



English Overview and Planning

2021-22

Year 1

	Childhood	Splendid Skies	Moon Zoom!	School Days	Paws, Claws and Whiskers.	Bright Lights, Big City.
Class texts	Wilfred Gordon McDonald Partridge- Mem Fox Grandma's House – Alice Melvin Lost in the Toy Museum:An Adventure – David Lucas Old Bear – Jane Hissey Once There Were Giants – Martin Waddell My Grandpa is Amazing – Nick Butterworth My Grandma is Amazing – Nick Butterworth Me and My Family Tree – Joan Sweeney My Family Remembers the 1950s – Kathryn Walker Home Life Through the Years – Clare Lewis	Rosie's Hat – Anna Currey My Friend the Weather Monster- Steve Smallman The Cloud Spotter – Tom McLoughlin Lila and the Secret of the Rain – David Conway The Windy Way home- Chicken Licken - Vera Southgate How the Weather Works- Christian Dorion Weather (Usbourne Beginners)- Catriona Clarke Seasons - DK	The Owl Who was Afraid of the Dark – Jill Tomlinson Aliens in Underpants Save the World – Claire Freedman How to Catch a Star – Oliver Jeffers The Way Back Home – Oliver Jeffers Here Comes the Aliens – Colin McNaughton Beegu – Alexis Deacon A Pea Called Mildren – Margo Sunderland Q Pootle 5 – Nick Butterworth A journey Through Space – Steve Parker Outer Space (Little Explorers) Ruth Martin	Whiffy Wilson: The Wolf who wouldn't go to school - Carly Hart; Miss Molly's School of Manners- James Maclaine First Day at Bug School- SamLloyd Topsy and Tim Start School- Jean Adamson If I built a School- Chris Van Dusen Tell Me What You Remember: School - Sarah Ridley Going to School- Comparing past with present- Rebecca Rissman	The Tiger Who Came for Tea- Judith Kerr The Elephant and the Bad Baby - Elfrida Vipont and Raymond Briggs Slowly, Slowly, Slowly Said the Sloth- Eric Carle Elmer- Davis McKee Beegu- Alexis Deacon Dread Cat- Michael Rosen and Nicola O' Byrne (LS) Welcome to the Zoo – Alison Jay Usbourne Picture Atlas of Animals – Hazel Maskell Looking after dogs and puppies/cats and kittens – Katherine Starke	The Town Mouse and the Country Mouse- Libby Walden and Richard Jones (LS) Katie in London- James Mayhew Paddington at the Palace – Michael Bond A Walk in London- Salvatore Rubbino The Queen's Hat/ Handbag – Steve Antony This is London – Miroslav Sasek See Inside London – Rob Lloyd Jones The Great Fire of London – Stewart Ross
Poetry	When We Were Young- A.A. Milne	Out and About. A First Book of Poems – Shirley Hughes	The Star – Jane Taylor	List poems	Animal Poems- Compiled by Jennifer Curry	The Puffin Book of Fantastic First Poems- June Crebbin
Narrative Writing	Diary Writing (CS) Story with a pattern T4W	Postcards T4W Traditional Tale (Chicken Licken)	Character description – Beegu/Alien (LS)	Diaries, Letters	Fables (T4W)	Something Fishy (LS)
Non-narrative writing	Description (CS)	Windy Day/weather Poetry (CS) Instructions (CS)	Writing a report (CS) Advert for a moon Buggy	List and Instructions (CS) (A Cloudy Lesson- LS)	Crazy Creature Fact File (RWP) Recount (CS)	Recount (letter/Postcard) Wish You were Here (RWP)
Reading	Literal Comprehension: Answer questions about information on a selected page. Sequencing: Retell, with prompting, some key points of a simple story in the correct sequence. Make Inferences: Interpret a character's motivations in a story or make simple inferences in a non-fiction text they have listened to, based on what is said and done. Predictions: Use title to make sensible prediction about the	Literal Comprehension: Answer 'how' and 'why' questions or other straightforward questions based on one point in a text they have read, where answer is clear in the book. Make Inferences: Interpret a character's motivations or make simple inferences in a text they have read, based on what is said and done. Vocabulary Development: With prompting, often show understanding of a range of	Literal Comprehension: Identify and links two significant events in a story they have listened to or read. Information Retrieval: Point to author's name on a book cover where name is easily identifiable, and explain what an author does. Accuracy: Having mis-read a word in print, with support, can recognise sentence does not make sense and can correct it. Make Inferences: Link events in a book, in order to answer	Literal Comprehension: Find a specific piece of information in answer to a literal question when looking at a double-page spread. Make inferences: Link events in a book they have read, in order to answer questions about why or how events take place. Literary Language: When prompted, sometimes recall interesting and effective word choices in books they have listened to or read.	Literal Comprehension: Find a specific piece of information in answer to a literal question on a double page spread that includes more text or a mixture of different types of information. Sequencing: Retell familiar stories which have been read to them and discussed with them. Make Inferencing: Participate in discussion about books, drawing simple inferences based on things said and done.	Literal Comprehension: Explain their understanding clearly when referring to a book that has been read to them. Accuracy: With prompting as necessary, begin to check text makes sense during reading, and correct inaccurate reading. Make Inferences: With prompts, answer questions about books they have listened to drawing on what they already know, or on background information and vocabulary provided by teacher.

	<p>content of a book they are going to read.</p> <p>Personal Response and evaluation: Choose and locate favourite part of a book.</p> <p>Vocabulary Development: With support, begin to show a more independent understanding of some familiar and less familiar words and phrases in a story that is read aloud to them.</p> <p>Range of texts: Understand that some books are stories and other books contain facts about the world (non-fiction).</p> <p>Text structure: Demonstrate a structure or pattern when retelling a story to a teacher or peer using familiar phrases.</p>	<p>familiar and less familiar words and phrases in a story that is read aloud to them.</p> <p>Text Structure: Answer questions using words relating to book structure, such as title, page, line, word, letter, beginning, end, cover.</p>	<p>questions about why or how events take place.</p> <p>Predictions: Explain a prediction about what might happen next in a book based on personal opinions and experience.</p> <p>Personal Response and evaluation: Select a favourite book and talk about why book is their favourite giving clear reasons.</p> <p>Performance: Recite a very familiar rhyme they have learnt by heart</p>	<p>Vocabulary Development: Sometimes reuse interesting words and phrases from books they have listened to or read, in their own speech or writing.</p> <p>Range of texts: Know some key stories, fairy stories and traditional tales, and can identify key characteristics of these stories.</p> <p>Accuracy: With prompting as necessary, begin to check text makes sense during reading, and correct inaccurate reading.</p>	<p>Predictions: Predict what might happen on the basis of what has been read so far.</p> <p>Personal response and evaluation: Select favourite part of a book and talk about why that part is their favourite, giving reasons linked to their own experiences where appropriate.</p> <p>Performance: Recite a simple rhyme or poem they have learnt by heart.</p>	<p>Prediction: Recognise and joins in with predictable phrases in a book they have listened to or read.</p> <p>Personal response and evaluation: Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Vocabulary development: Discuss word meanings, linking new meanings to those already known.</p> <p>Range of texts: Contribute to discussions about poems, stories and non-fiction texts they have listened to or read.</p> <p>Text structure: Talk about the significance of the title and how it relates to events in a book.</p>
Grammar & Punctuation	<p>The alphabet / Alphabetical order</p> <p>Sentence, Full Stop, Capital letter (use the term 'punctuation')*</p> <p>Making simple sentences using finger spaces</p> <p>Capital letter for pronoun: I</p> <p>Capital letter for proper nouns: names of people and places.</p> <p>Co-ordinating conjunction: and</p> <p>Nouns (Year 2 curriculum).</p>	<p>The alphabet and alphabetical order.</p> <p>Sentence, Full Stop, Capital letter (use the term 'punctuation')*</p> <p>Capital letter for pronoun: I</p> <p>Capital letter for proper nouns: names of people and places.</p> <p>Question sentence/question mark (use the term 'punctuation')*</p> <p>Co-ordinating conjunction: and, so, but (Year 2)</p> <p>Nouns (Year 2 curriculum).</p> <p>Adjectives (Year 2 curriculum).</p>	<p>Sentence, Full Stop, Capital Letter (use the term 'punctuation')*</p> <p>Question sentences</p> <p>Nouns (Year 2 curriculum).</p> <p>Adjectives (Year 2 curriculum).</p> <p>Capital letter for proper nouns: names of people and places.</p> <p>Matching capital letters to lower case</p> <p>Co-ordinating conjunction: and, so, but (Year 2)</p>	<p>Sentence, Full Stop, Capital Letter (use the term 'punctuation')*</p> <p>Co-ordinating conjunction: and, so, but (Year 2)</p> <p>Singular & Plural* /Plural* (-s or -es)</p> <p>Question sentence/question mark (use the term 'punctuation')*</p> <p>Prefix un- (how it changes the meaning of verbs and adjectives)</p> <p>Exclamation (& exclamation mark)</p>	<p>Sentence, Full Stop, Capital Letter (use the term 'punctuation')*</p> <p>Co-ordinating conjunction: and, so, but</p> <p>Capital letter for pronoun: I</p> <p>Capital letter for proper nouns: names of people and places.</p> <p>Question sentence/question mark (use the term 'punctuation')*</p> <p>The alphabet and alphabetical order.</p> <p>Verbs (Year 2 curriculum).</p> <p>Exclamation (& exclamation mark)</p> <p>Nouns & adjectives (Year 2 curriculum).</p> <p>Nouns & adjectives (Year 2 curriculum).</p> <p>Adverbials: e.g. First, Next, After, Finally (Year 2 curriculum).</p>	<p>Capital letter for pronoun: I</p> <p>Capital letter for proper nouns: names of people and places.</p> <p>Verbs (Year 2 curriculum).</p> <p>Prefix un-</p> <p>Nouns & adjectives (Year 2 curriculum).</p> <p>Adverbials: e.g. First, Next, After, Finally (Year 2 curriculum).</p> <p>Exclamation (& exclamation mark), Question (sentences)*</p> <p>Singular and plural.</p>
Spelling	<p>Autumn</p> <ol style="list-style-type: none"> Spelling Rules: The /f/ sound spelled ff usually following a single vowel. Spelling Rules: The /l/ sound spelled as 'll' and usually comes straight after a single vowel in short words. Spelling Rules: The /s/ sound spelled /ss/ usually straight after a single vowel letter in short words. 		<p>Spring</p> <ol style="list-style-type: none"> Spelling Rule: The long vowel sound /e/ spelled with the split digraph e-e. Spelling Rule: The long vowel sound /i/ spelled with a split digraph i-e. Spelling Rules: The long vowel sound /o/ spelled with the split digraph o_e. 		<p>Summer</p> <ol style="list-style-type: none"> Spelling Rules: The 'oa' digraph can come at the beginning or in the middle of words but very rarely at the end. The 'oe' digraph can be sometimes found at the end of words. Spelling Rules: The 'ou' digraph. This digraph can be can be found at the beginning and in the middle of 	

	<p>4. Spelling Rules: The z sound spelled 'zz' usually comes straight after a single vowel in short words. There are exceptions which can be spelled with an 's'.</p> <p>5. Spelling Rules: The /ck/ sound. This sound is usually spelled as ck and comes straight after a single vowel letter in short words.</p> <p>6. Spelling Rules: The /nk/ sound found at the end of words. This sound usually comes after a vowel.</p> <p>7. Spelling Rules: -tch This sound is usually spelled as 'tch' when it comes after a single vowel letter.</p> <p>8. Spelling Rules: The /v/ sound at the end of words. English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the v.</p> <p>9. Spelling Rules: Adding s and es to words (plurals) If the ending sounds like /s/ or /z/, it is spelled as -s. If it forms an extra syllable, then it is spelled as -es.</p> <p>10. Spelling Rules: Adding the endings -ing and -ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.</p> <p>11. Spelling Rules: Adding -er and -est to adjectives.</p> <p>12. Spelling Rules: The /ai/ and /oi/ digraphs. These digraphs are virtually never used at the end of words in English.</p> <p>13. Spelling Rule: ay and oy digraphs. These digraphs are used for those sounds at the ends of words and syllables.</p> <p>14. Spelling Rule: The long vowel sound /a/ spelled with the split digraph a-e</p>	<p>4. Spelling Rules: The long vowel /oo/ and /yoo/ sounds spelled as u-e. These sounds are usually found in the middle or at the end of words.</p> <p>5. Spelling Rules: The /ar/ consonant digraph. This digraph may be used at the beginning, middle or end of words.</p> <p>6. Spelling Rules: Long vowel sound /e/ spelled ee. The letters 'ee' make a long vowel sound like in the word see. This is a common way of spelling the sound and is found in the middle of words and sometimes at the end.</p> <p>7. Spelling Rule. The long vowel sound /e/ spelled ea. Another common spelling of the sound which is often found in the middle and end of words.</p> <p>8. Spelling Rules: The short vowel sound /e/ spelled ea.</p> <p>9. Spelling Rules: The vowel digraph er. In these words the sound is stressed</p> <p>10. Spelling Rules: The vowel digraph er. In these words the sound is unstressed and found at the end of words.</p> <p>11. Spelling Rules: The digraphs ir and ur. Often found in the middle of words and occasionally at the beginning of words.</p> <p>12. Spelling Rules: The long vowel sound /oo/ as in Zoo. Very few words start or end with /oo/</p> <p>13. Spelling Rules: The short vowel sound 'oo' as in foot. *Standard English pronunciation has been used here. In some parts of England the -ook words may have a longer sound.</p>	<p>words. The only common English word ending in 'ou' is you.</p> <p>3. Spelling Rules: The 'ow' digraph. This digraph can make two different sounds like in 'cow' or in 'blow.'</p> <p>4. Spelling Rules: The 'oo' and 'yoo' sounds can be spelled as u-e, ue and ew. If words end in the /oo/ sound, then it is likely that they will be spelled ew or ue.</p> <p>5. Spelling Rules: The digraph 'ie' making the /aɪ / sound as in pie.</p> <p>6. Spelling Rules: The digraph 'ie' making the /ee/ sound.</p> <p>7. Spelling Rules: The long vowel sound /i/ spelled 'igh.' This is usually found in the middle of words but sometimes at the end of words too.</p> <p>8. Spelling Rules: The /or/ sound. The vowel digraph 'or' and trigraph 'ore.' It is more likely that when at the end of a word then it will be spelled with an 'e.'</p> <p>9. Spelling Rules: The /or/ sound spelled with the digraph aw or au. If it is at the end of a word it is more likely to be spelled with an aw and at the beginning of a word with au.</p> <p>10. Spelling Rules: The /er/ sound spelled 'air.' This spelling is commonly found in the middle or at the end of words but can sometimes used at the beginning of words too.</p> <p>11. Spelling Rules: The trigraph 'ear' as in hear.</p> <p>12. Spelling Rules: The /er/ sound spelled with 'ear' or 'are'</p> <p>13. Spelling Rules: Words with 'ph' or 'wh' spellings</p>
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Year 2

	Movers and Shakers	Coastline	Much, Mess and Mixtures	Magnificent Monarchs	Beachcombers	Scented Garden
Class texts	Rosa Parks- Little People Big Dreams – Lisbeth Kaiser Malala’s Magic Pencil – Malala Yousafzai Ada Twist, Scientist – Andrea Beaty Greta and the Giants – Zoe Tucker Fantastically Great Women Who Changed the World – Kate Pankhurst Man on the Moon: a day in the life of Bob – Simon Bartram The Way Back Home – Oliver Jeffers 100 People Who Made History - DK	Katie Morag and the New Pier – Mairi Hedderwick The Lighthouse Keeper’s Lunch – Ronda Armitage The Lighthouse Keeper’s Catastrophe – Ronda Armitage Lucy and Tom at the Seaside – Shirley Hughes Flotsam – David Weisner At the Seaside – (Winnie and Wilbur) – Valerie Thomas Famous Lives: Captain Cook- Rebecca Levene RSPB First Book Of the Seashore- Derek Niemann	George’s Marvellous Medicine – Roald Dahl Revolting Recipes – Roald Dahl The Magic Porridge Pot – Rosie Dickens Oliver Moon and the Potion Commotion – Sue Mongredien Dragon Jelly – Claire Freedman Joe Joe the Wizard Brews Up Solids, Liquids and Gases – Eric Braun	The Queen’s Nose- Dick King Smith Queen Victoria’s Bathing Machine – Gloria Whelan Katie in London- James Mayhew Paddington at the Palace – Michael Bond Does the Queen wear her Crown in Bed? – Marion McAuley Daisy Saves the Day – Shirley Hughes Rex and the Crown Jewels Robbery – Kate Sheppard The Cook and King – Julia Donaldson King Arthur and the Knights of the Round Table- Marcia Williams	The Snail and the Whale – Julia Donaldson; Tiddler – Julia Donaldson; Sally and the Limpet – Simon James; A House for a Hermit Crab – Eric Carle At the Seaside (Winnie and Wilbur) - Valerie Thomas	The Enormous Turnip – Vera Southgate Superworm- Julia Donaldson Sense- Patricia Macnair Jack and the Beanstalk Jim and the Beanstalk Lotte and Dotty Grow- Claire Burgess The Garden- Anna Milbourne The Secret Garden- Frances Hodgson Burnett
Poetry	On the Ning Nang Nong – Spike Miligan	Treasures on the Beach – Brenda Williams	The Paint Box – Jean Kenward	Pleasant Sounds – John Clare	Tongue twisters; She sells seashells...	Nature Poetry Caterpillar- Christina Rossetti
Narrative Writing	Tamara (LS)	Setting description (coastal using ‘Bubbles’ LS) 1 st person narrative about a sea rescue (CS)	The Magic Porridge Pot (T4W) Bubbles (Literacy Shed Plus)	Kennings Poems (CS) The Queen’s Nose-DKS- Children describe what happens to them when they rub the queen’s nose.	Narratives;A creature that lives on the seashore or rockpool (CS)	The Enormous Turnip- (T4W)
Non-narrative writing	Biography of Mary Anning (CS) Newspaper report on the Moon Landing (CS) or Persuasive Speech about why their chosen person is the most significant person in history.	Non-Chronological Report about a Coastal town (CS) / Wish You were Here: Picture Postcard (RWP)	Riddles/Acrostic Poetry (CS) Recipes (CS)	Information leaflet about Hampton Court Palace/ Comic Strip about life of a historical sovereign.	Labels, lists and captions; How to stay safe at the seashore	Non-chronological reports; Instructions;Information texts- A Fantasy Plant (CS)
Reading	Literal Comprehension: Demonstrate understanding of simple cause and effect in fiction and non-fiction texts they	Literal comprehension: Answer literal or deductive questions about books they have listened to or read, drawing on what	Literal Comprehension: Participate in discussions about books they have listened to or read, answering literal	Literal Comprehension: Answer literal questions about books they have listened to or	Literal comprehension: Ask and answer questions about books they have listened to or read, often making links between one	Literal Comprehension: Demonstrate understanding of simple cause and effect in fiction and non-fiction texts they

	<p>have read where the link between cause and effect is stated in the text and supported by a picture.</p> <p>Sequencing: Refer to the book to retell main points in the correct sequence.</p> <p>Accuracy: With support, check the text makes sense as they read and correct inaccurate reading.</p> <p>Make Inferences: Participate in discussions about books they have listened to or read, making inferences about reasons for events.</p> <p>Personal Response and evaluation: Give a personal opinion about an event or character and give a simple justification in a discussion about a story.</p> <p>Performance: Recite two or three short poems by heart, with some prompts.</p> <p>Literary language: Recognise repetition of words or phrases in a short passage of text, even when that repetition is relatively subtle.</p> <p>Vocabulary development: Able to find a word in a sentence that has the same meaning as a given word or phrase.</p> <p>Text structure: Beginning to recognise that some non-fiction books have features that are different from the main text.</p>	<p>they already know, or on background information and vocabulary provided by teacher.</p> <p>Sequencing: Retell, without visual prompts, recently read stories in correct sequence, in response to questions and including approximately four events.</p> <p>Accuracy: With occasional support, check text makes sense as they read, and able to correct mistakes.</p> <p>Make inferences: Participate in discussions about books they have listened to or read, making inferences about how characters feel.</p> <p>Prediction: Make a sensible prediction of what might happen in a text they have not encountered before and, with support, can justify the prediction on the basis of what has happened so far in the story.</p> <p>Personal response and evaluation: Explain how a story, poem or non-fiction topic makes them feel.</p> <p>Performance: Recite with accuracy about three familiar short poems by heart.</p> <p>Literary Language: Recognise clear patterns of language, such as the repetition of words or phrases.</p> <p>Vocabulary Development: Able to find a word in a page of text that has the same meaning as a given word.</p> <p>Text structure: Know what some common non-fiction features are called and what they do.</p>	<p>questions and making reference to significant events and characters.</p> <p>Make inferences: Demonstrate understanding of simple cause and effect in fiction and non-fiction texts where the link between cause and effect is strongly implied.</p> <p>Personal response and evaluation: With support, form a simple question they would like to ask a character about events from the story.</p> <p>Literary language: With support, sometimes identify specific examples of literary language in texts they have listened to or read, e.g. alliteration.</p> <p>Range of texts: Contribute appropriately to discussion about a wide range of different types of texts they have listened to or read, including stories, traditional tales, poems and non-fiction.</p> <p>Text structure: With support, clearly explain what some common non-fiction features are called and what they do.</p>	<p>read, using new vocabulary they have met in the text.</p> <p>Sequencing: Retell recently read stories, including main characters and most key events, in correct order with minimal prompting.</p> <p>Accuracy: Usually checks for themselves that text makes sense as they read, and correct inaccurate reading.</p> <p>Make inferences: Participate in discussions about books they have listened to or read, making simple inferences on the basis of what characters do.</p> <p>Personal response and evaluation: With some support, explain and discuss their understanding of books, poems and other material in simple terms.</p> <p>Performance: Recite about four poems by heart, and beginning to use appropriate intonation to make the meaning clear.</p> <p>Literary language: Recognise rhymes or alliteration in poems they have listened to or read.</p> <p>Vocabulary development: Identify their favourite words and phrases.</p> <p>Text structure: Able to read non-fiction texts that include one or more common non-fiction features and can tell you what some features are called.</p>	<p>event or piece of information and another, and where necessary drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Sequencing: Demonstrate understanding of simple cause and effect in fiction and non-fiction texts, discussing sequence of events and explaining how items of information are related.</p> <p>Accuracy: Independently check text makes sense as they read, and correct inaccurate reading.</p> <p>Make inferences: Participate in discussions about books they have listened to or read, making inferences on the basis of what is said and done and listening to what others say.</p> <p>Personal response and evaluation: Explain and discuss their understanding of books, poems and other material they have listened to or read, sometimes giving a more detailed account of their opinions.</p> <p>Performance: Recite at least five poems by heart, adding appropriate intonation to make the meaning clear.</p> <p>Literary language: Recognise simple recurring literary language in stories and poetry.</p> <p>Vocabulary development: Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Range of texts: Discuss and express views about a wide range of texts they have listened to.</p> <p>Text structure: Able to read a range of non-fiction texts structured in different ways.</p>	<p>have read where the link between cause and effect is stated in the text and supported by a picture.</p> <p>Sequencing: Refer to the book to retell main points in the correct sequence.</p> <p>Accuracy: With support, check the text makes sense as they read and correct inaccurate reading.</p> <p>Make Inferences: Participate in discussions about books they have listened to or read, making inferences about reasons for events.</p> <p>Personal Response and evaluation: Give a personal opinion about an event or character and give a simple justification in a discussion about a story.</p> <p>Performance: Recite two or three short poems by heart, with some prompts.</p> <p>Literary language: Recognise repetition of words or phrases in a short passage of text, even when that repetition is relatively subtle.</p> <p>Vocabulary development: Able to find a word in a sentence that has the same meaning as a given word or phrase.</p> <p>Text structure: Beginning to recognise that some non-fiction books have features that are different from the main text.</p>
<p>Grammar & Punctuation</p>	<p>Capital letters (pronoun 'I', proper nouns and at the start of a sentence).</p> <p>Full stops, Nouns, Adjectives</p> <p>Co-ordinating conjunctions: and, but, so, or (Revision)</p>	<p>Questions</p> <p>Exclamations</p> <p>Statements</p> <p>Apostrophe for contraction</p>	<p>Tense: progressive form of verbs (-ing) in the present and past tense to mark actions in progress e.g Present: She is drumming</p>	<p>Tense: simple past and present tense.</p> <p>How do suffixes change words (nouns and verbs) into adjectives? E.g colour –</p>	<p>Co-ordinating conjunctions: and, but, so, or</p> <p>Subordinating conjunctions: when, if, that, because, so</p> <p>Adjectives</p>	<p>Capital letters (pronoun 'I', proper nouns and at the start of a sentence).</p> <p>Full stops, Nouns, Adjectives</p> <p>Co-ordinating conjunctions: and, but, so, or (Revision)</p>

	<p>Tense: simple past and present tense.</p> <p>Subject & verb agreement: was/were e.g I was running. We were running.</p> <p>Plural nouns: -s, -es</p> <p>Suffixes: -ing, -ed, -er that are added to words where the root word does not change e.g helping, helper, helped.</p> <p>Commas in a list sentence with 'and'.</p> <p>Verbs</p> <p>Noun phrases & expanded noun phrases</p>	<p>Subject & verb agreement: was/were e.g I was running. We were running.</p> <p>Suffixes -er, -est in adjectives.</p> <p>Suffix -ly to turn adjectives into adverbs.</p>	<p>Past: He was shouting.</p> <p>Subordinating conjunctions: when, if, that, because, so</p> <p>Adjectives</p> <p>Verbs</p> <p>Nouns Plural nouns</p> <p>Adverbs</p> <p>Noun phrases & expanded noun phrases:</p> <p>Commas in a list sentence with 'and'.</p> <p>Apostrophe for contraction</p> <p>Exclamations and Commands</p> <p>(combine with a review of capital letters for pronoun 'I', start of a sentence and for proper nouns).</p>	<p>changes to colourful; magic – changes to magical; use – changes to useful</p> <p>Tense: simple past and present tense.</p> <p>Tense: progressive form of verbs (-ing) in the present and past tense to mark actions in progress e.g</p> <p>Present: She is drumming</p> <p>Past: He was shouting.</p> <p>Adverbs</p> <p>Noun phrases & expanded noun phrases: e.g.</p> <p>Subject & verb agreement: was/were e.g I was running. We were running.</p> <p>Subordinating conjunctions: when, if, that, because, so</p> <p>Apostrophe for contraction</p>	<p>Verbs</p> <p>Nouns</p> <p>Plural nouns</p> <p>Adverbs</p> <p>Noun phrases & expanded noun phrases:</p> <p>Tense – cover all year 1 and 2 tense work.</p> <p>Questions</p> <p>Exclamations</p> <p>Statements</p> <p>Commands</p> <p>Commas in a list sentence with 'and'.</p> <p>Apostrophe for contraction.</p> <p>Subject & verb agreement: was/were</p> <p>How do suffixes change words (nouns and verbs) into adjectives? E.g colour – changes to colourful; magic – changes to magical; use – changes to useful</p>	<p>Tense: simple past and present tense.</p> <p>Subject & verb agreement: was/were e.g I was running. We were running.</p> <p>Plural nouns: -s, -es</p> <p>Suffixes: -ing, -ed, -er that are added to words where the root word does not change e.g helping, helper, helped.</p> <p>Commas in a list sentence with 'and'.</p> <p>Verbs</p> <p>Noun phrases & expanded noun phrases</p>
Spelling	<p>Autumn</p> <ol style="list-style-type: none"> 1. Spelling Rules: The /j/ sound spelled -dge at the end of words. This spelling is used after the short vowel sounds. 2. Spelling Rules: The /j/ sound spelled -ge at the end of words. This spelling comes after all sounds other than the 'short vowels.' 3. Spelling Rules: The /j/ sound spelled with a g. 4. Spelling Rules: The /s/ sound spelled c before e, i and y. 5. Spelling Rules: The /n/ sound spelled kn and gn at the beginning of words. 6. Challenge Words 7. Spelling Rules: The /r/ sound spelled 'wr' at the beginning of words. 8. Spelling Rules: The /l/ or /ul/ sound spelled '-le' at the end of words. 9. Spelling Rules: The /l/ or /ul/ sound spelled '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s. 10. Spelling Rules: The /l/ or /ul/ sound spelled '-al' at the end of words. 11. Spelling Rules: Words ending in '-il.' 12. Challenge Words 	<p>Spring</p> <ol style="list-style-type: none"> 1. Spelling Rules: The long vowel 'i' spelled with a y at the end of words. 14. Spelling Rules: Adding '-es' to nouns and verbs ending in 'y.' 15. Spelling Rules: Adding '-ed' to words ending in y. The y is changed to an i. 16. Spelling Rules: Adding '-er' to words ending in y. The y is changed to an i. 17. Spelling Rules: Adding 'ing' to words ending in 'e' with a consonant before it. 18. Challenge Words 19. Spelling Rules: Adding 'er' to words ending in 'e' with a consonant before it. 20. Spelling Rules: Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound. 21. Spelling Rules: Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound. 22. Spelling Rules: The 'or' sound spelled 'a' before ll and ll 23. Spelling Rules: The short vowel sound 'o.' 24. Challenge Words 	<p>Summer</p> <ol style="list-style-type: none"> 2. Spelling Rules: The /ee/ sound spelled '-ey' 3. Spelling Rules: Words with the spelling 'a' after w and qu. 4. Spelling Rules: The /er/ sound spelled with o or ar. 5. Spelling Rules: The /z/ sound spelled s. 6. Spelling Rules: The suffixes '-ment' and '-ness' 7. Spelling Rules: The suffixes '-ful' and '-less' If a suffix starts with a consonant letter. It is added straight onto most root words. 8. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings 9. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 10. Spelling Rules: Words ending in '-tion.' 11. Spelling Rules: Contractions – the apostrophe shows where a letter or letters would be if the words were written in full. 12. Challenge Words 13. Challenge Words 			

Year 3

	Through the Ages	Predator	Rocks, Relics and Rumbles	Emperors and Empires	Heroes and Villains	Urban Pioneers
Class texts	Stig of the Dump – Clive King Stone Age Boy – Satashi Kitamura (LS) The Twits – Roald Dahl Ug: Boy Genius of the Stone Age – Raymond Briggs	The Sheep Pig - Dick King Smith Fantastic Mr Fox - Roald Dahl	The Firework Maker's Daughter – Phillip Pullman Escape from Pompeii – Christina Balit	Roman Tales: The Goose Guards - Terry Deary Tiger Tiger: Collins Modern Classic- Lynne Reid Banks	The Hundred and One Dalmatians – Dodie Smith Roald Dahl's Heroes and Villains	The Truth Pixie – Matt Haig A Child's Garden: A Story of Hope – Michael Foreman Banksy: Art Breaks the Rules Urban Street Art/ Graffiti (Is it really art?) – Alix Wood
Poetry	Historian – (A Kenning) John Kitching	Tyger-William Blake	Volcano – Mary Green Poetry (CS)	History - John Kitching	Riddles	Last Night I saw the City Breathing – Andrew Fusek Peter*
Narrative Writing	Character Description (Cave person) Adventure story T4W (Stone Age Boy)	T4W The Hare and the Moon-/ The Dragon's Adventure (RWP)	Writing in Character (Firework Maker's Daughter writing unit- LS)	The Battle Cry- RWP	Modern Fairy Tale with a moral issue	Autobiography (CS) Dreamgiver (LS)
Non-narrative writing	Fact files Instructions (CS)	Leaflets (non-chron reports)	Explanation- The Shirt Machine (LS) News Reporting	Play Script	Biographies	*Free verse poetry (CS)
Reading	<p>Literal Comprehension: With support, explain the main idea of a paragraph or page they have just read.</p> <p>Information retrieval: Know a dictionary is arranged in alphabetical order and that it can be used to find out meaning of words.</p> <p>Prediction: Make a sensible prediction of what might happen and can justify the prediction on the basis of what has happened so far in the story.</p> <p>Performance: Copy a modelled reading of a poem with predictable expression or, after rehearsal, follow simple stage directions for how to read lines of a play.</p> <p>Range of texts: Has read or heard a variety of myths and legends and can explain some of the key features of these.</p>	<p>Sequencing: Able, with support, to retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling.</p> <p>Information retrieval: Know information can be found in non-fiction features such as diagrams, photos, captions, labels and charts, as well as in main text, and often use these features with minimal prompting to find answers to questions.</p> <p>Make inferences: Distinguish between simple statements of fact and opinion where opinions are clearly signposted with 'I think'.</p> <p>Vocabulary development: With prompting, identify an interesting word or phrase in a passage and express preferences for particular words.</p> <p>Text structure: Identify some ways in which structure and</p>	<p>Accuracy: Automatically track meaning of text during reading, pausing to self-correct where necessary. With some support or prompting, can explain meaning of what has been read, in response to a question.</p> <p>Make inferences: With support, make inferences, such as inferring characters' feelings and motives from their actions.</p> <p>Literary language: Discuss interesting vocabulary on a page of text and, with support, can explain in simple terms the effect the word has on the reader.</p>	<p>Prediction: Predict what will happen from what is clearly stated and straightforwardly implied in a text, sometimes drawing on knowledge of similar texts.</p> <p>Personal response and evaluation: Give an opinion on a moral dilemma presented in a story.</p> <p>Performance: Copy a modelled reading of a poem with varying expression and volume or follows stage directions for how to read lines of a play.</p> <p>Text structure: Beginning to use familiar non-fiction features independently to help them navigate through a text.</p>	<p>Literal comprehension: Explain the main idea of a paragraph or page they have just read.</p> <p>Information retrieval: Retrieve specified information from a range of fiction and non-fiction texts.</p> <p>Make inferences: When prompted, draw inferences such as characters' feelings, thoughts and motives from their actions.</p> <p>Personal response and evaluation: Give an opinion on a moral dilemma presented in a story and give a simple reason for this.</p> <p>Literary language: Point out interesting vocabulary on a page and can explain in simple terms the effect the word has on the reader.</p> <p>Vocabulary Development: Use knowledge of how a dictionary is structured to find out the meaning of words.</p>	<p>Literal comprehension: Answer literal or deductive questions about a range of different kinds of books and texts, using clues and information from different parts of the text where these are clearly signposted.</p> <p>Sequencing: Retell longer familiar stories they have read, e.g. myths and legends.</p> <p>Text structure: With support, identify some of the ways in which language and structure contribute to meaning in different types of texts.</p>

		presentation contribute to meaning.			Range of texts: Has read or listened to a range of texts, including some myths, legends, fiction, poetry, plays, non-fiction and reference books, and can answer questions about the texts.	
Grammar & Punctuation	<p>Word class: noun, noun phrase, verb, adjective Plural nouns Capital letters and full stops including for proper nouns. Questions, exclamations, statements, commands (and the punctuation). Co-ordinating conjunctions: and, so, but, or Subordinating conjunctions: when, if, that, because, so Suffixes: -ness -ful Tense (revise from Year 2): simple past and present tense. Determiners: a, an (use them according to whether the next word begins with a consonant or a vowel e.g. a rock, an orange. Direct speech: Introduction to inverted commas to punctuate direct speech. Use a capital letter. Put punctuation inside the speech marks. (Main) clause & subordinate clause Commas in a list Apostrophe for contraction Spelling: -er -est</p>	<p>Full stops and capital letters including for proper nouns. Questions, exclamations, statements, commands (and the punctuation). Co-ordinating conjunctions: and, so, but, or Subordinating conjunctions: when, if, that, because, so (new teaching: before, after, while) Word class (recap noun, noun phrase, verb, adjective) adverb. Prefixes: mis- dis- sub- Direct speech: Inverted commas with a capital letter and punctuation inside the speech marks. Determiners: a, an (use them according to whether the next word begins with a consonant or a vowel e.g. a rock, an orange. Apostrophe for contraction Tense (revise from Year 2): simple past and present tense. Prepositions of time or place e.g. before, during, in, under Suffixes: -er -est Punctuation: capitals, ! ? spotting mistakes. Suffix: -ful Prefix: un- Adverbs e.g. then, next, soon to express time.</p>	<p>Full stops and capital letters including for proper nouns. Word class (recap noun, noun phrase, verb, adjective) adverb. Tense (revise from Year 2): simple past and present tense. Plurals Tense: revise from Year 2... progressive form of verbs (-ing) in the present and past tense to mark actions in progress e.g Present: She is drumming/ Past: He was shouting. Prepositions of time and place and cause: e.g. before, after, during, in, because of Commas in lists Co-ordinating conjunctions: and, so, but, or Subordinating conjunctions: when, if, that, because, so (new teaching: before, after, while) Direct speech: Inverted commas with a capital letter and punctuation inside the speech marks. Suffix: -ly (to turn it into an adverb) Suffix: -less -ness</p>	<p>Use the present perfect form of verbs instead of the simple past (e.g 'He has gone out to play' contrasted with 'He went out to play'). (Main) clause & subordinate clause Co-ordinating conjunctions: and, so, but, or Subordinating conjunctions: when, if, that, because, so (new teaching: before, after, while) Direct speech: Inverted commas with a capital letter and punctuation inside the speech marks. Determiners: a, an (use them according to whether the next word begins with a consonant or a vowel e.g. a rock, an orange. Prefixes: un- mis- dis- sub- super- auto- anti- pre- (Main) clause & subordinate clause Word families e.g. solve, solution, solver, dissolve, insoluble. Prepositions of time and place and cause: e.g. before, after, during, in, because of Adverbs – all types Use the present perfect form of verbs instead of the simple past (e.g 'He has gone out to play' contrasted with 'He went out to play').</p>	<p>Use the present perfect form of verbs instead of the simple past (e.g 'He has gone out to play' contrasted with 'He went out to play'). (Main) clause & subordinate clause Co-ordinating conjunctions: and, so, but, or Subordinating conjunctions: when, if, that, because, so (new teaching: before, after, while) Use the present perfect form of verbs instead of the simple past (e.g 'He has gone out to play' contrasted with 'He went out to play'). Direct speech: Inverted commas with a capital letter and punctuation inside the speech marks. Determiners: a, an (use them according to whether the next word begins with a consonant or a vowel e.g. a rock, an orange. Prefixes: un- mis- dis- sub- super- auto- anti- pre Word families e.g. solve, solution, solver, dissolve, insoluble.</p>	<p>Prepositions of time and place and cause: e.g. before, after, during, in, because of Adverbs – all types Tense: revise from Year 2... Use the present perfect form of verbs instead of the simple past (e.g 'He has gone out to play' contrasted with 'He went out to play'). (Main) clause & subordinate clause Questions, exclamations, statements, commands (and the punctuation). Direct speech: Inverted commas with a capital letter and punctuation inside the speech marks. Commas in lists Determiners: a, an (use them according to whether the next word begins with a consonant or a vowel e.g. a rock, an orange. Apostrophe for contraction Co-ordinating conjunctions: and, so, but, or Subordinating conjunctions: when, if, that, because, so (new teaching: before, after, while)</p>
Spelling	Autumn		Spring 1. Spelling Rules: The long vowel /a/ sound spelled 'ai' 2. Spelling Rule: The long /a/ vowel sound spelled 'ei.'	Summer 1. Spelling Rules: Words ending in '-er' when the root word ends in (t)ch.		

	<ol style="list-style-type: none"> 1. Spelling Rules: The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. 2. Spelling Rules: The /u/ sound spelled 'ou.' This digraph is only found in the middle of words. 3. Spelling Rule: The /i/ sound spelled with a 'y.' 4. Spelling Rules: Words with endings that sound like /ze/ as in measure are always spelled with '-sure.' 5. Spelling Rules: Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch. 6. Challenge words 7. Spelling Rules: Words with the prefix 're-' 're-' means 'again' or 'back.' 8. Spelling Rules: The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree. 9. Spelling Rules: The prefix 'mis-' This is another prefix with negative meanings. 10. Spelling Rules: Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. 11. Spelling Rules: Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled. <p>Challenge words</p>	<ol style="list-style-type: none"> 3. Spelling Rules: The long /a/ vowel sound spelled 'ey.' 4. Spelling Rules: Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb. 5. Spelling Rules: Homophones - words which have the same pronunciation but different meanings and/or spellings. 6. Challenge Words 7. Spelling Rules: The /l/ sound spelled '-al' at the end of words. 8. Spelling Rules: The /l/ sound spelled '-le' at the end of words. 9. Spelling Rules: Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.' 10. Spelling Rules: Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.' 11. Spelling Rules: Adding the suffix -ly. Words which do not follow the rules. 12. Challenge Words 	<ol style="list-style-type: none"> 2. Spelling Rules: Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language. 3. Spelling Rules: Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin. 4. Spelling Rules: Words with the /s/ sound spelled 'sc' which is Latin in its origin. 5. Homophones: Words which have the same pronunciation but different meanings and/or spellings. 6. Challenge Words <p>Revision - spelling rules we have learned in Stage 2 and 3.</p>
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Year 4

	Invasion	Burps, Bottoms and Bile	Misty Mountain, Winding River	Ancient Civilisations	Playlist	Blue Abyss
Class texts	The Saga of Erik the Viking - Terry Jones Beowulf- Michael Morpurgo	Demon Dentist – David Walliams	Varjak Paw- SF Said/ King of the Cloud Forest – Michael Morpurgo	Secrets of a Sun King - Emma Carroll	A Series of Unfortunate Events- Lemony Snicket The Bear and the Piano - David Litchfield Poems to Perform – edited by Julia Donaldson	Treasure Island – Robert Louis Stevenson; 20,000 Leagues Under the Sea – Jules Verne Clean Up! - Nathan Bryon
Poetry	Anglo-Saxon poetry Beowulf	Concrete poems	Mountains – Ian Serraillier	Free verse poetry	Lyrics	Ballads
Narrative Writing	Norse myths; Playscripts;	Fantasy narratives; through the digestive system	Varjak Paw writing unit (LS) Adventurous scene	Time Slip Story	Short narratives and silent movies;	Once in A Lifetime- Diary entries
Non-narrative writing	A Battle in Britain: A Historical Explanation (RWP)	Fact files; Explanations using idioms; Slogans; Persuasive texts	Information Leaflet Explanation (Water Cycle)	News Paper Reports	Posters; Information leaflets Song Writing	Persuasive letters
Reading	<p>Information retrieval: Retrieve information from fiction or non-fiction and, with support, record this information.</p> <p>Making inferences: Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence.</p> <p>Prediction: Predict what might happen in a story and, when directed to a relevant page, can find stated and clearly implied evidence to justify the prediction.</p> <p>Literary language: Discuss words and phrases from a page they have read and, with prompts if necessary, can explain how they capture the reader's interest and imagination.</p> <p>Range of texts: Begin to recognise some themes and conventions in fairy stories and traditional tales.</p>	<p>Literal comprehension: With support, identify main ideas drawn from more than one paragraph.</p> <p>Accuracy: Automatically track meaning of text during reading, self-correcting as part of the reading process (often without this being apparent to listener). With occasional support, make a good estimate of meaning of an unfamiliar word in context.</p> <p>Personal response and evaluation: Participate in discussion about books by giving a personal response to questions, taking turns and listening to what others say.</p> <p>Performance: Use appropriate actions and gestures to convey the meaning of a poem or play script.</p> <p>Vocabulary development: Usually recognise, when reading, an unfamiliar word,</p>	<p>Sequencing: Retell stories with support, and relay main points of sequentially ordered non-fiction texts in correct sequence, sometimes with different degrees of detail, depending on purpose.</p> <p>Information retrieval: Use range of different non-fiction text features to help retrieve information from a text, and with support choose a simple way to record the information they have discovered.</p> <p>Vocabulary development: With prompting if necessary, use a dictionary to quickly check the meaning of a word that is unfamiliar to them.</p> <p>Literal comprehension: With support, concisely sum up main ideas drawn from more than one paragraph.</p> <p>Information retrieval: Ask a question they would like to find the answers to in a fiction or non-fiction book.</p>	<p>Literal comprehension: Discussing a book with others, ask questions to improve understanding of the text.</p> <p>Sequencing: Retell stories with support, and relay main points of sequentially ordered non-fiction texts in correct sequence, usually with different degrees of detail and at a different length, depending on purpose.</p> <p>Accuracy: Check that text makes sense, discussing their understanding and explaining meaning of words in context.</p> <p>Prediction: Make a plausible prediction about what might happen next in a story, and when prompted can explain reasons.</p> <p>Vocabulary development: Use a dictionary to check the meaning of words they have read.</p> <p>Range of texts: Read books that are structured in</p>	<p>Literal comprehension: Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Information retrieval: Retrieve and record information from fiction and non-fiction.</p> <p>Make inferences: Draw inferences such as characters’ feelings, thoughts and motives from their actions, and can justify inferences with evidence.</p> <p>Predictions: Predict what might happen from what is stated and implied in a text.</p> <p>Personal response and evaluations: Participate in discussion about books, taking turns and listening to what others say.</p> <p>Performance: Prepare poems and play scripts to read aloud and to perform, showing understanding</p>	<p>Information retrieval: Retrieve information from fiction or non-fiction and, with support, record this information.</p> <p>Making inferences: Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence.</p> <p>Prediction: Predict what might happen in a story and, when directed to a relevant page, can find stated and clearly implied evidence to justify the prediction.</p> <p>Literary language: Discuss words and phrases from a page they have read and, with prompts if necessary, can explain how they capture the reader's interest and imagination.</p> <p>Range of texts: Begin to recognise some themes and</p>

		and can use a dictionary to find the meaning of the word. Text structure: Recognise some different forms of poetry.	Vocabulary development: Identify key themes and conventions in a range of books.	different ways and for a range of purposes. Text structure: Identify how language, structure and presentation contribute to meaning.	through intonation, tone, volume and action. Literary language: Discuss words and phrases from a book they have read and explain how they capture the reader's interest and imagination. Range of texts: Has increasing familiarity with a wide range of books, including fairy stories, myths, legends, fiction, poetry, plays, non-fiction and reference books and is able to retell stories and discuss texts. Text structure: Identify some of the ways in which fiction texts are structured, e.g. through use of chapters.	conventions in fairy stories and traditional tales.
Grammar & Punctuation	<p>Word families e.g. solve, solution, solver, dissolve, insoluble. Nouns, adjectives, verbs, adverbs Main and subordinate clauses Continuous progressive form of verbs (-ing) in the present and past tense to mark actions in progress e.g Present: She is drumming Past: She was drumming. Tense – past, present and future (2 of these mixed in one sentence e.g Last year I cycled in France and next year I will visit Spain. Determiners: 'a' and 'an' (be able to explain the rule – vowels and consonants – see Year 3) Full stops – adding them to more than one sentence. Capital letters for proper nouns.</p> <p>Statements, questions, exclamations and commands Commas in a list Co-ordinating and subordinating conjunctions (see Y3 for the range) Choose one word that can complete two sentences. Prepositions of time or place Apostrophes for contraction Prefixes: auto- mis- un- in- il- im- ir- Inverted commas for direct speech. Introduce the rule: a comma after the</p>	<p>Apostrophe for contraction Apostrophe for possession singular e.g John's bag. Adverbials (Fronted adverbials inc. use of commas) e.g. Later that day, I heard the bad news. Nouns, verbs, adjectives Punctuation for parenthesis – commas, dashes or brackets (Year 5 curriculum). Plurals – to understand the grammatical difference between: adding 's' for a plural and adding 's' to show possession. Past and present tense: use the present perfect form of verbs instead of the simple past (e.g 'He has gone out to play' contrasted with 'He went out to play'). Extra words when tense changes e.g are dancing, have been dancing, danced, will dance Inverted commas for direct speech. Introduce the rule: a comma after the reporting clause, end</p>	<p>Subordinate clause rule: at the beginning of a sentence (with a comma) or at the end of a sentence (without a comma). Standard English forms of verb inflections instead of local forms: was/were did/done. Cover any other local dialect as needed. Nouns, adjectives, verbs, adverbs, prepositions (of time and place) Co-ordinating and subordinating conjunction – choosing an alternative conjunction that still makes sense within the sentence. Apostrophe for contraction Apostrophe for possession singular e.g John's bag. Determiners Plural nouns Questions, statements, exclamations and commands & review capital letters inc. for proper nouns. Pronouns (possessive)</p>	<p>Apostrophe for possession singular e.g John's bag. Tense – past, present and future (2 of these mixed in one sentence e.g Last year I cycled in France and next year I will visit Spain. Prefixes: auto- dis- inter- super- mis- sub- re- un- in- il- im- ir- Pronouns (inc possessive pronouns). Determiners Inverted commas for direct speech. Introduce the rule: a comma after the reporting clause, end punctuation within the speech marks Apostrophe for plural possession (rule regarding whether words just add 's'. Exceptions to the rule e.g children's. Adverbial phrases. Suffixes: -ation -ly -ally Standard English forms of verb inflections instead of local forms: was/were did/done. Cover any other local dialect as needed.</p>	<p>Adverbials (Fronted adverbials inc. use of commas) e.g. Later that day, I heard the bad news. Plurals – to understand the grammatical difference between: adding 's' for a plural and adding 's' to show possession. Apostrophe for possession singular e.g John's bag. Tense – past, present and future (2 of these mixed in one sentence e.g Last year I cycled in France and next year I will visit Spain. Prefixes: auto- dis- inter- super- mis- sub- re- un- in- il- im- ir- Pronouns (inc possessive pronouns) Determiners Inverted commas for direct speech. Including the rule: a comma after the reporting clause, end punctuation within the speech marks Apostrophe for plural possession (rule regarding</p>	<p>Word families e.g. solve, solution, solver, dissolve, insoluble. Nouns, adjectives, verbs, adverbs Main and subordinate clauses Continuous progressive form of verbs (-ing) in the present and past tense to mark actions in progress e.g Present: She is drumming Past: She was drumming. Tense – past, present and future (2 of these mixed in one sentence e.g Last year I cycled in France and next year I will visit Spain. Determiners: 'a' and 'an' (be able to explain the rule – vowels and consonants – see Year 3) Full stops – adding them to more than one sentence. Capital letters for proper nouns.</p> <p>Statements, questions, exclamations and commands Commas in a list Co-ordinating and subordinating conjunctions (see Y3 for the range) Choose one word that can complete two sentences.</p>

	reporting clause, end punctuation within the speech marks	punctuation within the speech marks Prepositions (of time and place) Co-ordinating and subordinating conjunctions (discuss conjunctions to show 'time'). Standard English forms of verb inflections instead of local forms: was/were did/done Commas in a list Prefixes: auto- super- mis- dis- re- Pronouns Capital letters for proper nouns	Past and present tense e.g are dancing, have been dancing, danced, will dance Inverted commas for direct speech. Introduce the rule: a comma after the reporting clause, end punctuation within the speech marks	Main and subordinate clauses – follow the rules for commas Main and subordinate clauses (being able to move the subordinate clause to a different position and use the correct punctuation).	whether words just add 's'. Exceptions to the rule e.g children's. Main and subordinate clauses – follow the rules for commas (if at the front of a sentence use a comma, if at the end of a sentence do not use a comma). Also being able to move the subordinate clause to a different position (including the middle) and use the correct punctuation. Standard English forms of verb inflections instead of local forms: was/were did/done. Cover any other local dialect as needed.	Prepositions of time or place Apostrophes for contraction Prefixes: auto- mis- un- in- il- im- ir- Inverted commas for direct speech. Introduce the rule: a comma after the reporting clause, end punctuation within the speech marks
Spelling	Autumn 1. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 2. Spelling Rules: The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.' 3. Spelling Rules: Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-' 4. Spelling Rules: The prefix 'sub-' which means under or below. 5. Spelling Rules: The prefix 'inter-' means between, amongst or during. 6. Challenge Words 7. Spelling Rules: The suffix '-ation' is added to verbs to form nouns. 8. Spelling Rules: The suffix '-ation' is added to verbs to form nouns. 9. Spelling Rules: Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.' 10. Spelling Rules: Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.' 11. Spelling Rules: Word with the 'sh' sound spelled ch. These words are French in origin. 12. Challenge Words	Spring 1. Spelling Rules: Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.' 1. Spelling Rules: Adding the suffix '-ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though. 2. Spelling Rules: The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept. 3. Spelling Rules: The 'ee' sound spelled with an 'i.' 4. Spelling Rules: The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e. 5. Challenge Words 6. Spelling Rules: The 'au' digraph 7. Spelling Rules: The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.' 8. Spelling Rules: The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.' 9. Spelling Rules: The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs' 10. Spelling Rules: Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring. 11. Challenge Words	Summer 1. Spelling Rules: Homophones – words which have the same pronunciation but different meanings and/or spellings. 2. Spelling Rules: The /s/ sound spelled c before 'i' and 'e'. 3. Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family' 4. Spelling Rules: Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family' 5. Spelling Rules: Prefixes – 'super-' 'anti' and 'auto.' 6. Spelling Rules: The prefix bi- meaning two. 7. Revision – spelling rules we have learned in Stage 4. 8. Revision – spelling rules we have learned in Stage 4. 9. Revision – spelling rules we have learned in Stage 4. 10. Revision – spelling rules we have learned in Stage 4. 11. Revision – spelling rules we have learned in Stage 4. 12. Revision – spelling rules we have learned in Stage 4.			

Year 5

	Dynamic Dynasties	Firedamp & Davy Lamp	Star Gazer	Ground-breaking Greeks	Beast Creator	Allotment
Class texts	Treason - Berlie Doherty The Executioner's Daughter - Jane Hardstaff	The Giant's Necklace- Michael Morpurgo	Northern Lights Phillip Pullman Alone on a Wide Wide Sea - Michael Morpurgo Cosmic - Frank Cottrell Boyce	Who Let the Gods Out? - Maz Evans	Charlotte's Web - E.B. White	Charlotte's Web- E B White Farm Boy - Michael Morpurgo
Poetry	Whoso List to Hunt - Sir Thomas Wyatt (CS) Riddles	My Working Day- J H Smith	Constant, Constant Little Light - John Rice Information for Travellers - Dave Calder	Falling out of the Sky- Poems about myths and monsters	Limericks and kennings	The Raven - Edgar Allen Poe
Narrative Writing	Legend Villainous speech (RWP)	Eye-Witness Accounts	Lost in Space: A Transmission of Hope (RWP) Setting description - Pandora (LS)	Greek comedy Playscripts;	Wing- Literacy Shed- Character description	I wish for you- https://www.youtube.com/watch?v=-qzS4L5BiTM Emotive letter to reply
Non-narrative writing	Formal Persuasive letter (CS) Newspaper/ TV News Report (CS)	Local History Information text	Magazine Article Space Rap	Balanced arguments	Non-chronological reports; Instructions and advertisements;	Non-chronological reports Persuasion/debate- fair trade foods or chosen farming topic (CS)
Reading	Sequencing: Retell stories and relay main points of sequentially ordered non-fiction texts in correct sequence with different degrees of detail, depending on purpose. Information retrieval: Retrieve information from fiction or non-fiction, identifying key ideas and, with support, record and present it. Make inferences: Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support, can justify inferences, including some that are less clearly suggested by the text. Predictions: Make more detailed predictions drawing on details from the text, with some prompting if necessary. Personal response and evaluation: With support,	Literal comprehension: Summarise main ideas drawn from more than one paragraph, and with support identify at least one key detail that supports main ideas. Information retrieval: Select and sort information from a range of sources and, with minimal support, record this information. Make inferences: Identify the character from whose point of view the story is told, and can infer that character's feelings, thoughts and motives from their actions, often justifying inferences with evidence. Prediction: Predict what might happen to a character using evidence implied by other characters' reactions and viewpoints. Personal response and evaluation: Recommend	Make inferences: Distinguish between facts and opinions when both are included in a sentence. Personal response and evaluation: With support where necessary, provide justifications for their views. Performance: Discuss their understanding of what they have read, including through formal presentations, maintaining a focus on the topic, and with support can use simple notes. Range of texts: With support, identify and discuss themes and conventions in and across selected texts.	Literal comprehension: Summarise main ideas drawn from more than one paragraph, and with minimal support identify one or more key details that support the main ideas. Making inferences: Identify some similarities and differences between two versions of a traditional tale. Prediction: Predict what might happen next in a story, sometimes using complex clues drawing on more than one aspect of the plot or of character. Personal response and evaluation: Participate in discussions about books, and with support can build on their own and others' ideas. Literary language: Participate in discussion about an author's choice of language and show	Literal comprehension: Pay close attention to the meanings of words when reading. Making inferences: Use information from a text to draw straightforward inferences about how ideas are related. Range of texts: With support, identify how language, structure and presentation contribute to meaning in a range of straightforward texts.	Sequencing: Retell stories and relay main points of sequentially ordered non-fiction texts in correct sequence with different degrees of detail, depending on purpose. Information retrieval: Retrieve information from fiction or non-fiction, identifying key ideas and, with support, record and present it. Make inferences: Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support, can justify inferences, including some that are less clearly suggested by the text. Predictions: Make more detailed predictions drawing on details from the text, with some prompting if necessary. Personal response and evaluation: With support, review a book they have read, explaining why they would or would not recommend the book to others.

	<p>review a book they have read, explaining why they would or would not recommend the book to others.</p> <p>Performance: Work in a teacher-led group to prepare poems and play scripts to read aloud, planning appropriate intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Literary language: With support, discuss how authors use language, including similes, considering the impact on the reader.</p> <p>Range of texts: Familiar with and can discuss a wide range of fiction, poetry, plays, non-fiction and reference books, including myths, legends and traditional stories, modern fiction and books from other cultures and traditions.</p>	<p>books to peers, usually giving clear reasons for their choices.</p> <p>Performance: Work in a group to prepare poems and play scripts to read aloud, usually planning appropriate intonation, tone and volume so that the meaning is clear to an audience</p> <p>Literary language: With support, discuss how the author's style affects the reader's understanding of the text, in cases where this is signalled straightforwardly in the text.</p>		<p>understanding of how some language choices affect the reader's understanding.</p> <p>Range of texts: Read for a range of purposes.</p> <p>Text structure: Identify some of the ways in which fiction texts are structured, e.g. through use of chapters, and can say why this is effective.</p>		<p>Performance: Work in a teacher-led group to prepare poems and play scripts to read aloud, planning appropriate intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Literary language: With support, discuss how authors use language, including similes, considering the impact on the reader.</p> <p>Range of texts: Familiar with and can discuss a wide range of fiction, poetry, plays, non-fiction and reference books, including myths, legends and traditional stories, modern fiction and books from other cultures and traditions.</p>
Grammar & Punctuation	<p>Modal verbs: would, could, should, will, must, might, can, shouldn't etc</p> <p>Revision of tense e.g. are dancing, have been dancing, danced, will dance.</p> <p>Tense agreement: was/were</p> <p>Relative clauses (with relative pronouns): who, which, where, whose, that or an omitted relative pronoun</p> <p>Apostrophes for contraction (how to spell the trickier words e.g shall not = shan't, will not = won't. Apostrophe must be clearly in the correct place).</p> <p>Determiners (discuss - Indefinite article *e.g Pick up a chair. Definite article * e.g Pick up the chair)</p> <p>Punctuation for parenthesis: brackets, dashes or commas can be used.</p>	<p>Determiners (discuss - Indefinite article *e.g Pick up a chair. Definite article * e.g Pick up the chair)</p> <p>Apostrophes – singular and plural possession.</p> <p>Punctuation for parenthesis: brackets, dashes or commas can be used.</p> <p>single dashes</p> <p>Adverbials of time (e.g. later) number (e.g. secondly) and place (e.g. nearby) – punctuating them with a comma if used at the start of a sentence or without a comma at the end.</p> <p>Inverted commas/full speech rules: with a capital letter and punctuation inside the speech marks – inc. the comma rule.</p> <p>Main and subordinate clauses. Subordinating conjunctions: when, if, that, because, so, while, as soon</p>	<p>Modal verbs: would, could, should, will, must, might, can, shouldn't etc</p> <p>Relative clauses (with relative pronouns): who, which, where, whose, that or an omitted relative pronoun</p> <p>Word families e.g. solve, solution, solver, dissolve, insoluble. and root words e.g. reappear, disappear, appearance = appear</p> <p>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p>Punctuation for parenthesis: brackets, dashes or commas can be used.</p> <p>Colon and semicolon in extended lists</p> <p>Commas to clarify meaning e.g Let's eat, Grandpa. Let's eat Grandpa.</p> <p>Adjectives (finding them in a group of similar words e.g.</p>	<p>Modal verbs: would, could, should, will, must, might, can, shouldn't etc</p> <p>Single dashes.</p> <p>Relative clauses (with relative pronouns): who, which, where, whose, that or an omitted relative pronoun</p> <p>Apostrophes – singular and plural possession.</p> <p>Determiners (discuss - Indefinite article *e.g Pick up a chair. Definite article * e.g Pick up the chair)</p> <p>Co-ordinating and subordinating conjunctions</p> <p>Revise the comma rule for subordinate clauses.</p> <p>Punctuation for parenthesis: brackets, dashes or commas can be used.</p> <p>Colon and semicolon in extended lists</p> <p>Continuous progressive form of verbs (-ing) in the present and past tense to</p>	<p>Adverbials of time (e.g. later) number (e.g. secondly) and place (e.g. nearby) – punctuating them with a comma if used at the start of a sentence or without a comma at the end.</p> <p>Commas to clarify meaning prepositions (time and place)</p> <p>Inverted commas/full speech rules: with a capital letter and punctuation inside the speech marks – inc. the comma rule.</p> <p>Word families e.g. solve, solution, solver, dissolve, insoluble. and root words e.g. reappear, disappear, appearance = appear</p> <p>Main and subordinate clauses. Subordinating conjunctions: when, if, that, because, so, while, as soon as,. Subordinate clause must have a verb. If used at</p>	<p>Modal verbs: would, could, should, will, must, might, can, shouldn't etc</p> <p>Revision of tense e.g. are dancing, have been dancing, danced, will dance.</p> <p>Tense agreement: was/were</p> <p>Relative clauses (with relative pronouns): who, which, where, whose, that or an omitted relative pronoun</p> <p>Apostrophes for contraction (how to spell the trickier words e.g shall not = shan't, will not = won't. Apostrophe must be clearly in the correct place).</p> <p>Determiners (discuss - Indefinite article *e.g Pick up a chair. Definite article * e.g Pick up the chair)</p> <p>Punctuation for parenthesis: brackets, dashes or commas can be used.</p> <p>Main and subordinate clauses. Subordinating conjunctions: when, if, that, because, so, while, as soon as,. Subordinate clause</p>

	<p>Main and subordinate clauses. Subordinating conjunctions: when, if, that, because, so, while, as soon as,. Subordinate clause must have a verb. If used at the start of a sentence it must end with a comma; if used at the end, it must not have a comma</p> <p>Adverbials of time (e.g. later) number (e.g. secondly) and place (e.g. nearby) – punctuating them with a comma if used at the start of a sentence or without a comma at the end.</p> <p>noun phrases</p> <p>Adverbs - simple. Adverbs to indicate degrees of possibility e.g. perhaps, surely</p> <p>single dashes</p> <p>Converting nouns or adjectives into verbs using suffixes: e.g. -ate -ise -ify</p>	<p>as,. Subordinate clause must have a verb. If used at the start of a sentence it must end with a comma; if used at the end, it must not have a comma:</p> <p>Adverbs - simple. Adverbs to indicate degrees of possibility e.g. perhaps, surely</p> <p>Continuous progressive form of verbs (-ing) in the present and past tense to mark actions in progress e.g.</p> <p>Present: She is drumming</p> <p>Past: She was drumming.</p>	<p>scare, scared, scaring, scarily</p> <p>Converting nouns or adjectives into verbs using suffixes: e.g. -ate -ise -ify</p> <p>Choosing nouns from a list of similar words (some that are adjectives and verbs) e.g. inform, information, informative etc</p>	<p>mark actions in progress e.g. Present: She is drumming. Past: She was drumming.</p>	<p>the start of a sentence it must end with a comma; if used at the end, it must not have a comma:</p> <p>Possessive pronouns: he, she, they etc</p>	<p>must have a verb. If used at the start of a sentence it must end with a comma; if used at the end, it must not have a comma</p> <p>Adverbials of time (e.g. later) number (e.g. secondly) and place (e.g. nearby) – punctuating them with a comma if used at the start of a sentence or without a comma at the end.</p> <p>noun phrases</p> <p>Adverbs - simple. Adverbs to indicate degrees of possibility e.g. perhaps, surely</p> <p>single dashes</p> <p>Converting nouns or adjectives into verbs using suffixes: e.g. -ate -ise -ify</p>
Spelling	<p>Autumn</p> <ol style="list-style-type: none"> 1. Spelling Rules: Words ending in '-ious.' 2. Spelling Rules: Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.' 3. Spelling Rules: Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-tial' after a consonant. But there are many exceptions. 4. Spelling Rules: Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-tial' after a consonant. But there are many exceptions. 5. Spelling Rules: Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-tial' after a consonant. But there are many exceptions. 6. Challenge words 7. Spelling Rules: Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place. 8. Spelling Rules: Words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place. 9. Spelling Rules: Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule. 	<p>Spring</p> <ol style="list-style-type: none"> 1. Spelling Rules: Words ending in '-able.' If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap. 2. Spelling Rules: Adverbs of time (temporal adverbs) these are words to develop chronology in writing. 3. Spelling Rules: Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled. 4. Spelling Rules: Words with 'silent' letters at the start. 5. Spelling Rules: Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) 6. Challenge Words 7. Spelling Rules: Words spelled with 'ie' after c. 8. Spelling Rules: Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ 	<p>Summer</p> <ol style="list-style-type: none"> 15. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 16. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 17. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 18. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 19. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 20. Challenge Words 21. Spelling Rules: Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. 22. Revision: Year 5 words 23. Revision: Year 5 words 			

	<p>10. Spelling Rules: Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.'</p> <p>1. Spelling Rules: Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably</p> <p>2. Challenge Words</p>	<p>However there are exceptions like those in the spellings.</p> <p>9. Spelling Rules: Words containing the letter string 'ough' where the sound is /aw/.</p> <p>10. Spelling Rules: Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.</p> <p>11. Spelling Rules: Adverbs of possibility. These words show the possibility that something has of occurring.</p> <p>12. Challenge Words</p>	<p>24. Revision: Year 5 words</p> <p>25. Revision: Year 5 words</p> <p>26. Revision: Year 5 words</p>
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Year 6

	Britain at War	Blood Heart	Frozen Kingdoms	Maafa	ID	Tomorrow's World
Class texts	Goodnight Mr Tom - Michella Magorian	Pig Heart Boy- M Blackman	The Wolf Wilder – Katherine Rundell	Freedom - Catherine Johnson	Bill's New Frock - Anne Fine	Stormbreaker - Anthony Horowitz
Poetry	Nonets	The Broken Heart- John Donne Star Turn – Frances Nagle	The Dreadful Menace (LS)	Amazing Grace - John Newton	Calligrams All the World's a Stage- William Shakespeare	Important Notice - Phillip Waddell
Narrative Writing	Beyond the Lines (LS); war letter, figurative poetry	Camp Fire Ghost Stories (RWP) Road's End (LS)	The Storm- (Personification) RWP Haiku poetry	Diary entry	Descriptions and narratives;	Thriller narratives; Titanium (LS)
Non-narrative writing	Persuasive posters;	Anti- Smoking Adverts Newspaper Report (Linked to PHB)	Planet Earth: Nature Documentary RWP)/ Newspaper report	Newspaper reports; Persuasive letters; Non-chronological reports;	Non-chronological reports; Adverts; Facts, opinions and tributes;	Email and blogs; Newspaper reports; Websites; Podcasts
Reading	<p>Literal comprehension: Summarise main ideas drawn from more than one paragraph, and with minimal prompting identify some key details that support the main ideas.</p> <p>Information retrieval: Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose, often without support.</p> <p>Make inferences: Draw inferences such as characters' feelings, thoughts and motives from their actions, and with minimal support can justify inferences which may sometimes be based on implied details.</p> <p>Prediction: Predict what might happen from details based on character and/or setting, identifying the evidence in the text.</p> <p>Literary language: Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language,</p>	<p>Make inferences: Answer questions about similarities and differences between two books on a similar topic.</p> <p>Vocabulary development: Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to them, and find an alternative word or phrase with a similar meaning (using a thesaurus if necessary).</p> <p>Range of texts: Read for a range of purposes, including some more sophisticated or formal texts not primarily intended for children.</p> <p>Literal comprehension: Ask questions to improve understanding of a text.</p> <p>Information retrieval: Start to select information independently from more than one source and often summarise it (in speech or note form).</p> <p>Make inferences: Make comparisons within and across books.</p> <p>Personal response and evaluation: Participate in</p>	<p>Literal comprehension: Use knowledge of idiom and figurative language to help understand meaning of a text.</p> <p>Sequencing: Track and retell sequence of events in a longer and more complex novel or sequentially organised non-fiction text.</p> <p>Make inferences: Distinguish between statements of fact and opinion in fiction and non-fiction and explain the difference.</p> <p>Personal response and evaluation: Provide reasoned justifications for their views.</p> <p>Performance: Learn a variety of poems by heart and perform them in a way that conveys the meaning to the audience.</p> <p>Vocabulary development: Take part in discussion to explore words with different or similar meanings, based on their reading.</p> <p>Range of texts: Familiar with and can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books, including myths,</p>	<p>Literal comprehension: Summarise main ideas drawn from across a chapter or section, identifying key details that support main ideas.</p> <p>Information retrieval: Retrieve, record and present information from fiction and non-fiction.</p> <p>Accuracy: Check that text makes sense, discussing their understanding and explaining the meaning of words in context.</p> <p>Make inferences: Infer characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <p>Predictions: Predict what might happen next in a range of texts, including those which are less predictably structured, based on stated and implied details from the text and their wider reading.</p> <p>Personal response and evaluation: Recommend books to peers, giving reasons for their choices and comparing</p>	<p>Literal comprehension: Use knowledge of idiom and figurative language to help understand meaning of a text.</p> <p>Information retrieval: Retrieve, record and present information from fiction and non-fiction.</p> <p>Accuracy: Check that text makes sense, discussing their understanding and explaining the meaning of words in context.</p> <p>Make inferences: Infer characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <p>Predictions: Predict what might happen next in a range of texts, including those which are less predictably structured, based on stated and implied details from the text and their wider reading.</p> <p>Personal response and evaluation: Recommend books to peers, giving reasons for their choices and comparing it to other books on the same theme or by the same author.</p>	<p>Literal comprehension: Summarise main ideas drawn from more than one paragraph, and with minimal prompting identify some key details that support the main ideas.</p> <p>Information retrieval: Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose, often without support.</p> <p>Make inferences: Draw inferences such as characters' feelings, thoughts and motives from their actions, and with minimal support can justify inferences which may sometimes be based on implied details.</p> <p>Prediction: Predict what might happen from details based on character and/or setting, identifying the evidence in the text.</p> <p>Literary language: Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language,</p>

	<p>considering the impact on the reader.</p> <p>Text structure: Identify how structure and presentation contribute to meaning in an increasing range of text types.</p> <p>Personal response and evaluation: Begin to be able to compare two different treatments of the same non-fiction topic and give reasoned opinions about which is better and why.</p> <p>Performance: With support, explain and discuss their understanding of what they have read, including through formal presentations and debates, usually maintaining a focus on the topic and using notes where necessary.</p> <p>Range of texts: Identify and discuss themes and conventions in and across two related books they have read.</p>	<p>discussions about books, asking and answering questions, building on their own and others' ideas and challenging views courteously.</p> <p>Literary language: When prompted, identify uses of language in a non-fiction text that are intended to cause a response in the reader.</p>	<p>legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Text structure: Read books that are structured in different ways, and read for a range of purposes.</p>	<p>it to other books on the same theme or by the same author.</p> <p>Performance: Explain and discuss their understanding of what they have read through formal presentations and debates, maintaining a focus on the topic, using notes appropriately and answering some questions about it.</p> <p>Literary language: Discuss and evaluate how authors use figurative language, considering the impact on the reader.</p> <p>Range of texts: Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Text structure: Identify how language, structure and presentation contribute to meaning</p>	<p>Performance: Explain and discuss their understanding of what they have read through formal presentations and debates, maintaining a focus on the topic, using notes appropriately and answering some questions about it.</p> <p>Literary language: Discuss and evaluate how authors use figurative language, considering the impact on the reader.</p> <p>Range of texts: Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Text structure: Identify how language, structure and presentation contribute to meaning</p>	<p>considering the impact on the reader.</p> <p>Text structure: Identify how structure and presentation contribute to meaning in an increasing range of text types.</p> <p>Personal response and evaluation: Begin to be able to compare two different treatments of the same non-fiction topic and give reasoned opinions about which is better and why.</p> <p>Performance: With support, explain and discuss their understanding of what they have read, including through formal presentations and debates, usually maintaining a focus on the topic and using notes where necessary.</p> <p>Range of texts: Identify and discuss themes and conventions in and across two related books they have read.</p>
Grammar & Punctuation	<p>Subjunctive forms in very formal writing and speech e.g.: If I were... or Were they to come... Co-ordinating conjunctions (FANBOYS) and subordinating conjunctions. Tense – revision. Colon to start a list Colon to mark the boundary between independent clauses (using a colon to replace 'because' e.g. We got wet: it was raining. Question tags in informal speech and writing e.g. He's your friend, isn't he? Hyphens to avoid ambiguity e.g. man-eating shark / man eating shark or recover / recover Semi colon to mark the boundary between independent clauses e.g. It's raining; I'm fed up.</p>	<p>Semi colon to mark the boundary between independent clauses e.g. It's raining; I'm fed up. Statement, question, exclamation, command. Co-ordinating and subordinating conjunctions. Passive and active: Use of the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / The window in the greenhouse was broken. Pronouns & possessive pronouns. Colon to start a list Colon to mark the boundary between independent clauses (using a colon to replace 'because' e.g. We got wet: it was raining. Prepositions Formal language – the difference between</p>	SATs Revision	<p>Present perfect and past perfect tense. Colon to start a list Colon to mark the boundary between independent clauses (using a colon to replace 'because' e.g. We got wet: it was raining. Question tags in informal speech and writing e.g. He's your friend, isn't he? Hyphens to avoid ambiguity e.g. man-eating shark / man eating shark or recover / recover Semi colon to mark the boundary between independent clauses e.g. It's raining; I'm fed up. Passive and active: Use of the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / The window in the greenhouse was broken.</p>	Revisit and Review	<p>Subjunctive forms in very formal writing and speech e.g.: If I were... or Were they to come... Co-ordinating conjunctions (FANBOYS) and subordinating conjunctions. Tense – revision. Colon to start a list Colon to mark the boundary between independent clauses (using a colon to replace 'because' e.g. We got wet: it was raining. Question tags in informal speech and writing e.g. He's your friend, isn't he? Hyphens to avoid ambiguity e.g. man-eating shark / man eating shark or recover / recover Semi colon to mark the boundary between independent clauses e.g. It's raining; I'm fed up.</p>

	<p>Passive and active: Use of the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / The window in the greenhouse was broken.</p> <p>Formal language – the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out – discover; ask for – request; go in – enter.</p> <p>Synonyms & antonyms – how words are related by meaning e.g. big, large, little, small.</p> <p>Choosing 1 word to make sense in 2 different sentences</p> <p>Adverbs - simple. Adverbs to indicate degrees of possibility e.g. perhaps, surely</p> <p>Modal verbs – possibility and certainty.</p> <p>Relative clauses.</p> <p>Tense – revision – simple tense, progressive tense.</p> <p>Present perfect and past perfect tense.</p> <p>Speech rules</p> <p>Parenthesis</p> <p>Main and subordinate clauses.</p> <p>Cohesive devices: ellipses</p> <p>Adverbials</p>	<p>vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out – discover; ask for – request; go in – enter.</p> <p>Commas to clarify meaning (see Y5)</p> <p>Synonyms & antonyms – how words are related by meaning e.g. big, large, little, small.</p> <p>Tense – all!</p>		<p>Subjunctive forms in very formal writing and speech.</p> <p>Relative clauses (with relative pronouns): who, which, where, whose, that or an omitted relative pronoun</p> <p>Formal language – the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out – discover; ask for – request; go in – enter.</p> <p>Adverbs - simple. Adverbs to indicate degrees of possibility e.g. perhaps, surely</p> <p>Synonyms & antonyms – how words are related by meaning e.g. big, large, little, small.</p> <p>Speech rules.</p> <p>Choosing 1 word to make sense in 2 different sentences</p> <p>Main and subordinate clauses.</p> <p>Parenthesis.</p>		<p>Passive and active: Use of the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / The window in the greenhouse was broken.</p> <p>Formal language – the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out – discover; ask for – request; go in – enter.</p> <p>Synonyms & antonyms – how words are related by meaning e.g. big, large, little, small.</p> <p>Choosing 1 word to make sense in 2 different sentences</p> <p>Adverbs - simple. Adverbs to indicate degrees of possibility e.g. perhaps, surely</p> <p>Modal verbs – possibility and certainty.</p> <p>Relative clauses.</p> <p>Tense – revision – simple tense, progressive tense.</p> <p>Present perfect and past perfect tense.</p> <p>Speech rules</p> <p>Parenthesis</p> <p>Main and subordinate clauses.</p> <p>Cohesive devices: ellipses</p> <p>Adverbials</p>
Spelling	<p>Autumn</p> <p>14. Challenge Words (List 1-10 taken from PoS)</p> <p>15. Spelling Rules: Words with the short vowel sound /i/ spelled y</p> <p>16. Spelling Rules: Words with the long vowel sound /i/ spelled with a y.</p>	<p>Spring</p> <p>13. Spelling Rules: Adding the prefix ‘-over’ to verbs.</p> <p>14. Spelling Rules: Convert nouns or verbs into adjectives using suffix ‘-ful.’</p> <p>15. Spelling Rules: Words which can be nouns and verbs.</p> <p>16. Spelling Rules: Words with an /o/ sound spelled ‘ou’ or ‘ow.’</p> <p>17. Spelling Rules: Words with a ‘soft c’ spelled /ce/.</p>	<p>Summer</p> <p>13. Spelling Rules: Words ending in ‘-ably.’</p> <p>14. Spelling Rules: Words ending in ‘-ible’</p> <p>15. Spelling Rules: Adding the suffix ‘-ibly’ to create an adverb.</p> <p>16. Spelling Rules: Changing ‘-ent’ to ‘-ence.’</p> <p>17. Spelling Rules: -er, -or, -ar at the end of words.</p> <p>18. Spelling Rules: Adverbs synonymous with determination.</p> <p>19. Spelling Rules: Adjectives to describe settings</p>			

		<p>18. Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite</p> <p>19. Spelling Rules: Words with the /f/ sound spelled ph.</p> <p>20. Spelling Rules: Words with origins in other countries</p> <p>21. Spelling Rules: Words with unstressed vowel sounds.</p> <p>22. Spelling Rules: Words with endings /shuhl/ after a vowel letter.</p> <p>23. Spelling Rules: Words with endings /shuhl/ after a consonant letter.</p> <p>24. Spelling Rules: Words with the common letter string 'acc' at the beginning of words.</p>	<p>20. Spelling Rules: Vocabulary to describe feelings.</p> <p>21. Spelling Rules: Adjectives to describe character</p> <p>22. Grammar Vocabulary</p> <p>23. Grammar Vocabulary</p> <p>24. Mathematical Vocabulary</p>
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