



St Augustine's Catholic Academy

English Intent Pentecost 1



Knowledge in red aimed at Y1, Knowledge in green aimed at Y2, Knowledge in black aimed at both Y1 and Y2.		
Pentecost 1		
Year 1/2 Cycle A Topic	Fiction: Writing to entertain Traditional Tales Hansel and Gretel by Bethan Woolvin and Anthony Browne (3 Weeks)	Non – Fiction: Writing to inform Non -Chronological Report Heroes Martin Luther King and Emmeline Pankhurst (3 Weeks)
READ Text analysis and orientation Comprehension	1. Know how to make simple predictions based on the story. Know how to make predictions based on the characters, plot and language. 2. Know and infer information about the characters' feelings using what they say. Know and infer information about the characters' using what they say and do.	1. Know the features of a non – chronological report. Know and identify the features of a non – chronological report and the purpose of the features. 2. Know where to retrieve information by finding a few key words. Know which feature/sub heading of a non – chronological report to use to find information quickly.
INPUT Word – Vocabulary Grammar	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 capital letters are used from names and places (Grammar Cluster 1). Know adjectives can be turned into adverbs using -ly (Grammar Cluster 1). 5. Know exclamation marks are used to show strong feelings. (Grammar Cluster 2). Know apostrophes are used for omission, to show a missing letter in a contraction. For example cannot becomes can't (Grammar Cluster 2).	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 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). 5. Know compound words are two words that have been group together to make a new word. (Grammar Cluster 2). Know present tense are actions taking place now and past tense refer to action that have happened (Grammar Cluster 2).
WRITE Plan Write Review (Repeat 2 Clusters)	6. Know what to include when planning a retell of a traditional tale (Plan). Know which vocabulary and grammar features to use when planning a retell of a traditional tale (Plan). 7. Know what to include from my plan in my retell. (Write). Know which are the most effective vocabulary and grammar features from my plan to use together in my retell. (Write). 8. Know what to check so my writing makes sense (Review).	6. Know what key features to use when planning a non – chronological report. (Plan). Know which vocabulary and grammar features to use when planning a non – chronological report focusing on its purpose (Plan). 7. Know what to include from my plan and use the key features to write a non – chronological report (Write) Know what to include in each text feature of a non-chronological report. (Write).



St Augustine's Catholic Academy
English Intent Pentecost 1



	Know what to include/take out to improve my writing. (Review).	8. Know what to check so my writing makes sense. (Review). Know what to include/take out, reorder when proof-reading to check for errors in spelling, grammar and punctuation (Review).
Wider Knowledge	<ul style="list-style-type: none">Know and write sentences to write a coherent and well sequenced narrative.Know and use coordinating conjunctions and subordinating conjunctions.Know how to include exclamation sentences using the correct punctuation.	<ul style="list-style-type: none">Know and recognise the features of a non – chronological report.Know how to write an introduction.Know, use and recognise subheadings.Know and use the third person.Know and use statements giving factual information.
Skills Pupils will be able to:	<ul style="list-style-type: none">Use new vocabulary in my writing.Use punctuation correctly.Use exclamation sentences.Use adverbs.Understand how to re-read and edit my own writing.	<ul style="list-style-type: none">Use a heading to introduce the topic.Use a brief introduction using general information.Use subheadings – organise the text into categories.Use technical vocabulary.Use the third person – formal.Use statements giving factual information.
Diversity Links		Know that Martin Luther King worked to change attitudes about equality towards people of different races. Know that Emmeline Pankhurst worked to change attitudes about equality towards women.
Vocabulary	Forest, woodcutter, father, breadcrumbs, pebbles, famine, fretting, planks, bitterly, withered, weariness, comforted, stooped, scolded, moonlight, hobbled.	Equality, racism, segregation, separated, apart, together, gender, man, woman, race, skin colour, fair, unfair, protest, speech, attitudes, society, stereotype, suffragette, change, before, after, then, now, past, present, history, time.



St Augustine's Catholic Academy
English Intent Pentecost I



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 Recount: Diary Entry Street Child/Fair's Fair (3 Weeks)	Non - Fiction: Writing to inform Non – chronological report: Linked to Victorians (3 Weeks)
READ Text analysis and orientation Comprehension	<ol style="list-style-type: none">1. Know and identify the features of a diary entry and know what a diary is. Know, identify and explain the features of a diary entry.2. Know and infer characters thoughts and feelings from their stated actions. Know which inference questions to ask and answer based on characters' feelings, thoughts and motives. (I know this because questions)	<ol style="list-style-type: none">1. Know and identify the features of a non – chronological report. Know, identify and explain the features of a non – chronological report and which questions to ask to improve my understanding.2. Know the skill of 'skim and scan' to retrieve details from the text. Know which relevant quotes to use to support my answers to questions.
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 Know and clarify the meaning of new vocabulary and use in the correct context (Vocabulary).4. Know present perfect tense tells us something started in the past and whether this action is finished affects the present (Cluster 1). Know past progressive tense is used describe an ongoing activity in the past. For example, I was watching, we were starting (Cluster 1).5. Know apostrophes are used for possession and omission (Cluster 2). Know possessive pronouns is used to express ownership or possession (Cluster 2).	<ol style="list-style-type: none">6. Know the meaning of new vocabulary. Know the meaning of new vocabulary and use correctly in a sentence Know and clarify the meaning of new adventurous vocabulary and use in the correct context to interest the reader (Vocabulary).7. Know homophones are words with the same pronunciation but different meanings (Cluster 1). Know conjunctions are used to join two clauses (Cluster 1).8. Know a multi clause sentence expressed two complete thoughts (Cluster 2). Know a range of punctuation used effects the reader (Cluster 2).



St Augustine's Catholic Academy
English Intent Pentecost 1



WRITE Plan Write Review (Repeat 2 Clusters)	<p>9. Know which vocabulary and features to include when planning a diary entry (Plan). Know which vocabulary, grammar and organisational features to use when planning a diary entry (Plan).</p> <p>10. Know which are the most effective vocabulary and features from my plan to use in my diary entry (Write). Know which are the most effective vocabulary, grammar and organisational features from my plan to use together in my diary entry (Write).</p> <p>11. 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>9. Know which vocabulary and features to include when planning a non – chronological report (Plan). Know which vocabulary and grammar features to use when planning a non – chronological report (Plan).</p> <p>10. Know which are the most effective vocabulary and features from my plan to use in my non – chronological report (Write). Know which are the most effective vocabulary and grammar features from my plan to use together in my non – chronological report (Write).</p> <p>11. 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 diary entries to find information before they begin to be clear about the text.• Develop a deep knowledge of a Victorian children, give the children the opportunity to be research using different texts – Fair's Fair/Street Child.	<ul style="list-style-type: none">• Know how to develop choice of vocabulary to keep the reader's attention and add to detail.• 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 Pupils will be able to:	<ul style="list-style-type: none">• Use dates to say when the account was written.• Use salutation.• Use chronological order to sequence paragraphs.• Use of past tense.• Use first person – informal tone.• Use a mixture of facts and opinions.• Use of rhetorical questions.• Use a sign off.	<ul style="list-style-type: none">• Use a heading to introduce the topic.• Use a brief introduction with general information.• Use subheadings to organise the text into categories.• Use of technical vocabulary.• Use pictures and captions.• Use third person and formal.• Use statements giving factual information.
Diversity Links	Read Fair's Fair by Leon Garfield-Victorian Orphans demonstrating the quality of their character-Rich and Poor.	
Vocabulary	Evacuee, rationing, billeting officer, blackout, shelter Besotted, determined, neglectful, orphan, dormitories, Victorians, pauper, workhouse.	Often, sometimes, although, even though, despite, this article will...



St Augustine's Catholic Academy
English Intent Pentecost 1



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 Description Cosmic: Character and Setting (3 Weeks)	Non – Fiction: Writing to inform Instructions How to survive in space - Cosmic (3 Weeks)
READ Text analysis and orientation Comprehension	<ol style="list-style-type: none">1. Know, identify and explain the key features of a character and setting description. Know, analyse and identify the key features of a character and setting description.2. Know figurative language can be used to infer meaning. 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 an instructional text and identify the effect. Know, identify and analyse the key features of an instructional text.2. Know how to distinguish between fact and opinion. Know how to distinguish between fact, opinion and bias explaining how they know this.
INPUT Word – Vocabulary Grammar	<ol style="list-style-type: none">3. Know and clarify the meaning of new vocabulary and use correctly. Know and clarify new vocabulary and use precisely in the correct context (Vocabulary).4. Know dashes can be used within a sentence to show parenthesis (Cluster 1). Know a dash can be used to mark the boundary between independent clauses (Cluster 1).5. Know adverbials express the place (Cluster 2). Know fronted adverbials add extra information to the sentence (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 Know and clarify new and adventurous vocabulary and use precisely in the correct context (Vocabulary).4. Know the present perfect tense is used for past actions that are continued into the present (Cluster 1). Know apostrophes can be used for possession and omission (Cluster 1).5. Know relative clauses give additional information about the noun, using relative pronouns (Cluster 2). Know and recognise the different between formal and informal language (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 description based on my reading (Plan). Know which vocabulary and grammar features to use when planning a description, 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 description and show the characters viewpoint (Write). Know which are the most effective vocabulary and grammar features from	<ol style="list-style-type: none">9. Know which vocabulary, grammar and features to include when planning instruction based on my reading (Plan). Know which vocabulary, grammar and organisational features to use when planning instructions, 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 instructions (Write). Know which are the most effective vocabulary and grammar features from



St Augustine's Catholic Academy
English Intent Pentecost 1



	<p>my plan to write a description, using description to convey the character's feelings (Write).</p> <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>my plan to write instructions, using the correct formality and purpose (Write).</p> <p>11. Know what to check to edit and improve my instructions (Review).</p> <p>Know what to proof read to make effective changes to improve my instructions (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 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.	<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 Pupils will be able to:	<ul style="list-style-type: none">• Use of senses to describe.• Use adjectives.• Use adverbs.• Use of similes.• Use of expanded noun phrases.• Use of fronted adverbials.	<ul style="list-style-type: none">• Use a title statement explaining what is to be achieved.• Use a list of equipment or materials.• Use sequenced and chronological steps.• Use diagrams or illustrations.• Use of present tense.• Use of imperative verbs.• Use detailed information – prepositions and precise vocabulary.
Diversity Links		<p>Mae C Jemison – First black woman in space</p> <p>Katherine Johnson – Her calculations enabled humans to fly to space but her opportunities were limited as a black woman.</p> <p>Neil DeGrasse Tyson – He encouraged space exploration, one of the few African American's in his field.</p>
Vocabulary		Explore, stable, environment, adjust, international, constantly