

Learn and Grow Together



UKS2 English Overview 2026-2027

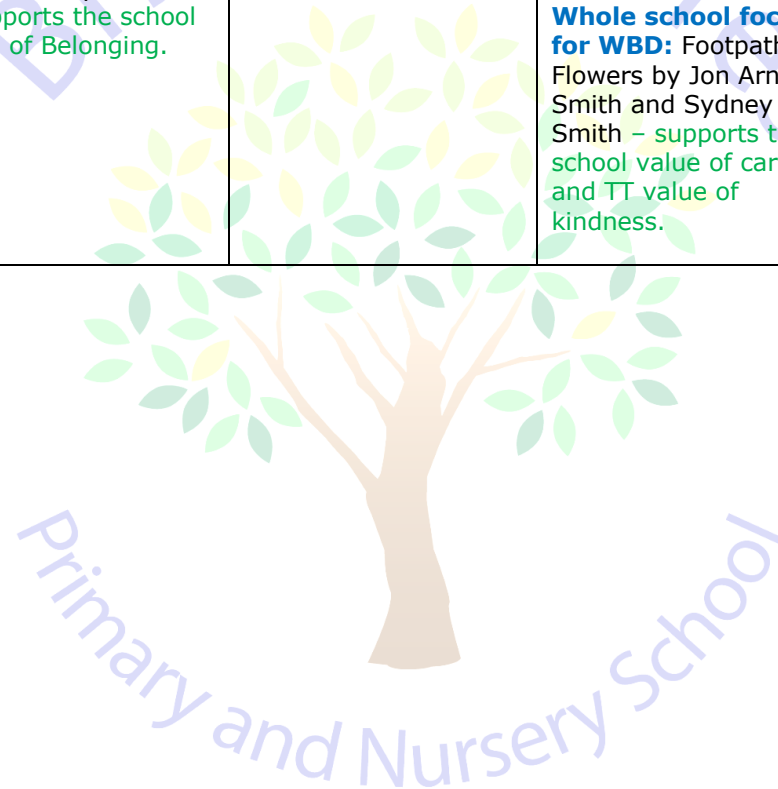
At BFPNS, we create a caring family of resilient learners, enabling all individuals to thrive in our community.

Belonging, Caring, Resilience, Integrity

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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5 Reading						
Core Text:	Focus theme: Inspirational Women – links to RE Hidden Figures (Margot Lee Shetterly) Counting on Katherine (Helaine Baker) Science links Cosmic (Frank Cottrell Boyce)	Author focus: Cressida Cowell The Wizards of Once Whole school focus: Here I am by Patti Kim – supports the school value of Belonging.	Focus theme: fairytale alternatives. Links to RE Ramaysa	Focus theme: Links to history – Anglo Saxons Beowulf Arthur and the Golden Rope 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 PSHE and the school values of belonging and caring. The Boy at the Back of the Class On the Move	Focus theme: Links to history – the Mayans Oh Maya Gods Whole school focus: The Midnight Fair by Gideon Sterer and Mariachiara Di Gioglio – supports the school value of integrity.



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Termly Progression: Year 5

Term	Autumn	Spring	Summer	National Curriculum
Strategies	Multiple reading strategies actively modelled throughout the reading and wider curriculum: Repeated Oral Reading.			Word Reading
Word Reading	Read unknown words with prefixes and suffixes and begin to make connections between words.	Confidently read most words, understanding the impact of prefixes and suffixes on root words.	Some understanding of word etymology to support the reading of longer, unfamiliar words.	Apply growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.
Reading comprehension skills	Children can check that a text makes sense, discussing understanding and explaining the meaning of words in context (vocabulary).	Children can discuss and evaluate how authors use language , including figurative language, considering the impact on the reader.	Children can securely check that a text makes sense, discussing understanding and explaining the meaning of words in context. Discuss and evaluate how authors use language , including figurative language, considering the impact on the reader.	Comprehension Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Recommending books that they have read to their peers, giving reasons for their choices. Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. Learning a wider range of poetry by heart. Preparing poems and play to read aloud and to perform, showing understanding through intonation, tone, volume so that the meaning is clear to an audience.
	Children are more confident to understand what has been read by drawing inferences such as inferring character's feelings, thoughts and motives from their actions.	Children are becoming more confident in justifying inferences with evidence; they are able to share these in discussions and in written form.	Children understand what has been read by drawing inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence .	Checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context.
	Children can predict what might happen from details that have been stated and implied.	In more complex texts, children can predict what might happen from details that have been stated and implied. They are beginning to create opportunities to test predictions to see how accurate these are.	Children can securely and accurately predict what might happen from details that have been stated and implied. They can give reasons for their thoughts.	Asking questions to improve my understanding. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea.
	Children can explain and discuss understanding of what has been read, including through formal presentation and debates. Children can maintain a focus on the topic and use notes where necessary.	Children participate in discussions about books that are read to them and those they can read for themselves, explaining the key themes. Children are beginning to build on their own and others' ideas and challenge views courteously.	Children show a secure understanding, through verbal and written forms, of what they have read by explaining concisely to others the meaning.	Identifying how language, structure, and presentation contribute to meaning.
	Children are secure in retrieving , recording and presenting information from both fiction and non-fiction.	Children continue to be secure in retrieving , recording and presenting information from fiction and non-fiction texts. The teacher adjusts/reinforces learning according to AfL.	Children can identify and summarise main ideas drawn from a full text, identifying key details that support the main idea.	I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
	Children can identify and summarise main ideas drawn from one paragraph of a more complete text, identifying key details that support the main idea.	Children can identify and summarise main ideas drawn from more than one paragraph, identifying key details that support the main idea.		I can distinguish between statements of fact and opinion. I can retrieve, record and present information from non-fiction.
Range of reading & Fluency	Using a range of texts, children are taught to develop positive attitudes to reading and understand what they read by: Continuing to read and discuss an increasingly 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; Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions; Recommending books that they have read to their peers, giving reasons for their choices; Learning a wider range of poetry by heart; Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience; Participating 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 view courteously. 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 participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously. I can explain and discuss my understanding of what I have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary. I can provide reasoned justifications for my views.

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Y5 Writing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling:	Following Grammarsaurus's Place Value of Spelling (PVoS). Look at common exception word and NC spelling lists.					
Handwriting:	Teach common errors in letter formation from AfL. Follow the Letterjoin scheme to consolidate handwriting through writing transcription and spelling practice.					
Purpose:	Write to entertain and inform	Write to entertain, and inform	Write to entertain and inform	Write to entertain and inform	Write to entertain and inform	Write to entertain, persuade and inform
Grammar/ composition: Using The Place Value of Punctuation and Grammar programme (PVPg) . Regularly revisit known word classes.	Expectations for handwriting – pencil grip, body position, letter formation etc. The Place Value of Punctuation and Grammar 4 weeks (1 objective per day). 2 weeks consolidation (used according to need).	Continue to reinforce the functions of PVPg. Relative pronouns and clauses. Sentences of different lengths. Introduction to using figurative language.	Continue to reinforce and secure the functions of PVPg. Perfect use of verb forms to mark relationships between time and cause. Know, use and apply a range of determiners.	Continue to reinforce and secure the functions of PVPg. Use of expanded noun phrases to convey complicated information concisely.	Continue to reinforce and secure the functions of PVPg. Revisit types of sentences . Teach modal adverbs . Reinforce different types of phrases , for example: ENP, Prepositional and adverbial Paragraphs of varying lengths to emphasise and cause effect. Further develop the use of subordinating conjunctions. Revisit different types of tenses.	
Punctuation: Continue to reinforce the use of punctuation from previous years.	Revisit heading and subheadings. Paragraphing.	Commas in relative clauses. Revisit apostrophes for contraction. Brackets, dashes and commas as parentheses	Secure the use of commas for different purposes and to avoid ambiguity. Secure the use of punctuation leading into and out of inverted commas.	Noting and correcting own inaccuracies, and those of others (peer critique) AfL dependent: Secure the use of punctuation learnt so far.	AfL dependent: Secure the use of punctuation learnt so far. Semi-colons Revisit apostrophes for possession	AfL dependent: Secure the use of punctuation learnt so far.
Vocabulary and spelling: Also refer to National Curriculum Y5/6 spelling list. Knowledge Organisers . PVoS	Vowels and consonants Compound words Revisit morphology Spelling: Revisit as necessary from Y2/Y3/Y4: (-s -es), -y, -ous, -ous Y5 foci: semi, une, bi, tri, (quad quart), (pent penta quint), hexa, (oct octa), (hept hepta sept septe), (none nova novem), (dece deca, decem)	Spelling: Revisit as necessary from Y2/Y3/Y4: (-ed -ing – for verbs & adjs), -ion, -ion, -ness Y5 foci: -ate, (fact, fect, face, fice) Adverbials of time. Spelling of modal verbs and Y5/6 list. Adjectives to expand nouns.	Spelling: Revisit as necessary from Y3: (dis- dif- di-), (in- im- il- ir-), inter-, ject Y5 foci: -ant, -ance, -ent, -ence, pro-, form	Spelling: Revisit as necessary from Y2 & Y4: -ful, -al, -ly, -ise, -er, -or, (fy fic fice), (en- em-), -hood, -ship Y5 foci: (-cess -ceed -cede -cease), -dom Adverbs of possibility and frequency.	Spelling: Revisit as necessary from Y2/Y3/Y4: -ment, -ful, -ly, -pre, kilo, gram, milli, cent Y5 foci: (duct duce), (temp tempore tempore), therm, -ary, -ery, (ab- a-), (ad- a-)	Spelling: Revisit as necessary from Y4/Y5: (fact fect face fice), -ous, -ous, (-able -ible), -ive, -ty Y5 foci: -tude, (vert verse), (-ably -ibly) Check against the Y5/Y6 Spellings in preparation for next year.

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Writing outcomes (examples and not restricted to): Allow time for children to orally rehearse sentences before writing.	Plan, draft, evaluate and revise writing. PVPG writing units: - Non-chronological report: Planets of the Solar System - Luminara (fictional planet) – must include descriptive language and dialogue.	Plan, draft, evaluate and revise writing. PVPG writing units: - Recount: Letter writing – Xor: the wannabe wizard - Setting description: The iron hill fort of long ago Assessed writing: narrative based on Here I Am.	Plan, draft, evaluate and revise writing. PVPG writing units: - Recount: diary entry – Raysha’s escape - Narrative: characterising speech – Raysha v Aashman	Plan, draft, evaluate and revise writing. PVPG writing units: - Instructions: How to raid an Anglo-Saxon settlement. - Narrative: Artura and the silver lasso (if there is time) WBD writing: narrative writing based on the girl’s journey. Should include dialogue between characters.	Plan, draft, evaluate and revise writing. PVPG writing units: - Poetry - Science experiment: Does the type of sugar affect how quickly it dissolves in water?	Plan, draft, evaluate and revise writing. PVPG writing units: - Narrative: setting description – Lost Jungle City - Plot weave - Persuasive advert: Visit Mexico (if there is time) Assessed writing: tell the story of The Midnight Fair.
Specific national curriculum LOs for children:	<i>Composition: Review LKS2 outcomes for writing composition</i> Pupils should be taught to: - Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - Note and develop initial ideas, drawing on reading and research where necessary - When writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed - When writing narratives, describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action - Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Précis longer passages - Use a wide range of devices to build cohesion within and across paragraphs - Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] - Evaluate and edit by: • Assessing the effectiveness of their own and others’ writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proof-read for spelling and punctuation errors - Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.					
	<i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to:	<i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Use relative clauses using pronouns (who, which, where, when, whose, that) or with it omitted. Indicate grammatical features by using brackets, dashes or commas to indicate parenthesis.	<i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Use commas to clarify meaning and/or to avoid ambiguity in writing.	<i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Use expanded noun phrases to convey complicated information concisely.	<i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Reflect on own grammatical features, vocabulary from KS1 onwards and edit accordingly. Use modal verbs or adverbs to indicate degrees of possibility.	<i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Reflect on own grammatical features, vocabulary from KS1 onwards and edit accordingly.

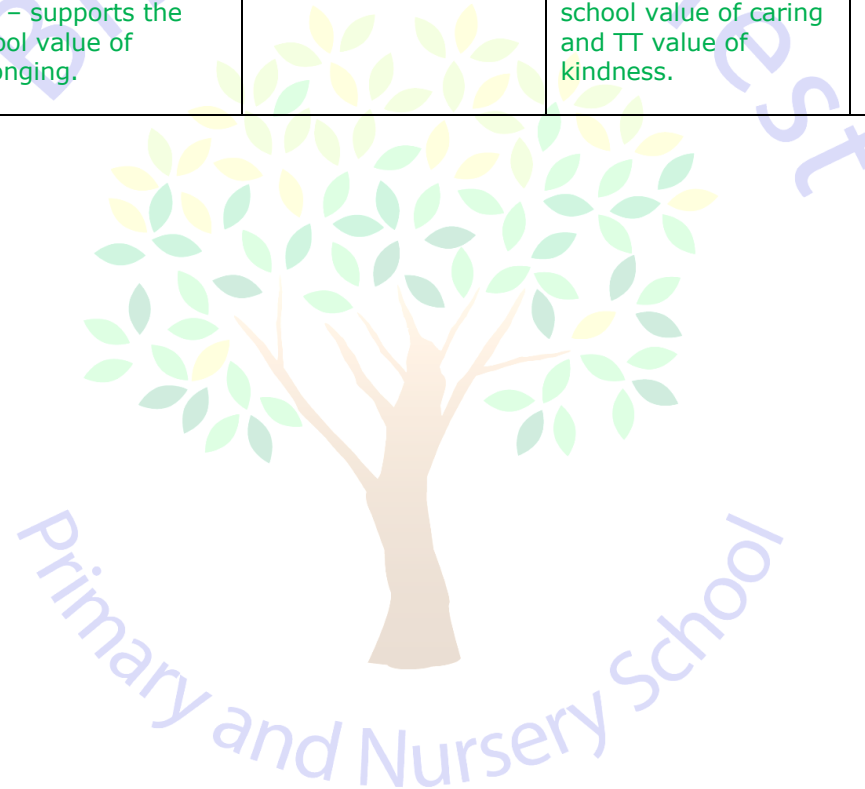
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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6 Reading						
Core Text:	Holes The Highwayman	Dracula [short film] Room 13 Malamander Whole school focus: Here I am by Patti Kim – supports the school value of Belonging.	Focus theme: WW2 Letters from the Lighthouse	The Boy in the Tower 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.	The Last Bear Darwin's Dragons	Darwin and Hooker Whole school focus: The Midnight Fair by Gideon Sterer and Mariachiara Di Goglio – supports the school value of integrity.



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Termly Progression: Year 6

Term	Autumn	Spring	Summer	National Curriculum
Strategies	Multiple reading strategies actively modelled throughout the reading and wider curriculum: Repeated Oral Reading.			Word Reading
Word Reading	Able to read most unfamiliar words and can predict the meaning of related words using own knowledge.	Able to read almost all words accurately. Use of knowledge of etymology to work out the meaning of unfamiliar words.	Apply growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.	Apply growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.
Reading comprehension skills	Children are developing confidence in checking a text makes sense, discussing their understanding and explaining the meaning of words in context (vocabulary).	Children are confident to discuss and evaluate how authors use language – exploring the use of figurative language, metaphors, and similes (vocabulary).	Children confidently check that a text makes sense, discussing their understanding and explaining the meaning of words in context (vocabulary). Children can confidently discuss and evaluate how authors use language, including figurative language, considering the impact of the reader.	Comprehension I can develop my positive attitude to reading and understanding of what I read by: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Recommending books that they have read to their peers, giving reasons for their choices. Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. Learning a wider range of poetry by heart. Preparing poems and play to read aloud and to perform, showing understanding through intonation, tone, volume so that the meaning is clear to an audience. I can understand what I read in books and I can read independently by: Checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context. Asking questions to improve my understanding. Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea. Identifying how language, structure, and presentation contribute to meaning. I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. I can distinguish between statements of fact and opinion. I can retrieve, record and present information from non-fiction. I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others’ ideas and challenging views courteously. I can explain and discuss my understanding of what I have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary. I can provide reasoned justifications for my views.
	Children can explain how an author would like a character to be perceived by the reader based on the way the descriptions have been written (inference).	Children can unpick subtle clues in texts that allows reading for deeper meaning using inference . They can also use knowledge of inferences to make the connection between reading and writing.	Children can confidently understand what they have read by drawing inferences from a character’s feelings, thoughts and motives and justify these with evidence from the text .	
	Children are confident to predict what might happen from details stated and implied. They can share reasons and make use of background knowledge to support predictions.	Children continue to be confident in predicting what might happen from details stated and implied. They can test out predictions to check for accuracy.		
	Children are confident to explain and discuss understanding of what they have read, including through formal presentations and debates. They can maintain focus on the topic and use notes where necessary.	Children confidently participate in discussions about books that are read to them and those they can read for themselves, explaining key themes, and using their own and others’ ideas to challenge views courtesy.		
	Children continue to be secure in retrieving , recording and presenting information from fiction and non-fiction texts. The teacher adjusts/reinforces learning according to AfL.			
	Children can identify and summarise main ideas drawn from a full (familiar) text, identifying key details that support the main idea.	Children can identify and summarise main ideas drawn from more than one paragraph (unfamiliar text), noting key details that support the main idea.	Children can confidently identify and summarise main ideas drawn from a full text (unfamiliar), noting key details that support the main idea.	
Range of reading & Fluency	Using a range of texts, children are taught to develop positive attitudes to reading and understand what they read by: Continuing to read and discuss an increasingly 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; Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions; Recommending books that they have read to their peers, giving reasons for their choices; Learning a wider range of poetry by heart; Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience; Participating 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 view courteously. 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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Y6 Writing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling:	Following Grammarsaurus's Place Value of Spelling (PVoS). Look at common exception word and NC spelling lists.					
Handwriting:	Teach common errors in letter formation from Afl. Follow Letterjoin scheme to consolidate letter formation through writing transcription and spelling practice.					
Purpose:	Write to entertain and inform	Write to entertain and inform	Write to entertain	Write to entertain, discuss and inform	Write to entertain and inform	Write to entertain, persuade and inform.
Grammar/ composition: Using The Place Value of Punctuation and Grammar programme (PVPg) . Regularly revisit known word classes.	Expectations for handwriting – pencil grip, body position, letter formation etc. The Place Value of Punctuation and Grammar 4 weeks (1 objective per day). 2 weeks consolidation (used according to need). Revisit punctuation around dialogue. Headings and subheadings.	Continue to reinforce and secure the functions of PVPg. The subjective form (mood). Revisit different tenses. Continue to build stamina for writing.	PVPg – SATs Smashers Distinguish between essential and non-essential relative clauses (including the use of commas). Adverbials for cohesion (on the other hand...in consequence...therefore) Use of the active and passive voice.	PVPg – SATs Smashers Using 3 appositives in a sentence, separating them with commas. Revisit modal verbs.	PVPg – SATs Smashers Paragraphs of varying lengths to emphasise. Paragraphs/sentences begin differently Children to independently choose the appropriate layout devices for purpose (e.g. headings, subheadings, columns, bullet points, tables, captions etc).	
Punctuation: Continue to reinforce the use of punctuation from previous years.		Hyphens to avoid ambiguity. Colons to introduce a list. Semi-colons within a list. Revisit brackets and dashes for parenthesis (from Y5).	Ellipses. Revisit of use of apostrophes for contraction and possession. Revisit punctuation in and around dialogue.	Revision and consolidation (SATs prep) – Afl dependent Bullet points.	Noting and correcting own and others' punctuation inaccuracies. Children must be secure in applying all aspects of punctuation.	
Vocabulary and spelling: Also refer to National Curriculum Y5/6 spelling list. Knowledge Organisers. PVoS	Assessments <u>Spelling:</u> Vowels and consonants Compound words Morphology Revisit as necessary from Y2/Y3/Y4: (-s -es), -y, -ic, -al, -an, -an Y6 foci: -ism, -ist	<u>Spelling:</u> Revisit as necessary from Y2/Y3 & Y5: (-ed -ing – for verbs & adjs), -ly, -er, -or, trans-, -ate, -ness Y6 foci: (-com -con -co -cor-col-), -ish, -esque,	<u>Spelling:</u> Words that can be nouns or verbs. <u>Spelling:</u> Revisit as necessary from Y3 & Y5: inter-, ject, struct, spect, -ary, -ery, trans-, port, -ant, -ance, -ent, -ence Y6 foci: post, fore, (fract frag frage), fer, -age	Question tags in informal speech. <u>Spelling:</u> Revisit as necessary from Y2/Y3/Y4: -less, (-ed and -ing as stressed vowels) -ing (verbs), -ion, -ion, (dis- dif- di-) Y6 foci: (ceive cept)	<u>Spelling:</u> Revisit visit as necessary from Y2/Y3/Y4/Y5: -ful, -ly, -ion, ion, -ise, (fy fic fice) -al, (fact, fect, face, fice) Y6 foci: magn Spelling rehearsals as SATs predictions – see Grammarsaurus SATs Smashers.	

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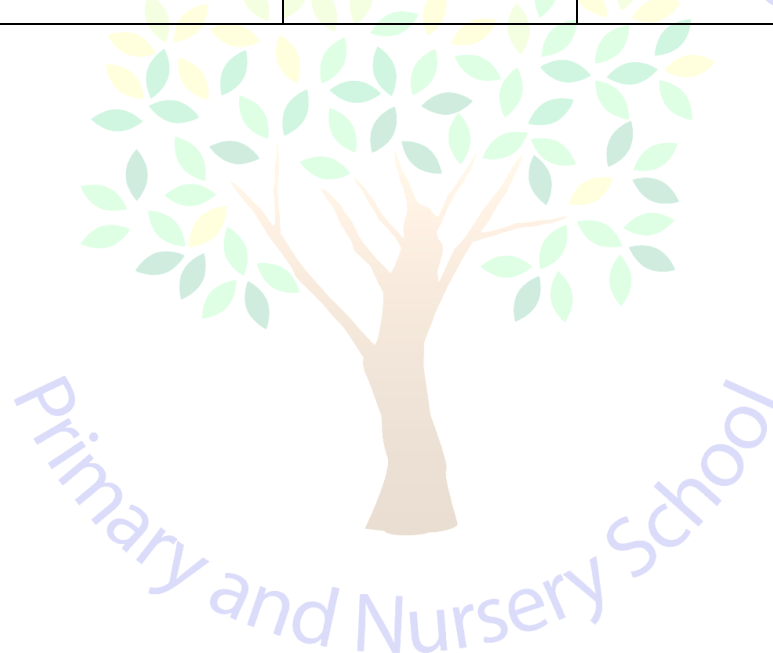
Writing outcomes (examples and not restricted to): Allow time for children to orally rehearse sentences prior to writing.	Plan, draft, evaluate and revise writing. PVPKG writing units: - Non-chronological report: Famous outlaws - Fiction: Bandits, outlaws and pirates. Re-write the ending of Holes – include descriptive language and dialogue that advances the action.	Plan, draft, evaluate and revise writing. PVPKG writing units: - Recount (Letter) – Dracula: Harker's letter. - Setting description: Whitby Abbey (show a short film clip of the abbey to support the writing). Assessed writing: narrative based on Here I am. Writing to include dialogue that advances the action.	Plan, draft, evaluate and revise writing. PVPKG writing units: - Narrative: characterising speech Surviving the Air Raid - Narrative: Danger at the Lighthouse (a WW2 evacuee story)	Plan, draft, evaluate and revise writing. PVPKG writing units: - Recount: diary extract or narrative – Boy from the 17th floor (children's choice as to the audience and purpose. Check against TAFs when deciding – AfL). - Explanation text (science): How does the circulatory system work? Assessed writing: narrative writing about the girl's connection with her father as they walk the pavements. Include dialogue to advance the action.	Plan, draft, evaluate and revise writing. PVPKG writing units: - Recount/narrative (child choice) – Day 16 on Polar Island. - Poetry: Dragons - Non-chronological report: The Galapagos Flying Lizard	Plan, draft, evaluate and revise writing. PVPKG writing units: - Narrative: Alma - Persuasive advert: Puffins Final piece of SATs writing based on The Midnight Fairground. Child Choice – dependent on AfL.
Specific national curriculum LOs for children:	<i>Composition: Review LKS2 outcomes for writing composition</i> Pupils should be taught to: - Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - Note and develop initial ideas, drawing on reading and research where necessary - When writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed - When writing narratives, describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action - Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Précis longer passages - Use a wide range of devices to build cohesion within and across paragraphs - Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] - Evaluate and edit by: • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proof-read for spelling and punctuation errors - Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.					

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	<i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Recognise vocabulary and structures that are appropriate for direct and indirect speech. Expand noun phrases so that they are concise. Use semi-colons, colons or dashes to mark boundaries between independent clauses.	<i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Begin non-finite clauses with a noun/noun phrase. Use hyphens to avoid ambiguity. Use colons to introduce a list. Use semicolons in bulleted and complex lists. Use the subjective form with subordinating conjunctions.	<i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Distinguish between essential and non-essential relative clauses (including the use of commas). Use the active and passive voice. Evaluate own knowledge and skills for development. Use dictionaries. Use thesauruses.	<i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Use 3 appositives in a sentence, separating them with commas. Evaluate own knowledge and skills for development. Use dictionaries. Use thesauruses.	<i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Evaluate own knowledge and skills for development. Use dictionaries. Use thesauruses.	<i>Vocabulary, grammar and punctuation:</i> Pupils should be taught to: Evaluate own knowledge and skills for development. Use dictionaries. Use thesauruses.
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