



**St Augustine's Catholic Academy**  
**English Intent Advent 2**



Knowledge in red aimed at Y1, Knowledge in green aimed at Y2, Knowledge in black aimed at both Y1 and Y2.		
Advent 2		
Year 1/2	Letter Writing The Bog Baby by Jeanne Willis	Narrative Poetry The Night Before Christmas
<b>READ</b>  Text analysis and orientation  Comprehension	<ol style="list-style-type: none"><li>1. Know how to make simple predictions based on the story. Know how to make predictions based on the characters, plot and language.</li><li>2. Know information can be retrieved by finding key words and images. Know how to independently read and answer questions about the text.</li></ol>	<ol style="list-style-type: none"><li>1. Know and discuss the main idea of the poem. Know and identify the features of a poem and the purpose of the features.</li><li>2. Know how to express views about the poem. Know how to answer questions about the poem and clarify vocabulary.</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.</li><li>4. (Vocabulary). Know capital letters are used for days of the week (Grammar Cluster 1). Know questions end with a question mark (Grammar Cluster 1).</li><li>5. Know capital letters are used for the pronoun I. (Grammar Cluster 2). Know subordinating conjunctions are conjunctions add information to a sentence (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 'and', 'but' and 'so' are coordinating conjunctions (Grammar Cluster 1). Know commas are used to separate items in a list (Grammar Cluster 1).</li><li>5. Know full stops end a sentence (Grammar Cluster 2). Know adjectives describe a noun and can end in the suffix -er and -est (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 letter (Plan). Know which vocabulary and grammar features to use when planning a letter (Plan).</li><li>7. Know what to include from my plan in my letter. (Write). Know which are the most effective vocabulary and grammar features from my plan to use together in my letter. (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>1. Know what key features to use when planning a poem. (Plan). Know which vocabulary and grammar features to use when planning a poem entry focusing on its purpose (Plan).</li><li>2. Know what to include from my plan and use the key features to write a poem (Write) Know what to include in my poem. (Write).</li><li>3. 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 a letter using clear sentences.</li><li>• Know and use proper nouns and pronouns.</li><li>• Know and use the past tense.</li></ul>	<ul style="list-style-type: none"><li>• Know how to read their writing aloud clearly enough to be heard by their teachers.</li><li>• Know and use adjectives.</li><li>• Know and use repetition in poetry.</li></ul>



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<b>Skills</b> <b>Pupils will be able to:</b>	<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><li>• Use new vocabulary in my writing.</li><li>• Write the sender's address.</li><li>• Use salutation – write a greeting.</li><li>• Use Chronological order using sequenced sentences.</li><li>• Use past tense.</li><li>• Use first person.</li></ul>	<ul style="list-style-type: none"><li>• Write a title for the poem.</li><li>• Use adjectives.</li><li>• Use repetition of words/phrases.</li><li>• Carefully chosen vocabulary.</li><li>• Start each sentence with a capital letter.</li><li>• Lines end with a full stop or comma.</li><li>• Body of the text relates to the title.</li><li>• Text is organised in a stanza.</li><li>• Alliteration is used.</li></ul>
<b>Diversity Links</b>		
<b>Vocabulary</b>	Remember, caught, spiky, flapped, beautiful, loved, school, played, Dear, address, best wishes, your faithfully, writing, inform, reply, look forward to.	Christmas, stockings, chimney, winter, dances, nestled, whistled, shouted, window. St Nicholas, wintry, icicle, glittering, freezing, sparkling, snowflake, glistening, evergreen.



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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>Non – Fiction: Writing to inform</b> <b>Biography: Inspirational Figures</b> (Link to Black History Month)	<b>Poetry: Writing to entertain</b> <b>Week 1:</b> Haiku: Windy Day by John Foster <b>Week 2:</b> Narrative with rhyme: The Listeners – Walter de la Mer
<b>READ</b>  Text analysis and orientation  Comprehension	<ol style="list-style-type: none"><li>1. Know and identify the features of a biography. Know, identify and explain the features of a biography.</li><li>2. Know how to retrieve and record information from a non – fiction text. Know how to clarify, retrieve and summarise information from a non – fiction text.</li></ol>	<ol style="list-style-type: none"><li>1. Know how to identify the features of a poem: Haiku and Narrative. Know how to identify and explain a range of poems, identifying their structure and features.</li><li>2. Know how to recognise different forms of poetry. Know how to identify how the writer has used precise word choices for effect to impact the reader.</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 an adverb is a word that describes a verb (Cluster 1). Know pronouns take the place of nouns in a sentence to aid cohesion and avoid repetition (Cluster 1).</li><li>3. Know the past tense is used too if an action has already happened (Cluster 2). Know paragraphs are a series of sentences that are related to a single topic (Cluster 1).</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 there are two indefinite articles: a and an (Cluster 1). Know an adverbial is a phrase that gives information about a place, time or manner (Cluster 1).</li><li>6. Know the present tense indicates that an action is happening right now (Cluster 2). Know adjectives are words that describe a noun (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 biography (Plan). Know which vocabulary, grammar and organisational features to use when planning a biography (Plan).</p> <p>8. Know which are the most effective vocabulary and features from my plan to use in my biography (Write). Know which are the most effective vocabulary, grammar and organisational features from my plan to use together in my biography (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>1. Know which vocabulary and features to include when planning a poem (Plan). Know which vocabulary and grammar features to use when planning a poem (Plan).</p> <p>2. Know which are the most effective vocabulary and features from my plan to use in my poem (Write). Know which are the most effective vocabulary and grammar features from my plan to use together in my poem (Write).</p> <p>3. 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 biography.</li><li>• Gain an in depth understanding of an inspirational figure to plan and write their biography.</li></ul>	<ul style="list-style-type: none"><li>• Know, identify and use the features of poetry.</li></ul>
<b>Skills</b>  <b>Pupils will be able to:</b>	<ul style="list-style-type: none"><li>• Use a title to show who the biography will be about.</li><li>• Use rhetorical questions.</li><li>• Use sub headings.</li><li>• Use subordinating conjunction: because, when, which.</li><li>• Use adverbials of time: At the age of 35...</li><li>• Use prepositional phrases: Across the world...</li></ul>	<ul style="list-style-type: none"><li>• Use of alliteration.</li><li>• Use of powerful adjectives.</li><li>• Vocabulary chosen carefully.</li><li>• Poem linked to the title.</li><li>• Thought about rhyme, pattern and sound when writing poetry.</li><li>• Use repetition to good effect.</li></ul>
<b>Diversity Links</b>	Celebrating black history month, focussing on inspirational heroes and their lives.	
<b>Vocabulary</b>	Early life, inspire, wished, ambition, key achievements, equal, rights, famous, speech.	Moonlit, descended, perplexed, echoing, plunging, shadowiness, silence, softly, starred.



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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 <b>Stories with flashbacks</b> Wind Rush Child (Link to Black History Week)	<b>Poetry:</b> Writing to entertain <b>Week 1:</b> Free Verse: The Magic Box by Kit Wright <b>Week 2:</b> The Raven by Edgar Allan Poe
<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 narrative with flashbacks. Know, analyse and identify the key features of a narrative with flashbacks.</li><li>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.</li></ol>	<ol style="list-style-type: none"><li>1. Know the features of a poem and identify the effect.  Know, identify and analyse the key features of a poem, comparing a range of poems.</li><li>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.</li></ol>
<b>INPUT</b>  Word –  Vocabulary  Grammar	<ol style="list-style-type: none"><li>1. 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>2. Know inverted commas are used to show when a character speaks (Cluster 1). Know there are two types of reported speech: direct and indirect (Cluster 1).</li><li>3. Know the past perfect tense is used to talk about actions and events that were completed in the past (Cluster 2). Know there are two types of conjunctions: coordinating and subordinating (Cluster 2).</li></ol>	<ol style="list-style-type: none"><li>1. 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>2. Know subject verb agreement is when the subject and the verb of a sentence agree in number with each other (Cluster 1). Know commas are used to clarify the meaning of sentences (Cluster 1).</li><li>3. Know expanded noun phrases define the noun with description (Cluster 2). Know the choice of vocabulary is used for effect (Cluster 2).</li></ol>
<b>WRITE</b>  Plan  Write  Review  (Repeat 2 Clusters)	<ol style="list-style-type: none"><li>4. Know which vocabulary, grammar and features to include when planning a narrative with flashbacks based on my reading (Plan). Know which vocabulary and grammar features to use when planning a narrative with flashbacks, that draws on my reading and develops my ideas (Plan).</li><li>5. Know which are the most effective vocabulary and grammar features from my plan to write a narrative with flashbacks (Write). Know which are the most effective vocabulary and grammar features</li></ol>	<ol style="list-style-type: none"><li>4. Know which vocabulary, grammar and features to include when planning a poem based on my reading (Plan). Know which vocabulary, grammar and features to use when planning a poem, that shows my understanding of audience and purpose (Plan).</li><li>5. Know which are the most effective vocabulary from my plan to write a poem (Write). Know which are the most effective vocabulary and grammar features from my plan to poem, using the correct formality and purpose (Write).</li></ol>



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	<p>from my plan to write a narrative with flashbacks, conveying the character's feelings (Write).</p> <p>6. 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>7. 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>6. Know what to check to edit and improve my poem (Review).</p> <p>Know what to proof read to make effective changes to improve my poem (Review).</p> <p>7. 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>
<b>Wider Knowledge</b>	<ul style="list-style-type: none"><li>Know and understand the wind rush story and generation.</li></ul>	<ul style="list-style-type: none"><li>Know how to construct and write a poem using the correct features of a cinquain.</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 verses to write a poem</li><li>Use features of a poem including alliteration, metaphors and personification</li><li><b>When performing:</b></li><li>Use a clear voice</li><li>Use movements and gestures</li><li>Learn the poem to recite from memory</li></ul>
<b>Diversity Links</b>	<p>This important book from one of the UK's greatest poets and writers Benjamin Zephaniah. It illustrates his life from a young boy to a devastated man in his 70s teaching children about the Wind rush generation.</p>	
<b>Vocabulary</b>	<p>Passengers, opportunities, racial, nation, docked, recruited, immigration, memories started flooding back, several years ago, suddenly, I still have those memories, the last time they were here, I think back to that time, they were back in.</p>	<p>Dreary, quaint, sorrow, silken, wondering, ebony, ghastly, marvelled, scarcely.</p>