

Progression of Skills In English

KEY SKILLS	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Reading	<p>Begin to apply knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words</p> <p>Make simple links to other known texts or personal experience</p> <p>Show some awareness of the various purposes for reading, e.g. reference books for information and novels or poetry for entertainment</p> <p>Recognise themes in age-appropriate texts</p> <p>Recognise conventions like the use of magical devices in fairy stories and folk tales or the use of first person in diaries</p> <p>Identify presentational devices in non-fiction</p> <p>Identify books set in different culture or historical setting</p> <p>Begin to relate texts to the wider world</p> <p>Draw on growing knowledge of authors</p> <p>Read independently, using known strategies appropriately to establish meaning</p> <p>Self-correct misread words when reading age-appropriate texts and discuss the meaning of new words in context</p>	<p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words</p> <p>Read confidently and fluently both aloud and independently for pleasure and to find information and</p> <p>Comprehension</p> <p>Read, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books structured in different ways, for a range of purposes and retrieving and recording information</p> <p>Use dictionaries to find meaning of words</p> <p>Be familiar with and retelling a range of stories, myths and legends and a range of forms of poetry, performing these aloud.</p> <p>Identify and discuss themes, words and phrases and ask questions about texts and make and justify inferences, predictions and summaries.</p> <p>Make relevant links to other known texts or personal experience</p>	<p>Identify and discuss themes and conventions, e.g. 'heroism' or 'loss', across a range of age-appropriate texts explaining the theme in the context of the writing</p> <p>Discuss how the organisation of a text supports its purpose, e.g. persuading, explaining, informing etc.</p> <p>Notice how presentational and organisational choices vary according to the form and purpose of the writing</p> <p>Draw meaning from a range of presentational devices in non-fiction texts</p> <p>Make simple links between age-appropriate texts and their audience, purpose, time and culture</p> <p>Comprehension</p> <p>Use contextual and genre knowledge to determine alternate meanings of known words</p> <p>Make predictions and express opinions, explaining and justifying these with reference to the text</p>	<p>Read, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books structured in different ways, for a range of purposes and retrieving and recording information.</p> <p>Become familiar with a range of books, including myths, legends and books from other cultures and traditions.</p> <p>Identify and discuss themes, summarise, make comparisons and ask questions about texts and make and justify inferences, predictions and recommendations to others.</p> <p>Prepare poems and plays to read aloud and to preform, using intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p>

	<p>Read confidently and fluently both aloud and independently for pleasure and to find information.</p> <p>Comprehension Reading, listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books structured in different ways, for a range of purposes and retrieving and recording information Using dictionaries to find meaning of words Be familiar with and retelling a range of stories, myths and legends and a range of poems Identify and discuss themes, words and phrases and ask questions about texts and make and justify inferences, predictions and summaries.</p>	<p>Use, select and read books structured in different ways for their appropriate purposes Recognise themes in age-appropriate texts, such as bullying Recognise conventions like the use of 'the power of 3' (wishes, characters, e.g. the king's 3 sons etc.) in fairy stories and folk tales Recognise the use of appropriate subheadings to guide the reader in non-fiction Identify similarities in themes and conventions across a range of books Make links between texts and to the wider world Draw on growing knowledge of authors Make plausible predictions based on knowledge of the text and begin to justify views by referring to the text Make, predominantly, correct inferences, e.g. inferring characters' feelings, thoughts and motives from their actions, often supporting inferences through reference to the text Explore underlying themes and ideas</p>	<p>Infer meaning using evidence from the text and wider experiences Refer accurately to elements from across the text to support predictions and opinions Begin to make links between the author's use of language and the inferences drawn Identify and comment on genre-specific language features used in age-appropriate texts, e.g. related language to convey information in a non-fiction text Understand and begin to use technical terms to discuss language effects, e.g. simile, metaphor, personification Discuss and evaluate the intended impact of the language used with reference to the text</p> <p>Monitor and Summarise Retrieve and collate main ideas from more than one place within an age-appropriate text Use language, structural and presentational features to support understanding of age-appropriate texts</p> <p>Select and Retrieve Summarise the main ideas in a series of sentences from more than one place within an age-</p>	<p>Retrieve, record and present information from non-fiction. Participate 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 views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Ensure fluent and effortless reading and writing across all subjects and not just in English to reflect understanding of audience for and purpose of writing by selecting appropriate vocabulary and grammar</p>
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			<p>appropriate text using own words and key vocabulary from the text</p> <p>Respond and Explain</p> <p>Identify and explain the author’s point of view with reference to the text</p> <p>Compare information, characters or events within and between age-appropriate texts, considering the similarities and differences in approaches taken and viewpoints of authors and of fictional characters</p> <p>Identify how presentational and organisational choices vary according to the form and purpose of the writing</p> <p>Explain and justify comparisons within and between books with reference to key details</p>	
Writing	<p>Plan, draft, evaluate, proofread and edit</p> <p>Organise writing using paragraphs and headings</p> <p>Develop narratives, settings, characters and plots</p> <p>Contribute their own and listening to and building on others’ ideas and record them in notes or pictorial form for later use</p> <p>Events or ideas are developed using some appropriate vocabulary.</p>	<p>Plan, draft, evaluate, proofread and edit writing using dictionaries and thesauruses</p> <p>Organise writing using paragraphs and a range or organisational devices for non-fiction</p> <p>Develop longer narratives with developed settings, characters and plots</p> <p>Narrative writing interests the reader through the development of</p>	<p>Plan writing for a range of different audiences</p> <p>Draft and write choosing appropriate grammar and vocabulary, describing settings, characters and atmosphere and integrating dialogue</p> <p>Build cohesion within and across paragraphs and presentational devices to structure text [for example, headings, bullet points, underlining]</p>	<p>Narrative: Fiction genres, stories from flashbacks ,extending narrative, authors and texts</p> <p>Non-fiction: Persuasion, biography/autobiography, journalistic writing, argument, formal/impersonal, Poetry: Power of imagery, finding a voice.</p> <p>Plan writing for a range of different audiences and use other writers as a model.</p>

	<p>Writing is clear in purpose and incorporates mostly relevant content to inform and interest the audience A viewpoint is established but may not always be consistent or maintained Expansion of detail / events may be supported through vocabulary (technical, vivid language) or through explanation Writing is correctly signposted eg. non-narrative - an appropriate main heading and suitable subheadings; narrative-setting, character and plot Adverbials, connectives and pronouns may link sentences, paragraphs or sections Some sentence variation through sentence type (statement, question, exclamation, command), length and structure (simple, compound, complex) Appropriate choice of nouns and pronouns create clarity, cohesion and avoid repetition within writing Full stops, capital letters, exclamation marks and question marks mostly accurate; commas used in lists Select appropriate tense for a task with verb forms adapted; some variation of modals to express possibility Confident and consistent use of inverted commas to punctuate direct speech</p>	<p>a coherent plot, characters and settings Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary Related information is clustered logically and engages the reader through appropriate headings and relevant sub-headings for each paragraph (if appropriate) usually and accurately assess the effectiveness of their writing and make improvements Writing is clear in purpose with viewpoint consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) Select the most relevant information, key vocabulary and most suitable ideas to plan own narrative and non-narrative writing Additional detail and explanation are included</p>	<p>Evaluate and edit the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation, ensuring tense and plurals are correct and proofreading for spellings and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Write in a range of genres including narratives, reports, information texts, recounts, instructions and poems. Composition & Effect usually identify intended audience and purpose of writing and choose a suitable writing model to support their own usually draw on reading and research or consider how authors develop characters and setting to help their factual and fictional writing respectively Elaboration of detail / events may be supported through vocabulary (technical, precise/ vivid language) – see EGPS usually propose and make changes to vocabulary, grammar and</p>	<p>Draft and write choosing appropriate grammar and vocabulary, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Précising longer passages. Use a wide range of devices to build cohesion within and across paragraphs and presentational devices to structure text and to guide the reader [for example, headings, bullet points, and underlining]. Evaluate and edit the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation, ensuring tense and plurals are correct and proofreading for spelling and punctuation errors. Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Develop writing in a range of genres including narratives, reports, information texts, recounts, instructions and poems. Composition & Effect A clear audience and purpose of writing supports pupils in selecting</p>
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			<p>punctuation to clarify meaning in their own writing Viewpoint is established and generally maintained Content is balanced, e.g. between action and dialogue, fact and comment</p> <p>Text Structure & Organisation Related events or ideas organised into paragraphs or sections to support the content of the writing for a range of purposes Links established between paragraphs, although transitions may be awkward or abrupt Produce internally coherent paragraphs in logical sequence e.g using topic sentences or posing rhetorical questions which are answered in the main paragraph; main ideas supported or elaborated by subsequent sentences</p> <p>Sentence Structure & Punctuation – see EGPS Sentence structure and punctuation varied in line with expectations of English Appendix 2 Sentences are mostly grammatically sound e.g. correct subject/verb agreement, security</p>	<p>the appropriate register, form and features, using models to inform their choices Capture, sift and sort ideas into a plan before drafting usually describe settings, characters and atmosphere - integrating dialogue to convey character and advance the action When drawing on research, identify key ideas and reformulate coherently can usually work alone and with a partner to evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying specific aspects for alteration (including for accuracy and for impact and style) linked to previous and recent teaching and feeding back appropriately with helpful details</p> <p>Text Structure & Organisation Produce internally coherent paragraphs in a logical sequence and deploy some devices to create cohesion between paragraphs: e.g. repetition of a key word or phrase in the final sentence of one paragraph and the opening sentence of the next; using conjunctions such as furthermore,</p>
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			<p>of tense and person, correct use of subordination Tense choice generally appropriate with verb forms adapted; some variation of modals to express possibility</p>	<p>moreover, on the other hand, or conversely, to link paragraphs; use of adverbials of time, manner and place Use further organisational and presentational devices to structure text and to guide the reader: e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs; link closing to opening; include glossary, fact box etc. Sentence Structure & Punctuation Draw on a repertoire of sentence structures, including simple, compound, complex to meet their purpose Manipulate the order of elements within a sentence e.g. fronted adverbials, subordinate clauses, embedded relative clauses Usually select appropriate grammar, understanding how such choices and change and enhance meaning Usually write using tense consistently and correctly (including modal verbs) and write using deliberate changes of tense for effect in narrative, checking for</p>
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				these when editing: e.g. in flashbacks, letters and interviews
EGPS	<p>Spelling Know and apply a range of prefixes and suffixes correctly Use a dictionary to check spellings Use the possessive apostrophe accurately Spelling homophones and words that are often misspelt Grammar Use a wide range of conjunctions to write sentences with a clause Use commas and punctuating speech Choose and use appropriate verbs, nouns and pronouns, adverbs and prepositions Handwriting Join letters using diagonal and horizontal strokes understanding which letters are best left unjoined Increase the legibility, consistency and quality of handwriting</p>	<p>Spelling Know and apply a range of prefixes and suffixes correctly Use a dictionary to check spellings Use the possessive apostrophe accurately with plurals Spelling homophones and words that are often misspelt Grammar Use a wider range of conjunctions to write sentences with more than one clause Using comma and punctuating speech accurately Choose and use appropriate verbs, verb tenses, nouns and pronouns, adverbs and prepositions to indicate time Handwriting Join letters using diagonal and horizontal strokes understanding which letters are best left unjoined Increase the legibility, consistency and quality of handwriting across subjects</p>	<p>Word Structure Convert nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) Verb prefixes (e.g. dis–, de–, mis–, over–and re–) Words/Vocabulary Develop use of modality degrees of possibility using a range of modal verbs adverbs : perhaps, surely Use empty words to add suspense: something, no one, some one Introduce:</p> <ul style="list-style-type: none"> • Metaphor: • Personification: • Onomatopoeia • Develop the use of technical language as appropriate. <p>Sentence Structure Relative clauses beginning with who, which, where, why, or whose or an omitted relative pronoun. Indicating degrees of possibility using modal verbs Develop sentence starters:</p> <ul style="list-style-type: none"> • Expanding adverbials • Expanding ed starters • Power of three • Embedding ed and ing clause 	<p>Word Structure Identify the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing How words are related by meaning such as synonyms and antonyms Words/Vocabulary Convert words into nouns (nominalisation) to convey precise, concise information Use specific features to create impact on the reader: figurative language metaphor personification etc. Sentence Structure Use of the passive voice to affect the presentation of information in a sentence The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags Use a range of sentence types for impact and effect.</p>

			<ul style="list-style-type: none"> • Experiment with order in sentences for impact: <p>Text Structure Devices to build cohesion within a paragraph Linking ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p>Narrative:</p> <ul style="list-style-type: none"> • Use different ways of opening a story. • Use flashbacks as appropriate. • Use changes in time, place and events to link ideas across paragraphs. • Use connecting adverbs and other cohesive devices to link ideas within paragraphs <p>Non-narrative:</p> <ul style="list-style-type: none"> • Clear structure: Introductory opening which engages the reader and makes the purpose of the text explicit. • Middle section, giving information–paragraphed appropriately, with ideas linked in and across paragraphs • Ending which appeals to the reader. • Writer’s viewpoint clear and maintained throughout. 	<p>Expand noun phrases with precision to convey information concisely Use the passive voice to change perspective or point of view</p> <p>Active Passive Use the subjunctive in the most formal writing Use rhetorical questions as a persuasive device.</p> <p>Text Structure Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis. Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text Use different narrative structures and techniques according to the text type Use paragraphs effectively to link ideas within and across paragraphs. Non-narrative: Understand the range of non-narrative text types , how they are organised and the degree of formality required.</p>
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			<p>Punctuation Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Use of brackets. Secure use of commas. Use of colon following character's name in a play script.</p> <p>Hand-writing Writing legibly, fluently and with increasing speed</p>	<p>Use a range of appropriate cohesive devices to link ideas across texts. Use appropriate techniques to engage the reader: Opening hook, Rhetorical questions, personal comments, varied conclusions</p> <p>Punctuation Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity Colon and semi-colon to control meaning and effect of sentences.</p> <p>Handwriting Writing legibly, fluently and with increasing speed.</p>
<p>Speaking and Listening</p>	<p>Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. Follow instructions in a range of unfamiliar situations. Recognise when it is needed and ask for specific additional information to clarify instructions. Ask questions that relate to what has been heard or what was presented to them.</p>	<p>Listening listen more carefully in a range of different contexts and respond appropriately to both adults and their peers.</p> <p>Following Instructions follow complex directions/multi-step instructions without the need for repetition.</p> <p>Asking And Answering Questions</p>	<p>Listening listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.</p> <p>Following Instructions</p>	<p>Listening make improvements based on constructive feedback Speak for a range of purposes back on their listening skills.</p> <p>Following instructions follow complex directions/multi-step instructions without the need for repetition.</p> <p>Asking and Answering Questions</p>

	<p>Begin to offer support for their answers to questions with justifiable reasoning. Rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. Speak regularly in front of large and small audiences. Participate in role-play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions. Use vocabulary that is appropriate to the topic and/or the audience. Recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. Discuss topics that are unfamiliar to their own direct experience. Organise what they want to say so that it has a clear purpose. Begin to give descriptions, recounts and narrative retellings with added details to engage listeners. Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. Take account of the viewpoints of others when participating in discussions.</p>	<p>generate relevant questions to ask a specific speaker/audience in response to what has been said. regularly offer answers that are supported with justifiable reasoning. Drama, Performance And Confidence use intonation when reading aloud to emphasise punctuation. practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. discuss the language choices of other speakers and how this may vary in different situations. Vocabulary Building And Standard English regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. know and use language that is acceptable in formal and informal situations with increasing confidence. recognise powerful vocabulary in stories/ texts that they read or</p>	<p>follow complex directions/multi-step instructions without the need for repetition. Asking And Answering Questions ask questions which deepen conversations and/or further their knowledge. understand how to answer questions that require more detailed answers and justification. Drama, Performance And Confidence narrate stories with intonation and expression to add detail and excitement for the listener. use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. combine vocabulary choices, gestures and body movement to take on and maintain the role of a character regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. Vocabulary Building And Standard English know and use language that is acceptable in formal and informal situations with increasing confidence.</p>	<p>regularly ask relevant questions to extend their understanding and knowledge. articulate and justify answers with confidence in a range of situations Drama, performance and confidence participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). gain, maintain and monitor the interest of the listener(s). select and use appropriate registers for effective communication. use relevant strategies to build their vocabulary. Vocabulary building and standard English use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. speak audibly, fluently and with a full command of Standard English in all situations.</p>
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English Topic Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Ug: Boy Genius of the Stone Age engage with a story told through a mixture of speech and visual imagery explore themes and issues, and develop and sustain ideas through discussion develop creative responses to the text through drama, storytelling and artwork compose writing for a wide variety of purposes write in role in order to explore and develop empathy for characters</p>	<p>Mouse Bird Snake Wolf explore, interpret and respond to illustrations in a picture book empathise with characters and explore their dilemmas enjoy a story and discuss its meanings build an imaginative picture of a fantasy world, based on real life experiences explore these through role play and through writing in role write own stories based on the story read in a different format</p>	<p>The Great Kapok Tree: A Tale of the Amazon Rainforest explore global issues through a narrative text investigate how illustrations influence a reader’s experience of a text explore how an author uses language to create empathy for an issue explore themes and debate issues and dilemmas in relation to a text, make connections with their own lives use sound, images and video to expand the use of ambitious vocabulary develop creative responses to a text through drama and role-play innovate from a familiar text to plan and write own narratives</p>	<p>Werewolf Club Rules explore and understand the importance of poetry as a genre. know how to listen and respond to a wide range of poems from a single poet collection. understand that poems are written for different reasons. interpret poems for performance. gain and maintain the interest of the listener through effective performance of poems. be able to use art as a means of responding to a poem, visualising and inferring and extending and enriching language. recognise figurative language in poetry and interpret its effect on the reader. draft, compose and write poems based on</p>	<p>The Wild Robot engage with a story with which they empathise enjoy an exciting story with memorable characters draw inferences about characters’ feelings, thoughts and motives from their actions explore themes and issues, and develop and sustain ideas through discussion develop creative responses to the text through drama, storytelling and artwork write in role in order to explore and develop empathy for characters write with confidence for real purposes and audiences write a sequel narrative based on a familiar story world, events and characters</p>	<p>The Lion and the Unicorn and Other Hairy Tales explore themes and issues, and develop and sustain ideas through discussion. develop creative responses to the text through drama, storytelling and artwork. write in role in order to explore and develop empathy for characters. develop reader response by exploring interpretations of themes, plots and characters’ actions and motivations through discussion and debate.</p>

			respond to and evaluate own writing and that of others.	real and personal experiences using language with intent for effect on the reader.	
Year 4	<p>Gorilla understand the themes of a text. draw inferences from the written and visual text to support understanding of character. understand how illustration and text contribute to meaning. write in role in order to explore and develop understanding of character.</p>	<p>Wolves draw inferences from the written and visual text to support understanding. understand how illustration and text contribute to meaning. write descriptive poetry. write a non-chronological report.</p>	<p>Varjak Paw enjoy a story and discuss its meanings explore narrative plot, settings, characters and draw inferences to aid understanding empathise with characters and explore their dilemmas write recounts in role, based on fictional experiences write newspaper reports based on the narrative compose a narrative written from another character's point of view</p>	<p>Gregory Cool Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; Progressively building a varied and rich vocabulary and an increasing range of sentence structures; Assess the effectiveness of their own and others' writing and suggesting improvements.</p>	<p>Boy at the Back of the Class develop an insight and appreciation of the challenges of refugee experiences. support the understanding of empathy and develop empathy skills. explore the concept of the entitlement of fundamental human rights and freedoms for all</p>
Year 5	<p>Street Child engage with and respond to an emotive and gripping story with memorable characters with whom they will empathise draw inferences about characters' feelings, thoughts and motives from their actions explore how an author creates, shapes and develops characters throughout a novel</p>		<p>The Adventures of Odysseus themes of good and evil, the nature of heroism, taking responsibility for our actions within a classic voyage and return narrative. explore develop skills as storytellers</p>	<p>Journey to the River Sea explore a longer, character driven narrative. explore complex characterisation. read widely and for pleasure. develop and articulate opinions on a fictional narrative. explore and debate key themes within a narrative.</p>	

	<p>explore themes and issues, and develop and sustain ideas through discussion write in role in order to explore and develop empathy for characters write with confidence in a range of forms for real purposes and audiences</p>		
Year 6	<p>Holes Description of a setting Powerful Poem: Traditional Tale/Folk Story Non-Chron Report: Narrative from character's point of view Balanced Argument Character Description Persuasive Writing Play script graphic novel</p>	Kensuke's Kingdom	<p>Non Fiction - One Plastic Bag explore themes and issues, and develop and sustain ideas through discussion develop creative responses to the text write with confidence for real purposes and audiences</p> <p>If the World Were a Village by David J. Smith and Shelagh Armstrong (A & C Black)</p> <p>Our Planet: Infographic How It Works by Jon Richards and Ed Simkins (Wayland)</p> <p>How The World Works by Christiane Dorion and Beverley Young (Templar)</p>
Whole School Projects	<p>The Promise To read and discuss a book that is set in a harsh, urban landscape, which allows us to explore people's feelings and how these can be affected by their environment, how their characters can change in responses to changes in the environment, and how a seemingly small event can have a huge effect;</p> <ul style="list-style-type: none"> ♣ Appreciate how a character changes through the course of a story; ♣ Discuss writing similar to that which they are planning to produce in order to understand and learn from its structure, vocabulary and grammar; ♣ Progressively build a varied and rich vocabulary and an increasing range of sentence structures; ♣ Assess the effectiveness of their own and others' writing and suggest improvements; ♣ Communicate learning around a key topic to a wider audience; ♣ Consider how an author's body of work communicates their thoughts and ideas about the world and topics of interest. 		