



# St Augustine's Catholic Academy

## English Intent Advent 1



uKnowledge in red aimed at Y1, Knowledge in green aimed at Y2, Knowledge in black aimed at both Y1 and Y2.		
Advent 1		
Year 1/2	Fiction: Writing to entertain The Three Little Pigs	Fiction: Writing to entertain Y1: Description/Y2: Diary writing Six dinner Sid by Inga Moore
<b>READ</b>  Text analysis and orientation  Comprehension	<ol style="list-style-type: none"> <li>1. Know titles and front covers give us information about the book. Know and infer information about the book from the front cover and blurb.</li> <li>2. Know and discuss the sequence of events in the story. Know the sequence of events and how items of information are related.</li> </ol>	<ol style="list-style-type: none"> <li>1. Know and discuss the main character in the story. Know and identify the features of a diary entry and the purpose of the features.</li> <li>2. Know how to predict what might happen next in the story. Know how to make sensible predictions about what is likely to happen in the story and to different characters.</li> </ol>
<b>INPUT</b>  Word  Vocabulary  Grammar	<ol style="list-style-type: none"> <li>3. Know which words are new to me. Know the meaning of new vocabulary. Know the meaning of new vocabulary within a sentence. (Vocabulary).</li> <li>4. Know capital letters are used to start a sentence and a full stop is used to end a sentence (Grammar Cluster 1). Know how to use capital letters and full stops correctly in a sentence. (Grammar Cluster 1).</li> <li>5. Know capital letters are used for the pronoun I. (Grammar Cluster 2). Know past and present tense of verbs (Grammar Cluster 2).</li> </ol>	<ol style="list-style-type: none"> <li>3. Know which words are new to me. Know the meaning of new vocabulary. Know the meaning of new vocabulary within a sentence. (Vocabulary).</li> <li>4. Know capital letters are used for people's names (Grammar Cluster 1). Know 'and', 'but' and 'so' are coordinating conjunctions. (Grammar Cluster 1).</li> <li>5. Know and is a conjunction. (Grammar Cluster 2). Know how to use expanded noun phrases to add detail (Grammar Cluster 2).</li> </ol>
<b>WRITE</b>  Plan  Write  Review  (Repeat 2 Clusters)	<ol style="list-style-type: none"> <li>6. Know what to include when planning a retell of a story (Plan). Know which vocabulary and grammar features to use when planning a retell of a story (Plan).</li> <li>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).</li> <li>8. Know what to check so my writing makes sense (Review). Know what to include/take out to improve my writing. (Review).</li> </ol>	<ol style="list-style-type: none"> <li>6. Know what key features to use when planning a description. (Plan). Know which vocabulary and grammar features to use when planning a diary entry focusing on its purpose (Plan).</li> <li>7. Know what to include from my plan and use the key features to write a description (Write) Know what to include in each text feature of a diary entry. (Write).</li> <li>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).</li> </ol>
<b>Wider Knowledge</b>	<ul style="list-style-type: none"> <li>• Know how to write sentences in order to create short narratives</li> <li>• Know and use coordinating conjunctions.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to write a diary entry using the correct features.</li> <li>• Know how to write a description of the cat.</li> <li>• Know how to use tense consistently</li> </ul>



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	<ul style="list-style-type: none"><li>Know and use capitals letters and full stops.</li></ul>	<ul style="list-style-type: none"><li>Know how to use the first person</li><li>Know how to use coordinating conjunction.</li></ul>
<b>Skills</b> <b>Pupils will be able to:</b>	<ul style="list-style-type: none"><li>Use new vocabulary in my writing.</li><li>Writing short sentences using coordinating conjunctions.</li><li>Use finger spaces.</li><li>Use upper and lower case letters.</li><li>Use capital letters and full stops.</li><li>Re reading sentences.</li></ul>	<ul style="list-style-type: none"><li>Check sentences for capital letters and full stops.</li><li>Proper nouns include a capital letter.</li><li>Use the present or past tense consistently.</li><li>Use 'I' to demonstrate the first person.</li><li>Use and, but to join two sentences together.</li></ul>
<b>Spelling Focus</b>	Week 1 and 2: Adding the suffix -er. Week 3 and 4: Adding the suffix -y. Week 5 and 6: Adding the suffix -ly.	
<b>Diversity Links</b>		
<b>Vocabulary</b>	Roof, blow, huffed and puffed, three little pigs, straw, chimney, brick, wooden, house	Soft, rough, gentle, friendly, furry, sharp claws, wide eyes, fast. This morning, at first, later, silently, softly, cautiously, I wonder if, maybe, hopefully.



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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	<b>Fiction:</b> Writing to entertain  Anglo-Saxon Boy by Tony Bradman	<b>Non - Fiction:</b> Writing to inform  <b>Newspaper article:</b> Anglo Saxons based on Anglo -Saxon boy
<b>READ</b>  Text analysis and orientation  Comprehension	<ol style="list-style-type: none"><li>1. Know and identify the features of a narrative. Know, identify and explain the features of a narrative.</li><li>2. Know how meaning is enhanced through an author's choice of words. Know, identify and explain how meaning is enhanced through an author's choice of words and phrases.</li></ol>	<ol style="list-style-type: none"><li>1. Know how to explain the features of newspaper article. Know how to identify and explain newspaper articles, their structure and organisational features.</li><li>2. Know how to retrieve and record information from newspaper articles. Know how to retrieve and record information from newspaper article using the features.</li></ol>
<b>INPUT</b>  Word –  Vocabulary  Grammar	<ol style="list-style-type: none"><li>1. 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).</li><li>2. Know a pronoun is a word that replaces a noun (Cluster 1). Know fronted adverbials are phrases used at the beginning of the sentence to describe the action that follows (Cluster 1).</li><li>3. Know apostrophes are used for possession (Cluster 2). Know a preposition is a word that tells you where or when something is in relation to something else. (Cluster 2).</li></ol>	<ol style="list-style-type: none"><li>4. 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).</li><li>5. Know paragraphs are group of sentences organised around a topic or idea (Cluster 1). Know possessive apostrophes are used to show who something belongs to (Cluster 1).</li><li>6. Know conjunctions are words used to connect two clauses together (Cluster 2). Know a subordinating and coordinating conjunctions connect two clauses together (Cluster 2).</li></ol>



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<b>WRITE</b>  Plan  Write  Review  (Repeat 2 Clusters)	<p>7. Know which vocabulary and features to include when planning a retell (Plan). Know which vocabulary, grammar and organisational features to use when planning a retell (Plan).</p> <p>8. Know which are the most effective vocabulary and features from my plan to use in my retell (Write). Know which are the most effective vocabulary, grammar and organisational features from my plan to use together in my retell (Write).</p> <p>9. 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>7. Know which vocabulary and features to include when planning a newspaper article (Plan). Know which vocabulary and grammar features to use when planning a newspaper article (Plan).</p> <p>8. Know which are the most effective vocabulary and features from my plan to use in my newspaper article (Write). Know which are the most effective vocabulary and grammar features from my plan to use together in my newspaper article (Write).</p> <p>9. 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>
<b>Wider Knowledge</b>	<ul style="list-style-type: none"><li>• Know and write sentences to write a coherent and well sequenced narrative.</li><li>• Know and use coordinating conjunctions and subordinating conjunctions.</li><li>• Know how to include exclamation sentences using the correct punctuation.</li></ul>	<ul style="list-style-type: none"><li>• Know, identify and use the features of a newspaper article.</li><li>• Know how to write a heading and article which will capture the reader's attention.</li></ul>
<b>Skills</b>  <b>Pupils will be able to:</b>	<ul style="list-style-type: none"><li>• Use new vocabulary in my writing.</li><li>• Use punctuation correctly.</li><li>• Use exclamation sentences.</li><li>• Use adverbs.</li><li>• Understand how to re-read and edit my own writing.</li></ul>	<ul style="list-style-type: none"><li>• Use a heading – introduce the topic.</li><li>• Use of subheadings – organise the text into categories.</li><li>• Use of technical vocabulary.</li><li>• Use of third person – formal language. Use of statements giving factual information.</li><li>• Clear introduction</li><li>• Organised into paragraphs denoted by time/place</li><li>• Topical information included</li><li>• Bold, eye-catching headline</li><li>• 3rd person</li><li>• Past tense</li><li>• Clear introduction (who, what, when, where, why, how).</li><li>• Paragraphs organised correctly into key ideas.</li><li>• Written in columns.</li><li>• Bold, eye-catching headline which includes alliteration.</li><li>• Include a photo with a caption.</li></ul>
<b>Spelling Focus</b>	Week 1 and 2: Words ending in -y/ Recap on adding the prefix un-	



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	Week 3 and 4: Adding the prefix dis and in/ Recap on adding the prefix in- Week 5 and 6: Adding the prefix im/Recap on adding prefix mis-	
<b>Diversity Links</b>		
<b>Vocabulary</b>	Danegeld, exile, invade, kingdom, longship, outlawed, pagans, pillaged, raid, monastery, settlement.	Anglo – Saxon, Sutton Hoo, thatched house, bronze helmet, runes, coins, jewellery.

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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	<b>Fiction:</b> Writing to entertain Who Let the God's Out by Maz Evans Setting Description	<b>Fiction:</b> Writing to entertain Who Let the God's Out by Maz Evans Diary Entry
<b>READ</b>  Text analysis and orientation  Comprehension	<ol style="list-style-type: none"><li>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.</li><li>2. Know and use retrieval and inference to understand character. Know and make inferences such as inferring characters' feelings, thoughts and motives from their actions and evidence from the text.</li></ol>	<ol style="list-style-type: none"><li>1. Know the features of a diary entry and identify the effect. Know, identify and analyse the key features of a diary entry.</li><li>2. Know how to summarise main ideas from one paragraph. Know how to summarise the main ideas from more than one paragraph, identifying key details that support the main ideas.</li></ol>
<b>INPUT</b>  Word –  Vocabulary  Grammar	<ol style="list-style-type: none"><li>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).</li><li>4. Know relative clauses begin with a relative pronoun (Cluster 1). Know a relative clause is a clause that describes a noun (Cluster 1).</li><li>5. Know brackets can be used for parenthesis (Cluster 2). Know parenthesis is a word or clause added into a sentence to give extra information (Cluster 2).</li></ol>	<ol style="list-style-type: none"><li>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).</li><li>4. Know the past progressive tense is a form of the past tense where an action goes on for a period of time in the past. (Cluster 1). Know subordinate clauses is a clause in a sentence which adds to or completes the information given in the main clause Cluster 1).</li><li>5. Know commas are used to clarify meaning (Cluster 2). Know a semi colon is a punctuation mark that is used to link together two independent clauses within a single sentence (Cluster 2).</li></ol>
<b>WRITE</b>  Plan  Write  Review  (Repeat 2 Clusters)	<ol style="list-style-type: none"><li>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).</li><li>7. Know which are the most effective vocabulary and grammar features from</li></ol>	<ol style="list-style-type: none"><li>6. Know which vocabulary, grammar and features to include when planning a diary entry based on my reading (Plan). Know which vocabulary, grammar and organisational features to use when planning a diary entry, that shows my understanding of audience and purpose (Plan).</li><li>7. Know which are the most effective vocabulary, grammar and organisational</li></ol>



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	<p>my plan to write a description and show the characters viewpoint (Write). Know which are the most effective vocabulary and grammar features from 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). Know what to proof read to make effective changes to improve my writing (Review).</p> <p>9. Know what to check to edit and improve my own and others writing (Review 2). Know what to proof read to make effective changes to improve my writing and the impact on the reader (Review 2)</p>	<p>features from my plan to write a diary entry (Write). Know which are the most effective vocabulary and grammar features from my plan to write a diary entry, using the correct formality and purpose (Write).</p> <p>8. Know what to check to edit and improve my diary entry (Review). Know what to proof read to make effective changes to improve my diary entry (Review).</p> <p>9. Know what to check to edit and improve my own and others writing (Review 2). Know what to proof read to make effective changes to improve my writing and the impact on the reader (Review 2)</p>
<b>Wider Knowledge</b>	<ul style="list-style-type: none"><li>Know how to apply descriptive techniques to capture the readers attention.</li></ul>	<ul style="list-style-type: none"><li>Know how to construct and write a recount using the correct features of a diary entry.</li></ul>
<b>Skills</b> <b>Pupils will be able to:</b>	<ul style="list-style-type: none"><li>Use expanded noun phrases.</li><li>Use powerful adjectives.</li><li>Create a descriptive setting to set the story.</li><li>Build up excitement, tension and suspense.</li></ul>	<ul style="list-style-type: none"><li>Use of dates – say when the account was written.</li><li>Salutation/sign off (optional).</li><li>Use of chronological order to sequence paragraphs.</li><li>Use of past tense.</li><li>Use of first person and informal language.</li><li>A mixture of facts and opinions.</li><li>Use of rhetorical questions.</li></ul>
<b>Spelling focus</b>	Week 1 and 2: Words with silent letter b/ Words ending in-ibly Week 3 and 4: Words ending in -ible Week 5 and 6: Words ending in -ate/Words ending in -able -ably	
<b>Diversity Links</b>		
<b>Vocabulary</b>	Venomous, petrify, gnarled, intently, luminous, Ancient, empire, legacies Tranquil Monstrous Angry Peaceful Rumbling Rolling	