



Writing Curriculum Map

Early Years: At Reed First School, our Early Years teachers, plan opportunities to develop the writing and literacy skills needed to meet the expected levels of development in Communication and Language and Literacy. These experiences also ensure that the children reach the ELGS and are ready to access the Year One curriculum.

End points will include:

<p>Stories:</p> <ul style="list-style-type: none"> • Are familiar with a range of traditional tales and stories from a range of cultures. • Understand and notice differences between versions stories rewritten. • Know and use story language e.g. once upon a time. • Anticipate key events in stories. • Tell known stories by heart or in own words without picture prompts in order. 	<p>Labels, lists and captions:</p> <ul style="list-style-type: none"> • Will automatically write labels, lists and captions. 	<p>Explanations and Reports:</p> <ul style="list-style-type: none"> • Ask questions about the world around them and answer these questions giving explanations using topic driven vocabulary. 	<p>Recount:</p> <ul style="list-style-type: none"> • Write simple first person recounts based on personal experience, for example recalling an event verbally and then in simple phrases and sentences. 	<p>Instructions:</p> <ul style="list-style-type: none"> • Follow simple instructions and use these to gain language to apply to own simple instructions through pictures and words in simple phrases.
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<p>Communication and Language ELG: Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p>Communication and Language ELG: Speaking Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Literacy ELG: Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>Literacy ELG: Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>Literacy ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others.
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Star Stories:

All children in our Early Years Class will have access to a wide range of high quality texts to represent their interests, lives, experiences and culture and significant authors. These will include the following Star Stories which the children will know in order to tell the story themselves. This is to help children become aware of the pattern and rhythm of text. Three texts will be introduced each half term to the Star story shelves. The children will also learn a wide range of nursery rhymes which are a powerful learning source in early literacy and enable children to become interested in the rhythm and patterns of language.

<p>Mr Big – Ed Vere</p> <p>The Gruffalo- Julia Donaldson</p> <p>Handa’s Surprise – Eileen Browne</p>	<p>And Tango Makes Three – Justin Richardson and Peter Parnell</p> <p>Here we are – Oliver Jeffers</p> <p>Peace at Last – Jill Murphy</p>	<p>My Hair – Hannah Lee</p> <p>Room on the Broom – Julia Donaldson</p> <p>Not a Box – Antoinette Portis</p>	<p>All are Welcome – Alexandra Penfold</p> <p>Owl Babies – Martin Wadell</p> <p>Oliver’s Vegetables – Vivian French and Alison Bennett</p>	<p>We’re Going on a Bear Hunt – Michael Rosen, Helen Oxenbury</p> <p>Freddie and the Fairy – Julia Donaldson and Karen George</p> <p>Elmer – David McKee</p>	<p>Brown Bear, Brown Bear what do you see? Eric Carle</p> <p>The Tiger Who Came to Tea – Judith Kerr</p> <p>Pink is for Boys – Robb Pearlman</p>
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Key Stage One - Years 1-2

At Reed First School, our teachers in Key Stage One recognise the importance of inspiring children to write through giving them an audience and a purpose to write. This is achieved through writing lessons where children are taught the skills to show automaticity in the features required and then further opportunities to write in response to a variety of stimuli from across the curriculum and events with a clear intended audience. Pupils in Key Stages One and Two have two books, one to record the sequence of teaching to secure the writing of each genre and the second to apply their knowledge in independent purposeful written tasks. Feedback during the teaching sequence focuses on the successes of the awareness of purpose and reader as well as the features of the text and in addition, grammar, spelling, punctuation and handwriting. The applied writing feedback focuses on the intended purpose and success of the piece.

Key Stage One Class readers -

These texts are chosen to support the children in understanding the skill of an author to engage the reader and to build their repertoire of words and phrases to support their own writing. They are read to the class by the teacher daily. This also offers an excellent model of fluency and prosody. Further opportunities are also offered to discuss the text and comprehend it. All texts will be read to the children by the time they leave Key Stage One.

Charlotte's Web – E. B White	Too Small Tola – Antinuke	The Sheep Pig – Dick King Smith	MrStink – David Walliams	Willow Wild Thing and the Swamp Monster - Gill Lewis	Dolphin Boy – Michael Morpurgo
Being Me – Poems and Thoughts – Liz Brownlee	Harry the Poisonous Centipede – Lynne Reid Banks	The Secret Garden – Frances Hodgson Burnett	I was Rat – Phillip Pullman	The Sandman and the Turtle – Michael Morpurgo	The Jungle Book – Rudyard Kipling (Ladybird Classics)

Star Stories Key Stage One – The children in Key Stage One will have three star stories introduced to their star story book shelf for them to access themselves each half term. They are selected to offer high quality texts to represent their interests, lives, experiences and culture and significant authors and poets.

Where the Forest Meets the Sea – Jeanie Baker	The Day the Crayons Quit – Oliver Jeffers	Orion and the Dark – Emma Yarlett	The Paper Bag Princess – Robert Munsch	Tom and the Island of Dinosaurs – Ian Beck	Emmanuel's Dream – Laurie Ann Thompson
The Troll – Julia Donaldson	Where the Wild Things are – Maurice Sendak	Introducing Teddy – Jessica Walton	We are all Wonders – R J Palacio	The Proudest Blue – Ibtihaj Muhammad	Uncle Bobby's Wedding – Sarah S Brannen

Narrative	Stories with recurring literary language and predictable phrasing e.g. <i>Farmer Duck</i> by Martin Waddell <i>Once There Were Giants</i> - Martin Waddell		'Take One Pantomime' written outcomes, linked with fiction/non-fiction modules already covered.	Traditional Tales - Fairy Tales e.g. <i>Little Red Riding Hood</i> <i>Little Red Bethan Woolvin</i> <i>Into the Forest</i> Anthony Browne		'Take One Book' written outcomes, linked with fiction/non-fiction modules already covered.	Traditional Tales – From other cultures e.g. <i>Just So Stories: How the Leopard Got his Spots (and others in the series)</i> - Shoo Rayner	
	Year 1 written outcome: Write simple sentences using patterned language, words and phrases taken from familiar stories.	Y2 written outcome: Use the patterned language to write own stories with similar characteristics to those read.		Y1 written outcome: Write a re-telling of a traditional story. Use the patterned language to write own stories with similar characteristics to those read.	Y2 written outcome: Write story based on own experience with a linear structure; beginning, middle and end. Use a familiar story as a model to write a new story.		Year 1 written outcome: Write a re-telling of a traditional story. Re-tell a familiar story in sequence and including some story language.	Y2 written outcome: Write own version of a familiar story using a series of sentences to sequence events. Write own story in the style of a creation myth based on ones read e.g. how the zebra got his stripes. , using typical settings, characters and events. Use past tense and temporal connectives.
End points:	<p>Reading Year 1: Re-reads to build fluency and confidence. Reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy. Identifies the meaning of vocabulary in context. Makes inferences about what is said and done.</p> <p>Spoken Language Year 1: Uses single clause and multi-clause sentences. Role plays to explore characters and the language they use. Uses sequencing language to order events. Orally rehearses in preparation for writing. Speaks with clarity and uses intonation when reading and reciting texts, and when reading own writing aloud. Sometimes uses voice, gesture or movement, in role play and improvisation.</p>	<p>Reading Year 2: Refers back to the text for evidence. Uses evidence from a text – may look through the book to help them. Remember or use information. Makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements' e.g. 'I think she is selfish/kind/angry because it says she...'. Identifies evidence of change as a result of events, for example in character behaviour</p> <p>Spoken Language Year 2: Uses verb tenses/forms increasingly accurately for spoken standard English. Retells a range of stories using some of their own words. Speaks with clarity and uses intonation when reading and reciting texts, and when reading own writing aloud. Answers justified using evidence from the context. Uses comparative language to describe changes, patterns and relationships.</p>		<p>Reading Year 1: Re-reads to build fluency and confidence. Reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy. Identifies the meaning of vocabulary in context. Makes inferences about what is said and done.</p> <p>Spoken Language Year 1: Uses single clause and multi-clause sentences. Role plays to explore characters and the language they use. Uses sequencing language to order events. Orally rehearses in preparation for writing. Speaks with clarity and uses intonation when reading and reciting texts, and when reading own writing aloud.</p>	<p>Reading Year 2: Refers back to the text for evidence. Uses evidence from a text – may look through the book to help them. Remember or use information. Makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements' e.g. 'I think she is selfish/kind/angry because it says she...'. Identifies evidence of change as a result of events, for example in character behaviour</p> <p>Spoken Language Year 2: Uses verb tenses/forms increasingly accurately for spoken standard English. Retells a range of stories using some of their own words. Speaks with clarity and uses intonation when reading and reciting texts, and when reading own writing aloud. Answers justified using evidence from the context. Uses comparative language to describe changes, patterns and relationships.</p>		<p>Reading Year 1: Uses phonic knowledge and skills to decode words, including words with more than one syllable and words with contractions. Re-reads to build fluency and confidence. Makes inferences about what is said and done.</p> <p>Spoken Language Year 1: Uses single clause and multi-clause sentences. Role plays to explore characters and the language they use. Discusses word meanings</p>	<p>Reading Year 2: Refers back to the text for evidence. Uses evidence from a text – may look through the book to help them. Remember or use information. Makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements' e.g. 'I think she is selfish/kind/angry because it says she...'. Identifies evidence of change as a result of events, for example in character behaviour. Identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour</p> <p>Spoken Language Year 2: Uses verb tenses/forms increasingly accurately for spoken standard English. Retells a range of stories using some of their own words. Speaks with clarity and uses intonation when reading and reciting texts, and when reading own writing aloud. Answers justified using evidence from the context. Uses comparative language to describe changes, patterns and relationships.</p>

	Discusses word meanings.		Sometimes uses voice, gesture or movement, in role play and improvisation. Discusses word meanings.					
	Writing Year 1: Writes a series of sentences, leaving spaces between words and using some punctuation. Uses time words to aid sequencing e.g. first, next, then. Sequences sentences to form short narratives and simple non-fiction text types. Punctuates most single-clause sentences with a capital letter and full stop. Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences. Makes some choices of appropriate vocabulary. Uses suffixes and plurals (as listed in the Y1 programme of study) Joining words and joining clauses using and	Writing Year 2: Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Correct choice and consistent use of tense throughout writing. Expanded noun phrases for description and specification (eg. The blue butterfly, plain flour, the man in the moon). Use a range of time words to aid sequencing e.g. first, next, then, finally. Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command and use each sentence type Add more information to a sentence through using adverbs ending in -ly, eg She walked quickly. Subordination (using conjunctions such as when, if, that, because) and coordination (using and, but, or). Use apostrophes for contracted forms.	Writing Year 2: Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Correct choice and consistent use of tense throughout writing. Expanded noun phrases for description and specification (eg. The blue butterfly, plain flour, the man in the moon). Use a range of time words to aid sequencing e.g. first, next, then, finally.	Writing Year 2: Correct choice and consistent use of tense throughout writing. Expanded noun phrases for description and specification (eg. The blue butterfly, plain flour, the man in the moon). Use a range of time words to aid sequencing e.g. first, next, then, finally. Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command and use each sentence type Add more information to a sentence through using adverbs ending in -ly, eg She walked quickly. Subordination (using conjunctions such as when, if, that, because) and coordination (using and, but, or). Use apostrophes for contracted forms.		Writing Year 1: Punctuates most single-clause sentences with a capital letter and full stop. Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences. Makes some choices of appropriate vocabulary. Uses suffixes and plurals (as listed in the Y1 programme of study) Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word.	Writing Year 2: Expands sentences using co-ordination (using or, and, but) and subordination (using when if, that, because) Uses expanded noun phrases to describe and specify e.g. the blue butterfly. Uses both familiar and new punctuation correctly most of the time, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Uses the present and past tenses mostly correctly and consistently including the progressive form. Describes characters and includes some dialogue (NB no expectation of speech punctuation)	
Non-fiction	Recount		Report		Instructions		Explanations	
End points:	Year 1 written outcome: Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing and incorporating at least three chronological 'events' in order, maintaining past tense and consistent use of first person	Y2 written outcome: Write narratives about personal experiences and those of others, in role (real and fictional). Expand noun phrases for description and specification	Year 1 written outcome: A simple non-chronological report with a series of sentences to describe aspects of the subject. Assemble information on a subject from their own experience e.g. food, pets.	Y2 written outcome: Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present and categorise ideas.	Year 1 written outcome: Following a practical experience, write up the instructions e.g. steps for a simple recipe. Write consecutive instructions independently using connecting conjunctions. Write simple examples of persuasion.	Y2 written outcome: Write titles to show what the instructions are about. Generate synonyms for over-used imperative verbs e.g. chop, slice, cut. Explore and generate negative commands e.g. Do not open the oven door. Write persuasive texts linked with topics relevant to current experience and motivations.	Year 1 written outcome: Draw pictures to illustrate a simple process and prepare several sentences to support the explanation. Sequencing sentences to form short narratives e.g. Chicks have a spike on their beak. This is called the egg tooth.	Y2 written outcome: Adds explanations about items. Following other practical tasks, produce a flowchart or cyclical diagram independently ensuring content is clearly sequenced. Write a series of sentences to explain the flowchart.
	Reading Year 1: Identify goals/ motives of the main character on the basis of what they have said and done e.g., 'I think he wants to find his teddy because he misses it.'	Reading Year 2: Demonstrate empathy with characters looking at descriptions and actions	Reading Year 1: Summarise the main points of reports, diagrams and tables. Retrieve information from a text.	Reading Year 2: Understand that books can be used to find things out, and is beginning to do so. Compare report texts and explain what I think is effective about them. Retrieve information from a text where there is distracting information around it.	Reading Year 1: Identifies the meaning of vocabulary in context. Retrieves key information from a text. Identifies how non-fiction texts are sequenced. Begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction.	Reading Year 2: identifies words and phrases that link events. Retrieves information stated within text. Identifies the sequence of events. Recognises the difference between description in fiction and non-fiction e.g. in non-fiction description is generally used for precision rather than to create an emotional response.	Reading Year 1: Retrieves key information from a text. Identifies how non-fiction texts are sequenced. Compare explanation texts and explain what I think is effective about them. Connects what they read or hear to their own experiences. With support, justifies their views about texts they have had read .	Reading Year 2: Refer back to the text for evidence. Know how images add additional information for the reader. Retrieve information from a text. Know what fluent reading sounds like. Connects what they read or hear to wider reading. Justifies their views about texts they have had read to them e.g. uses the word 'because'.
	Spoken Language Year 1: Re-tells familiar stories using story language. Recounts personal experiences with some detail. Role-plays to explore characters and the language they use. Uses sequencing language to order events.	Spoken Language Year 2: Extends ideas using some conjunctions and adverbs to express time, place and cause e.g. when, before, after, so, because, then, next, before, after Retells a range of stories using some of their own words Appropriately responds to others in role helping to sustain the scenario	Spoken Language Year 1: I know what a noun is. I recall and convey simple information clearly.	Spoken Language Year 2: I know that a statement sentence needs a noun and a verb. My answers are justified using evidence from the context.	Spoken Language Year 1: listens to and follows 2 to 3 part instructions in familiar contexts uses sequencing language to order events. Orally rehearses in preparation for writing.	Spoken Language Year 2: Orally rehearses different sentence types in preparation for writing.	Spoken Language Year 1: I recall and convey simple information clearly. I orally rehearse planning and writing.	Spoken Language Year 2: I experiment with a variety of levels of formality when talking with different people My answers are justified using evidence from the context.

	<p>Writing Y1: Write own version of a familiar story using a series of sentences to sequence events. Leave spaces between words Punctuate most single-clause sentences with a capital letter and full stop. Join words and joining clauses using and. Use capital letters for names and for the personal pronoun I.</p>	<p>Writing Year 2: Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Use both familiar and new punctuation correctly most of the time, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Expand sentences using co-ordination (using or, and, but) and subordination (using when if, that, because). Use expanded noun phrases to describe and specify e.g. the blue butterfly</p>		<p>Writing Year 1: Write a simple non-chronological report by writing sentences to describe aspects of the subject. Some use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Sequencing sentences to form short narratives e.g. Owls are birds. Owls catch their food. Owls hunt at night. Joining words and joining clauses using and e.g. Owls hunt at night and they catch mice. Capital letters for names and for the personal pronoun I.</p>	<p>Writing Year 2: Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present and categorise ideas. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Use of commas in lists. Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon].</p>		<p>Writing Y1: Sequences sentences to form short narratives and simple non-fiction text types. Punctuates most single-clause sentences with a capital letter and full stop. Punctuates multi-clause sentences, which use the coordinating conjunction 'and', some of the time uses time words to aid sequencing e.g. first, next, then. Uses simple features correctly e.g. greeting in a letter, numbers in a list...</p>	<p>Writing Y2: uses sentences with different forms: statement, question, exclamation, command punctuates single clause sentences and multi-clause sentences using co-ordinating conjunctions mostly accurately expands sentences using co-ordination (using or, and, but) and subordination (using when if, that, because) uses appropriate adjectives and adverbs to give essential information</p>	<p>Writing Year 1: Information grouped according to subject. Series of sentences to explain a simple process based on first-hand experience. Use expanded sentences using co-ordination (using or, and, but) and subordination (using when, if, that, because) Punctuate single clause sentences and multi-clause sentences using coordinating conjunctions mostly accurately. Use sentences with different forms: statement, question, exclamation, command.</p>	<p>Writing Year 2: I use expanded noun phrases to describe and specify I use both familiar and new punctuation correctly most of the time, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p>
Poetry	<p>Vocabulary Building e.g. The Puffin Book of Fantastic First Poems selected by June Crebbin The Kingfisher Book of Comic Verse selected by Roger McGough</p>		<p>Structure – calligrams (1 week) Link to topic</p>		<p>Take One Poet – poetry appreciation (1 week) e.g. Tyger, tiger burning bright – William Blake</p>					
End points	<p>Written outcome Year 1: Read, write and perform free verse. Free verse: based on experiences/ places/feelings/ senses etc. Generate rhyming words/phrases</p>	<p>Written outcome Year 2: Further evidence of: Alliterative sentences Innovated patterned structures</p>	<p>Write own calligrams (based on single words).</p>							
	<p>Reading Year 1: Identifies the meaning of vocabulary in context Discusses the significance of the title. Retrieves key information from a text. Identifies the beginning, middle and end of stories and pattern in poetry.</p>	<p>Reading Year 2: Identifies the meaning of vocabulary using what is known about the text. Discusses the significance of the title. Identifies the beginning, middle and end of stories and pattern in poetry.</p>	<p>Reading Year 1: Identifies the meaning of vocabulary in context Discusses the significance of the title. Retrieves key information from a text. Identifies the beginning, middle and end of stories and pattern in poetry.</p>	<p>Reading Year 2: Identifies the meaning of vocabulary using what is known about the text. Discusses the significance of the title. Identifies the beginning, middle and end of stories and pattern in poetry.</p>	<p>Reading Year 1: Identifies the meaning of vocabulary in context Discusses the significance of the title. Retrieves key information from a text. Identifies the beginning, middle and end of stories and pattern in poetry.</p>		<p>Reading Year 2: Identifies the meaning of vocabulary using what is known about the text. Discusses the significance of the title. Identifies the beginning, middle and end of stories and pattern in poetry.</p>			
	<p>Spoken Language Year 1: Increases vocabulary using words provided by adults, discussions and environmental stimuli. Discusses word meanings. Uses sequencing language to order events. Orally rehearses in preparation for writing Reading aloud is audible for the listener When prompted, draws on observations, ideas to suggest answers to questions. Answers justified using the word 'because'.</p>	<p>Spoken Language Year 2: Develops synonyms for existing vocabulary. Uses comparative language to describe changes, patterns and relationships. With support uses comparative language to describe changes, patterns and relationships. Draws on secondary sources to suggest answers to questions. Raises and answers questions linked to topics of interest or to personal experience.</p>	<p>Spoken Language Year 1: Recites poetry by heart taking into account use of rhythm and rhyme. Uses actions to support recall and performance.</p>	<p>Spoken Language Year 2: Speaks with clarity and uses intonation when reading and reciting texts, and when reading own writing aloud Recites poetry by heart with appropriate intonation to make the meaning clear Explains their preferences/choices. Increases vocabulary using words provided by adults, discussions and environmental stimuli</p>	<p>Spoken Language Year 1: Recites poetry by heart taking into account use of rhythm and rhyme. Uses actions to support recall and performance.</p>		<p>Spoken Language Year 2: Speaks with clarity and uses intonation when reading and reciting texts, and when reading aloud Recites poetry by heart with appropriate intonation to make the meaning clear Explains their preferences/choices. Increases vocabulary using words provided by adults, discussions and environmental stimuli</p>			
	<p>Writing Year 1: Makes some choices of appropriate vocabulary. Orally rehearses, plans and develops own imaginative ideas, e.g. magical wishes with support. Uses question marks or exclamation marks some of the time.</p>	<p>Writing Year 2: Makes many choices of appropriate vocabulary drawing upon banks and own reading. Orally rehearses, plans and develops own imaginative ideas, e.g. magical wishes. Uses question marks or exclamation marks automatically.</p>	<p>Writing Year 1: Makes some choices of appropriate vocabulary. Orally rehearses, plans and develops own imaginative ideas, e.g. magical wishes with support. Uses question marks or exclamation marks some of the time.</p>	<p>Writing Year 2: Makes many choices of appropriate vocabulary drawing upon banks and own reading. Orally rehearses, plans and develops own imaginative ideas, e.g. magical wishes. Uses question marks or exclamation marks automatically.</p>	<p>Writing Year 1: Express their own opinion on the poem.</p>		<p>Writing Year 2: Write a series of sentences expressing their own opinion on the poem.</p>			

Key Stage Two - Years 3 - 4

At Reed First School, our teachers in Key Stage Two recognise the importance of inspiring children to write through giving them an audience and a purpose to write. This is achieved through writing lessons where children are taught the skills to show automaticity in the features required and then further opportunities to write in response to a variety of stimuli from across the curriculum and events with a clear intended audience. Pupils in Key Stages One and Two have two books, one to record the sequence of teaching to secure the writing of each genre and the second to apply their knowledge in independent purposeful written tasks. Feedback during the teaching sequence focuses on the successes of the awareness of purpose and reader as well as the features of the text and in addition, grammar, spelling, punctuation and handwriting. The applied writing feedback focuses on the intended purpose and success of the piece.

Key Stage Two Class readers -

These texts are chosen to support the children in understanding the skill of an author to engage the reader and to build their repertoire of words and phrases to support their own writing. They are read to the class by the teacher daily. This also offers an excellent model of fluency and prosody. Further opportunities are also offered to discuss the text and comprehend it. All texts will be read to the children by the time they leave Year 4.

The Indian in the Cupboard – Lynne Reid Banks	The Boy in the Dress – David Walliams	Beowulf – Michael Morpurgo	The Sags of Erik the Viking – Terry Jones	Kensuke’s Kingdom – Michael Morpurgo	Stig of the Dump – Clive King
The boy in the back of the Class – Onjali Rauf	The Iron Man – Ted Hughes	Windrush Child – Benjamin Zephaniah	Stars with Flaming Tales – Poems by Valerie Bloom	Five Children and IT – E. Nesbit	Boy Giant – Michael Morpurgo

Star Stories Key Stage Two – The children in Key Stage Two will have three star stories introduced to their star story book shelf for them to access themselves each half term. They are selected to offer high quality texts to represent their interests, lives, experiences and culture and significant authors and poets.

Farm Boy – Michael Morpurgo	The Gift – Carol Ann Duffy, Rob Ryan	Small in the City – Sydney Smith	Coming Home – Michael Morpurgo	Alice in Wonderland – Emma Chichester Clark	Leon and the Place in between – Grahame Baker-Smith
The Hidden Forest – Jeannie Baker	Journey – Aaron Becker	Those Shoes – Maribeth Boelts	The Lion and the Unicorn – Shirley Hughes	The Weed – Quentin Blake	Wilma Unlimited – Kathleen Krull

Narrative	Story Settings e.g. Leon and the Place Between- by Angela McAllister and Grahame Baker-Smith		Traditional Tales – Legends / fables E.g. The saga of Eric the Viking – Terry Jones Beowulf The Finger Eater		‘Take One Pantomime’ written outcomes, linked with fiction/non-fiction modules already covered.	Writing and performing a Play e.g. Biscuit Bear by Mini Grey Jim and the Beanstalk, Raymond Briggs		‘Take One Story’ written outcomes, linked with fiction/non-fiction modules already covered.	Stories from relevant cultures Cloud Tea Monkeys (set in another country) - Mal Peet Sophie and the Albino Camel - Stephen Davies (Sahara Desert)	
End points:	Year 3 written outcome: Use a familiar story to write own setting within a chosen section of the text.	Year 4 written outcome: Use a familiar story to write own setting within a chosen section of the text.	Year 3 written outcome: Write a legend or fable focusing on effective characterisation and a moral.	Year 4 written outcome: Within a legend or fable with a moral, link dialogue to effective characterisation, interweaving speech and action.		Year 3 written outcome: Write and perform a play, based on a familiar story.	Year 4 written outcome: Write and perform a play, based on a familiar story.		Year 3 written outcome: Write a narrative pulling together characters, setting and plot, focusing on devices that move the plot on.	Year 4 written outcome: Write a narrative, pulling together characters, setting and plot focusing on introduction – build-up – climax or conflict - resolution
	Reading Year 3: Explains how words/phrases in the description are linked to create an overall and consistent impression on the reader	Reading Year 4: Understand idioms as a form of figurative language, and what they mean.	Reading Year 3: Read a text with convincing expressiveness. To retrieve information from a text. Justify thoughts about a character using evidence from the text. Read aloud their own writing, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so that the meaning is clear.	Reading Year 4: Suggests reasons for actions and events, identifies evidence of relationship between characters based on dialogue and behaviour Explains how words/phrases in the description are linked to create an overall impression on the reader, for example, ‘what other words/phrases in this passage tell us that he is a sinister character?’		Reading Year 3: Infers characters’ feelings, motives, behaviour and relationships based on descriptions and their actions in the story Identifies evidence of relationship between characters based on dialogue and behaviour Analyses and compares plot structure.	Reading Year 4: Evaluates texts for their appeal for the intended audience Justifies opinions of particular characters and/or settings Identifies the structure and features of the narrative.		Reading Year 3: Explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, ‘what other words/phrases in this passage tell us that he is a sinister character?’	Reading Year 4: Justifies opinions of particular characters and/or settings Identifies the structure and features of the narrative.
	Spoken Language Year 3: Develop active reading skills: listening carefully and responding appropriately. Builds a varied and rich vocabulary with greater independence.	Spoken Language Year 4: Considers shades of meaning when discussing synonyms. Continues to build a varied and rich vocabulary with independence.	Spoken Language Year 3: Develop active reading skills: listening carefully and responding appropriately. Builds a varied and rich vocabulary with greater independence. Explains or gives reasons for their views or choices.	Spoken Language Year 4: Builds their own understanding and response and sometimes changes point of view as a result of listening attentively to others. Continues to build a varied and rich vocabulary with independence.		Spoken Language Year 3: Reads aloud and performs play scripts showing understanding through intonation, tone, volume and action Performs identifying appropriate expression, tone, volume and use of voices. Participates, speaking audibly in a range of situations e.g. drama, formal presentations and debates.	Spoken Language Year 4: Uses appropriate intonation when orally rehearsing a range of sentences structures (including dialogue)		Spoken Language Year 3: Develop active reading skills: listening carefully and responding appropriately. Builds a varied and rich vocabulary with greater independence.	Spoken Language Year 4: Considers shades of meaning when discussing synonyms.
	Writing Year 3: Expanded noun phrases for description and specification (eg. The blue butterfly, plain flour, the man in the moon)	Writing Year 4: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Use paragraphs to organise ideas.	Writing Year 3: Use single clause sentences and multi-clause sentences using coordinating conjunctions Use the full range of punctuation taught across KS1 to demarcate sentences	Writing Year 4: Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas. Use paragraphs to organise ideas.		Writing Year 3: Identifies the conventions of different types of writing. Uses dialogue to reveal detail about character/ move the narrative forward. Links events using a wider range of conjunctions and adverbs.	Writing Year 4: Develops mood and atmosphere using a range of vocabulary, including figurative language, and dialogue between characters Uses noun phrases expanded by the addition of modifying		Writing Year 3: Consolidate understanding of sequential story structure: identify common, formal elements in story openings and endings and typical features of a story from a specific culture; notice common themes, similar	Writing Year 4: Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more

	<p>Write multi-clause sentences using subordinating conjunctions. Plan, or say out loud, what you are going to write about. Improve own writing by adding adverbs and conjunctions to aid the reader in forming mental images. Use and select forms appropriate to the reader (based on a model text).</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Write down ideas, and/or key words. Compose and rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices. Begin to use figurative language Use the present and past tenses correctly and consistently. Use expanded noun phrases and prepositions.</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p>		<p>Proposes changes and edits own and others' writing for vocabulary, punctuation, spelling and grammar showing an awareness of the reader.</p>	<p>adjectives, nouns and preposition phrases Selects appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition Evaluates and edits writing by proposing changes to grammar and vocabulary for greater accuracy</p>		<p>key incidents and typical phrases or expressions. Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; use either 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters.</p>	<p>extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) Some time later..., Suddenly..., Inside the castle...; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood.</p>
Non-fiction	Reports		Explanation	Persuasion and discussion Inc letters, speech, advert		Instructions			Recounts	
End points	<p>Year 3 / 4 written outcome: Write (non-comparative) non-chronological reports, independently, including the use of organisational devices to aid conciseness, such as headings, based on notes from several sources.</p>		<p>Year 3 / 4 written outcome: Write an explanation of a process, ensuring relevant details are included and accounts ended effectively.</p>	<p>Year 3 / 4 written outcome: Present a point of view in the form of a letter or speech linking points persuasively and selecting style and vocabulary appropriate to the reader e.g. the importance of returning belongings.</p>		<p>Year 3 / 4 written outcome: Write and evaluate a range of instructions, including directions.</p>			<p>Year 3 / 4 written outcome: Write a news/sports report of an 'unfolding event' (e.g. commentary), including detail expressed in ways that will engage the reader/viewer.</p>	
	<p>Reading Year 3: Identifies new vocabulary and sentence structure and discusses to develop understanding. Refers back to the text for evidence when explaining. Uses contents pages and indexes to locate, retrieve and record information from non-fiction texts. Summarises main ideas from a text. Recognises the move from general to specific detail. Identifies how language structure and presentation contribute to meaning.</p>	<p>Reading Year 4: Analyses how structural and presentational features contribute to purpose in a range of texts. Analysing how the structure of non-fiction relates to its purpose.</p>	<p>Reading Year 3: Read and evaluate a wider range of persuasive texts, explaining and evaluating responses orally. Refers back to the text for evidence when explaining Retrieves information from text where there is competing (distracting) information Summarises main ideas from a text. Comment on a range of explanatory texts, focusing on how easy they are to understand (e.g. by trying to reproduce that information in a different form, such as a diagram, or flow chart).</p>	<p>Reading Year 4: Evaluates texts for their appeal on the intended audience. Summarises the main ideas of texts, including non-fiction.</p>	<p>Reading Year 3: Read and evaluate a wider range of persuasive texts, explaining and evaluating responses orally. Refers back to the text for evidence when explaining Retrieves information from text where there is competing (distracting) information Summarises main ideas from a text.</p>	<p>Reading Year 4: Read and analyse a range of persuasive texts to identify key features Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic</p>	<p>Reading Year 3: Read and follow increasingly complex instructions. Read and compare examples of instructional text, evaluating their effectiveness. Research a particular area. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys.</p>	<p>Reading Year 4: Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness. Compare these in terms of audience/purpose and form (structure and language features).</p>	<p>Reading Year 3: Identifies and understands meanings of a wide range of conjunctions used to link events together. Refers back to the text for evidence when explaining Retrieves information from text where there is competing (distracting) information Summarises main ideas from a text.</p>	<p>Reading Year 4: Recognises the introduction, and use of sections and paragraphs to give the detail before the concluding paragraph. Analyses how structural and presentational features contribute to purpose in a range of texts.</p>

						devices such as puns, jingles, alliteration, invented words.					
<p>Spoken Language Year 3: Focuses listening on main source by tuning out of distractions. Listens to key information and makes relevant, related comments. Explains or gives reasons for their views or choices. Uses appropriate intonation when orally rehearsing a range of sentences structures (including dialogue). When answering, refers back to and rephrases evidence from the context. Links events using a wider range of conjunctions and adverbs.</p>	<p>Spoken Language Year 4: Listens to key information and makes relevant, related comments. Demonstrates active listening when the detail provided is unclear, by commenting or asking for an explanation. Follows up others' points and shows whether they agree or disagree in a whole class discussion. Makes generally relevant comments which add to ideas or suggests alternatives.</p>	<p>Spoken Language Year 3: Explains a process with most ideas clearly sequenced. Demonstrates some clarity and precision of ideas. Demonstrates active listening when the detail provided is unclear, by commenting or asking for an explanation. Uses some technical terminology accurately across most areas of the curriculum. In formal presentations, explain processes orally using notes.</p>	<p>Spoken Language Year 4: Explains a process ensuring ideas are clearly sequenced. Demonstrates increased clarity and precision of ideas. Demonstrates active listening when the detail provided is unclear, by commenting or asking for an explanation. Uses technical terminology accurately and precisely across most areas of the curriculum. In formal presentations, explain processes orally using notes.</p>	<p>Spoken Language Year 3 / 4: Through role play and drama explore particular persuasive scenarios and discuss the effectiveness of different strategies used.</p>			<p>Spoken Language Year 3: Research a particular area and in small groups prepare a set of oral instructions. Try these out with other children and evaluate their effectiveness.</p>	<p>Spoken Language Year 4: In group work, give clear oral instructions to achieve the completion of a complex task. Follow oral instructions of increased complexity.</p>		<p>Spoken Language Year 3: Focuses listening on main source by tuning out of distractions. Listens to key information and makes relevant, related comments. Explains or gives reasons for their views or choices. Uses appropriate intonation when orally rehearsing a range of sentences structures (including dialogue). When answering, refers back to and rephrases evidence from the context. Links events using a wider range of conjunctions and adverbs.</p>	<p>Spoken Language Year 4: Listens to key information and makes relevant, related comments. Demonstrates active listening when the detail provided is unclear, by commenting or asking for an explanation. Follows up others' points and shows whether they agree or disagree in a whole class discussion. Makes generally relevant comments which add to ideas or suggests alternatives.</p>
<p>Writing Year 3: Ensures relevant details are included. Expresses time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of]. Uses either 1st or 3rd person consistently. Turns notes into sentences grouping information, often moving from general to more specific detail. Includes the use of organisational devices to aid conciseness such as numbered lists or headings, based on notes from several sources. Begins to use paragraphs to group related materials. Uses either 1st or 3rd person consistently.</p>	<p>Writing Year 4: Develop research and note-taking techniques. Write non-chronological report using notes and plans. Write own non-comparative reports, based on notes from several sources, helping the reader to understand what is being described by organising or categorising information. Explore how subordination and co-ordination can help the writer move from the general to the more specific within one sentence. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. continue building banks of noun phrases used to generalise and include expansion after the noun. Fronted adverbials e.g. collect and use a range of adverbials that can be used to draw similarities. Use of paragraphs to organise ideas around a theme e.g. begin to explore more subtle paragraph breaks, or paragraph breaks within headed sections of reports and consider how the author organised the information. Appropriate choice of pronoun or noun within and across sentences to aid</p>	<p>Writing Year 3: Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography). Ensure relevant items are grouped together. Write a series of extended sentences to explain a process. Ensure relevant details are included and accounts ended effectively. Expressing time, place and cause using conjunctions. Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] e.g. use adverbs to express</p>	<p>Writing Year 4: Uses single clause sentences and multi-clause sentences (using coordinating conjunctions), and multi-clause sentences (using subordinating conjunctions) broadly accurately. Uses fronted adverbials and commas after fronted adverbials. Uses noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Uses paragraphs to organise ideas around a theme. Interest the reader by</p>	<p>Writing Year 3: Present a persuasive point of view, beginning to link points together and selecting style and vocabulary appropriate to the reader. Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] For example: use adverbs and conjunctions to offer justification of</p>	<p>Writing Year 4: Assemble and sequence points in order to plan the presentation of a point of view. Using more formal language appropriately linking points persuasively and selecting style and vocabulary appropriate to the listener/reader. Use graphs, images, visual aids to make the view more convincing. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Fronted adverbials followed by</p>		<p>Writing Year 3: Independently write clear written instructions using simple devices to aid the reader: lists, numbered, bulleted points, diagrams with arrows, keys. Expressing time, place and cause using conjunctions [e.g. when, before, after, while, so, because] e.g. to build on the range of conjunctions used in year 2 to extend instructions. Expressing time, place and cause using adverbs [e.g. then, next, soon, therefore] e.g. through reading, build up and use a wide range of adverbs used to sequence instructions. Expressing time, place and cause using prepositions [e.g. before, after, during, in, because of] For example, through reading instructions written to give directions, build up and use a wide range of prepositions used to indicate and clarify position. Introduction to paragraphs as a way to group related material. For example, explore instructions that have clear sections, e.g. introduction, Equipment needed, procedure, additional advice, conclusions. Headings and sub-headings to aid presentation.</p>	<p>Writing Year 4: Write a set of extended instructions (using appropriate form and features) and test them out on other people, revise and try them out again. Include introductory and concluding paragraphs around the instructional material. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. investigate noun phrases in instruction texts and decide when noun phrases can be pared down to avoid unnecessary complexity, and when additional detail is essential. Use words and phrases that help to clarify the sequence of events adverbials [e.g. Next, After that, Following this,] Use the conjunction 'if' to start complex sentences which give additional advice. Compare the clarity of the instruction when the adverbial or subordinate clause is fronted. Use of paragraphs to organise ideas around a theme e.g. write instructions</p>		<p>Writing Year 3: Recognises the move from general to specific detail. Attempts to adopt a viewpoint. Selects and uses formal and informal styles and vocabulary appropriate to the purpose/reader. Ensures relevant details are included. Expresses time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Uses inverted commas to punctuate direct speech. Begins to use paragraphs to group related materials. Uses either 1st or 3rd person consistently.</p>	<p>Writing Year 4: Write reports that seek to address the reader directly. Explore general phrase/clause order in greater detail, for example: using fronted adverbials with commas or moving a subordinating clause to the beginning of a sentence. Use of paragraphs to organise ideas around a theme. For example, Investigate how the information needed in the introductory sentence to orientate the reader (Who? What? Where? When? Etc.) can be re-ordered to best hook the reader's interest. Develop the final paragraph as a way of summarising the event in greater detail. For example, not simply stating the final event in the timeline, but providing an insight into the impact of the event on participants, or offering an insight into the future.</p>

		cohesion and avoid repetition e.g. explore the need to repeat the noun in comparative reports so that the reader is able to follow the text with greater ease.	sequence, for example, first, then, after that, finally. Expressing time, place and cause using prepositions [for example, before, after, during, in, because of]. Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation.	addressing them directly or by relating the subject to their own experience at the end.	a point of view e.g. You will be the envy of all your friends if you buy these trainers. use connecting adverbs to link persuasive points together and provide further justification e.g. I think that we should be allowed to keep the dragon as a pet because... Also... As well as this Introduction to paragraphs as a way to group related material. Generate several reasons for a point of view. Group related persuasive points together.	commas (use a wider range of adverbs/adverbials to build on the range used in year 3) to link persuasive points together. Use of paragraphs to organise ideas around a theme e.g. investigate where paragraphs move from the general to the specific.			that have clear sections, for example, introduction, equipment needed, procedure, additional advice, conclusion. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Investigate the use of nouns and pronouns in instructional texts and support the children to realise that nouns are often repeated (rather than replaced with pronouns) to ensure greater clarity.		
Poetry	Free verse		Structure - narrative poetry A.A. Milne				Take One Poet – poetry appreciation The Jumblies – Edward Lear		Structure – kennings and riddles		
Endpoints:	Year 3 / 4 written outcome: Build vocabulary through reading, writing and performing free verse of choice.		Year 3 / 4 written outcome: Recite some narrative poetry by heart Read and respond				Year 3 / 4 written outcome: Recite some narrative poetry by heart Read and respond		Year 3 written outcome: Read and write a kenning.		Year 4 written outcome: Read and write series of kennings.
	Reading Year 3 / 4: Refers back to the text for evidence when explaining. Recognises some different forms of poetry. Evaluates effectiveness of texts in terms of function, form and language features. Summarises main ideas from a text. Begins to identify themes across texts e.g. friendship, good and evil, bullying.		Reading Year 3 / 4: Refers back to the text for evidence when explaining. Recognises some different forms of poetry. Evaluates effectiveness of texts in terms of function, form and language features. Summarises main ideas from a text. Begins to identify themes across texts e.g. friendship, good and evil, bullying.				Reading Year 3 / 4: Refers back to the text for evidence when explaining. Recognises some different forms of poetry. Evaluates effectiveness of texts in terms of function, form and language features. Summarises main ideas from a text. Begins to identify themes across texts e.g. friendship, good and evil, bullying.		Reading Year 3 / 4: Refers back to the text for evidence when explaining. Recognises some different forms of poetry. Evaluates effectiveness of texts in terms of function, form and language features. Summarises main ideas from a text. Begins to identify themes across texts e.g. friendship, good and evil, bullying.		
	Spoken language Year 3: Focuses listening on main source by tuning out of distractions Listens to key information and makes relevant, related comments Explains or gives reasons for their views or choices. Uses appropriate intonation when orally rehearsing a range of sentences structures. Performs poems, identifying appropriate expression, tone, volume and use of voices. Participates, speaking audibly in a range of situations.	Spoken language Year 4: Reads aloud and performs poems and play scripts showing understanding through intonation, tone, volume and action.	Spoken language Year 3: Focuses listening on main source by tuning out of distractions Listens to key information and makes relevant, related comments Explains or gives reasons for their views or choices. Uses appropriate intonation when orally rehearsing a range of sentences structures. Performs poems, identifying appropriate expression, tone, volume and use of voices. Participates, speaking audibly in a range of situations.	Spoken language Year 4: Reads aloud and performs poems and play scripts showing understanding through intonation, tone, volume and action.	Spoken language Year 3: Focuses listening on main source by tuning out of distractions Listens to key information and makes relevant, related comments Explains or gives reasons for their views or choices. Uses appropriate intonation when orally rehearsing a range of sentences structures. Performs poems, identifying appropriate expression, tone, volume and use of voices. Participates, speaking audibly in a range of situations.	Spoken language Year 4: Reads aloud and performs poems and play scripts showing understanding through intonation, tone, volume and action.	Spoken language Year 3: Focuses listening on main source by tuning out of distractions Listens to key information and makes relevant, related comments Explains or gives reasons for their views or choices. Uses appropriate intonation when orally rehearsing a range of sentences structures. Performs poems, identifying appropriate expression, tone, volume and use of voices. Participates, speaking audibly in a range of situations.	Spoken language Year 4: Reads aloud and performs poems and play scripts showing understanding through intonation, tone, volume and action.	Spoken language Year 3: Focuses listening on main source by tuning out of distractions Listens to key information and makes relevant, related comments Explains or gives reasons for their views or choices. Uses appropriate intonation when orally rehearsing a range of sentences structures. Performs poems, identifying appropriate expression, tone, volume and use of voices. Participates, speaking audibly in a range of situations.	Spoken language Year 4: Reads aloud and performs poems and play scripts showing understanding through intonation, tone, volume and action.	
	Writing Year 3: Imitates authorial techniques gathered from reading. Uses the features of poetic forms studied.	Writing Year 4: Imitates authorial techniques gathered from reading. Uses the features of poetic forms studied.	Writing Year 3: Write a summary statement/series of sentences expressing their own opinion on the poem.	Writing Year 4: Give well-structured, and extended, justification for feelings and opinions.	Writing Year 3: Write a summary statement/series of sentences expressing their own opinion on the poem.	Writing Year 4: Give well-structured, and extended, justification for feelings and opinions.	Writing Year 3: Write a summary statement/series of sentences expressing their own opinion on the poem.	Writing Year 4: Give well-structured, and extended, justification for feelings and opinions.	Writing Year 3: Uses the features of poetic forms studied. Establishes clear themes through language choices.	Writing Year 4: Imitates authorial techniques gathered from reading. Uses the features of poetic forms studied.	