



St Augustine's Catholic Academy
English Intent Lent 2



Knowledge in red aimed at Y1, Knowledge in green aimed at Y2, Knowledge in black aimed at both Y1 and Y2.		
Lent 2		
Year 1/2 Cycle A Topic	Fiction: Writing to entertain Character and setting description (3 weeks) Meerkat Mail by Emily Gravett	Non – Fiction: Writing to inform Instructions (3 weeks)
READ Text analysis and orientation Comprehension	<ol style="list-style-type: none">1. Know which questions to ask about the what I have read. Know how to answer and ask questions about what I have read.2. Know what the titles, characters and events from the book tell me. Know where to look to find information in a text. Know that inferred information means I have to use my wider knowledge as well as what is written.	<ol style="list-style-type: none">1. Know the features of instructions. Know the features of an instructional text, their purpose and what is included in each feature.2. Know where to retrieve information from the text. Know which feature/sub heading of instructional texts to use to find information quickly.
INPUT Word – Vocabulary Grammar	<ol style="list-style-type: none">3. Know which words are new to me. Know the meaning of new vocabulary. Know the meaning of new vocabulary within a sentence. (Vocabulary).4. Know 'and' is a word that joins two ideas in a sentence. (Grammar Cluster 1). Know that a subordinating conjunction is the word used to join a subordinating clause to another clause or sentence. (Grammar Cluster 1).5. Know adjectives add detail to a noun. (Grammar Cluster 2). Know an expanded noun phrase uses one of more adjectives to add detail to a noun. (Grammar Cluster 2).	<ol style="list-style-type: none">6. Know which words are new to me. Know the meaning of new vocabulary. Know the meaning of new vocabulary within a sentence. (Vocabulary).3. Know capital letters are used at the start of sentences and full stops are used at the end of sentences (Grammar Cluster 1). Know commas separate items in a list (Grammar Cluster 1).4. Know the conjunction but joins two ideas in a sentence that are different or opposite from each other. (Grammar Cluster 2). Know commands are verbs that tell others to do something. (Grammar Cluster 2).
WRITE Plan Write Review (Repeat 2 Clusters)	<ol style="list-style-type: none">5. Know what to include when planning a character description (Plan). Know which vocabulary and grammar features to use when planning a character description (Plan).6. Know what to include from my plan in my character/setting description. (Write). Know which are the most effective vocabulary and grammar features from my plan to use together in my character/setting description. (Write).7. Know what to check so my writing makes sense (Review).	<ol style="list-style-type: none">7. Know what to include when planning instructions. (Plan). Know which vocabulary and grammar features to use when planning instructions focusing on its purpose (Plan).8. Know sentences have to be in the correct sequence when writing instructions. (Write) Know what to include in each text feature of instructional writing. (Write).9. Know what to check so my writing makes sense. (Review). Know what to include/take out, reorder when proof-reading to check for errors



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	Know what to include/take out to improve my writing. (Review).	in spelling, grammar and punctuation (Review).
Wider Knowledge	<ul style="list-style-type: none">• Know and write sentences to write character and setting descriptions.• Know and use coordinating conjunctions and subordinating conjunctions.• Know how to include description in my character and setting descriptions.	<ul style="list-style-type: none">• Know and recognise the features of an instructions text.• Know how to order and sequence instructions using chronological steps.• Know and use the present tense.• Know and understand commands.
Skills	<ul style="list-style-type: none">• Know how to include new vocabulary in my writing.• Use adjectives and expanded noun phrases to describe.• Understand how to re-read and edit my own writing.	<ul style="list-style-type: none">• Create a title statement.• List of equipment.• Sequenced, chronological steps.• Present tense.• Commands.
Diversity Links	Exploring different countries and cultures throughout the story.	
Vocabulary	Sunny, playing, sleepily, travelling, afraid, feel, active, alert, mischievous, upright, foraging, quick, litter, social, barking, wearily. Burrow, habitat, pack, dune, vegetation, rolling	carefully, slowly, quickly, clean, stroke, put, feed, wash, take, give, play, cut, walk, place, train, first, after, while, next, secondly, lastly, then, before, finally.



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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	Non – Fiction: Writing to inform Y3 Instructions/Y4 Explanation Text (3 weeks) Wallis and Gromit Inventions	Fiction: Writing to entertain Narrative (3 weeks) Setting Description – How to Train your Dragon
READ Text analysis and orientation Comprehension	<ol style="list-style-type: none">1. Know how to identify the features of explanations and use these features to find information. Know how to identify and explain explanations, their structures and organisational features.2. Know how to retrieve and record information from explanation texts. Know how to retrieve and record information from explanation texts using the features.	<ol style="list-style-type: none">1. Know which questions to ask to improve my understanding of text features and vocabulary. Know the features of a setting description and which question to ask to improve my understanding of the text.2. Know language choices help build meaning. (Comprehension with Vocabulary focus) Know language contributes to meaning and how a writer uses vocabulary for effect.
INPUT Word – Vocabulary Grammar	<ol style="list-style-type: none">3. Know the meaning of new vocabulary. Know the meaning of new vocabulary and use correctly in a sentence (Vocabulary). Know and clarify the meaning of new vocabulary and use in the correct context (Vocabulary).4. Know how to use adverbials of time (Cluster 1). Know how to use commas after fronted adverbials of place, manner and time (Cluster 1).5. Know prepositions tell us when something is happening (Cluster 2). Know and use a range of sentence types including statement, question, exclamation and command (Cluster 2).	<ol style="list-style-type: none">3. Know the meaning of new vocabulary. Know the meaning of new vocabulary and use correctly in a sentence (Vocabulary). Know and clarify the meaning of new adventurous vocabulary and use in the correct context to interest the reader (Vocabulary).4. Know coordinating and subordinating conjunctions are used to join two clauses together (Cluster 1). Know expanded noun phrases give more detail and information about a noun (Cluster 1).5. Know capital letters are used for proper nouns (Cluster 2). Know how to choose nouns and pronouns appropriately to avoid repetition (Cluster 2).



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WRITE Plan Write Review (Repeat 2 Clusters)	<p>6. Know which vocabulary and features to include when planning an explanation (Plan). Know which vocabulary, grammar and organisational features to use when planning an explanation (Plan).</p> <p>7. Know which are the most effective vocabulary and features from my plan to use in my explanation (Write). Know which are the most effective vocabulary, grammar and organisational features from my plan to use together in my explanation (Write).</p> <p>8. Know what to check to improve and proof read my writing (Review). Know what to proof read to improve my writing and the impact on the reader (Review).</p>	<p>6. Know which vocabulary and features to include when planning a setting description (Plan). Know which vocabulary and grammar features to use when planning a setting description (Plan).</p> <p>7. Know which are the most effective vocabulary and features from my plan to use in my setting description (Write). Know which are the most effective vocabulary and grammar features from my plan to use together in my setting description (Write).</p> <p>8. Know what to check to improve and proof read my writing (Review). Know what to proof read to improve my writing and the impact on the reader (Review).</p>
Wider Knowledge	<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 – Garrett Morgan.• Know how to use non-fiction texts to find information before they begin to be clear about the text.	<ul style="list-style-type: none">• Know how to develop language of description throughout the text to keep the reader's attention and add to detail.• Know how to apply descriptive techniques to capture the reader's attention.• Know how to read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Skills	A clear title An introductory paragraph to say what is going to be explained Paragraphs detailing a process, often in chronological order Use of facts Use of present tense Use of technical vocabulary Use of formal language	Use of senses to describe Use adjectives Use adverbs Use of similes Use of expanded noun phrases Use of fronted adverbials
Diversity Links	Garrett Morgan – Black American inventor and engineer inventing the three traffic light system.	
Vocabulary	Introduction, diagrams, equipment, meanwhile, consequently, eventually, in order to, because, as a result.	



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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 inform Letter (3 weeks) Kensuke's Kingdom	Non – Fiction: Writing to discuss Newspaper Article (3 weeks) The Last Bear
READ Text analysis and orientation Comprehension	<ol style="list-style-type: none">1. Know how to identify and explain the key features of a letter. Know how to analyse and identify the key features of a letter.2. Know how to explore the meaning of words and identify the effect. Know, discuss and evaluate how authors use language and the impact on the reader.	<ol style="list-style-type: none">1. Know the features of a newspaper article and identify the effect. Know, identify and analyse the key features of a newspaper article.2. Know and identify the structure and purpose from newspaper articles. Know and identify the purpose, and structure and evaluate the effectiveness.
INPUT Word – Vocabulary Grammar	<ol style="list-style-type: none">3. Know and clarify the meaning of new vocabulary and use correctly in my writing (Vocabulary). Know and clarify new vocabulary and use precisely in the correct context (Vocabulary).4. Know how to relative clauses to add information (Cluster 1) Know how to use hyphens (Cluster 1)5. Know a colon can be used to introduce items in a list (Cluster 2) Know a semicolon combines two clauses and a colon is used to introduce a list or separate independent but linked clauses (Cluster 2).	<ol style="list-style-type: none">3. Know and clarify the meaning of new and adventurous vocabulary and use correctly in my writing (Vocabulary). Know and clarify new and adventurous vocabulary and use precisely in the correct context (Vocabulary).4. Know modal verbs are used to indicate degrees of possibility (Cluster 1). Know the subjunctive form to express a suggestion (Cluster 1).5. Know parenthesis adds extra information, punctuated by brackets, dashes and commas (Cluster 2). Know passive voice is when the object and verb is emphasised in a sentence over the subject. (Cluster 2).
WRITE Plan Write Review (Repeat 2 Clusters)	<ol style="list-style-type: none">6. Know which vocabulary, grammar and features to include when planning a letter based on my reading (Plan). Know which vocabulary, grammar and organisational features to use when planning a letter, that draws on my reading and develops my ideas (Plan).7. Know which are the most effective vocabulary and grammar features from my plan to write a letter and show the characters viewpoint (Write). Know which are the most effective vocabulary and grammar features from my plan to write a letter, using description to convey the character's feelings (Write).	<ol style="list-style-type: none">9. Know which vocabulary, grammar and features to include when planning a newspaper article based on my reading (Plan). Know which vocabulary, grammar and organisational features to use when planning a newspaper article, that shows my understanding of audience and purpose (Plan).10. Know which are the most effective vocabulary, grammar and organisational features from my plan to write a newspaper article (Write). Know which are the most effective vocabulary and grammar features from my plan to write a newspaper article, using the correct formality and purpose (Write).



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	<p>8. Know what to check to edit and improve my writing (Review).</p> <p>Know what to proof read to make effective changes to improve my writing (Review).</p> <p>Know what to check to edit and improve my own and others writing (Review 2).</p> <p>Know what to proof read to make effective changes to improve my writing and the impact on the reader (Review 2)</p>	<p>11. Know what to check to edit and improve my newspaper article (Review).</p> <p>Know what to proof read to make effective changes to improve my newspaper article (Review).</p> <p>Know what to check to edit and improve my own and others writing (Review 2).</p> <p>Know what to proof read to make effective changes to improve my writing and the impact on the reader (Review 2)</p>
Wider Knowledge	<ul style="list-style-type: none">• Know how to write a letter using the correct features.• Know how to apply descriptive techniques to capture the reader's attention.	<ul style="list-style-type: none">• Know how to use the features to write a newspaper article.• Know how to write a heading and article which will capture the reader's attention.
Skills	<p>Use of dates – say when the account was written</p> <p>Salutation/sign off (optional)</p> <p>Use of chronological order to sequence paragraphs</p> <p>Use of past tense</p> <p>Use of first person and informal language</p> <p>A mixture of facts and opinions</p> <p>Use of rhetorical questions</p>	<p>A heading – introduce the topic.</p> <p>A brief introduction- general information.</p> <p>Use of subheadings – organise the text into categories.</p> <p>Use of technical vocabulary.</p> <p>Use of third person – formal language.</p> <p>Statements giving factual information.</p>
Diversity Links		
Vocabulary	<p>Adamant, anguish, betray, engrossed, exhilarating, flounder, glimpse, retrieved</p>	<p>Unwavering, insensible, surprising, harshly, disappeared, announcement, complaint, environment, retrieving, multiple, temperatures, sensible.</p>