

| English | | | | | | |
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| Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| RWInc sounds | Purple Units: Purple: Set 1 sounds focus on A e i o u | Pink Units: Set 2 Sounds and words Ay ee igh ow oo | Orange Units: Set 3 Sounds and words Ay ee igh ow oo (too) oo (good) ar are air ir | Yellow Units: Set 3 Sounds and words + multisyllabic words e ea oo (look) ay ee igh ow oo | Yellow Units: Set 3 Sounds and words + multisyllabic words e ea oo (look) ay ee igh ow oo | Blue Units: Set 3 Sounds and words + multisyllabic words ar or oor ore air ir ou oi oy ay a-e an ee ea e y igh i-e ie l o-e |
| Red words | to me go baby paint | all like I've want call we her she washing some so | what they do old was | Some saw watch of school small there you your brother | Where some they there are tall call wall I've I'm | Does other were one I'm could their water anyone wasn't people |
| Main RWInc texts | Big Blob and Baby Blob Spiders Tag A Pet Goldfish Flip Frog and the bug What is it? | Sanjay stays in bed. Beep! Beep! Clocks and watches In the night. Light and Shadow So Cool! Baboons | Too Much! Jam Tarts My Sort of Horse Up in the air My best shirt Jim's house 1874 | The Duckchick. Off Sick. Tom Thumb. The gingerbread Man. Robin Hood. Lost. | Do we have to keep it? Danny and the Bump-a-lump Grow your own radishes. The Foolish Witch In the Park A sweetcorn Salad | Barker. The poor goose, Hairy Fairy. King of the birds. Our house. The jar of oil. |
| Linked texts Texts that support and develop themes in the RWInc texts | No, Baby No – Grace Nichols Seaside Poems – Nick Sharratt & Jill Bennett We're Off to look for Aliens – Colin McNaughton The Elves and the Shoemaker – Lorna Read Two Frogs – Christopher Wormell Dig, Dig, Digging – Margaret Mayo | Dogger – Shirley Hughes I Want A Pet – Lauren Child Come Away From the Water Shirley – John Burningham Smartest Giant in Town – Julia Donaldson Slinki Malinki – Lynley Dodd Jack & The Flumflum Tree – Julia Donaldson | Starting School – Janet Ahlberg I Could Be, You Could Be – Karen Owen Dark Tale – Ruth Brown Ugly Duckling – Bernadette Watts The Cat in the Hat – Dr Seuss Pumpkin Soup – Helen Cooper | Ugly Duckling – Iain Beck Through My Window – Eileen Brown Traction Man – Mini Grey Biscuit Bear – Mini Grey Robin Hood – Rob Lloyd Jones Lost & Found – Oliver Jeffers | Owl Babies – Martin Waddell Tappity-Tap! What was That? - Claire Freedman Oliver's Vegetables – Vivian French George & Flora's Secret Garden – Joanna E. Elsworthy Hansel & Gretel - Anthony Browne | Dogs – Emily Gravett The Hare and the Tortoise – Aesop's Fable April Underhill, Tooth Fairy – Bob Graham Enormous Crocodile – Roald Dahl This is Our House – Michael Rosen Orchard Book of Aesop's Fables |
| Book bag books Fully decodeable books that match the book the children are learning in the RWInc lessons and are taken home to read. | Dan's Party The best twin Fun on planet Bip The witch's kitchen Black spots Shift it, Fred! | My Holiday I can see you dad Up all night Let's play in the snow Boo's Coolest Day Yap Yap | A bad mood Dads and Karts Born on a farm Good Hair, Bad Hair Birthday Party! No thanks! A house fit for a mouse. | Adopted Animals. What happens to your sandwich Bugs Grab a Snack. A big bag of cash. Which way is it? | What can baby do? Fun at night. The radish contest. What's in the woods? Tom's Cooking class Plants | A card to Grandad Running contests. It's so hairy! Birds. Cool Horses Our incredible planet |
| Writing: proofreading and editing throughout. | Narrative | Descriptive writing Persuasive | Descriptive writing | Narrative Letter Recount | Narrative – fairy. Instructions Persuasive. Information leaflet | Newspaper report Letter narrative |
| Terminology, revisited in every half term | Word, letter, sentence, capital letter, punctuation, suffix, full stop. | | Singular, plural, exclamation mark, question mark. | Singular, plural | noun | Verb Adverb |
| Grammar focus Done outside of RWInc In RWInc | Know to use capital letters for days of the week, people, places and pronoun I. Know narratives are formed by writing sequenced sentences. Know to add s Know how to use question marks | Know the alphabet. Know to add -ed | Know what plural and singular mean. Know to add s or es and -ing to words as singular nouns or third person verbs. | Know how to add -er – ed to words (no change to root word) to change from verb to noun. Know meaning of past tense. | Know how to add –er and –est to adjectives where no change is needed to the root word. Know how to make comparisons. Eg taller, tallest. | know what a prefix is. know the meaning of the prefix un know how adding the prefix changes the meaning of the word. |
| Cracking Comprehension related to book bands. **See planning sheet for content domains | | | 4. The Farmyard. Tim's van. | 5. The Sick Dragon. Skip and shark. 6.The Sun and Stars. Men on the Moon Assessment Task B | 7. Minibeasts and the Garden or Park. Minibeasts in the Pond. 8. Lion's lunch. The Lion and the Mouse. | 9. New Clothes for Alex. A bun for Barney Assessment Task C |
| Handwriting Penpals | Know to use finger spaces. Know where straight lines begin and end for ascenders and descenders. Know how to write words with ll. | Practise letters with curves or formed from a c – c a d o s g q e ff Practise words with double ff Practise words with double ss Know how to write the C A D O S G Q | Know how to write the letter z and practise words with double zizz Practise words mixing all the letter families. Practise all the capital letters. Practise 0-9 | Know how to write words with ck and qu. Practise writing words with ai, igh, oo. Practice words with adjacent consonants ee, oa, oo | Know how to space the numbers 10-20. Practise unjoined ch, ai, wh, ow Know how to use diagonal join for ch, ai, wh, ow | Practise unjoined ch, ai. Know how to use diagonal join for ch, ai. |
| Spoken Language | | | | | | |
| Quality Texts to support learning | | My Map Book. | Hoorah for Mary Seacole | Cardiff, Edinburgh, London, Belfast | | |
| Class reader | A First Book of Nature We Build our Homes. Happy Not Now Bernard The Smartest Giant in Town Dogger Reaction Man Meets TurboDog Amazing Grace | Hoorah for Mary Seacole Beegu Winnie and Wilbur The Night the Stars Went Out. Funny Bones The Queen's Knickers Aliens Love Underpants | The Storm Whale, The Tiger Who Came to Tea Mr Wolf's Pancakes Amazing Grace Chocolate Cake The Scallywags Why Elephant Has a Trunk A Rumble in the Jungle | Traction Man and the Beach Odyssey Treasure Island Portside Pirates Cats Ahoy The Pirates Next Door The Pirate Cruncher Captain Flinn and the Pirate Dinosaurs | Once Upon a Raindrop Little Cloud Survivors: The Night the Titanic Sank Grace Darling The Titanic A Rumble in the Jungle | Race to the Moon and Back. Iggy Peck Architect Clever Polly and the Stupid Wolf The Tin Forest Into the Forest Tyrannosaurus Drip The Magic Paintbrush |

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| Class Book Box | This bank of core texts in each class are used to inspire, promote a love of reading and motivate the children to read. They are good quality engaging texts and through the year the children are introduced to them either as a class reader and it is read completely with them, or the teacher may read a couple of chapters to encourage them to read the rest independently (depends on the length of the book). They have been chosen from Scholastic 100 must reads for the age group. They are in addition to the class reader. | Chocolate Cake: Michael Rosen Funnybones: Janet and Allan Ahlberg. The Night the Stars Went Out: Suz Hughes The Tiger Who Came to Tea: Judith Kerr Happy: Jane Bingham We Build our Homes: Laura Knowles Iggy Peck: Architect: Andrea Beaty | Tyrannosaurus Drip: Julia Donaldson Little Cloud: Anne Booth The Smartyes Giant in Town: Julia Donaldson Winne and Wilbur: Valerie Thomas The Storm Whale: Benji Davis Not Now Bernard: David McKee Pumpkin Soup: Helen Cooper | The Tin Forest: Helen Ward Dogger: Shirley Hughes Amazing Grace: Mary Hoffman Mr Wolf's Pancake: Jan Fearnley Beegu: Alexis Deacon A First Book of Nature: Nicola Davies Once Upon A Raindrop: James Carter |
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End of Year one expectations

KPIs

| English Yr 1 Reading: Word Reading | Reading: Comprehension | Writing Transcript: Spelling | Writing Transcript: Handwriting | Writing: Composition | Writing: Vocab, grammar & punc | Spoken Language |
|--|---|--|---|--|--|---|
| <ul style="list-style-type: none"> - apply phonic knowledge and skills as the route to decode words - respond speedily with the correct sound to graphemes for all 40add phonemes, including, where applicable, alternative sounds for graphemes - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings - read other words of more than one syllable that contain taught GPCs - read words with contractions, and understand that the apostrophe represents the omitted letter(s) - read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - reread these books to build up their fluency and confidence in word reading | <ul style="list-style-type: none"> - develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - being encouraged to link what they read or hear to their own experiences - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - recognising and joining in with predictable phrases - learning to appreciate rhymes and poems, and to recite some by heart - discussing word meanings, linking new meanings to those already known - understand both the books they can already read accurately and fluently and those they listen to by: - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense, and correcting inaccurate reading - discussing the significance of the title and events - making inferences on the basis of what is being said and done - predicting what might happen on the basis of what has been read so far - participate in discussion about what is read to them, taking turns and listening to what others say - explain clearly their understanding of what is read to them | <ul style="list-style-type: none"> Pupils should be taught to: spell: words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far | <ul style="list-style-type: none"> Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters correctly form digits 0-9 correctly understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these | <ul style="list-style-type: none"> Pupils should be taught to write simple sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read their writing aloud, clearly enough to be heard by their peers and the teacher | <ul style="list-style-type: none"> Word Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] Sentence How words can combine to make sentences Joining words and joining clauses using and Text Sequencing sentences to form short narratives Punctuation Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I Terminology for pupils letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark | <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play/improvisations and debates |

| English | | | | | | |
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| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| RWInc sounds | Blue Units Set 3 Sounds and words + multisyllabic words ar or oor ore air ir ou oi oy ay a-e a ee ea e y igh i-e ie l o-e | Grey Units Set 3 Sounds and words + multisyllabic words Oo u-e ue or oor ore aw are air ir ur er ou ow ay a-e ai aigh a | Grey Units Set 3 Sounds and words + multisyllabic words Oo u-e ue or oor ore aw are air ir ur er ou ow ay a-e ai aigh a | Comprehension units. Chicken Licken Anansi and the 4 bananas. The Wish The Three of us. | Comprehension units. Drusilla's Diary The Cupboard under the stairs. Rose and Ruby Mary Seacole | Comprehension units. Teeth The Class Trip All about India Nana |
| Red words | Does other were one I'm could there water anyone wasn't people | Should through many two above buy bought father whole | Should through many two above buy bought father whole | The you your said was are of want they does today small saw many watch there mother father brother | Were what wold could should came walk thought trough because people water mind behind whole | Old cold gold climb most learn sugar last plant prove improve eye many sure everybody their class |
| Main RWInc texts | Jade's Party How to make a Peach Treat A box full of light A hole in my tooth At the Seaside On your bike | Rex to the rescue. A job for Jordan I dare You Looking after a hamster How Silly! Wailing Wiinnie's Car Boot Sale | The Stone Age Flight to New York Dear Vampire Vulture Culture Celebration on planet Zox A very dangerous Dinosaur | NA | NA | NA |
| Linked texts Texts that support and develop themes in the RWInc texts | Orchard Book of Aesop's Fables The Shopping Basket – John Burningham Who Wants to be a Poodle? I Don't – Lauren Child Owl Who Was Afraid of the Dark – Jill Tomlinson Pied Piper of Hamlin – M Morpurgo | Oh No! George – Chris Laughton Androcles and the Lion – Russell Punter Dr Xargle's Book of Earthlets – Jeanne Wills & Tony Ross Little Beauty – Anthony Browne | Lighthouse Keeper's rescue – David Armitage Dear Vampa – Ross Collins Birds of Prey – Camilla De La Bedoyere Man on the Moon – Simon Bartram Tyrannosaurus Drip – Julia Donaldson | NA | NA | NA |
| Book bag books Fully decodeable books that match the book the children are learning in the RWInc lessons and are taken home to read. | Party games Beastly Pets The Sun All Alone Making Sounds with Instruments Dick Whittington | A happy pug. The Romans Nancy Romans' Space Telescope A pet or a pest? April Fool! Amazing Caves | Frog or Toad? The lifeboat Crew Mythical Monsters The Inca Trail Planets Dinosaur Discovery | NA Book taken home dependent on benchmarking | NA Book taken home dependent on benchmarking | NA Book taken home dependent on benchmarking |
| Writing process taught throughout each unit. | Invitation Narrative Advert Poetry Instruction | Information poster Narrative Instruction recount | Narrative Information Descriptive | Dialogue Narrative- 1 st person Narrative – 3 rd person. instruction | Narrative – fairytale. Narrative Letter. Biographical information | Information text Letter |
| Terminology, revisited in every half term | Adverb verb Compound word apostrophe | Conjunction present tense | Adverb suffix Conjunction Adjective, expanded noun phrase | Speech. paragraph | Biography Silent Letter | Commands Statements. Silent letter Homophone |
| Grammar focus Done outside of RWInc In RWInc | Know how to use conjunctions and or but . Know the 4 different types of sentence. Know a compound word is made up of 2 shorter words Know an apostrophe can show letters are missing in a word. | Know the present tense is used when we are talking and writing about things that are happening now. Know an apostrophe can show who something belongs to. Spelling 2A Special Focus 7 | Know a suffix changes the meaning of a word. Know suffixes go at the end of a word. Know how -ful and -less change the meaning of the word. Know how to join sentences using that and when. | Know how to recognise speech. Know how to punctuate speech correctly. Know adjectives and nouns. Know to choose effective adverbs. Know which punctuation is missing. Know which is the most appropriate conjunction. | Know how to recognise speech. Know how to punctuate speech correctly. Know adjectives and nouns. Know to choose effective adverbs. Know which punctuation is missing. Know which is the most appropriate conjunction. | Know how to recognise speech. Know how to punctuate speech correctly. Know adjectives and nouns. Know to choose effective adverbs. Know which punctuation is missing. Know which is the most appropriate conjunction. |
| Spelling RWInc spelling after grey group Comprehension Unit | | | -tion | Module 1 ay. 2. Ee. 3. Igh. 4. Ow 1. or sound spelt a before l and ll 2. Soft c. 3. Adding suffix -y | Module 5. Oo. 6. Or. 7. Air. 8. Wh 4. Add suffix y (ending in e) 5. Add ly. 6. Kn and gn | Mod 9. Igh 'y' 10. F 'ph' 11. 33 'y' 12. N 'kn' and 'gn' r wr 7. igh 8. Adding ing 9. Add ing (end e) Special Focus 4: Homophones |
| Cracking Comprehension **See planning sheet for content domains | 1. Timid Tim and the Cuggy Thief. Dogger. 2. George and the Dragon. There's No Such Thing as a Dragon. 3. Something Else | 3. Dilly's Sports Day. 4. Sophie's Snail. Willie's Whiskers. Assessment task 2 | 5. Big Cat, Little Cat. Dolphins 6. What was London Like Before the Great Fire? What was London Like After the Great Fire? | 7. Making Bread. Planting Bulbs Assessment Task 3 | 8. What the Ladybird Heard. Like an Animal. Assessment Task 4 | 9. Little Miss Muffet. Twinkle Little Star. |
| Handwriting Penpals | Know how to use a diagonal join th, ch ascenders. Know how to use a diagonal join ai, ay, ir, er Know how to use a diagonal join wh, ah ascenders. | Know how to use a diagonal join ow, ue. Know how to write horizontal join to e oe, ue, . Know how to write a diagonal join ee, le Numbers 1-100 | Know how to write diagonal join for anti-clockwise letters ea, igh, dg, ng, oo, oa | Know how to write diagonal join for anti-clockwise letters wa, wo Know how to write joined mixed letters air, ear, oor, our, ing. | Know how to use diagonal join for ck, al, el, at, il, ill, ok, ot, ob, ol ascenders. Know how to write diagonal join for ui, ey, aw, ur, an, ip | Know how to write diagonal join for oi, oy, on, op, ov. Know how to write diagonal join for anti-clockwise letters ed, cc, eg, ic, ad, ug, dd, ag, oc, og, od, , va, vo, ed and ing. Introduce joins to s as es is |
| Spoken Language | | | | | | |
| Quality Texts to support learning | The Wright Brothers | | | | The First Moon Landing The Darkest Dark | |
| Class Reader | Willy the Wimp | The Egg | The Day the Crayons Quit | Where the Wild Things Are. | My Name is Not Refugee | Edward Built a Rocket ship. |

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| The children listen to the text being read by the teacher. These are good quality texts that the children are engaged with and stand up to being read multiple times. | Dougal's Deep Sea Diary Grandad's Island Tiddler the Story Telling Fish Little Beauty Michael Rosen's Sad Book Traction Man is here | The Rainbow Fish The Owl Who Was Afraid of the Dark Leaf The Rainbow Bear I thought I Heard a Tree Sneeze The Bear and the Piano | The Day the Crayons went on Holiday. The Three Little Wolves and the Big Bad Pig. The Way Back Home. Ruby's Worry | Meerkat Mail The Princess and the Giant. Mog and the V.E.T Flat Stanley This Book Just Ate My Dog | A Planet Full of Plastic and how can you help. The Colour of Home. What's Under the Bed? Lila and the Secret of Rain. Fossils Tell Stories | Fantastically Great Women Who Worked wonders. Children Who Changed the World. Audrey the Amazing Inventor. Professor Astrocat's Space Rockets. Race to the Moon and Back. |
| Class Book Box | This bank of core texts in each class are used to inspire, promote a love of reading and motivate the children to read. They are good quality engaging texts and through the year the children are introduced to them either as a class reader and it is read completely with them, or the teacher may read a couple of chapters to encourage them to read the rest independently (depends on the length of the book). They have been chosen from Scholastic 100 must reads for the age group. They are in addition to the class reader. | The way back home - Oliver Jeffers Professor Astrocats Space Rockets Flat Stanley The three little wolves and the big bad pig- Eugene Trivias Traction Man is here- Mimi Grey Colour of home - Mary Hoffman | Lila and the secret of rain Little Beauty- Anthony Browne Mog and the V.E.T If towns could talk - Tony Fisher Princess and the Giant | Alfie and the big boys Fossils Tell Stories - Yu-ri Kim The Bear and the piano - David Litchfield What's under the bed - Mick Manning Where the wild things are | | |

End of Year 2 Expectations KPIs

| English Year 2 Reading: Word Reading | Reading: Comprehension | Writing Transcript: Spelling | Writing Transcript: Handwriting | Writing: Composition | Writing: Vocab, grammar & punc | Spoken Language |
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| <p>- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>- read accurately words of two or more syllables that contain the same graphemes as above</p> <p>- read words containing common suffixes</p> <p>- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>- reread these books to build up their fluency and confidence in word reading</p> | <p>- develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>- discussing the sequence of events in books & how items of information are related</p> <p>- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>- being introduced to non-fiction books that are structured in different ways</p> <p>- recognising simple recurring literary language in stories and poetry</p> <p>- discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>- discussing their favourite words and phrases</p> <p>- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>- understand both the books that they can already read accurately and fluently and those that they listen to by</p> <p>- drawing on what they already know or on background information and vocabulary</p> <p>- checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>- making inferences on the basis of what is being said and done</p> <p>- answering and asking questions, predicting</p> | <p>Pupils should be taught to: spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>learning to spell common exception words</p> <p>learning to spell more words with contracted forms</p> <p>learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>distinguishing between homophones and near-homophones</p> <p>add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly</p> <p>apply spelling rules and guidance, as listed in English appendix 1</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p> | <p>Pupils should be taught to:</p> <p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>use spacing between words that reflects the size of the letters</p> | <p>develop positive attitudes towards and stamina for writing by</p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p> <p>consider what they are going to write before beginning by</p> <p>planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p> <p>make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p> <p>rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear</p> | <p>Word</p> <p>- Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]</p> <p>- Formation of adjectives using suffixes such as -ful, -less</p> <p>- Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p>Sentence</p> <p>- Subordination and co-ordination</p> <p>- Expanded noun phrases for description and specification</p> <p>- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Text</p> <p>- Correct choice and consistent use of present tense and past tense throughout writing</p> <p>- Use of the progressive form of verbs in the present and past tense to mark actions in progress</p> <p>Punctuation</p> <p>- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>- Commas to separate items in a list</p> <p>- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p> <p>Terminology for pupils</p> <p>noun, noun phrase, statement, question, exclamation, command</p> <p>compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma</p> | <p>Pupils should be taught to:</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play/improvisations and debates</p> <p>select and use appropriate registers for effective communication</p> |

End of Key Stage 1 Framework KS1 Reading Endpoint

| Working towards the expected standard The pupil can: | Working at the expected standard The pupil can: | Working at greater depth |
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| <ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes* • read accurately some words of two or more syllables that contain the same grapheme phoneme correspondences (GPCs)* • read many common exception words.* <p>In a book closely matched to the GPCs as above, the pupil can:</p> <ul style="list-style-type: none"> • read aloud many words quickly and accurately without overt sounding and blending • sound out many unfamiliar words accurately. <p>In a familiar book that is read to them, the pupil can:</p> <ul style="list-style-type: none"> • answer questions in discussion with the teacher and make simple inferences. | <ul style="list-style-type: none"> • read accurately most words of two or more syllables • read most words containing common suffixes* • read most common exception words.* <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words (93-95% accurately) • sound out most unfamiliar words accurately, without undue hesitation. <p>In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> • check it makes sense to them, correcting any inaccurate reading • answer questions and make some inferences and explain what has happened so far | <p>The pupil can, in a book they are reading independently:</p> <ul style="list-style-type: none"> • make inferences • make a plausible prediction about what might happen on the basis of what has been read so far • make links between the book they are reading and other books they have read. |

End of Key Stage 1 Framework KS1 Writing Endpoint

| Working towards the expected standard The pupil can: | Working at the expected standard The pupil can: | Working at greater depth |
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| <ul style="list-style-type: none"> • write sentences that are sequenced to form a short narrative (real or fictional) • demarcate some sentences with capital letters and full stops • segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others • spell some common exception words* • form lower-case letters in the correct direction, starting and finishing in the right place • form lower-case letters of the correct size relative to one another in some of their writing • use spacing between words. | <p>write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <ul style="list-style-type: none"> • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words* • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. | <p>write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <ul style="list-style-type: none"> • make simple additions, revisions and proof-reading corrections to their own writing • use the punctuation taught at key stage 1 mostly correctly^ • spell most common exception words* • add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)* • use the diagonal and horizontal strokes needed to join some letters. |

| English | | | | | | | | | |
|---|---|---|---|--|---|--|--|---|--------------------------------------|
| Year 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | | |
| Literacy and Language Texts | Unit 1 Sand Wizards: John Blake A-Z Holiday Guide | Unit 2: A tune of Lies: L Kuenzler How to Make a One-String Guitar. | Unit 3: A Tale of Tw Robots: R Apps Nose in a Book or Eyes on the Game | Unit 4: Water cycle: A Fusek Peters Where does water come from? | Unit 5: Smash and Grab: J Dougherty Wanted: A New Planet | Unit 6: The Enchantress of the Sands Jamila Gavin : autobiography | | | |
| Genres | Stories with a familiar setting. Information texts | Playscripts Instructions | Science Fiction Discussion texts | Poetry Explanation text | Mystery Story Non-Chronological Report | Folktale Biography and autobiography | | | |
| Linked texts | Katie Morag Books: M Hedderwick | Stig of the Dump: Clive King | Space Race: Malorie Blackman | Mustard Custard Grumble Belly and Gravy: Michael Rosen | Ruby Redfort Books: Lauren Child | The Butterfly Lion | | | |
| Writing process taught throughout each unit. | Write 2 descriptions of a setting which show contrasting moods and feelings. Write an entry for the guide giving useful, clear and interesting info. | Write a new ending of a play including action, dialogue and stage directions. Write clear instructions | Write a new episode for a science fiction story Write a balanced discussion | Write a poem using features learnt Write clear and useful explanations. | Write a mystery story Write a non-chronological report | Write a new folktale with a vivid setting, atmosphere and exciting climax. Write a biography. | | | |
| Terminology, revisited in every half term | Adverbs Inverted commas Sub-headings | Adverbs of time Headings Captions | Adverbs of time Character Dialogue Stage directions | Suffix Setting scene imperative | Determiner Adverbs First person balanced | conjunction Adverbials Simile | Prefix rhyme rhythm Alliteration repetition Onomatopoeia imagery | Adverbs verbs nouns adjectives Perfect Tense Chronology Simple compound complex | Preposition paragraph folktale |
| Grammar and writing objectives referred back to Main objectives: | Know that adverbs and adverbials of time show when things happen. Know how to choose adverbs effectively to create mood. Know inverted commas indicate speech. Know how to punctuate speech correctly Know to use a range of sentence starters. Know headings and sub-headings make information texts clear and informative. Know how to lay the text out clearly | Know how to add the suffix -ing Know the language above associated with play scripts. Know what the purpose of instructions are. Know to use bullet points or numbers to organise instructions clearly. Know how to use adverbs of time to show when something happens. Recognise the imperative verb. Know the imperative verb gives the reader an instruction | Know a and an are determiners. Know an is used before words beginning with a vowel Know how to develop a plot with a problem, reaction and resolution. Know to include dialogue to help give more info about a character. Know how to punctuate dialogue. Know what first person means. Know pronouns I/we are used when writing in the first person. Know a simile compares one thing to another. Know how similes are used to capture the reader's imagination. Know conjunctions help tell us why or when something happens Know how to use adverbs to show both sides o the argument have been considered | Know how punctuation and line breaks show how poetry should be read. Know a range of poetry form riddles, tongue twisters, nonsense poems. Know and recognise the above features of poetry and discuss the effect on the poem. Know what a prefix means. Know the meaning of prefix anti- Know explanation texts are written in the present tense. Know explanation texts contain facts Know explanation texts contain diagrams to help make the info easier to understand. | Know writers create suspense by leaving clues. Know how to use show not tell sentences. Know to choose adverbs accurately to help create images in the reader's mind. Know which word family words belong to – recognise adverbs, verbs, nouns, adjectives. Know how to use short sentences to build tension Know what chronology means. Know non-chron reports include: headings, sub-headings, diagrams and captions. know how conjunctions help make sentences varied, clear and interesting. Know three types of sentence | Know how action and dialogue help move a story on. Know how to choose effective vocabulary to create images in the reader's mind. Know adverbs and adverbials explain when and where something happens. Know a range of strategies to create tension and suspense.. know the key features of folktales know prepositions show the relationship between people, places and things. Know the features of biography – 3 rd person, past tense, facts Know the features of auto-biography – 1 st person, past tense , info Know what a paragraph is. Know when a new paragraph needs to be started. | | | |
| Word Power | Dark, depressing frown So relieved With a heart as light as a feather | Elated, astounded, perplexed, dejected, impressed, jealous, excited, pride, a shame, embarrassed, brilliant, inventive, disturb | Inventor, laboratory, equipment, experiment, robot, absent-mindedly, fumed, tentatively, brusquely Statement, balanced, point of view, conclusion, however | Soak up, spit, weep, longing | imitation, simulated, habitable, atmosphere, microbes | Enchantress, herdsman, begone, rejoiced | | | |
| Special Phrases | | | ...like a thunderbolt... ..like a firework display gone crazy.....like a TV chat show set... Some people think that... on the other hand... | Full of river-longing... down, down, down underground, rushing round... cold cloud spit he rout... mountains weep and dream... a man-made hand stops her dead, with a dam. | Encircled by its high stone wall, congestions and bustle... magnificent marble staircase... the children, perplexed, hurried after Mrs McCreevy... ran breathlessly | ...where the sound of one step upon, the shining white grains can be heard a hundred miles away... he thought his heart would break... as soft as a heartbeat... gave a crocodile smile. | | | |
| Spelling | Unit 1: dis- , in-. Unit 2 im-, Unit 3 -ous. Unit 4: -ly. | Consolidation 2 Unit 5 -ture. Special focus 2; homophones Unit 6: -ation. | Consolidation 3 Unit 7: c spelt ch. Unit 8: sh spelt ch. Special focus 3 short l spelt y.. | Consolidation 4 Unit 9: - ion Unit 10: -ian Consolidation 5. | Unit 11: re-. Special focus 4: homophones. Unit 12 anti-Consolidation 6. | Unit 13: super- uit 14: sub-. Consolidation 7. | | | |
| Cracking Comprehension **See planning sheet for content domains?? | 1. Fantastic Mr Fox. Who's a clever girl then? 2. r Majeika | 2. Worst Witch. 3. The Lost Happy Endings. Clarice Bean. Assessment Task 1 | 4. Grandpa's Indian Summer. The Man Whose Mother was a Pirate. 5. Mountains. | 5. Coasts. 6. From Spawn to Frog (x2) Assessment task 2 | 7: The World. The United Kingdom. 8. Walking with my Iguana Assessment task 3 | 8. A Big Surprise 9. Scissors. New School Assessment Task 4 | | | |
| Handwriting | Know how to join through a word with no ascenders or descenders. Know how to join through a word with parallel ascenders. Know how to join from an s to an ascender sl, sh, st, sk. Know how to join from an s to no ascender sw, si, se, sm, sn, sp, su | Know how to join from an r to an ascender rb, rh, rk, rl, rt. Know how to join from an r to no ascender ri, ru, rm, rp Know how to join from an r to an anti-clockwise letter ra, rd, rg, ro. Know how to join from an r to e ire, ore, are, ure, ere. | Know how to join to f if, ef, of, af. Know how to join f to ascender fl, ft. Know how to write f to no ascender fe, fi, fu, fr, fy. Know how to join f to an anti-clockwise letter fo, fa, | Know how to write double letters ff, rr, ss, qu joined. Develop fluency of writing parallel ascenders and descenders. | To develop fluency accuracy and consistency. -spacing -spacing between words -parallel ascenders and descenders. | To develop fluency accuracy and consistency. -break letters -capital letters -horizontal join from r to anti-clockwise rs -break letters | | | |

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|---|--|---|---|--|---|--|
| | Know how to join from an s to an anti-clockwise letter sa, sc, sg, so, sq. | Know how to write words with break letters g, j, y, f, b, p, x, z | | | | |
| Spoken Language | | | | Participates in a class poetry performance | | |
| Quality Texts to support learning | The Stone Age Sentinel Secret History of Stone Henge The Street Beneath my Feet | Stone Age Boy How to wash a woolly mammoth | | | | |
| Class Reader The children listen to the text being read by the teacher. These are good quality texts that the children are engaged with and stand up to being read multiple times. | The True Story of the Three Little Pigs The Last Wolf Good Little Wolf Voices in the Park | Coming Home Voices in the Park On Sudden Hill | It was a Dark and Stormy Night Ocean Meets the Sky This Moose Belongs to me | Fantastic Mr Fox How to Live Forever | Sofia Valdez Future Prez The Watcher Three Cheers for Women Women in Science | I am the Seed that Grew the Tree My Name is Not Refugee The Journey Ada Twist Scientist |
| Class Book Box | This bank of core texts in each class are used to inspire, promote a love of reading and motivate the children to read. They are good quality engaging texts and through the year the children are introduced to them either as a class reader and it is read completely with them, or the teacher may read a couple of chapters to encourage them to read the rest independently (depends on the length of the book). They have been chosen from Scholastic 100 must reads for the age group. They are in addition to the class reader for the class. | I Am the Seed That Grew The Tree: Fiona Walters The Hundred-Mile-An-Hour-Dog: Jeremy Strong My Name is not Refugee: Kate Milner There's an Rang-Tan in My Bedroom: James Sellick Great Women who Worked Wonder: Kate Pankhurst The Hare and the Tortoise: Brian Wildsmith The Street Beneath My Feet: Charlotte Guillain Three Cheers for Women: Marcia Williams | Mad Scientist Academy: Matthew McElligot Voices in the Park: Anthony Browne The Last Wolf: Mini Grey Sofia Valdez, Future Prez: Andrea Beaty This Moose Belongs to Me: Oliver Jeffers The Lighthouse Keepers Rescue: Ronda and David Armitage Katie Morag Island Stories: Mairi Hedderwick Women in Science: Jen Green | Crindlerkrax: Philip Ridley On Sudden Hill: Benji Davies Good Little Wolf: Nadia Shireen How to Live Forever: Colin Thompson Coming Home: Michael Morpurgo The Journey: Francesca Sanna The Watcher: Jeanette Winter | | |

End of Year 3 Expectations

KPIs

| English Year 3: Reading: Word Reading | Reading: Comprehension | Writing Transcript: Spelling | Writing Transcript: Handwriting | Writing: Composition | Writing: Vocab, grammar & punc | Spoken Language |
|---|--|--|---|---|---|---|
| <ul style="list-style-type: none"> - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1, both to read aloud and to understand the meaning of new words they meet. - adding suffixes beginning with vowel letters to words of more than one syllable - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Reading Comprehension Contd</p> <ul style="list-style-type: none"> - identifying main ideas drawn from more than 1 paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning - retrieve and record information from non-fiction | <ul style="list-style-type: none"> - develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - using dict to check the meaning of words - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally - identifying themes and conventions in a wide range of books - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising different forms of poetry - understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied | <p>Pupils should be taught to</p> <p>Please see the statutory list of words for years 3 and 4.</p> <p>Prefixes un-, dis-, mis-, in-, il-, ir, im.</p> <p>Words with the /eɪ/ sound spelt ei, eigh or ey</p> <p>Suffix -ly.</p> <p>Words with the /k/ spelt ch (Greek in origin) scheme, chorus, chemist, echo, character</p> <p>Words with the // sound spelt ch (mostly French in origin) chef, chalet, machine, brochure</p> <p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) league, tongue, antique, unique</p> <p>Words with the /s/ sound spelt sc (Latin in origin) science, scene, discipline.</p> | <p>Pupils should be taught to:</p> <p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p> <p>Joined handwriting expected in all work in Year 3.</p> | <p>plan their writing by:</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices - evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear | <p>Word</p> <ul style="list-style-type: none"> - Formation of nouns using a range of prefixes - Use of the forms a or an according to whether the next word begins with a consonant or a vowel - Word families based on common words, showing how words are related in form and meaning <p>Sentence</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Text</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>Punctuation</p> <p>Introduction to inverted commas to punctuate direct speech</p> <p>Terminology for pupils</p> <p>preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter</p> <p>inverted commas</p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play, improvisations and debates - gain, maintain and monitor the interest of the listener(s) - consider and evaluate different viewpoints, attending to and building on the contributions of others - select and use appropriate registers for effective communication. - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say |

| English | | | | | | |
|--|---|---|---|--|--|--|
| Year 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Literacy and Language Texts | Unt 1: Lost or Stolen . Nariner Dhami Gadget Magic | Unit 2: 'The Balloons', 'At the end of a school day' and 'My Sari' Your Alien Experiences | Unit 3: The Bogey Man and the trolls next door: K Umansky 'How the Voice Works' | Unit 4: 'The Fly and the Fool' Junior Detective | Unit 5: Runaways! Jim Eldridge London Herald | Unit 6: Sugarcane Juice: P Mitchell Viper! |
| Genres | Dilemma Story Information and advisory text | Poetry Recounts- Journalistic writing | Narrative Explanation texts | Playscript Evaluating evidence | Story with historical setting Journalistic writing | Stories from another culture Persuasive writing |
| Linked texts | The Egyptian Cinderella | Heard it in the Playground | Jabberwocky and other poems | Children of the Dragon | Hetty Feather | Rickshaw Girl |
| Writing process taught throughout each unit. | Write a story with a dilemma and setting. Write an advice leaflet. | To write a poem in free verse. Write a newspaper article | Write a story using known characters. Write an explanation text | Write a playscript scene Evaluation of evidence | Write a historical story from the point of view of one of the characters. Write a newspaper article | Write tension filled narrative. Write a script for an advert |
| Terminology, revisited in every half term | Direct speech Suffix Word class Inverted Commas prefix | Haiku Free verse Alliteration Repetition Syllable Simile Personification rhyming couplets fact opinion | Narrative verse Recite Adverbials quotation synonym brackets reported speech | Script Dialogue Apostrophe for possession stage directions brackets scene | Historical reference Standard and non-standard English Standfirst Subordinate clause 1 st /3 rd person headline clause | Metaphor common noun Persuade simile proper noun rhetorical question pronoun |
| Grammar and writing objectives referred back to | Know 4 ways a writer can create suspense and focus on word choice and sentence structure. Know and recognise direct speech. Know how to punctuate direct speech correctly. Know that information texts are written for a specific audience. Know how to structure information text for clarity – headings, sub-headings, boxed text. Know that text that advises tries to persuade. Know how words and their word class changes when prefixes and suffixes are added. | Know an increasing range of poems, building on year 3 – free verse, haiku. Know how to use line breaks instead of commas in free verse. Know how to use some of the features of poetry to help create vivid images. Know what a syllable is and count the number of syllables in a word. Know what a haiku is and the structure of it (5, 7, 5) Know to choose effective similes. Know recounts are written in the past tense, chronological order, answer 5ws, uses quotes, 3 rd person, sensational language. Know paragraphs organise ideas. | Know how to write from the point of view of one of the characters. – 1 st person, past tense. Know that powerful adjectives and adverbs gives the read extra info. Know brackets can be used when giving extra information. Know synonyms are different words that mean the same thing. Know adverbials show where and how something has happened. Know the organisational features of explanation texts. Know how to recognise reported speech and use quotations in writing. | Know conventions of a playscript: names before speech, stage directions, scene descriptions. Know how to use stage directions & dialogue to show how a character thinks, moves and speaks. Knows how to add prefix -ing to words. Know how to develop characters by showing not telling. Know how to summarise ideas from more than one paragraph. Know to use technical language to support evidence. Know how to use apostrophes to show possession. | Know how to use speech and actions to show and not tell how a character is feeling and thinking. Know to use historical references to describe the setting. Know some of the difference between standard and non-standard English. Know and identify features of journalistic writing: headline, caption, lead paragraph, standfirst. Know that articles have different purposes and identify purposes of given articles. Know sub-ordinate clauses give additional information in complex sentences. | Know what a metaphor is, identify and create own effective one. Know how to use powerful verbs to describe action. Know how to write dialogue, punctuated correctly, that creates atmosphere and tension. Know and recognise pronouns. Know how to use pronouns to avoid repetition. Know proper nouns are names of places and people and need capital letters. Know how to use language to grab attention. Know and identify the purpose, message and audience |
| Word Power | Incessantly, exasperated, trepidation, despondent | Gapes, winces, frayed, gingerly Revelation, sensation, exaggeration, speculation. | Fateful, indignant, desolate, destination. | Deceitful, imposing, immensely, worthless Committed, victim, reconstruction, suspect | Steal out, fury, despondently, refuge, wary, trudged, awed. Feat, seething, sanitation, endure, representing, hailed. | Gaudy, lurched, festooned, rattled |
| Special phrases | ... the sun shone as brightly as the gold rahki Chandra tied on Ravi's wrist... they shared delicious Indian jellied sweets that glistened like rubies, emeralds and amethysts | Deafened the sky winces. The sun gapes in surprise...runners skid to a stop, stand still and stare... curled up on the tarmac like an old frayed cricket ball...tiptoes forward so gingerly | Baby Bogey, in his bogey baby buggy. Fell an atmosphere of chill... a stagnant stench of quagmire, very desolate and grim... a voice like grating gravel. | | His body shaking distressingly... looked at her suspiciously... a bolt of fear... questioning look. | Thundering towards.... Eyes that always looked like they held a secret... groaned and creaked... quick as a flash |
| Spelling | Unit 1: mis-, un-, in-, dis- Unit 2: -sure. Special focus 1: short u spelt ou Consolidation 1 Unit 3: auto- Unit 4: -ly | Consolidation 2 Unit 5: inter- Special focus 2: homophones Unit 6: ay spelt ei, eigh, ey | Consolidation 3 Unit 7: -ous Unit 8: s spelt sc Consolidation 4 | Special focus 3: possessive apostrophes. Unit 9: -sion Unit 10: il-, un-, in-, mis-, dis-, | Consolidation 5 Unit 11: c spelt -que, g spelt gue Special focus 4: homophones | Unit 12: ir- Consolidation 6: Unit 13: -ion Unit 14: -ion |
| Cracking Comprehension **See planning sheet for content domains | 1: the Children of Green Knowe. War Boy. 2. The Diary of a Killer Cat | 2. Harriet's Hare. 3. Gansta Granny. The Better Brown Stories. Assessment task 1 | 4. Mackerel and Chips. Oliver Twist's Childhood. 5. Knight Survival Guide. | 5. Knight Survival Guide. 6. Are You Wasting Goo Food? Would you Eat Less Than Perfect Fruits and Vegetables? Ass Task 2 | 7. What is a Robot? Robots in Films and TV. 8. Childhood Tracks Assessment task 3 | 8. Hot Food. 9. A Small Dragon. The Spirit of a Place |
| Handwriting | Know how to use diagonal join from ph, pl, bl. Know how to use diagonal join from p and b bu, bi, be, pu, pi, pe. Know how to use diagonal join from p and b to an anti-clockwise pa, po, ps, ba, bo, bs Consolidate parallel ascenders and descenders bb, pp | Know how to write words with break letters x, z. Practise and consolidate spacing in words, consistency in letter size, relative size of capital letters. Develop speed and fluency. | Consolidation and practise of -parallel ascenders -parallel ascenders an break letters - relative sizes and proportion of letters -spacing between letters | Consolidation and practise of -spacing between words. -writing speed -improving speed and fluency | Consolidation and practise of -proportion -spacing between letters and words -fluency and writing of longer words. | Consolidation and practise of -speed and fluency -revising break letter -capital letter. |
| Spoken Language | | | Class performance poetry. | Drama and acting in role | Inside the Human Body | |

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|-----------------------------------|--|---|--|--|---|--|
| Quality Texts to Support learning | The Egyptian Cinderella | | Escape From Pompeii | The Selfish Giant | | |
| Class reader | Flotsham Billy and the Minipins Illustrated Stories for Children | War Game Th Day War Came Illustrated Stories for Children | Escape from Pompeii Please Mrs Butler Illustrated Stories for Children | Ice Trap Shackleton's Journey Race to the Frozen North | Kensuke's Kingdom Illustrated Stories for Children | Kensuke's Kingdom Illustrated Stories for Children |
| Class Book Box | This bank of core texts in each class are used to inspire, promote a love of reading and motivate the children to read. They are good quality engaging texts and through the year the children are introduced to them either as a class reader and it is read completely with them, or the teacher may read a couple of chapters to encourage them to read the rest independently (depends on the length of the book). They have been chosen from Scholastic 100 must reads for the age group. They are in addition to the class reader for the class. | | Town is by the sea - Joanne Schwartz and Sydney Smith Fantastically great women who made history - Kate Pankhurst Until I met Dudley - Roger McGough and Chriss Riddell Women in science - Rachel Iqnotofsky Cloud tea monkeys - Juan Wijngaard The Moonshine dragon - Cornelia Funke Usborne Illustrated Stories for Children Leif Frond and the Viking Games: Joan Lennon | Fantastically great women who changed the world - Kate Pankhurst How to help a hedgehog and protect a polar bear - Jess French The Whisperer - Nick Butterworth Malala's magic pencil - Malala Yousafzai Survivors - David Long and Kerry Hyndman The Day the War Came - Nicola Davies Happily Never After: Mitchell Symons Race to the Frozen North: Catherine Johnson | | Shackleton's Journey - William Grill Snail Mail - Sharon King-Chai Flotsam - David Weisner Run Wild: Gill Lewis |

End of Year 4 Expectations

KPIs

| Year 4: Reading: Word Reading | Reading: Comprehension | Writing Transcript: Spelling | Writing Transcript: Handwriting | Writing: Composition | Writing: Vocab, grammar & punc | Spoken Language |
|---|---|--|--|--|---|---|
| <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>adding suffixes beginning with vowel letters to words of more than one syllable eg forgotten beginner, gardener.</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Reading Comprehension Contd</p> <p>identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> | <p>- develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry - understand what they read, in books they can read independently, by: - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied | <p>Pupils should be taught to</p> <p>Please see the statutory list of words for years 3 and 4.</p> <p>The suffix -ation</p> <p>Prefixes sub-, inter-, anti-, super-, auto-</p> <p>The ending sounding like /ʒə/ is always spelt -sure. measure, treasure, pleasure, enclosure</p> <p>The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending - e.g. teacher, catcher, richer, stretcher. creature, furniture, picture, nature, adventure</p> <p>Endings which sound like /ʒən/ If the ending sounds like /ʒən/, it is spelt as -sion. ÷, invasion, confusion, decision, collision, television</p> <p>The suffix -ous. poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous</p> <p>Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far.</p> | <p>Pupils should be taught to:</p> <p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p> <p>Joined handwriting expected in all work in Year 4.</p> | <p>Pupils should be taught to:</p> <p>plan their writing by:</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p>draft and write by:</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> | <p>Word</p> <p>The grammatical difference between plural and possessive -s</p> <p>- Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p>Sentence</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>- Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Text</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Punctuation</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Use of commas after fronted adverbials</p> <p>Terminology for pupils</p> <p>Determiner, pronoun, possessive, pronoun, adverbial</p> | <p>Pupils should be taught to:</p> <p>listen and respond appropriately to adults and their peers</p> <ul style="list-style-type: none"> - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play, improvisations and debates - gain, maintain and monitor the interest of the listener(s) - consider and evaluate different viewpoints, attending to and building on the contributions of others - select and use appropriate registers for effective communication. - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say |

| English | | | | | | |
|--|---|---|--|--|---|---|
| Year 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Literacy and Language Texts | Unit 1: Pandora and Prometheus How to write instructions. | Unit 2: Bling! Bravery Award for Hero Boy | Unit 3: Goodnight Stroud. Meet the Monster! | Unit 4: This is not a fairy tale. Jeremy Strong biography and autobiography | Unit 5: Dragon Slayer The Kraken | Unit 6: Father's Day. The Big Debate |
| Genres | Myths instructions | Modern retelling of a myth Recounts of the same event. | Poetry Persuasive writing | Stories by a sig children's author Biography and autobiography | Story from another culture. Non-chronological reports. | Playscript Discussion Texts. |
| Linked texts Texts | Other Pandora's Box Stories | Poems by Carol Ann Duffy | Street Child | Street Child | Journey to the River Sea | Journey to the River Sea |
| Writing process taught throughout each unit. | Write an alternative ending for myth. Write instructions | Recount: write a diary entry Recount: write a newspaper | Write a poem Write a persuasive piece | Write a new ending for a story. Write a biography | Write a new adventure for a known character from another culture. Write a non-chronological report | Write a new scene for a play. |
| Terminology, revisited in every half term | Cohesion synonyms. Imperative verb adverbs of time Instructions sequence procedure | Dilemma clause relative clause | Personification simile metaphor Alliteration rhyme rhythm Synonym modal verb Adverbs of possibility | Parenthesis commas brackets dash Biography autobiography Chronology adverbs of time. | Prefix non-chronological | Stage direction scene Debate balance bias Personal impersonal Comma ambiguity |
| Grammar and writing objectives referred back to | Know the importance of characters changes during the story. Know how actions can help show the reader what a character is feeling and thinking. Know what cohesion means. Know a range of ways to help create cohesion within and between paragraphs- use of pronouns, refereeing back. Detail. Know what a synonym is and choose appropriate synonym carefully. Know how to make effective notes. Know the purpose of instructions, Know how to use bullet points and numbers to help organise instructions Know to use adverbs of time to help order instructions. Know and recognise the imperative verb. | Know the concept of dilemma in story Know how to create tension around a dilemma – sentence, word choice, action and dialogue. Know what a clause is. Know and identify main and relative clauses. Know how to use which and where to add relative clauses. Know relative clauses add info. Know what a synonym is and how authors use synonym choice effectively. Know organisational features of newspaper: headline, subheading, captions, pictures, key facts. Chronological order, formality | Know line breaks instead of commas to show the reader where to pause. Know personification is giving human action to non-human objects, recognise examples and use. Know how to use language to create vivid images in a range of ways with increasing confidence. Know features of persuasion: rhetorical questions, commands, exaggeration, opinions disguised as fact. Know that a modal verb shows the possibility of something happening. Recognise examples of modal verbs. Know adverbs of possibility describe things that haven't happened yet but might. | Know parenthesis is extra information included. Know that parenthesis can be demarcated with commas, dashes or brackets. Know how to use dialogue to move the story on and give new information. Know how to make effective notes and why notes are important. Know biography is 3 rd person, past tense, chronological order, facts. Know autobiography, 1 st person, past tense, chronological order, facts. Know to use sub-headings to make the text easy to read. Know to us adverbs of time to help make it easier to read. | Know a story has a introduction, build-up, a dilemma, suspense and a solution. Know to use carefully chosen language to help build vivid images. Know to include details about another culture to help develop the setting of the story. Know to write in first person and past tense when writing from the character's point of view. Know prefixes are added to the start of root words to make new words. Know meaning of prefix dis- is the opposite f the root word. Know to use sub-heading, headings and text boxes to organise report. Know non-chron reports written in 3 rd person and present tense and include: causal language, generic subject, descriptive language. | Know playscript conventions: stage direction, nae before speech, scene descriptions. Know how to show what a character is thinking and feeling through their actions. Have careful consideration for how characters speak in their story. Know how to write speech with different levels of formality. Know the oral and written conventions of debates: Know to use adverbs that help contrast two ideas. Know how to summarise ideas from a number of paragraphs to form a conclusion. Know that commas are used to clarify meaning or avoid ambiguity in sentences. |
| Word Power | By mistake, accidentally, cross, angry, outraged, furious, livid, annoyed, irritated, trick, fool, for ever, evermore, without end, attractive, beautiful. Gargantuan, potent, appeased, eternity, bestowed upon, exquisite, distraught. | Glinted with the heavenly glow of gold... heavy with luxury... glittering writ... glow of satisfaction... gleaming like gold... gleaming with the terrible beauty. | Dashing, hurrying, hurtling, charging, scuttling, tearing, scooting, rushing. Cackling, chuckling, giggling, sniggering, chortling, laughing, doubling up, falling about. Gusts, split their sides, creased themselves, gloated, boasted. Persuade, fact, opinion, command rhetorical question | Roamed, ramshackled, enthralled, was as beautiful as the sunset, launched, flaming, brands, overcome. | Ancient, extinct, darkened beneath the shadow, crept, beam, nestling, bed, rattled. This is useful because, however, therefore, this is because, which are...so that. | Quarrelling, arguing, bickering, squabbling, unexpected twist, surprising turn of events, success, triumph, malicious, eccentricities, quaint, devious, iridescent. Discuss, persuade, balanced, biased, persona, impersonal, balance, bias. |
| Special Phrases | For what is power without compassion? The magnitude of your punishment will match my fury. Release us from our ceaseless toil. | Goji was his cat, a lean fishbone tabby so perfectly marked she was a natural miracle. The next day Billy strolled int school as cool as a cucumber. | Last night I saw the city breathing... | | | |
| Spelling | Unit 1: silent b. Special focus 1 – ough Unit 2: -ible Special focus 2: homophones | Unit 3: -able. Special focus 3: 5-6 list Unit 4: silent t Special focus 4: 5-6- lst | Unit 5: -ibly -ably Special focus 5: homophones Unit 6: -ent. Special focus 6: 5-6 list | Unit 7: -ence Special focus 7: 5-6 list Unit 8: ee splet ei. Special focus 8: homophones and words easily confused. | Unit 9: -ant, -ance, - ancy. Special focus 9: 5-6 list Unit 10: -cious Special focus 10: 5-6 list | Unit 11: -tious Special focus 11: 5-6 list Unit 12: - cial, -tial Special focus 12: -5-6 list |
| Cracking Comprehension **See planning sheet for content domains | 1. Stig of the Dump. The Little White Horse 2. The Cat Who Walked By Himself | 2. The Winged Horse 3. Skellig. Oranges in No Man's Land Assessment 1 | 4. Robert the Bruce and the Spider. The Librarian. 5. Jacky Daydream | 5. Sir Billy Butlin. 6. Just Helping my Family. Mikael saves the day Ass 2 | 7. The Pebble in my pocket. The First Hominids. 8. You Can't Be That | 8. The Colour of My Dreams. 9. Tell Me, Tell Me, Sarah Jane. Wings |

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|-----------------------------------|--|--|--|---|---|---|
| Handwriting | Know how to write sloped letter families. -diagonal join to ascender th, sh, nb, nd, ht, st -diagonal no ascender ai, ay, kn, er, ie, en -diagonal join to anticlockwise letters as, sc, bo, da, ea, ho -horizontal join to ascender wh, wl, ch, cl, cf, ob | Know how to write sloped letter families. -horizontal join no ascender ai, ay, au, op, ue -horizontal join to an anti-clockwise letter oo, oa, wa, wo, va, vo. -from r ra, re, ri, ro, ru -from s sh, su, sc, sl, sw, sp | Know how to write sloped in proportion: -f to ascender fl, ft -f to no ascender fa, fe, fi, fo, fu Know that we can use different styles of writing for different purposes | Know how to improve writing speed, fluency and consistency of: ff, rr, ss, qu | Know how to write sloped letter families. ph, pl, bl. Know how to use diagonal join from p and b bu, bi, be, pu, pi, pe. Know how to use diagonal join from p and b to an anti-clockwise pa, po, ps, ba, bo, bs Consolidate parallel ascenders and descenders bb, pp | Know how to write sloped letter families. -all double letters -tial, cial Develop writing for fluency and their own style. |
| Spoken Language | | | Perform a poem | | | |
| Quality texts to support learning | | | | | | |
| Class reader | Greek Myths Tales from the Dark Dark Woods The Lost Thing | The Tear Thief. The Princess' Blankets The Lost Happy Endings. Poetry by Carol Ann Duffy Queen Munch and Queen Nibble | Street Child Moth | Street Child One Plastic Bag | Journey to the River Sea | Journey to the River Sea |
| Class Book Box | This bank of core texts in each class are used to inspire, promote a love of reading and motivate the children to read. They are good quality engaging texts and through the year the children are introduced to them either as a class reader and it is read completely with them, or the teacher may read a couple of chapters to encourage them to read the rest independently (depends on the length of the book). They have been chosen from Scholastic 100 must reads for the age group. They are in addition to the class reader for the class. | | Everest: Alexandra Stewart The Bacteria Book: Steve Mould The Rainmaker Danced: Satoshi Kitamura One Plastic Bag: Isatou Ceesay The Fastest Boy in the World: Elizabeth Laird Children's History of Manchester: Tracy Holroyd Atlas of Adventures: | Moth: Isabel Thomas Multicultural Stories from The Amazon: Saviour Pirotta Beetle Boy: MG Leonard The Shaman's Apprentice: Lynne Cherry Happy Poems: Roger McGough Young, Gifted and Black: Jamia Wilson | Timmy Failure: Stephan Pastis The Lost Thing: Shaun Tan Armsitce Runner: Tom Palmer Galaxy of her Own: Libby Jackson World Atlas: Nick Crane | |

End of Year 5 Expectations

KPIs

| Year 5 Reading: Word Reading | Reading: Comprehension | Writing Transcript: Spelling | Writing Transcript: Handwriting | Writing: Composition | Writing: Vocab, grammar & punc | Spoken Language |
|---|---|--|---|--|--|--|
| <p>Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix A, both to read aloud and to understand the meaning of new words that they meet</p> <ul style="list-style-type: none"> - Words containing the letter-string: Ough - Words with the /i:/ sound spelt ei after c - Endings which sound like /ʃəs/ spelt -cious or -tious - Endings which sound like /ʃəl/ -tial, -cial. - Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) - Homophones and other words that are often confused <p>Reading Comprehension Contd summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> | <p>maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range - comparisons within and across books - learning a wider range of poetry by heart - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predict what might happen from details stated and imp | <p>Please see the year 5 & 6 list of spellings</p> <p>Words containing the letter-string ough</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Endings which sound like /ʃəs/ spelt -cious or -tious</p> <p>Endings which sound like /ʃəl/ -tial, -cial.</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Homophones and other words that are often confused</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus</p> | <p>Pupils should be taught to:</p> <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters <p>choosing the writing implement that is best suited for a task</p> <p>Writing Composition Contd proofread for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> | <p>plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précis longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader - evaluate and edit by: assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agree - distinguishing between the language of speech and writing and choosing the appropriate register | <p>Word Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p>Sentence Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs or modal verbs</p> <p>Text Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time, place and number or tense choices</p> <p>Punctuation Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Terminology for pupils - modal verb, relative pronoun relative clause, parenthesis, bracket, dash, cohesion, ambiguity - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> | <p>listen and respond appropriately to all</p> <ul style="list-style-type: none"> - ask relevant questions to extend understanding and knowledge - use relevant strategies to build vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play, improvisations and debates - gain, maintain and monitor the interest of the listener(s) - consider and evaluate different viewpoints, attending to and building on the contributions of others - select and use appropriate registers for effective comm. - participate in discussions about books, building on their own and others' ideas and challenging views courteously - explain and discuss their understanding of what they have read, including formal presentations and debates, maintaining a focus on the topic and using notes where necessary - give reasoned justifications |

| English | | | | | | |
|--|--|---|---|---|---|--|
| Year 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Literacy and Language Texts | Unit 1: Robin Hood The Sherwood Bugle Good day! | Unit 2: Rabbit in a mixer survives. Should Humans really rule the earth? | Unit 3: Brashem's Tortoise Exotic Pets | Unit 4: Gone Away! Alexander Selkirk Biography | Unit 5; The Elephant in the Room. Make memory Lapses a Thing of the Past | Unit 6: I believe in Unicorns How Does a Story become a graphic novel? |
| Genres | Legend Journalistic Writing: TV interview | Poetry – The power of imagery Argument | Historical story Formal ad impersonal writing | Narrative with flashbacks Biography and autobiography | Playscripts. Persuasive texts. | Stories by significant authors explanations |
| Linked texts Texts | Beowulf: Michael Morpurgo | Collection of poems | Goodnight Mr Tm | Wonder | | War Horse |
| Writing process taught throughout each unit. | Narrative from a different point of view Write a TV report | Write a free verse using extended metaphor and personification Write an argument for debate | Write narrative in genre of their choice. Write in role using impersonal and formal language. | Write a short story with flashbacks Write a biography | Write a new scene for a play including a monologue Write a persuasive piece | Write a new episode for a known story. Write an explanation text |
| Terminology, revisited in every half term | Expanded noun phrase Semi-colon dashes colons Synonym antonyms | Simile extended metaphor personification alliteration Repetition onomatopoeia Narrative poem ballad | Passive voice Active voice Impersonal formal subjunctive official Subject object | Formal informal flashback Biography autobiography | Hyphen monologue Fact Opinion Bias | Cohesion causal language Adverbials of time. |
| Grammar and writing objectives referred back to | Know what term expanded noun phrase means. Know that expanded noun phrases are used to create descriptions. Know that expanded noun phrases can convey complicated info concisely Know that the actions of a character reveal something about their motivations. Know what synonym means and give examples Know what antonym means and give examples. Know that a dash indicates a stronger subdivision than commas. Know that a semicolon joins what could be two separate sentences. Know and recognise bias. Know the past tense is used for a report. Know the importance of the 5ws . | Know that narrative poem and ballads tell a story and have a particular form. Know that the above poetry techniques create imagery in poems. Know how to use the above techniques in their own poems. Know how to build images using personification. Know how to use persuade using pejorative and emotive language. Know that pejorative language is expressing a lack of respect or criticism towards something. Know how to use bullet points to help layout text as well as sub-headings and headings. | Know and identify the features of historic, science fiction, horror, adventure, fantasy. Knows how to use metaphors, similes and personification to create powerful images. Know how to use a range of techniques to create cohesion within and across paragraphs. Know sentences are made up of objects and subjects Know and recognise passive and active voice. Use passive and active voice correctly and consistently. Know the difference between formal and informal speech. Know the subjunctive verb form is used to express ideas about possibility or wish. Know where examples of formal language can be found and often includes technical vocabulary. | Know that flashbacks are used to recreate past events and reveal more about characters. Know how to punctuate dialogue correctly. Know how to use dialogue to help develop characters. Know where examples of formal language can be found and often includes technical vocabulary. Know the difference between formal and informal speech. Know that there are different types of biographical material such as birth certificates, reports and diaries. Know and identify the key features of biography – 3 rd person, facts, past tense and adverbials of time to help structure. | Know that a monologue reveals the inner thoughts of a character. Know how to reveal the character's thoughts implicitly and explicitly. Use show not tell sentences with increasing confidence and effectiveness. Know to use effective adjectives to give depth and detail. Know hyphens are used to avoid ambiguity. Know how structure persuasion: introduction, 3 main ideas, conclusion. Know how to use rhetorical questions, pre-empts, exaggeration effectively. Know how to distinguish between fact and opinion. | Know how to use thoughts and feelings to help develop characters. Know how to create a vivid description using all five senses. Know how to use repetition, adverbials, and pronouns to create cohesion between paragraphs. Know how to distinguish between explanation and instructions. Know the features of explanation texts: headings, labelled diagrams, questions to engage the reader, causal language and adverbials of time. |
| Word Power | Cruel, mean, callous, heartless, takes, steals, robs, pinches, puzzling, mysterious, shadowy, at risk, in jeopardy, begins, is launched. Barbaric, emerged, inhospitable, tedious, eliminated, tyrant. Media, broadcast, biased, neutral. | Pejorative language, emotive language, logical, evidence, opinion. | Scuttled, lurked, reek, luscious, grimacing, snivelled. Carbolic soap, button-hooks, washboards, cooking-range, blacklead. Exotic confinement, trafficking, lobbying | Left, gone away, looks back, reminisces, uncomfortable, awkward, takes place, occurs. Hoarse, nonchalant, vengeful, manipulative, forlorn. Plunder, disintegrated, unfortunate, vociferous, disharmony | Worried, anxious, nervous, apprehensive, uneasy, concerned, tense, upset, agitated, distraught, troubled, frantic, distressed. Dishevelled, tormenting, melancholy, anguish, domesticate Pre-empt, elaborate, convince | Spinning jostling, entranced, longed, plucked, danced, blasting and shooting, staggering, smudged and blackened, a weaver of tales. |
| Special Phrases | The Normans fed richly off the fat of the land. Their very existence burned like a green gleam in the imagination. ...restored to youth. The telling of his thousand deeds warmed them. | When spring was the king of seasons. Sharp as the colour of a carrot. The sea is like a hungry dog. The sea is a hungry dog. The fog comes on little cat feet. | Valid for the aforementioned... In accordance with... Prohibited and punishable by law | | | |
| Spelling | Unit 1: suffixes. Special focus 1: -ough Unit 2: suffixes to root word consonant plus e. Special focus 2: 5-6 list | Unit 3: suffixes to words ending in -le or consonant plus y. Special focus3: homophones and other words easily confused. Unit 4: suffixes. Special focus 4: 5-6 list. | Unit 5: suffixes Special focus 5: 5-6 list. Unit 6: sh spelt ti or ci. Special focus 6: homophones | Unit 7: sh spelt si or ssi Special focus 7: 5-6 list. Unit 8: silent letters. Special focus 8: 5-6 list | Unit 9: ei am die. Special focus 9: hyphens Unit 10: -ible and able. Special focus 10: common mistakes. | Unit 11: plural nouns. Special focus 11: 5-6 list. Unit 12: plural nouns. Special focus 12: homophones and other words easily confused. |
| Cracking Comprehension **See planning sheet for content domains | 1. The Railway Children. Treasure Island. 2. Just William | 2. Why the Whales Came. 3. Shine. All Summer in A Day Ass 1 | 4. The Tempest. Julius Caesar. 5. At Last the Jousts Begin! | 5. Boudicca, Bringer of Victory. 6. How it works: A Magnetic Compass First Aid Assessment 2 | 7. The Right Not to Work. The Right to an Education. 8. Dream Team | 8. The Giantess. 9. We're Going to See the Rabbit Problems with Hurricanes Ass 3 |

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|-----------------------------------|--|---|--|---|---|---|
| Handwriting | Know how to use a cross bar join from t, th, ti, tr, ta, tt Know how to loop from g: gg, gl, gi, gr, ga, gg Know how to loop from j and y for speed: je, jo, ye, yr, yo. Know how to loop from f | Know how to improve speed and develop own style: -different joins to s -looping from b -joining from v, w, x and z | Know the importance of consistent sizes, proportion, spacing, parallel ascenders and descenders | Know the importance of consistent closed and open letter, pen breaks in longer words, and choosing the most appropriate handwriting for different purposes. | Know that the style of handwriting chosen depends on the purpose: -fast joined -print -note making | Know that the style of handwriting chosen depends on the purpose: -neat writing Decorated letters |
| Spoken Language | | | | | | |
| Quality texts to support learning | Pig Heart Boy | | | | The Bacteria Book | Moth |
| Class reader | Beowulf | Beowulf | Paul Revere's Ride | Dr Jekyll and Mr Hyde A Midsummer's Night Dream | Wonder | Wonder |
| Class Book Box | This bank of core texts in each class are used to inspire, promote a love of reading and motivate the children to read. They are good quality engaging texts and through the year the children are introduced to them either as a class reader and it is read completely with them, or the teacher may read a couple of chapters to encourage them to read the rest independently (depends on the length of the book). They have been chosen from Scholastic 100 must reads for the age group. They are in addition to the class reader for the class. | | Children's History of Manchester: Tracy Holroyd Good Night Stories for Rebel Girls: Elena Favilli Nelson Mandela: Long Walk to Freedom The Unforgotten Coat: Frank Cottrell Boyce The Boy in the Striped Pyjamas: John Boyne My Story: Suffragette Carol Drinkwater No Ballet Girls in Syria: Catherine Bruton | Cicada: Shaun Tan Three Cheers for Women: Marcia Williams Mr William's Shakespeare Plays: Marcia Williams Boy in the Tower: Polly Ho Yen The Train to Impossible Places: P.G Bell Nevermoor: Jessica Townsend Oranges in No Man's Land: Elizabeth Laird | Small Things: Mel Tregonning Kensuke's Kingdom: Michael Morpurgo Wonder: RJ Palacio Tom's Midnight Garden: Philippa Pearce I was a Rat: Philip Pullman Malala: Standing up for Girls' Rights | |

End of Year 6 Expectations

KPIs

| Year 6: Reading: Word Reading | Reading: Comprehension | Writing Transcript: Spelling | Writing Transcript: Handwriting | Writing: Composition | Writing: Vocab, grammar & punc | Spoken Language |
|---|---|---|--|---|---|---|
| <p>Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p> <p>Use of the hyphen</p> <p>adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Words ending in -able and -ible</p> <p>Words ending in -ably and -ibly</p> <p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>Homophones and other words that are often confused</p> <p>Reading Comprehension Contd - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction - predicting what might happen from details stated and implied</p> | <p>maintain positive attitudes to reading and an understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of writing - comparisons within and across books - learning a wider range of poetry by heart - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> | <p>Please see the year 5 & 6 list of spellings Use of the hyphen</p> <p>adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Words ending in -able and -ible</p> <p>Words ending in -ably and -ibly</p> <p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>Homophones and other words that are often confused</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus</p> | <p>Pupils should be taught to: write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task</p> <p>Writing Comprehension Contd proofread for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> | <p>Pupils should be taught to: plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>- noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précis longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader - evaluate and edit by: assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the app register</p> | <p>Word The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing - How words are related by meaning as synonyms and antonyms Sentence - Use of the passive to affect the presentation of info in a sentence - difference between structures typical of informal speech and structures appropriate for formal speech and writing [eg, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Text - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, and ellipsis - Layout devices Punctuation - Use of the semi-colon, colon and dash to mark the boundary between independent clauses - Use of the colon to introduce a list and use of semi-colons within lists - Punctuation of bullet points to list information - How hyphens can be used to avoid ambiguity Terminology for pupils subject, object active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p> | <p>listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play, improvisations and debates - gain, maintain and monitor the interest of the listener(s) - consider and evaluate different viewpoints, attending to and building on the contributions of others - select and use appropriate registers for effective comm. - participate in discussions about books, building on their own and others' ideas and challenging views politely - exp and discuss their und of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - give reasoned justifications</p> |

End of Key Stage 2 Framework KS2 Writing Endpoint

| Working towards the expected standard The pupil can: | Working at the expected standard The pupil can: | Working at greater depth |
|---|--|---|
| <p>write for a range of purposes</p> <ul style="list-style-type: none"> • use paragraphs to organise ideas • in narratives, describe settings and characters • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) • use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly • spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* • write legibly.1 | <p>write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <ul style="list-style-type: none"> • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) • spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • maintain legibility in joined handwriting when writing at speed.2 | <p>write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</p> <ul style="list-style-type: none"> • distinguish between the language of speech and writing³ and choose the appropriate register • exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this • use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^ <p>[There are no additional statements for spelling or handwriting]</p> |