



St Augustine's Catholic Academy

English Intent



Knowledge in red aimed at Y1, Knowledge in green aimed at Y2, Knowledge in black aimed at both Y1 and Y2.

Lent 1

Year 1/2 Cycle A Topic	Fiction: Writing to entertain Narrative (3 weeks w/b 4.1.23) Aesop Fables	Non - Fiction: Writing to inform Non -Chronological Report (2.5 weeks) Robin Hood and Sherwood Forest (Link to History – Robin Hood and Sherwood Forest)
Core Knowledge Reading	Reading Comprehension (Fiction): 1. Know and retell key stories and traditional tales. Know and discuss the sequence of events. Know and discuss the sequence of events and identify if they are connected. 2. Know how to predicting what might happen on the basis of what has been read so far. Know how to make sensible predictions about what is likely to happen in the story and to different characters. 3. Know how to discuss word meanings, linking new meanings to those already known. Know and discuss key words from the books I read. Know how to discuss and clarify the meanings of words, linking new meanings to known vocabulary.	Reading Comprehension (Non - Fiction): 1. Know how to listen to and discuss a non-fiction text at a level beyond that at which they can read independently. Know how to listen, discuss and can say what I think the non-fiction books I have read. 2. Know and understand non-fiction books and texts that are structured in different ways. Know how to explain the difference between a fiction and a non-fiction book and can talk about the way each is organised. Know how to extract information from non - fiction texts, appropriately using contents, index, chapters, headings and glossary.
Writing	Composition 1. Know how to write sentences by saying out loud what they are going to write about. Know how to begin to use a capital letter and a full stop to start and end most sentences correctly. Know and understand how to use, write and punctuate sentences which have a different purpose (statement, exclamation, command and question). 2. Know how to sequence sentences to form short narratives. Know how sequence sentences to form short narratives (with a simple beginning middle and end). Know how to write a narrative based on a familiar story, changing one or more elements and using story language. 3. Know how to read aloud their writing clearly enough to be heard by their peers and the teacher. Know how to re - read my sentences to check they make sense and discuss what	Composition 1. Know how to write for different purposes. Know how to write sentences to explain their learning (Sherwood Forest). Know how organise my writing is into sections and according to its purpose. 2. Know and write down ideas and/or key words, including new vocabulary Know how to practise my complete sentences out loud before writing them down. Know how to write a clear opening and closing sentence appropriate to the text. 3. Know how to read aloud their writing clearly enough to be heard by their peers and the teacher. Know how to reread my sentences to check they make sense and discuss what I have written with the teacher or my friends. Know and reread to check that their writing makes sense and that verbs to indicate time are used consistently.



St Augustine's Catholic Academy

English Intent



	<p>I have written with the teacher or my friends.</p> <p>Know and read aloud what they have written with appropriate intonation to make the meaning clear.</p>	
Grammar and Punctuation	<ol style="list-style-type: none"> 1. Know how to add together two sentences using 'and'. Know how to use coordinating conjunctions to link ideas together: for, and, nor, but, or, yet, so. 2. Know how to form sentence structures. Know how to consistently use the present tense and past tense mostly correctly. 3. Know how to use word banks and include adjectives to add detail. Know how to use expanded noun phrases to add detail. 	<ol style="list-style-type: none"> 1. Know and use the coordinating conjunction: and. Know and use subordinating conjunctions: if, when, because. 2. Know and use statements – simple facts. Know how to use questions to invite readers to know more. 3. Know and use capital letters for proper nouns: Robin Hood and Sherwood Forest. 4. Know how to use the present tense and past tense correctly.
Handwriting and Spelling	<p>Handwriting:</p> <ol style="list-style-type: none"> 1. Know how to form lower-case letters in the correct direction, starting and finishing in the right place. Know how to form my capital letters, lowercase letters correctly and consistent in size and are the correct way round. <p>Spelling: Week 1: Words ending in –ed: Climbed, walked, jumped, changed, improved, dressed, wounded and spotted. Week 2: Plurals of nouns ending in –s: Friends, animals. Week 3: Year 2 common exception words: Again, because, busy, climb, everybody, fast, even, every, move.</p>	<p>Handwriting:</p> <ol style="list-style-type: none"> 1. Know how to form capital letters. Know how to write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. <p>Spelling: Week 4: Superlatives ending in –est: fastest, biggest and greatest. Week 5: Words ending in –less: careless, fearless. Week 6: Words ending in –ful: beautiful, eventful, joyful.</p>
Wider Knowledge	<ul style="list-style-type: none"> • Know and understand the story of Robin Hood. • Know how write a narrative using description and clear sequencing. 	<ul style="list-style-type: none"> • Know and recognise the features of a non – chronological report. • Know how to write a brief introduction. • Know, use and recognise subheadings. Know how to use subheadings to organise text into categories. • Know and use statements giving factual information. • Know how to include rhetorical questions. • Know and use technical vocabulary linked to Sherwood Forest.
Skills	<ul style="list-style-type: none"> • Sequencing of the story for narrative planning. • Use adjectives and expanded noun phrases to describe. 	<ul style="list-style-type: none"> • Use a heading to introduce the topic. • A brief introduction using general information. • Use technical vocabulary.



St Augustine's Catholic Academy
English Intent



	<ul style="list-style-type: none">Understand how to re-read and edit own writing.	<ul style="list-style-type: none">Statements giving factual informationUse subheadings – organise the text into categories.Include pictures and captions.Write in third person – formal.
Diversity Links		
Vocabulary	Robin Hood, prince, villain, outlaw, rich, poor, bow, arrow, forest, city, caves, Major Oak, yesterday, wonderful, enough, improve, explorers, travelled, again, another.	Nottingham, city, fact, fiction, legend, medieval, Sherwood Forest, caves, The Major Oak, Nottingham Castle, outlaw

St Augustine's



St Augustine's Catholic Academy
English Intent



Knowledge in red aimed at Y3, Knowledge in green aimed at Y4, Knowledge in black aimed at both Y3 and Y4.

Year 3/4 Cycle A Topic	Fiction: Writing to entertain Narrative (3 weeks w/b 4.1.23) Romans on a Rampage by Jeremy Strong (Link to History – Invasion & Conflict)	Non – Fiction: Writing to inform Non – Chronological Report (2.5 weeks) Roman soldiers Septimius Severus (Link to History – Invasion & Conflict)
Core Knowledge Reading (Whole Class Reading)	Reading Comprehension (Fiction): 1. Know how to listen to and discuss a wide range of fiction. Know, experience and have a positive attitude towards a range of fiction texts. Know how to identify and explain some text types, their structures and organisational features and understand how these contribute to the meaning of the text. 2. Know how to ask questions to improve their understanding of a text. Know and develop confidence to ask questions to get a better understanding of the text. Know how to build on others' ideas, opinions and questions about a text in discussions with peers. 3. Know how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Know how to use evidence from the text to draw inferences (conclusions) such as understanding characters' feelings, thoughts and motives from their actions. Know how to infer meanings and begin to justify them with evidence from the text (e.g. Inferences such as showing characters' feelings, thoughts and motives from their actions across the story.	Reading Comprehension (Non – Fiction): 1. Know how to retrieve and record information from non-fiction. Know how to explain the features of non - fiction books and use these features to help me find information. Know how to locate and use information from a range of sources, including non - fiction. Know how to skim, scan and organise non - fiction information under different headings. 2. Know how to identify main ideas drawn from more than 1 paragraph and summarise these. Know how to tell you the main idea and theme of a text and summarise these. 3. Know and identify how language, structure, and presentation contribute to meaning. Know how to explain how structure and presentation contribute to the meaning of texts. Know how to identify how the language contributes to meaning and where a writer has used precise word choices for effect to impact on the reader. 4. Know how to use dictionaries to check the meaning of words that they have read and unfamiliar words.
Writing	Composition 1. Know and discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Know how to discuss models of writing, noting its structure, grammatical features and use of	Composition 1. Know how to use simple organisational devices [for example, headings and sub-headings]. Know how to write non-fiction using simple organisational devices (headings and sub-headings) and my endings link to the content.



St Augustine's Catholic Academy
English Intent

	<p>vocabulary and use these in my own writing.</p> <p>2. Know how to write narratives, creating settings, characters and plot. Know how to write a narrative with a clear structure, setting, characters and plot. My resolutions and endings are developed. Know how to organise my narrative into clear sequences including a clear plot, detailed settings and characters.</p> <p>3. Know how to proof read for spelling and punctuation errors. Know how to proof-read for spelling and punctuation errors, edit and draft independently to make improvements to my writing and improve the impact on the reader.</p>	<p>Know how to write non-fiction with a clear purpose, structure and gives the reader relevant information (paragraphs have a topic sentence which introduces the content and persuasive writing has devices and language to direct the reader to one point of view).</p> <p>2. Know how to organise paragraphs around a theme when writing their non – chronological report. Know how to vary my sentence openings and use paragraphs in narrative to organise sections. Know how to use paragraphs to signal a change of event and often open sentences in different ways to create effects.</p> <p>3. Know how to assess the effectiveness of their own and others' writing and suggesting improvements. Know how to edit and draft independently to make improvements to my own and others' writing and improve the impact on the reader.</p>
<p style="text-align: center;">Grammar and Punctuation</p>	<p>1. Know how to use capital letters accurately for proper nouns. Know how to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>2. Know how to express 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] Know how to use conjunctions, adverbs and prepositions to sequence and to express time and cause in my writing. Know how to use commas after well-chosen fronted adverbials of place, time and manner.</p> <p>3. Know how to use and punctuate direct speech. Know how to use inverted commas correctly to punctuate direct speech. Know how to use inverted commas (for direct speech) and punctuation within them correctly.</p>	<p>1. Know how to write sentences which contain more than one clause, (complex sentence) by using a wider range of conjunctions, such as when, if, because and although.</p> <p>2. Know how to use commas to mark clauses and phrases. Know how to punctuate my sentences mostly correctly, including commas for clauses.</p> <p>3. Know how to carefully select adventurous vocabulary to make my writing interesting. Know how to use adventurous vocabulary to interest the reader.</p> <p>4. Know how to use the present perfect form of verbs in contrast to the past tense. Know how to use the present, past and progressive verb forms. Know how to use the present, past and progressive verb forms appropriately and consistently.</p>
<p style="text-align: center;">Handwriting</p>	<p>Handwriting: Know how to use the diagonal and horizontal strokes that are</p>	<p>Handwriting: Know how to increase the legibility, consistency and quality of their</p>



St Augustine's Catholic Academy

English Intent



<p style="text-align: center;">and Spelling</p>	<p>needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Spelling: Week 1: Words ending in –ous: Enormous, tremendous, various Week 2: Year 3/4 common exception words: Important, regular, groups, different, learn, ordinary Words ending in –ous: Hideous, various, glamorous, enormous, famous, mountainous Week 3: Year 3/4 common exception words: Continued, enough, disappeared, famous, weight, strength, built,</p>	<p>handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p> <p>Spelling: Week 4: Words with ou: young, touch, double, trouble, country. Week 5: Words beginning with inter-: interact, intercity, international, interrelated. Week 6: Words beginning with anti-: antiseptic, anticlockwise, antisocial.</p>
<p style="text-align: center;">Wider Knowledge</p>	<ul style="list-style-type: none"> • New knowledge and understandings of the main characters is evident, as a result of what is happening in the text. • Know how to develop language of description throughout the text to keep the reader's attention and add to detail. • Know and gain a strong understanding of a narrative. 	<ul style="list-style-type: none"> • Know how to use non-fiction texts to find information before they begin to be clear about the text. • Develop a deep knowledge of a historical figure, give the children the opportunity to be research using different texts. • Know how to research a given historical figure to plan and prepare writing. • Know how to use non-fiction texts to find information before they begin to be clear about the text.
<p style="text-align: center;">Skills</p>	<p>The title reflects what will happen in the narrative. The story flows well and raises doubt and suspense. Use of past tense. The main characters are introduced. Events that occur are set out in chronological order. Organised into paragraphs. Conjunctions used to link ideas together. Apostrophes used for omission and possession.</p>	<p>A heading to introduce the topic. A brief introduction with general information. Subheadings to organise the text into categories. Use of technical vocabulary. Pictures and captions. Third person and formal. Statements giving factual information.</p>
<p style="text-align: center;">Diversity Links</p>		<p>Emperor Septimius Severus was the first African-born Roman Emperor and ruled the Empire from York. Use as an example of the Roman emperors with close links to Britain.</p>
<p style="text-align: center;">Vocabulary</p>	<p>Romans, Celts, Roman Empire, invade, century, centurian, emperor, legion, senators, plebians, slaves, decade, BC, AD, shield, armour, Boudicca, settlement, Latin.</p>	<p>Often, sometimes, although, even though, despite, this article will... Despite, this article will, frequently, unusually, interestingly, in addition, in summary, incredibly.</p>



St Augustine's Catholic Academy English Intent



Knowledge in red aimed at Y5, Knowledge in green aimed at Y6, Knowledge in black aimed at both Y5 and Y6.

Year 5/6 Cycle A Topic	Fiction: Writing to entertain Narrative (3 weeks w/b 4.1.23) The Boy at the back of the class by Onjali Rauf.	Non – Fiction: Writing to inform Non – Chronological Report (2.5 weeks) (Linked to Early Islamic Civilization)
Core Knowledge Reading	<ol style="list-style-type: none"> 1. Know how to 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. 2. Know how to identify and discuss themes and conventions in and across a wide range of writing. Know how to identify language and grammatical features used by writer – rhetorical questions, varied sentences lengths, varied sentence starters, empty words – and their impact on the reader. Know how to make comparisons within and across books, identifying and discussing themes and conventions. 3. Know how to reread, read ahead to check for meaning and make predictions from what I have read already. Know and predict what might happen from details stated and implied. 4. Know and recommend books that they have read to their peers, giving reasons for their choices. 	<ol style="list-style-type: none"> 1. Know how to retrieve, record and present information from non-fiction. Know how to read and find information from non -fiction texts and identify purpose, structures, presentation and grammatical features and evaluate their effectiveness. 2. Know how to distinguish between statements of fact and opinion. Know how to use text marking to identify key information in a text, make notes and I know the difference between fact and opinion. Know how to explain and comment on explicit and implicit points of view including the writer's viewpoint. 3. Know how to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Know how to summarise and present the main ideas drawn from a text from more than one paragraph identifying key details that support the main ideas. Know how to summarise main ideas, identifying key details and using quotations for illustration.
Writing	<ol style="list-style-type: none"> 1. Know how to write narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Know how to write settings, which create an atmosphere. Know how to include vivid descriptions of settings, characters and atmosphere appropriately ('show not tell' techniques; precise, impactful vocabulary and stylistic devices). 2. Know how to select appropriate grammar and vocabulary, 	<ol style="list-style-type: none"> 1. Know how to use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Know how to ensure my non-narrative writing content is well developed, well linked, includes organisational devices and topic sentences to establish main paragraph idea. 2. Know and identify the audience for and purpose of the writing, selecting the appropriate form and using other



St Augustine's Catholic Academy

English Intent

	<p>understanding how such choices can change and enhance meaning.</p> <p>3. Know how to ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Know how the plot is well developed, paced and sequenced with the correct tense throughout and subject verb agreement.</p> <p>Know how to use the consistent and correct use of tense throughout a piece of writing.</p>	<p>similar writing as models for their own.</p> <p>Know how to use adventurous vocabulary to interest the reader, chosen for impact, with growing precision and purpose.</p> <p>Know how vocabulary and grammatical structures reflect the level of formality needed. E.g. (subjunctive mood in very formal context).</p> <p>3. Know how to use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Know how to use a range of cohesive devices to link ideas within and across sentences and paragraphs (e.g. repetition, adverbials, conjunctive adverbs, generalisers, verb tenses/forms).</p>
<p>Grammar and Punctuation</p>	<p>1. Know how to use semicolons, colons or dashes to mark boundaries between independent clauses.</p> <p>Know how to punctuate my sentences correctly, most of the time including direct and indirect speech and can use a colon to introduce a list.</p> <p>Know how to use inverted commas, commas for clarity and punctuation for parenthesis, making correct use of semi colons and colons.</p> <p>2. Know how to use expanded noun phrases to convey complicated information concisely.</p> <p>Know how to use expanded phrases and relative clauses to add information, using brackets, dashes and commas to indicate parenthesis.</p>	<p>1. Know how to use passive verbs to affect the presentation of information in a sentence.</p> <p>Know how to use the passive voice to present information with a different emphasis.</p> <p>2. Know how to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Know how to use subjunctive form/mood.</p> <p>3. Know how to use modal verbs or adverbs to indicate degrees of possibility.</p> <p>4. Know how to use hyphens to avoid ambiguity.</p>
<p>Spelling</p>	<p>Week 1: use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Week 2: spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Week 3: Words ending in -able: comfortable, reliable.</p>	<p>Week 4: Year 5 and 6 common exception words: Competition, appreciate, exaggerate, frequently, persuade.</p> <p>Week 5: Words with hyphens: world – famous, well – known.</p> <p>Week 6: Y5/6 common exception words: Necessary, immediately, individual, frequently, equipped, equipment</p>



St Augustine's Catholic Academy
English Intent



Wider Knowledge	Know how to apply descriptive techniques to capture the reader's attention.	Know and develop an understanding of the features of a non – chronological report and create their own report based on their own research.
Skills	Use expanded noun phrases. Use powerful adjectives. Create a descriptive setting to set the story. Build up excitement, tension and suspense. Use of dialogue to convey the character and action. Describe settings and characters. Use commas to clarify meaning.	A heading – introduce the topic. A brief introduction- general information. Use of subheadings – organise the text into categories. Use of technical vocabulary. Use of third person – formal language. Statements giving factual information.
Diversity Links		A visit to a local mosque will help children to further understand the teachings of Islam and how it is central to the lives of many Muslims. The Islamic Gallery at the British Museum in London showcases a range of fascinating artefacts and detailed information about the Islamic Empire.
Vocabulary	Enchanted, outskirts, bounteous, dreary, hunched, traipsed, eerily, contempt, mesmerised, looming.	Despite, normally, finally, interestingly, in summary, consequently, on average, fortunately, frequently. Islam, caliph, Sunni, Shia scholar, astronomy, medic, House of Wisdom, Baghdad, Al Zahrawi, Muhammad ibn Zakariya Razi, Al-Khwarizmi, Ibn Al-Haytham