

English Intent Document – St Briavels Parochial C of E Primary School
September 2021 Onwards

Speedwell (Years 4 and 5) Chronological age 8-10

Core Texts

Year A: 2022-2023

Term	Title	Author	Genre	Main Character	Setting	Driver link
1	The Land of Neverbelieve	Norman Messenger	Picture/ Fantasy	N/A	Other World	Active
2	The Nowhere Emporium	Ross McKenzie	Contemporary Fiction/ Fantasy	White Male	Shop/ Glasgow	Independence
3	Kensuke's Kingdom	Michael Morpurgo	Adventure	White Male Asian Male	UK/ Pacific Island	Diversity
4	Amari and the Night Brothers	BB Alston (BAME Author)	Fantasy	Black Female	Fantasy	Active
5	The Many Worlds of Albie Bright	Christopher Edge	Mystery	White Male	Home/ Fantasy	Belonging
6	Cogheart	Peter Bunzl	Historical Mystery	White Female	London	Independence

Year B: 2021-2022

Term	Title	Author	Genre	Main Character	Setting	Driver link
1	The Borrowers	Mary Norton	Classic	White Family	Home	Belonging
2	Quest	Aaron Becker	Picture/ Fantasy	White Female	Various Landscapes	Diversity
3	The Boy at the Back of the Class	Onjali Rauf (BAME Author)	Contemporary Fiction	Asian Male	School	Diversity
4	The Explorer	Katherine Rundell	Adventure	Four children	Amazon Jungle	Independence
5	The Lion, The Witch and The Wardrobe	C.S. Lewis	Classic	Four children	Fantasy	Belonging
6	Who Let the Gods Out?	Maz Evans	Adventure	Male	School/ Home	Active

Annual Writing Skills and Genre Coverage

Genre coverage for Speedwell Class: **Narrative, recount/diary, letter, instructions, non-chronological reports, explanations**, newspaper reports, biographies. Year 5 children should learn to write persuasion texts.

Each Genre to be matched to core text and skills taught. New genre (in black) and narrative should be taught in genre focussed units. Revised genre (in red) can be used for use it activities linked to practicing the writing skills.

Each genre once taught is available for children to use when writing in other subjects.

Speedwell Writing Skills Progression: The Wye Forest Federation			
Target #	Year 4	Year 5	Through teaching
T1	Use noun phrases expanded using modifying adjectives	Revise noun phrases expanded using modifying adjectives, nouns and prepositional phrases	<i>Identify main and subordinate clauses (Year 5)</i>
T2	Use noun phrases expanded using modifying nouns	Use commas to separate main and subordinate clauses (when subordinate clause is at the start)	
T3	Use noun phrases expanded using prepositional phrases	Write sentences with a subordinate clause at the beginning and at the end of a sentence	<i>Control the use of standard and non-standard English. (Year 4)</i>
T4	Use a range of co-ordinating conjunctions accurately (FANBOYS)	Indicate degrees of possibility through use of modal verbs	
T5	Use fronted adverbials for manner and place (including comma)	Indicate degree of possibility through the use of adverbs (perhaps, surely, possibly)	<i>Write with appropriate levels of formality for the audience and purpose (Year 5)</i>
T6	Use paragraphs to organise ideas around a theme	Use a range of cohesive devices within paragraphs (repetition, pronoun choices, adverbs & adverbials, tense choice, pronoun agreement etc.)	
T7	Use nouns and pronouns to aid cohesion across paragraphs.	Use a range of cohesive devices to link between paragraphs	Gap-fill/Early morning targeted teaching if identify gaps in: <i>Write with accurate use of all expected punctuation: full stops, capital letters, question marks, exclamation marks, commas in a list and apostrophes. (Year 4)</i>
T8	Use inverted commas <u>and other punctuation</u> to indicate direct speech.	Use inverted commas and other punctuation to indicate direct and reported speech.	
T9	Use possessive pronouns (hers, theirs, ours etc.)	Use brackets and dashes for parenthesis	
T10	Use a wider range of conjunctions to extend the range of complex sentences	Use relative clauses beginning with who, which, where, when, whose and that.	
T11		Use embedded clauses (relative and subordinate)	

T12	Use past and present tense accurately throughout a piece of writing.	Use a range of verb forms (simple, progressive, perfect, modal) appropriately.	➔ Add commas after adverbials and speech punctuation (Year 5)
T13	The grammatical difference between plural and possessive –s. Use apostrophes to indicate plural possession.		

YEAR 4 (Composition)

Composition
<ul style="list-style-type: none"> Record and note ideas e.g. through making notes, story maps, flow charts, 'boxing up' frames Compose and rehearse more complex sentences orally before writing, including dialogue Write for an increasing range of purposes and audiences e.g. narratives, newspaper & chronological reports, diaries, letters, recounts of trips/experiences, persuasive letters and advertising, instructions Create and describe plots in narratives with a clear opening, build up, dilemma, resolution, ending; describing the cause and effect of events, linking the end to the opening Create and describe settings linked to different genres e.g. historical, sci-fi, fantasy, humorous and describe characters' reactions to the setting Develop a wider range of 'stock' characters e.g. the geeky boy; the strict librarian; the mad scientist; the faithful sidekick; the lonely, old man Describe characters in narratives through show not tell; describing characters through their actions; use of dialogue Write free verse poetry, focusing on the meaning e.g. writing poems without a rhyming structure such as cinquans, haikus Expand the use of narrative language features e.g. power of three: The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight; use figurative language e.g. similes, alliteration, hyperbole Expand the use of non-fiction language features e.g. bullet points, diagrams Use nouns and pronouns to aid cohesion between sentences e.g. Feeling terrified, Tom peered around as he crept into the forest. The scared boy decided to turn back. Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary Proof-read and edit their writing in relation to the Y4 grammar and spelling expectations

YEAR 5 (Composition)

Composition
<ul style="list-style-type: none"> Explore and use their own techniques to note their ideas, drawing on research where necessary Identify the audience and purpose for their writing and select the appropriate form. (Narratives, range of reports and recounts, explanation, persuasive arguments, discussion) Control plots e.g. using foreshadowing; use of dialogue to move the action on Experiment with different ways of opening and closing narratives Develop settings and atmosphere in detail e.g. stories with more than one main setting; making links between the setting, time and weather Extend their range of stock characters; develop characters in detail e.g. through using dialogue; describing how others react to them and how they change over time Write free verse poetry with a specific purpose e.g. narrative poems; poetry to provoke empathy in the reader or make them think about an issue Modify and control the use of narrative language features e.g. reported speech instead of direct speech; repetition for effect, power of 3 linked to grammar expectations 'The wind whistled through the trees, ticking the autumn leaves and dancing through the wood.' Use figurative language e.g. personification, similes, metaphor, allusion Modify and control the use of non-fiction language features e.g. precise description, technical vocabulary Control the use of organisational features in fiction and non-fiction e.g. balancing action, description and dialogue; balancing fact and opinion; using bullet points, tables and charts Evaluate their writing through discussion and make improvements through redrafting the grammar and vocabulary to enhance effect Proof-read and edit their writing in relation to the Y5 grammar and spelling expectations

Cracking Comprehension (Reading) Coverage and Assessment

Year 4	Autumn	Spring	Summer
1	Unit 1 (fiction) Unit 2 (fiction) Unit 8 (non-fiction) Autumn NFER Reading Assessment	Unit 4 (fiction) Unit 10 (non-fiction) Spring NFER Reading Assessment	Unit 6 (fiction) Unit 7 (fiction) Unit 11 (non-fiction) NFER End of Year Reading Assessment
2	Unit 3 (fiction) Unit 9 (non-fiction) Unit 13 (poetry) Assessment Task 2 (fiction) Assessment Task 8 (poetry)	Unit 5 (fiction) Unit 14 (poetry) Assessment Task 3 (fiction) Assessment Task 6 (non-fiction)	Unit 12 (non-fiction) Unit 15 (poetry) Assessment Task 4 (fiction) Assessment Task 7 (non-fiction)

Year 5	Autumn	Spring	Summer
1	Unit 1 (fiction) Unit 2 (fiction) Unit 8 (non-fiction) Autumn NFER Reading Assessment	Unit 4 (fiction) Unit 10 (non-fiction) Spring NFER Reading Assessment	Unit 6 (fiction) Unit 12 (non-fiction) Unit 11 (non-fiction) NFER End of Year Reading Assessment
2	Unit 3 (fiction) Unit 9 (non-fiction) Unit 14 (poetry) Assessment Task 2 (fiction) Assessment Task 8 (poetry)	Unit 5 (fiction) Unit 15 (poetry) Assessment Task 3 (fiction) Assessment Task 6 (non-fiction)	Unit 7 (fiction) Unit 13 (non-fiction) Assessment Task 4 (fiction) Assessment Task 7 (non-fiction)

Spelling

Spelling Made Easy specific to each year group

Handwriting

Year 4 - Letter-join Module 5

Year 5 - Letter-join Module 6