVPg. Recalling and using different clauses (main, adverbial, subordinating). Begin to use these to start sentences. Use rhetorical questions	AfL check re: PVPg Know and use reporting verbs. Varying sentence openers using adverbials. Further subordinating conjunctions: 'when', 'before', 'after', 'while'. Revisit headings and subheadings.
Punctuation:	(used according to need). Continue to reinforce the use of capital letters, full stops, ? ! from Y1. Commas in lists and apostrophes (from Y2)	- Continue to reinforce the accurate use of punctuation for direct speech. - Apostrophes for possession and contraction.	- Continue to secure the use of capital letters for all purposes. - Commas to split adjectives in expanded noun phrases. Noting and correcting own punctuation inaccuracies from Y1, Y2 and Y3).	Noting and correcting own punctuation inaccuracies from Y1, Y2 and Y3). Punctuation leading into speech. Secure the use of inverted commas and new line new speaker.	AfL dependent – secure use of all known punctuation to date.	
Vocabulary and spelling:	Adjectives to describe sound and touch. Spelling: Baseline assessments Vowels and consonants Introduction to morphology Suffixes: Revisit as necessary from Y2: -es, -s, -y Y3 focus: -ous	Spelling: Revisit as necessary from Y2: -ed (verbs), -ing (verbs), -er, -or, re- and -ly Y3 foci: port, de-, trans-tele, -ion, -an Use dictionaries to check spellings. Use thesauruses to find appropriate synonyms.	Spelling: Revisit as necessary from Y2: -ed (adj), -ing (adj), -ness, -ment, ful- and -ly Y3 foci: scribe/script, pre-, vise Use dictionaries to check spellings. Use thesauruses to find appropriate synonyms.	Spelling: Revisit as necessary from Y2: -ed (verbs), -ing (verbs), -ful, -ly, un- Y3 foci: inter-, ject, struct, spect, -ed, -ing (as stressed vowels) Synonyms for characters reporting speech, e.g. said Use dictionaries to check spellings. Use thesauruses to find appropriate synonyms.	Spelling: Revisit as necessary from Y2: -ed (adj), -ing (adj), -ful, -y, -less, -un Y3 foci: (dis- dif- di-), mis-, (in- im- il- ir-), -ure Use dictionaries to check spellings.	Spelling: Revisit as necessary from Y2: (super- sur-), under, over, (-s -es), -y Y3 foci: (ex- e-), (anti- ant-), mult, (vent vene)

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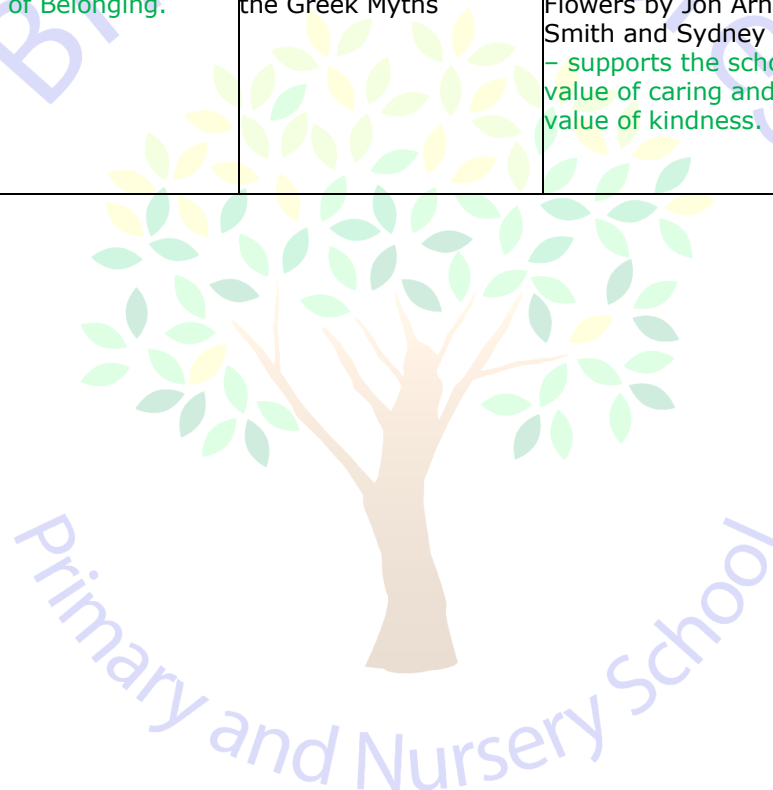
Writing outcomes: Allow time for children to orally rehearse sentences prior to writing.	Plan, draft, evaluate and revise writing. PVPg writing units: - Non-chronological report (prehistoric creatures) - The Human skeleton (science book)	Plan, draft, evaluate and revise writing. PVPg writing units: - Recount: Stone Age Letter - Narrative: Stone Age Girl OR Land of Whale Songs Assessed writing – narrative based on Here I am by Patti Kim.	Plan, draft, evaluate and revise writing. PVPg writing unit: - The Tomb of Wonders (setting description)	Plan, draft, evaluate and revise writing. PVPg writing units: - Characterising speech: Egyptian Cinderella - Instructions: How to mummify your best friend Recount through a diary entry or blog of the girl's journey and connection with the flowers (whole-school book focus)	Plan, draft, evaluate and revise writing. PVPg writing units: - Poetry - Biography: Mystique – The Evil Fairy - Plot weave	Plan, draft, evaluate and revise writing. PVPg writing units: - Persuasive advert: Save our Beautiful Bees - Non-chronological report: All about Bees Narrative writing based on The Midnight Fair.
Specific national curriculum LOs for children:	<i>Composition:</i> Pupils should be taught to: - Begin to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; - Draft and write by composing and rehearsing sentences orally (including dialogue), beginning to progressively build a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2); - Evaluate and edit their writing by: - o Assessing the effectiveness of their own and others' writing and suggesting improvements. - o Beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. - o Proof-read for spelling and punctuation errors. - o Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.					
	<i>Composition:</i> Pupils should be taught the above and: In narratives, to create settings, characters and plot. To organise paragraphs around a theme. In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Use conjunctions to express time and cause. Use and begin to punctuate direct speech.	<i>Composition:</i> Pupils should be taught the above and: In narratives, to create settings, characters and plot. To organise paragraphs around a theme. <i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Extend the range of sentences with more than one clause by using a range of conjunctions. Begin to choose nouns or pronouns appropriate for clarity and cohesion, avoiding repetition.	<i>Composition:</i> To organise paragraphs around a theme. <i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Use conjunctions and prepositions to express time and cause. Use and punctuate direct speech.	<i>Composition:</i> Pupils should be taught the above and: Use and punctuate direct speech. To organise paragraphs around a theme. In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Consolidate and secure learning.	<i>Composition:</i> Pupils should be taught the above. To organise paragraphs around a theme. In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Consolidate and secure learning.	<i>Composition:</i> Pupils should secure the above and all Y3 composition elements taught. <i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Consolidate and secure learning.

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Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4 Reading						
Core Text:	Focus theme: Links to geography The Great Kapok Tree Greta and the Giants Last	Focus author: Roald Dahl Charlie and the Chocolate Factory Whole school focus: Here I am by Patti Kim – supports the school value of Belonging.	Focus theme: Links to history – Ancient Greece Leo and the Gorgon's Curse So, You Think You've Got It Bad? A Kid's Life in Ancient Greece Illustrated Stories from the Greek Myths	Focus theme: Links to science - digestion Kay's Anatomy Amy Gets Eaten Gut Garden Whole school focus for WBD: Footpath Flowers by Jon Arno Smith and Sydney Smith – supports the school value of caring and TT value of kindness.	Focus theme: Links to history – Ancient Rome Escape from Pompeii Queen of Darkness So, You Think You've Got It Bad? A Kid's Life in Ancient Rome.	Focus theme: Links to local history and legends The Adventures of Robin Hood (Marcia Williams) Robin Hood Aged 10¾ Whole school focus: The Midnight Fair by Gideon Sterer and Mariachiara Di Giggio – supports the school value of integrity.



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Termly Progression: Year 4

Term	Autumn	Spring	Summer	National Curriculum
Strategies	Multiple reading strategies are actively modelled throughout the reading and wider curriculum: Repeated Oral Reading, echo and choral reading.			Word Reading Apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words. Read further exception words, noticing the difference between spelling and sound.
Word Reading	Use developing knowledge of root words, prefixes and suffixes to read aloud new words and begin to understand the meaning of these words. Read further exception words (Yr3 and some Yr 4)	Read further exception words (Yr3 and some Yr 4), noticing the difference between spelling and sound. Growing accuracy in use of root words, prefixes and suffixes to read unfamiliar words.	Apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words. Read further exception words (Yr 4), noticing the difference between spelling and sound.	Comprehension I can develop my positive attitude to reading and understanding of what I read by: Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Using dictionaries to check the meaning of words I have read. Becoming more familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books. Preparing poems and play scripts to read aloud and to perform, showing my understanding through intonation, tone, volume and action. Discussing words and phrases that capture the reader's interest and imagination. Recognising some different forms of poetry (for example, free verse, narrative poetry)
Reading comprehension skills	With growing confidence, children can check that a text makes sense, discussing understanding and explaining the meaning of words in context (vocabulary). Children can use known strategies to identify meaning of new vocabulary . Children are confident to use dictionaries and knowledge organisers to check the meaning of words they have read.	Children can discuss words and phrases that capture reader's interest and imagination, and state how this effect has been achieved (vocabulary). With growing confidence, children can identify synonyms and know how to check that a chosen word makes sense in context.	Children can confidently check that a text makes sense, discussing understanding and explaining the meaning of words in context (vocabulary).	Checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context. Asking questions to improve my understanding of a text. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
	With increasing independence, children understand what has been read by drawing inferences such as inferring character's feelings, thoughts and motives from their actions	With increasing confidence, children can justify inferences with evidence. Children can share evidence both verbally and in written form. Children are beginning to show that they can empathise with characters.	Children understand what has been read by independently drawing inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Predicting what might happen from details stated and implied. Identifying main ideas drawn from more than one paragraph and summarising these.
	Children are more confident in predicting what might happen from details stated and implied; they are able to share reasons for their predictions.	Children can confidently predict what might happen from details stated and implied, from both written and pictorial forms.	Children can make plausible predictions about what might happen from details stated and implied in unfamiliar texts; they are able to share clear reasons for their thoughts.	
	Children can use structures and features of texts to support understanding. Children can discuss and explain key themes in texts to support their own and others understanding.	Children can discuss the author's choice of language and explain how this contributes to the overall meaning of the text.	Children can check that the text makes sense by discussing understanding and explaining the meaning of words in context.	
	In unfamiliar texts, children can retrieve and record from both fiction and non-fiction.	Children can retrieve and record from both fiction and non-fiction.	Children can independently retrieve and record from both fiction and non-fiction accurately.	
	Children can identify main ideas drawn from one paragraph of a familiar text and summarise these in verbal and written form	Children can identify main ideas from more than one paragraph from a familiar text and summarise these – verbally and in written form	Children can identify main ideas from more than one paragraph from an unfamiliar text and summarise these in written form.	
Range of reading & Fluency	Using a range of texts, children are taught to develop positive attitudes to reading and understand what they read by: Having opportunities to read books and authors they might not choose themselves; Being taught how to effectively choose books for reading; Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books; Having increased familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally; Having read books that are structured in different ways and reading for a range of purposes; Participating in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say. Children continue to develop their reading fluency, which includes reading accuracy, automaticity and prosody, through strategies such as choral reading, echo reading and repeated oral reading.			

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Y4 Writing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling	Following Grammarsaurus' Place Value of Spelling (PVoS). Look at common exception word and NC spelling lists.					
Handwriting:	Following the Letterjoin programme , with letter shape rhymes from Read Write Inc Taught through Writing Transcription .					
Purpose:	Write to entertain and inform.	Write to entertain and inform	Write to inform	Write to entertain and inform	Write to entertain and persuade	Write to discuss and entertain
Grammar/ composition:	Expectations for handwriting – pencil grip, body position, letter formation etc.	Continue to reinforce the functions of PVPG. - Revisit Y3 work on conjunctions and paragraphing. - Co-ordination and Subordination - Nouns and noun phrases - Headings and subheadings	Continue to reinforce the functions of PVPG. Irregular past tense verb forms. - Fronted adverbials	Continue to reinforce & secure the functions of PVPG. - 'Drop in' clauses (appositives). - Use present perfect form to place events in time. - Using modifying adjectives, nouns and prepositions. - Dialogue – secure new speaker, new line.	Continue to reinforce & secure the functions of PVPG. - Prepositions - Repetition to persuade, e.g. 'find us to find the fun.' - Use rhetorical questions to engage. - Paragraphs of varying lengths to emphasise ('Show, don't tell'). - Use different sentence openers.	PVPG AfL check - Deepen the use of fronted adverbials. Begin to use dialogue to reveal a character (dialogue + verb + adverb). - Deepen the use of conjunctions, adverbs and prepositions to express time, place, cause and manner (description + how + where). - Use nouns and pronouns for clarity and cohesion.
Using The Place Value of Punctuation and Grammar programme (PVPG).	Regularly revisit known word classes.	The Place Value of Punctuation and Grammar 4 weeks (1 objective per day). 2 weeks consolidation (used according to need).	Non-negotiable punctuation: Years 1 to 3 knowledge. Use of commas after a reporting clause/fronted adverbial.	Secure the use of the possessive apostrophe with singular nouns.	Noting and correcting own punctuation inaccuracies – editing. Secure the use of possessive apostrophe with plural nouns. Punctuation leading into and out of direct speech.	Revisit and secure all known punctuation.
Punctuation:						
Vocabulary and spelling:	Baseline assessments Vowels and consonants Compound words Morphology Revisit as necessary from Y2/Y3: -ed (verbs), -ing (verbs), -er, -or, de- (-s, -es), -y, -ous Y4 foci: -ous, per-, sub-, tract, auto	Spelling: Revisit as necessary from Y2/Y3: -ed (adj), -ing (adj), -ness, -ion, tele, port Y4 foci: -ion, -an Use dictionaries. Use thesauruses to locate appropriate synonyms.	Balancing nouns and pronouns to avoid ambiguity Introduce antonyms. Revisit as necessary from Y2/Y3/Y4: (-s -es), -y, -ous, -ous, -ful, -ly Y4 foci: -ic, -al, (-able -ible), kilo, gram, milli, cent	Advance identification and use of poetic devices: alliteration, repetition and rhyme. Introduce similes. Spelling: Revisit as necessary from Y2/Y3: -ly, -ment, -ion, -er, -or Y4 foci: -ive, -ty Use dictionaries. Use thesauruses to locate appropriate synonyms.	Deepen the use of modifying adjectives, nouns and prepositional phrases. Secure tense consistency. Spelling: Revisit as necessary from Y3: -ed and -ing (as stressed vowels), -inter, -ject, struct, spect Y4 foci: act, rupt, -en, -ise, (fy, fic, fice), (en-, em-)	Spelling: Revisit as necessary from Y2/Y3/Y4: -ness, tele, port, tract, kilo, gram, milli, cent Y4 foci: -hood, -ship, aud, phone AfL: Revision of spelling learned so far and those on the NC Y3/4 spelling lists

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Writing outcomes: Support through writing transcription	Plan, draft, evaluate and revise writing. PVPG writing units: - Non-chronological report: Extinct animals - Fictional writing – Extinct animals	Plan, draft, evaluate and revise writing. PVPG writing units: - Recount – Charlie and the Chocolate Factory - Setting description: Wonka World - Plot weave Assessed writing – narrative based on Here I Am (Patti Kim)	Plan, draft, evaluate and revise writing. PVPG writing units: - Non-chronological report: Ancient Greek Mythological Monsters - Instructions: How to Slay the Minotaur	Plan, draft, evaluate and revise writing. PVPG writing units: - Explanation: How Does the Digestive System Work? - Poetry Assessed writing (WBD) – add narrative to a section of the story, which includes dialogue between characters.	Plan, draft, evaluate and revise writing. PVPG writing units: - Narrative – characterising speech: Escape from Pompeii - Persuasive letter: Boudica rallies support	Plan, draft, evaluate and revise writing. PVPG writing units: - Narrative: Robin Hood 8½ - Science investigation: Does sound get quieter as the distance increases?
Specific national curriculum LOs for children:	Composition: Pupils should be taught to: - Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; - Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2); - Evaluate and edit writing by: - o Assessing the effectiveness of their own and others' writing and suggesting improvements. - o Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. - o Proof-read for spelling and punctuation errors. - o Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Composition: Pupils should be taught the above and: In narratives, to create settings, characters and plot. In non-narrative material, use simple organisational devices [for example, headings and sub-headings] To organise paragraphs around a theme. Vocabulary, grammar and punctuation: Pupils should revisit: The use of expanded noun phrases. The use of determiners. Use conjunctions to express time and cause.					

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