

English Key Objectives

Y5	Narrative	Non Narrative	Poetry
Aut 1:1	<p>Narrative Settings:</p> <ul style="list-style-type: none"> To develop initial ideas drawing on reading and research To describe character, setting and atmosphere (mood) To use a balance of dialogue, action and description To link ideas across paragraphs using adverbials of time To vary voice for direct or indirect speech To participate in discussions/debates about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously To continue to read and discuss an increasingly wide range of fiction 	<p>Biography:</p> <ul style="list-style-type: none"> To identify audience/purpose for the writing and select similar writing as models for their own To use range of devices to build cohesion across paragraphs To use relative clauses to specify which person they mean To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. To distinguish between statements of fact and opinion To ask questions to improve their understanding of what they have read To retrieve, record and present information effectively from non-fiction 	<p>Poems on a Theme:</p> <ul style="list-style-type: none"> To consider how expert authors have developed characters To speak audibly and fluently with increasing command of standard English To use a thesaurus to check synonyms and antonyms To discuss and evaluate how authors use language, including figurative language To provide reasoned justifications for their views To prepare poems to read aloud and perform, showing accurate, effective use of intonation, tone and volume so that meaning is clear to audience To learn a wider range of poetry by heart
Aut 1:2	<p>Play scripts:</p> <ul style="list-style-type: none"> To identify audience/purpose for the writing and select similar writing as models for their own To select appropriate grammar and vocab, understanding the impact choices can have and enhance meaning To use passive verbs (stage directions) To vary voice for direct or indirect speech To predict what might happen from details stated and implied To prepare plays to read aloud and perform, showing understanding through accurate, effective use of intonation, tone and volume so that meaning is clear to audience 	<p>Reports:</p> <ul style="list-style-type: none"> To use further organisational and presentational devices to structure text and to guide the reader i.e. headings/subheadings, bullet points, underlining etc To use expanded noun phrases to convey complicated information concisely Use appropriate style and form depending on the task To vary voice for direct or indirect speech To distinguish between statements of fact and opinion To use skimming, scanning and note-taking to identify the key points in a text To create a set of key notes to help summarise what has been read. 	<p>Modern Performances:</p> <ul style="list-style-type: none"> To select the appropriate form and using other similar writing as models for their own To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning To speak audibly and fluently with increasing command of standard English To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader To participate in discussions/debates about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
Spr 2:1	<p>Traditional Tales:</p> <ul style="list-style-type: none"> To link ideas across paragraphs using devices eg repetition and ellipsis To move the plot forward through balance of dialogue, action and description To select appropriate grammar and vocab, understanding the impact choices can have and enhance meaning To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader To participate in discussions/debates about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously To continue to read and discuss an increasingly wide range of fiction 	<p>Explanation:</p> <ul style="list-style-type: none"> To identify audience/purpose for the writing and select similar writing as models for their own To recognise vocabulary and structures that are appropriate to formal speech and writing, including subjunctive forms To use brackets, dashes or commas to indicate parenthesis To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. To ask questions to improve their understanding of what they have read To make comparisons within and across books To retrieve, record and present information effectively from non-fiction 	<p>Narrative:</p> <ul style="list-style-type: none"> To consider how expert authors have developed characters To develop setting, character and mood To use expanded noun phrases to convey complicated information concisely To vary voice for direct or indirect speech To prepare poems to read aloud and perform, showing understanding through accurate, effective use of intonation, tone and volume so that meaning is clear to audience To learn a wider range of poetry by heart
Spr 2:2	<p>Stories from Other Cultures:</p> <ul style="list-style-type: none"> To précis longer passages To select appropriate grammar and vocab, understanding the impact choices can have and enhance meaning To link ideas across paragraphs using a wider range of devices: e.g. repetition, use of adverbials, as well as ellipsis To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader To participate in discussions/debates about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 	<p>Letter Writing:</p> <ul style="list-style-type: none"> To select appropriate grammar and vocab, understanding the impact choices can have and enhance meaning To use brackets, dashes or commas to indicate parenthesis To use passive verbs to affect the presentation of information To articulate and justify arguments and opinions give well-structured explanations including for expressing feelings. To ask questions to improve their understanding of what they have read To identify and discuss themes and conventions in and across a wide range of writing To provide reasoned justifications for their views 	<p>Significant Children's Poets:</p> <ul style="list-style-type: none"> To note and develop ideas, drawing on research To select appropriate grammar and vocabulary To use hyphens to avoid ambiguity To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader To participate in discussions/debates about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously To prepare poems to read aloud and perform, showing understanding through accurate, effective use of intonation, tone and volume so that meaning is clear to audience
Sum 3:1	<p>Narrative Storyline:</p> <ul style="list-style-type: none"> To identify the audience and purpose of writing To use spoken language to develop understanding through exploring ideas To describe settings and atmosphere (mood) To distinguish between statements of fact and opinion To ask questions to improve their understanding of what they have read To further increase 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 	<p>Instructions:</p> <ul style="list-style-type: none"> To use further organisational and presentational devices to structure text and to guide the reader i.e. headings/subheadings, bullet points, underlining etc To use the colon to introduce a list/semi-colons within lists To ask questions to improve their understanding of what they have read To provide reasoned justifications for their views To identify and discuss themes and conventions in and across a wide range of writing 	<p>Riddles and Humorous Verse:</p> <ul style="list-style-type: none"> To propose changes to vocabulary, grammar and punctuation to enhance effects To assess the effectiveness of their own/others' writing To vary voice for direct or indirect speech To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader To prepare poems to read aloud and perform, showing understanding through accurate, effective use of intonation, tone and volume so that meaning is clear to audience
Sum 3:2	<p>Adventure Stories:</p> <ul style="list-style-type: none"> To indicate degrees of possibility using adverbs To ensure consistent and correct use of tense To link ideas using adverbials of time To predict what might happen from details stated and implied To provide reasoned justifications for their views To continue to read and discuss an increasingly wide range of fiction 	<p>Recount:</p> <ul style="list-style-type: none"> To ensure correct subject/verb agreement distinguishing between language of speech and writing To ensure the consistent and correct use of tense throughout a piece of writing To choose appropriate writing implement best suited for task To vary voice for direct or indirect speech To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. To explain/discuss their understanding of what they have read, including through formal presentations/debates, maintaining a focus on the topic and using notes where necessary 	<p>Classic Poetry Performances:</p> <ul style="list-style-type: none"> To select similar writing as models for their own To note and develop ideas, drawing on research To assess the effectiveness of their own and others' writing To vary voice for direct or indirect speech To provide reasoned justifications for their views To learn a wider range of poetry by heart