

Openings, headings, organisation.	Setting Hot task: Chinese Cinderella	Interesting facts Subject specific paragraphs. Hot task: Newspaper report-Mountains	Alternative endings Hot task: Create their own portal story	Toolkit: For and against arguments Hot task: Should prime drinks be banned	Dilemma, suspense Hot task: Create their own suspense story.	Use of conjunctions to make complex sentences Technical Vocabulary Hot task: Non-Chronological report about the Loch Ness monster.	Toolkit : Time adverbials Thoughts & Feelings. Hot task: Diary entry-life as a Roman soldier	Punchy title Inviting introduction Round of conclusion Hot task: Persuasive writing: Buy a parent pleaser machine	Thoughts and reactions Use dialogue punctuation correctly Hot task: Create a story: 'The shoemaker's daughter'	Roman Soldier Toolkit: Use a range of add on phrases. Appropriate punctuation Precise noun and verbs Hot task: How to be an aborigine	Hot task: Create their own conquering the monster tale.
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Spelling	Handwriting
<ul style="list-style-type: none"> • Pupils should be taught to use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] 	<ul style="list-style-type: none"> • Pupils should be taught to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent

<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>to one another, are best left unjoined</p> <ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting
Composition	Vocabulary, Grammar and Punctuation
<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • 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) • organising paragraphs around a theme in narratives, creating settings, characters and plot • organising paragraphs in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • 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. 	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, while, as • using conjunctions, adverbs and adverbials (eg. <i>firstly, suddenly, all of a sudden, at the top of the mountain, in a quiet voice</i>) • using a comma after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (develop use of speechmarks and extend to punctuation at the end of speech eg. <i>"I won't eat this!" he shouted. OR He shouted, "I won't eat this!"</i>) <p>Terminology</p> <ul style="list-style-type: none"> • letter, capital letter, lower case, upper case • word, singular, plural • word family, prefix, suffix • consonant, vowel • synonym, opposite <ul style="list-style-type: none"> • sentence, statement, question, exclamation, command

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| | <ul style="list-style-type: none">• clause, subordinate clause• word classes: noun, noun phrase, adjective, adverb, verb, preposition, conjunction• adverbial, fronted adverbials• tenses: past, present, future, imperative• direct speech
• punctuation, full stop, question mark, exclamation mark• bullet points• apostrophe, comma, inverted commas (or 'speech marks') |
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