

Years 1 and 2							
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B	
English Pathways to Write Wordsmith Literacy Shed + Twinkl Phonics Twinkl SPaG Comprehension + VIPERS Twinkl Handwriting	<p>Year 1</p> <p><u>Word Reading</u> Apply phonic knowledge to decode Respond with correct sound to graphemes for all 40+ phonemes Blend sounds in unfamiliar words containing GPCs already taught Read common exception words Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings Read other words of more than one syllable Read words with contractions and understand role of apostrophe Read aloud accurately books that are consistent with taught phonic knowledge and re-read to build fluency</p> <p><u>Reading Comprehension</u> Listen to a wide range of challenging stories, poems and non-fiction Discuss these and make links to own experiences drawing on what they know Become familiar with and retell key stories, fairy stories and traditional tales Join in with predictable phrases Recite some poems/rhymes by heart Discuss meanings of new words/vocab provided Self-check to make sure text makes sense Discuss significance of titles/events Predict and infer based on what they know and the text Take turns to explain their understanding Retrieve and record information from non-fiction Take turns in high-quality discussions about what they have heard/read</p> <p><u>Writing Transcription</u> Spell words containing the 40+ phonemes, common exception words and days of the week Name letters of the alphabet Add suffix -s and -es to create plural nouns/3rd person singular for verbs Use prefix un- Use -ing, -ed, -er and -est where root word remains unchanged Write from memory simple sentences dictated by the teacher Sit correctly at table holding pencil correctly Begin to form correctly-oriented lower-case letters, capital letters and digits 0-9</p> <p>Year 2</p> <p><u>Word Reading</u> Continue to apply phonic knowledge to decode until reading is fluent Read accurately (words of two or more syllables) by blending sounds, recognising alternative sounds for graphemes Read words containing common suffixes Read further common exception words</p> <p><u>Reading Comprehension</u> Discuss sequence of events in books Read a wider range of fairy stories, traditional tales and recognise simple recurring language Discuss and clarify meaning of new words/phrases Continue to learn/present poems by heart Self-check to make sure text makes sense Make predictions and inferences Ask and answer questions Participate in discussions about texts, explaining their understanding Retrieve and record information from non-fiction Take turns in high-quality discussions about what they have heard/read</p> <p><u>Writing Transcription</u> Learn alternative spelling phonemes Spell common exception words, contractions and homophones Use the possessive apostrophe (singular) Add suffixes -ment, -ness, -ful, -less, -ly Form lower-case letters of correct size/proportion Start using diagonal/horizontal strokes to join and know which are best left unjoined Write capital letters of the right size, orientation and proportion Use correct spacing between letters and words Write from memory simple sentences dictated by the teacher</p>				<p>Year 1</p> <p><u>Word Reading</u> Apply phonic knowledge to decode Respond with correct sound to graphemes for all 40+ phonemes Blend sounds in unfamiliar words containing GPCs already taught Read common exception words Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings Read other words of more than one syllable Read words with contractions and understand role of apostrophe Read aloud accurately books that are consistent with taught phonic knowledge and re-read to build fluency</p> <p><u>Reading Comprehension</u> Listen to a wide range of challenging stories, poems and non-fiction Discuss these and make links to own experiences drawing on what they know Become familiar with and retell key stories, fairy stories and traditional tales Join in with predictable phrases Recite some poems/rhymes by heart Discuss meanings of new words/vocab provided Self-check to make sure text makes sense Discuss significance of titles/events Predict and infer based on what they know and the text Take turns to explain their understanding Retrieve and record information from non-fiction Take turns in high-quality discussions about what they have heard/read</p> <p><u>Writing Transcription</u> Spell words containing the 40+ phonemes, common exception words and days of the week Name letters of the alphabet Add suffix -s and -es to create plural nouns/3rd person singular for verbs Use prefix un- Use -ing, -ed, -er and -est where root word remains unchanged Write from memory simple sentences dictated by the teacher Sit correctly at table holding pencil correctly Begin to form correctly-oriented lower-case letters, capital letters and digits 0-9</p> <p>Year 2</p> <p><u>Word Reading</u> Continue to apply phonic knowledge to decode until reading is fluent Read accurately (words of two or more syllables) by blending sounds, recognising alternative sounds for graphemes Read words containing common suffixes Read further common exception words</p> <p><u>Reading Comprehension</u> Discuss sequence of events in books Read a wider range of fairy stories, traditional tales and recognise simple recurring language Discuss and clarify meaning of new words/phrases Continue to learn/present poems by heart Self-check to make sure text makes sense Make predictions and inferences Ask and answer questions Participate in discussions about texts, explaining their understanding Retrieve and record information from non-fiction Take turns in high-quality discussions about what they have heard/read</p> <p><u>Writing Transcription</u> Learn alternative spelling phonemes Spell common exception words, contractions and homophones Use the possessive apostrophe (singular) Add suffixes -ment, -ness, -ful, -less, -ly Form lower-case letters of correct size/proportion Start using diagonal/horizontal strokes to join and know which are best left unjoined Write capital letters of the right size, orientation and proportion Use correct spacing between letters and words Write from memory simple sentences dictated by the teacher</p>		

	<p>Lost And Found by Oliver Jeffers Outcome Fiction: write an adventure story</p> <p>Sensational Senses Outcome: feel and sound poems</p> <p>Katie In London by James Mayhew Outcome Non-fiction: write a non-chronological report</p> <p>One Christmas Wish by Katherine Rundell Outcome Fiction: Openers, retelling, POV</p> <p><u>Vocabulary, Grammar and Punctuation</u> Capital and Lowercase Letters Verbs Suffixes -ing Finger Spaces Personal Pronouns I Noun Suffixes -s Prefixes un- Capital Letters and Full Stops Writing Sentences</p> <p>Year 1 <u>Spelling Patterns</u> Words ending in 'ff', 'll', 'ss', 'zz' and 'ck' Words with the /k/ sound spelled 'k' and 'nk' Words with the 'tch' trigraph Adding '-s' or '-es' to make plurals Adding the suffixes '-ing' and '-ed' Adding the prefix 'un-' and the suffixes '-er' and '-est' Compound words and words with unstressed vowels Words with the digraphs 'ai' and 'oi'. Words with the digraphs 'ay' and 'oy' Words with the split digraph 'a_e' Words with the split digraph 'e_e' Words with the split digraph 'i_e'</p> <p><u>Sentence</u> Combine words to make sentences Join words using and</p> <p><u>Text</u> Use plural noun suffixes -s and -es Sequence sentences to form short narratives Compose a sentence orally before writing Sequence sentences to form short narratives Re-read what they have written to check that it makes sense</p> <p><u>Punctuation</u> Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I' Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people and places</p> <p>Year 2 <u>Spelling Patterns</u> Words where 'dge' makes a /j/ sound Words where 'ge' makes a /j/ sound Words where 'g' makes a /j/ sound Words where 'c' makes an /s/ sound before 'e', 'i' and 'y' Words where 'kn' and 'gn' make a /n/ sound at the beginning of words Words where 'wr' makes a /r/ sound at the beginning of words Words ending in 'le'</p>	<p>Grandpa's Gift by Fiona Lumbers Outcome: Fiction: write a story about a character</p> <p>The Green Ship by Quintin Blake Outcome Fiction: retelling, persuasive letter</p> <p>Pattern And Rhyme Outcome: rhyming poems</p> <p>The Curious Case Of The Missing Mammoth by Ellie Hattie, A Great Big Cuddle by Michael Rosen Outcome Fiction: write a story with a change of character</p> <p>What's The Most Unusual Place? By Pearson Outcome Non-fiction: information text</p> <p><u>Vocabulary, Grammar and Punctuation</u> Singular Nouns Past and Present Verbs Suffixes -ed Capital Letters for the Days of the Week Plural Nouns Noun Suffixes -es Compound Words Question Marks Sequencing Sentences</p> <p>Year 1 <u>Spelling Patterns</u> Words with the split digraph 'o_e' Words with the split digraph 'u_e' Words with the digraph 'ar' Words with the digraph 'ee' Words where the digraph 'ea' makes an /ee/ sound Words where the digraph 'ea' makes an /e/ sound Words where the digraph 'er' is stressed Words with the digraphs 'ir' and 'ur' Words where the digraph 'oo' makes an /oo/ sound Words where the digraph 'oo' makes an /u/ sound Words where the digraphs 'oa' and 'oe' make an /oa/ sound</p> <p><u>Sentence</u> Join words and clauses using and</p> <p><u>Text</u> Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding the prefix un- Say out loud what they are going to write about Re-read what they have written to check that it makes sense Discuss what they have written with the teacher or other pupil</p> <p><u>Punctuation</u> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Year 2 <u>Spelling Patterns</u> Words where 'y' makes an /igh/ sound Words where '-es' is added to words ending in 'y' Words where '-ed' is added to words ending in 'y' Words where '-er' and '-est' are added to words ending in 'y'</p>	<p>Toys In Space by Mini Grey Outcome Fiction: write a story based on the structure of the text</p> <p>The Disgusting Sandwich by Gareth Edwards Outcome Non-fiction: recounts, instructions</p> <p>Growing Up Outcome: create and perform poems around a theme</p> <p>A Midsummer Night's Dream Adapted by Brooke Jorden Outcome Fiction: write a character description</p> <p>The Day The Crayons Came Home by Drew Daywalt and Oliver Jeffers Outcome Fiction: narrative, letters</p> <p><u>Vocabulary, Grammar and Punctuation</u> Punctuating Sentences Noun Suffixes -es Exclamation Marks Capital Letters for Names of People and Places Writing Question Sentences Joining Words and Clauses Using 'and' Suffixes -er Punctuating Sentences Writing Exclamation</p> <p>Year 1 <u>Spelling Patterns</u> Words where the digraph 'ou' makes an /ow/ sound Words where the digraph 'ow' makes an /ow/ or /oa/ sound Words ending in 'y' /ee/ and 've' /v/ Words with the digraphs 'ue' and 'ew' Words where the digraph 'ie' makes an /igh/ sound Words where the digraph 'ie' makes an /ee/ sound Words with the trigraph 'igh' Words with the digraph 'or' and trigraph 'ore' Words where the digraphs 'aw' and 'au' make an /or/ sound Words with the trigraphs 'air' and 'ear' Words where the trigraphs 'ear' and 'are' make an /air/ sound Words with the digraphs 'ph' and 'wh'</p> <p><u>Sentence</u> Join words and clauses using and Use simple description</p> <p><u>Text</u> Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding prefix un- Sequence sentences to form short narratives Compose a sentence orally before writing Re-read what they have written to check that it makes sense</p> <p><u>Punctuation</u> Use a capital letter for names of people and places Punctuate sentences using a capital letter, full stop, question mark or exclamation mark</p> <p>Year 2 <u>Spelling Patterns</u></p>	<p>Troll Swap by Leigh Hodgkinson, Trolls Go Home by Alan MacDonald Outcome Fiction: write a story with a focus on characters</p> <p>Pattern, Rhythm And Rhyme Outcome: create, perform and evaluate poems</p> <p>The Great Fire Of London by Emma Adams Outcome Non-fiction: write a fact sheet</p> <p>Vlad And The Great Fire Of London by Kate Cunningham Outcome Fiction and Non-Fiction: timelines and diaries</p> <p><u>Vocabulary, Grammar and Punctuation</u> Nouns Vowels and Consonants Demarcating Sentences Forming Nouns Using '-ness' Punctuating Sentences Adjectives Compound Words Adjectives with -er and -est Subordination Statements and Exclamation</p> <p>Year 1 <u>Spelling Patterns</u> Words ending in 'ff', 'll', 'ss', 'zz' and 'ck' Words with the /k/ sound spelled 'k' and 'nk' Words with the 'tch' trigraph Adding '-s' or '-es' to make plurals Adding the suffixes '-ing' and '-ed' Adding the prefix 'un-' and the suffixes '-er' and '-est' Compound words and words with unstressed vowels Words with the digraphs 'ai' and 'oi'. Words with the digraphs 'ay' and 'oy' Words with the split digraph 'a_e' Words with the split digraph 'e_e' Words with the split digraph 'i_e'</p> <p><u>Sentence</u> Combine words to make sentences Begin to join words using and</p> <p><u>Text</u> Compose a sentence orally before writing it Use plural noun suffixes -s and -es Compose a sentence orally before writing Sequence sentences to form short narratives Re-read what they have written to check that it makes sense</p> <p><u>Punctuation</u> Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people and the personal pronoun 'I'</p> <p>Year 2 <u>Spelling Patterns</u> Words where 'dge' makes a /j/ sound Words where 'ge' makes a /j/ sound Words where 'g' makes a /j/ sound Words where 'c' makes an /s/ sound before 'e', 'i' and 'y' Words where 'kn' and 'gn' make a /n/ sound at the beginning of words</p>	<p>The Dragon Machine by Helen Ward, How To Train Your Dragon (2010 film), The Dragonsitter by Josh Lacey Outcome Fiction: write a story with an adventure focus</p> <p>All About Orangutans by Pearson Outcome Non-fiction: non-chronological report</p> <p>A Closer Look Outcome: use poetic language</p> <p>Major Glad, Major Dizzy by Jan Oke, Naughty Amelia Jane by Enid Blyton Outcome Recount: write a diary entry</p> <p>The Great Kapok Tree by Lynne Cherry Outcome Fiction: descriptive narratives, letters</p> <p><u>Vocabulary, Grammar and Punctuation</u> Noun Phrases Homophones Forming Adjectives using -ful and -less Questions and Commands Sentence Writing Verbs Singular and Plural Adverbs with -ly Commas in Lists Changing Adjectives into Adverb</p> <p>Year 1 <u>Spelling Patterns</u> Words with the split digraph 'o_e' Words with the split digraph 'u_e' Words with the digraph 'ar' Words with the digraph 'ee' Words where the digraph 'ea' makes an /ee/ sound Words where the digraph 'ea' makes an /e/ sound Words where the digraph 'er' is stressed Words with the digraphs 'ir' and 'ur' Words where the digraph 'oo' makes an /oo/ sound Words where the digraph 'oo' makes an /u/ sound Words where the digraphs 'oa' and 'oe' make an /oa/ sound</p> <p><u>Sentence</u> Join words and clauses using and</p> <p><u>Text</u> Add suffixes where no change is needed to the root of the word e.g. -ing, -ed, -er, -est Read aloud clearly enough to be heard by their peers and the teacher Compose a sentence orally before writing Sequence sentences to form short narratives Re-read what they have written to check that it makes sense</p> <p><u>Punctuation</u> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Year 2 <u>Spelling Patterns</u> Words where 'y' makes an /igh/ sound Words where '-es' is added to words ending in 'y'</p>	<p>The Last Wolf by Mini Grey Outcome Recount: write a letter in role</p> <p>George's Marvellous Medicine by Roald Dahl Outcome Fiction and Non-fiction: lists, instructions, formal writing</p> <p>Silly Stuff Outcome: create humorous poems to perform</p> <p>Grandad's Secret Giant by David Litchfield Outcome Fiction: write a story with a moral focus</p> <p>Top Jobs by Pearson Outcome non-fiction: instructions</p> <p><u>Vocabulary, Grammar and Punctuation</u> Adverbs Word Classes Coordination Apostrophes for Possession Past and Present Tense Recapping Pronouns Forming Nouns Using -er Progressive Tense Apostrophes for Contractions Uplevelling Sentences</p> <p>Year 1 <u>Spelling Patterns</u> Words where the digraph 'ou' makes an /ow/ sound Words where the digraph 'ow' makes an /ow/ or /oa/ sound Words ending in 'y' /ee/ and 've' /v/ Words with the digraphs 'ue' and 'ew' Words where the digraph 'ie' makes an /igh/ sound Words where the digraph 'ie' makes an /ee/ sound Words with the trigraph 'igh' Words with the digraph 'or' and trigraph 'ore' Words where the digraphs 'aw' and 'au' make an /or/ sound Words with the trigraphs 'air' and 'ear' Words where the trigraphs 'ear' and 'are' make an /air/ sound Words with the digraphs 'ph' and 'wh'</p> <p><u>Sentence</u> Join words and clauses using and Use simple description</p> <p><u>Text</u> Add suffixes where no change is needed to the root of the word e.g. -ing, -ed, -er, -est Change the meaning of verbs and adjectives by adding prefix un- Compose a sentence orally before writing Sequence sentences to form short narratives Re-read what they have written to check that it makes sense</p> <p><u>Punctuation</u> Use a capital letter for names of people and places Punctuate sentences using a capital letter, full stop, question mark or exclamation mark</p> <p>Year 2 <u>Spelling Patterns</u> Words where the digraph 'ey' makes an /ee/ sound Words where 'a' makes an /o/ sound</p>
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<p>Words ending in 'el' Words ending in 'al' Words ending in 'il'</p> <p><u>Sentences</u> Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify Add -ly to turn adjectives into adverbs</p> <p><u>Text</u> Write down ideas and/or key words, including new vocabulary Encapsulate what they want to say, sentence by sentence Evaluating their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Proof-read to check for errors in spelling, grammar and punctuation</p> <p><u>Punctuation</u> Use punctuation correctly - full stops, capital letters Use commas to separate items in a list</p>	<p>Words where '-ing' is added to words ending in 'e' Words where '-er', '-est', and '-ed' are added to words ending in 'e' Words where '-ing' is added to single syllable words Words where '-ed' is added to single syllable words Words where 'a' makes an /or/ sound before 'l' and 'll' Words where 'o' makes an /u/ sound</p> <p><u>Sentences</u> Write sentences with different forms: statement, question, exclamation, command Use subordination (because, when and that)</p> <p><u>Text</u> Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense Write down ideas and/or key words, including new vocabulary Evaluating their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Proof-read to check for errors in spelling, grammar and punctuation</p> <p><u>Punctuation</u> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p>Words where the digraph 'ey' makes an /ee/ sound Words where 'a' makes an /o/ sound Words where the /er/ and /or/ sounds are spelled 'or' and 'ar' Words where 'si' and 's' make a /zh/ sound Words ending in '-ment' and '-ness' Words ending in '-ful' and '-less' Words that are homophones Words that are homophones or near homophones Words ending in '-tion' Words with apostrophes for contraction Words with apostrophes for possession</p> <p><u>Sentences</u> Add -er and -est to adjectives Use homophones and near homophones Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use expanded noun phrases to describe and specify</p> <p><u>Text</u> Write down ideas, key words, new vocabulary Use present and past tenses correctly and consistently including the progressive form Add suffixes to spell longer words Write down ideas and/or key words, including new vocabulary Evaluating their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Proof-read to check for errors in spelling, grammar and punctuation</p> <p><u>Punctuation</u> Use punctuation correctly – apostrophes for contracted forms</p>	<p>Words where 'wr' makes a /r/ sound at the beginning of words Words ending in 'le' Words ending in 'el' Words ending in 'al' Words ending in 'il'</p> <p><u>Sentences</u> Use subordination (because) Use expanded noun phrases to describe and specify Use co-ordination (but, or, and) Add -ly to turn adjectives into adverbs</p> <p><u>Text</u> Write down ideas and/or key words, including new vocabulary Evaluating their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Proof-read to check for errors in spelling, grammar and punctuation</p> <p><u>Punctuation</u> Use punctuation correctly - full stops, capital letters Use commas to separate items in a list</p>	<p>Words where '-ed' is added to words ending in 'y' Words where '-er' and '-est' are added to words ending in 'y' Words where '-ing' is added to words ending in 'e' Words where '-er', '-est', and '-ed' are added to words ending in 'e' Words where '-ing' is added to single syllable words Words where '-ed' is added to single syllable words Words where 'a' makes an /or/ sound before 'l' and 'll' Words where 'o' makes an /u/ sound</p> <p><u>Sentences</u> Write sentences with different forms: statement, question, exclamation, command Use present and past tenses correctly and consistently Use subordination (apply because, when; introduce that)</p> <p><u>Text</u> Use present and past tenses correctly and consistently (some progressive) Use the progressive form of verbs in the present and past tense Write down ideas and/or key words, including new vocabulary Evaluating their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Proof-read to check for errors in spelling, grammar and punctuation</p> <p><u>Punctuation</u> Use punctuation correctly - exclamation marks, question marks Use punctuation correctly - apostrophes for the possessive (singular)</p>	<p>Words where the /er/ and /or/ sounds are spelled 'or' and 'ar' Words where 'si' and 's' make a /zh/ sound Words ending in '-ment' and '-ness' Words ending in '-ful' and '-less' Words that are homophones Words that are homophones or near homophones Words ending in '-tion' Words with apostrophes for contraction Words with apostrophes for possession</p> <p><u>Sentences</u> Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use expanded noun phrases to describe and specify Add suffixes to spell longer words</p> <p><u>Text</u> Use present and past tenses correctly and consistently including the progressive form Make simple additions, revisions and corrections Write down ideas and/or key words, including new vocabulary Evaluating their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Proof-read to check for errors in spelling, grammar and punctuation</p> <p><u>Punctuation</u> Use punctuation correctly - exclamation marks, question marks</p>
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Years 3 and 4

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
<p>English</p> <p>Pathways to Write Wordsmith Literacy Shed + Twinkl Phonics Twinkl SPaG Comprehension + VIPERS Twinkl Handwriting</p>	<p><u>Year 3</u> <u>Word Reding</u> Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories Retell some stories orally Read books that are structured in different ways Use dictionaries to check meanings Identify themes and conventions Perform poems and playscripts for audience (using appropriate intonation, tone, volume and action) Recognise different forms of poetry Discuss words and phrases that capture the reader's interest Ask questions to improve understanding of text Infer characters' feelings, thoughts and motives and justify using evidence Predict what might happen from details stated and implied Identify main ideas across paragraphs and summarise these Take turns in high-quality discussions about what they have heard/read Retrieve and record information from non-fiction</p> <p><u>Reading Comprehension</u> Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories</p>			<p><u>Year 3</u> <u>Word Reding</u> Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories Retell some stories orally Read books that are structured in different ways Use dictionaries to check meanings Identify themes and conventions Perform poems and playscripts for audience (using appropriate intonation, tone, volume and action) Recognise different forms of poetry Discuss words and phrases that capture the reader's interest Ask questions to improve understanding of text Infer characters' feelings, thoughts and motives and justify using evidence Predict what might happen from details stated and implied Identify main ideas across paragraphs and summarise these Take turns in high-quality discussions about what they have heard/read Retrieve and record information from non-fiction</p> <p><u>Reading Comprehension</u> Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories</p>		

	<p>Retell some stories orally Read books that are structured in different ways Use dictionaries to check meanings Identify themes and conventions Perform poems and playscripts for audience (using appropriate intonation, tone, volume and action) Recognise different forms of poetry Discuss words and phrases that capture the reader's interest Ask questions to improve understanding of text Infer characters' feelings, thoughts and motives and justify using evidence Predict what might happen from details stated and implied Identify main ideas across paragraphs and summarise these Take turns in high-quality discussions about what they have heard/read Retrieve and record information from non-fiction</p> <p><u>Writing Transcription</u> Use a wider range of prefixes and suffixes Spell wide range of homophones Spell words that are often misspelt Use possessive apostrophe for plurals Use a dictionary to spell words correctly Write from memory simple sentences dictated by the teacher Use the diagonal and horizontal strokes needed to join letters Know which letters are best left unjoined Increase the legibility, consistency and quality of handwriting</p> <p>Year 4 <u>Word Reding</u> Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words Read further exception words Note unusual correspondence between spelling and sound</p> <p><u>Reading Comprehension</u> Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories Retell some stories orally Read books that are structured in different ways Use dictionaries to check meanings Identify themes and conventions Perform poems and playscripts for audience (using appropriate intonation, tone, volume and action) Recognise different forms of poetry Discuss words and phrases that capture the reader's interest Ask questions to improve understanding of text Infer characters' feelings, thoughts and 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non-fiction Take turns in high-quality discussions about what they have heard/read</p> <p><u>Writing Transcription</u> Use a wider range of prefixes and suffixes Spell wide range of homophones Spell words that are often misspelt Use possessive apostrophe for plurals Use a dictionary to spell words correctly Write from memory simple sentences dictated by the teacher Use the diagonal and horizontal strokes needed to join letters Know which letters are best left unjoined Increase the legibility, consistency and quality of handwriting</p>				
	<p>Seal Surfer by Michael Foreman Outcome Recount: write a letter in role How To Train Your Dragon by Cressida Cowell.</p>	<p>The Fossil Girl by Catherine Brighton Outcome Recount: write a fossil journal The Firework Maker's Daughter by Philip Pullman</p>	<p>Journey by Aaron Becker, Tilly Mint Tales by Berlie Doherty Outcome Fiction: write an adventure story</p>	<p>Gorilla by Anthony Browne Outcome Fiction: write a fantasy story Mr Penguin And The Lost Treasure by Alex T Smith</p>	<p>Escape From Pompeii by Christina Balit Outcome Fiction: write a historical narrative Let's Go To... by Pearson</p>	<p>Alba The Hundred-Year-Old Fish by Lara Hawthorne, A Planet Full Of Plastic by Neal Layton</p>

	<p>Outcome Non-fiction: non-chronological reports and instructions Winter’s Child by Graham Baker-Smith, Ice Palace by Robert Swindells Outcome Fiction: write a fantasy story based on a fable Performance Poetry Outcome: create personification poems</p> <p><u>Vocabulary, Grammar and Punctuation</u> Nouns and Pronouns for Clarity Consonants and Vowels Suffixes: -ly Past Tense Subordinate Clauses Adjectives ‘A’ or ‘An’? Prefixes: super-, anti-, auto- Present Tense Apostrophes</p> <p>Year 3 <u>Spelling Patterns</u> Words where the digraph ‘ou’ makes an /ow/ sound Words where the digraph ‘ou’ makes a /u/ sound Words where ‘y’ makes an /i/ sound Words ending in ‘-sure’ Words ending in ‘-ture’ Words with the prefix ‘re-’ Words with the prefix ‘dis-’ Words with the prefix ‘mis-’ Words where ‘-ing’, ‘-er’ and ‘-ed’ are added to multisyllabic words Words where ‘-ing’, ‘-en’ and ‘-ed’ are added to multisyllabic words</p> <p><u>Sentence</u> Use prepositions to express time, place and cause. Use conjunctions and adverbs to express, time, place and cause Use a or an according to whether the next word begins with a vowel or consonant</p> <p><u>Text</u> Group related ideas into paragraphs Build a varied and rich vocabulary In narratives, create settings, characters and plot Discuss writing similar to that which they are planning to write</p> <p><u>Punctuation</u> Use inverted commas to punctuate direct speech</p> <p>Year 4 <u>Spelling Patterns</u> Words that are homophones Words with the prefix ‘in-’ meaning ‘not’ Words with the prefixes ‘il-’, ‘im-’ and ‘ir-’ Words with the prefix ‘sub-’ meaning ‘below’ or further divided Words with the prefix ‘inter-’ meaning ‘between or among’ Words ending in ‘-ation’ Words ending ‘-ly’ Words where ‘ch’ makes a /sh/ sound</p> <p><u>Sentences</u></p>	<p>Outcome Fiction: descriptive narrative Big Blue Whale by Nicola Davies, This Morning I Met A Whale by Michael Morpurgo Outcome Persuasion: write an informative article Playing With Words Outcome: create poems that include word play</p> <p><u>Vocabulary, Grammar and Punctuation</u> Verbs Compound Nouns Prefixes: dis-, mis-, un- Subordinating Conjunctions Inverted Commas Adverbs - Time, Place & Cause Prefixes: in- Suffixes: -ation Coordinating Conjunctions Organisational Devices</p> <p>Year 3 <u>Spelling Patterns</u> Words with the digraph ‘ai’ and tetragraph ‘aigh’ Words with the digraph ‘ei’ and tetragraph ‘eigh’ Words where the digraph ‘ey’ makes an /ai/ sound Words with the suffix ‘-ly’ Words that are homophones Words ending in ‘al’ Words ending in ‘le’ Words ending in ‘-ly’ where the base word ends in ‘le’ Words ending in ‘-ly’ where the base word ends in ‘-ic’ Words ending in ‘-ly’; exceptions</p> <p><u>Sentence</u> Build an increasing range of sentence structures Use adverbs to express time, place and cause Form nouns with a range of prefixes</p> <p><u>Text</u> Assess the effectiveness of own and others’ writing Use headings and sub-headings to aid presentation Build a rich and varied vocabulary Use present and past tenses correctly and consistently including the progressive form and the present perfect form Discuss writing similar to that which they are planning to write Discuss and record ideas Oral rehearsal, use of rich vocabulary, and increasing range of sentence structures Assess own and other’s writing</p> <p><u>Punctuation</u> Use inverted commas to punctuate direct speech</p> <p>Year 4 <u>Spelling Patterns</u> Words ending in ‘-sion’ Words ending in ‘-ous’ Words ending in ‘-ous’ incl. those where ‘ge’ from the base word remains Words where a suffix is added to words ending in ‘y’ Words ending in ‘-ious’ and ‘eous’</p>	<p>The Boy Who Biked The World by Alistair Humphreys Outcome Recount: postcards and letter writing A Stage Full Of Shakespeare Stories (The Merchant Of Venice) by Angela McAllister Outcome Non-fiction: write a guide Shape Poems Outcome: create shape poems</p> <p><u>Vocabulary, Grammar and Punctuation</u> Prepositions Prefixes: re-, sub-, inter- Suffixes beginning with Vowels Time Conjunctions Paragraphs Homophones Suffixes: -ation Word Families Place and Cause Conjunctions Editing and Evaluating</p> <p>Year 3 <u>Spelling Patterns</u> Words with the suffix ‘-er’ Words where the digraph ‘ch’ makes a /k/ sound Words ending in ‘-gue’ and ‘-que’ Words where the digraph ‘sc’ makes a /s/ sound Words that are homophones Words ending in ‘-sion’</p> <p><u>Sentence</u> Use prepositions, conjunctions and adverbs to express time, place and cause Use a or an according to whether the next word begins with a vowel or consonant Build an increasing range of sentence structures</p> <p><u>Text</u> Group related ideas into paragraphs Use the present perfect form of verbs in contrast to the past tense In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation Use present and past tenses correctly and consistently including the progressive form and the present perfect form Discuss and record ideas Composing and rehearse sentences orally Progressively build a varied and rich vocabulary and an increasing range of sentence structures Assess the effectiveness of their own and others’ writing and suggest improvements</p> <p><u>Punctuation</u> Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Year 4 <u>Spelling Patterns</u> Words that are homophones Words spelled with ‘c’ before ‘i’ and ‘e’ Words containing ‘sol’ and ‘real’ Words containing ‘phon’ and ‘sign’ Words with the prefixes ‘super-’, ‘anti-’ and ‘auto’ Words with the prefix ‘bi-’ meaning ‘two’</p>	<p>Outcome Non-fiction: museum guide, instructions Leon And The Place Between by Graham Baker-Smith, Oz The Great And Powerful (2013 film) Outcome Recount: write a diary Creating Images Outcome: create poems using figurative language</p> <p><u>Vocabulary, Grammar and Punctuation</u> Singular and Plural Nouns Pronouns Standard English Compound Words Adverbs To Express Time and Cause Possessive Pronouns Fronted Adverbials Prepositions To Express Time and Cause Plural and Possessive ‘-s’ Commas</p> <p>Year 3 <u>Spelling Patterns</u> Words where the digraph ‘ou’ makes an /ow/ sound Words where the digraph ‘ou’ makes a /u/ sound Words where ‘y’ makes an /i/ sound Words ending in ‘-sure’ Words ending in ‘-ture’ Words with the prefix ‘re-’ Words with the prefix ‘dis-’ Words with the prefix ‘mis-’ Words where ‘-ing’, ‘-er’ and ‘-ed’ are added to multisyllabic words Words where ‘-ing’, ‘-en’ and ‘-ed’ are added to multisyllabic words</p> <p><u>Sentence</u> Use prepositions to express time, place and cause. Use conjunctions and adverbs to express, time, place and cause</p> <p><u>Text</u> Group related ideas into paragraphs In narratives, create settings, characters and plot Build a varied and rich vocabulary Discuss and record ideas Compose and rehearse sentences orally Progressively build a varied and rich vocabulary and an increasing range of sentence structures Assess the effectiveness of their own and others’ writing and suggest improvements</p> <p><u>Punctuation</u> Use inverted commas to punctuate direct speech Use punctuation correctly - apostrophes for the possessive (singular)</p> <p>Year 4 <u>Spelling Patterns</u> Words that are homophones Words with the prefix ‘in-’ meaning ‘not’ Words with the prefixes ‘il-’, ‘im-’ and ‘ir-’ Words with the prefix ‘sub-’ meaning ‘below’ or further divided Words with the prefix ‘inter-’ meaning ‘between or among’ Words ending in ‘-ation’</p>	<p>Outcome Non-Fiction: non-chronological report Amazing Islands by Sabrina Weiss, Koji’s Island by The Literacy Company Outcome Fiction: write an adventure story Exploring Poetic Form Outcome: create poems based on fairy tales</p> <p><u>Vocabulary, Grammar and Punctuation</u> Adjectives Homophones Commas after Fronted Adverbials Expanded Noun Phrases Editing and Evaluating Determiners Word Families Prepositional Phrases Verb Tenses - Present Inverted Commas</p> <p>Year 3 <u>Spelling Patterns</u> Words with the digraph ‘ai’ and tetragraph ‘aigh’ Words with the digraph ‘ei’ and tetragraph ‘eigh’ Words where the digraph ‘ey’ makes an /ai/ sound Words with the suffix ‘-ly’ Words that are homophones Words ending in ‘al’ Words ending in ‘le’ Words ending in ‘-ly’ where the base word ends in ‘le’ Words ending in ‘-ly’ where the base word ends in ‘-ic’ Words ending in ‘-ly’; exceptions</p> <p><u>Sentence</u> Build an increasing range of sentence structures Use adverbs to express time, place and cause</p> <p><u>Text</u> Group related ideas into paragraphs Use present and past tenses correctly and consistently including the progressive and the present perfect forms Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Discuss and record ideas Compose and rehearse sentences orally Progressively build a varied and rich vocabulary and an increasing range of sentence structures Assess the effectiveness of their own and others’ writing and suggest improvements</p> <p><u>Punctuation</u> Use inverted commas to punctuate direct speech</p> <p>Year 4 <u>Spelling Patterns</u> Words ending in ‘-sion’ Words ending in ‘-ous’ Words ending in ‘-ous’ incl. those where ‘ge’ from the base word remains Words where a suffix is added to words ending in ‘y’ Words ending in ‘-ious’ and ‘eous’ Words where ‘au’ makes an /or/ sound</p>	<p>Outcome Non-fiction: write an explanation and information board The Uncorker Of Ocean Bottles by Michelle Cuevas Outcome Fiction: narrative writing Blue John by Berlie Doherty Outcome Recount: write a letter Exploring Poetic Language Outcome: create and perform a choral poem</p> <p><u>Vocabulary, Grammar and Punctuation</u> Verb Inflections Conjunctions to Express Time and Cause Suffixes Possessive Apostrophes Paragraphs Verb Tenses - Past Prefixes Plural Possessive Apostrophes Subordinate Clauses Organisational Devices</p> <p>Year 3 <u>Spelling Patterns</u> Words with the suffix ‘-er’ Words where the digraph ‘ch’ makes a /k/ sound Words ending in ‘-gue’ and ‘-que’ Words where the digraph ‘sc’ makes a /s/ sound Words that are homophones Words ending in ‘-sion’</p> <p><u>Sentence</u> Use a or an according to whether the next word begins with a vowel or consonant Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although</p> <p><u>Text</u> Group related ideas into paragraphs In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation Build a varied and rich vocabulary Use present and past tenses correctly and consistently including the progressive form and the present perfect form Discuss and record ideas Compose and rehearse sentences orally Progressively build a varied and rich vocabulary and an increasing range of sentence structures Assess the effectiveness of their own and others’ writing and suggest improvements</p> <p><u>Punctuation</u> Use punctuation correctly - apostrophes for the possessive (singular)</p> <p>Year 4 <u>Spelling Patterns</u> Words that are homophones Words spelled with ‘c’ before ‘i’ and ‘e’ Words containing ‘sol’ and ‘real’ Words containing ‘phon’ and ‘sign’ Words with the prefixes ‘super-’, ‘anti-’ and ‘auto’ Words with the prefix ‘bi-’ meaning ‘two’ Words that are plurals with possessive apostrophes</p>
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	<p>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although Use Standard English for verb inflections</p> <p><u>Text</u> Organise paragraphs around a theme Build a varied and rich vocabulary Discuss writing similar to that which they are planning to write</p> <p><u>Punctuation</u> Use commas after fronted adverbials Use and punctuate direct speech</p>	<p>Words where 'au' makes an /or/ sound Words ending in '-tion' Words ending in '-sion' Words ending in '-cian' Words that are adverbs of manner</p> <p><u>Sentences</u> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Build an increasing range of sentence structures Use Standard English for verb inflections</p> <p><u>Text</u> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) Use present and past tenses correctly and consistently including the progressive form and the present perfect form Discuss writing similar to that which they are planning to write Discuss and record ideas Oral rehearsal, use of rich vocabulary, and increasing range of sentence structures Assess own and other's writing</p> <p><u>Punctuation</u> Indicate possession by using the possessive apostrophe with plural nouns The grammatical difference between plural and possessive 's' Use and punctuate direct speech</p>	<p>Words that are plurals with possessive apostrophes</p> <p><u>Sentences</u> Build a varied and rich vocabulary and an increasing range of sentence structures</p> <p><u>Text</u> Build a rich and varied vocabulary Use present and past tenses correctly and consistently including the progressive form and the present perfect form Use paragraphs to organise information and ideas around a theme Variety of verb forms used correctly and consistently Discuss and record ideas Composing and rehearse sentences orally Progressively build a varied and rich vocabulary and an increasing range of sentence structures Assess the effectiveness of their own and others' writing and suggest improvements</p> <p><u>Punctuation</u> Indicate possession by using the possessive apostrophe with plural nouns The grammatical difference between plural and possessive 's'</p>	<p>Words ending '-ly' Words where 'ch' makes a /sh/ sound</p> <p><u>Sentences</u> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although Use Standard English forms for verb inflections</p> <p><u>Text</u> Organise paragraphs around a theme Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Build a varied and rich vocabulary Discuss and record ideas Compose and rehearse sentences orally Progressively build a varied and rich vocabulary and an increasing range of sentence structures Assess the effectiveness of their own and others' writing and suggest improvements</p> <p><u>Punctuation</u> Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with plural nouns. The grammatical difference between plural and possessive 's'</p>	<p>Words ending in '-tion' Words ending in '-sion' Words ending in '-cian' Words that are adverbs of manner</p> <p><u>Sentences</u> Use Standard English forms for verb inflections Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</p> <p><u>Text</u> Organise paragraphs around a theme Variety of verb forms used correctly and consistently including the progressive and the present perfect forms Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Discuss and record ideas Compose and rehearse sentences orally Progressively build a varied and rich vocabulary and an increasing range of sentence structures Assess the effectiveness of their own and others' writing and suggest improvements</p> <p><u>Punctuation</u> Use and punctuate direct speech Use commas after fronted adverbials</p>	<p><u>Sentences</u> Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although</p> <p><u>Text</u> Build a varied and rich vocabulary Organise paragraphs around a theme Use present and past tenses correctly and consistently including the progressive form and the present perfect form Discuss and record ideas Compose and rehearse sentences orally Progressively build a varied and rich vocabulary and an increasing range of sentence structures Assess the effectiveness of their own and others' writing and suggest improvements</p> <p><u>Punctuation</u> Indicate possession by using the possessive apostrophe with plural nouns Recognise the grammatical difference between plural and possessive 's'</p>
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Years 5 and 6

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
<p>English</p> <p>Pathways to Write Wordsmith Literacy Shed + Twinkl Phonics Twinkl SPaG Comprehension + VIPERS Twinkl Handwriting</p>	<p><u>Year 5</u> <u>Word Reading</u> Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words</p> <p><u>Reading Comprehension</u> Continue to read/discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories Read books that are structured in different ways Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures Recommend books to peers and give reasons Identify and discuss themes and conventions Make comparisons within and across books Perform poems and playscripts for audience (using appropriate intonation, tone, volume to convey meaning) Discuss and explore meanings of words in context Ask questions to improve understanding of text Infer characters' feelings, thoughts and motives and justify using evidence Summarise main ideas identifying key details Identify how language, structure and presentation contribute to meaning Evaluate authors' use of figurative language Distinguish between fact and opinion Retrieve, record and present information Discuss books and courteously challenge others' opinions Explain their understanding through discussions, formal presentations and debates</p> <p><u>Writing Transcription</u> Use a further range of suffixes and prefixes</p>			<p><u>Year 5</u> <u>Word Reading</u> Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words</p> <p><u>Reading Comprehension</u> Continue to read/discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories Read books that are structured in different ways Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures Recommend books to peers and give reasons Identify and discuss themes and conventions Make comparisons within and across books Perform poems and playscripts for audience (using appropriate intonation, tone, volume to convey meaning) Discuss and explore meanings of words in context Ask questions to improve understanding of text Infer characters' feelings, thoughts and motives and justify using evidence Summarise main ideas identifying key details Identify how language, structure and presentation contribute to meaning Evaluate authors' use of figurative language Distinguish between fact and opinion Retrieve, record and present information Discuss books and courteously challenge others' opinions Explain their understanding through discussions, formal presentations and debates</p> <p><u>Writing Transcription</u> Use a further range of suffixes and prefixes</p>		

	<p>Spell some words with silent letters</p> <p>Continue to distinguish between homophones and other words that are often confused</p> <p>Use knowledge of morphology and etymology as a strategy for spelling</p> <p>Use dictionaries to check spelling and meaning of new words (using first 3 letters)</p> <p>Use a thesaurus</p> <p>Write legibly, fluently and with increasing speed</p> <p>Choose the writing implement best suited to the task</p> <p>Year 6</p> <p><u>Word Reading</u></p> <p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words</p> <p><u>Reading Comprehension</u></p> <p>Continue to read/discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories</p> <p>Read books that are structured in different ways</p> <p>Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Recommend books to peers and give reasons</p> <p>Identify and discuss themes and conventions</p> <p>Make comparisons within and across books</p> <p>Perform poems and playscripts for audience (using appropriate intonation, tone, volume to convey meaning)</p> <p>Discuss and explore meanings of words in context</p> <p>Ask questions to improve understanding of text</p> <p>Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Summarise main ideas identifying key details</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Evaluate authors' use of figurative language</p> <p>Distinguish between fact and opinion</p> <p>Retrieve, record and present information</p> <p>Discuss books and courteously challenge others' opinions</p> <p>Explain their understanding through discussions, formal presentations and debates</p> <p><u>Writing Transcription</u></p> <p>Use a further range of suffixes and prefixes</p> <p>Spell some words with silent letters</p> <p>Continue to distinguish between homophones and other words that are often confused</p> <p>Use knowledge of morphology and etymology as a strategy for spelling</p> <p>Use dictionaries to check spelling and meaning of new words (using first 3 letters)</p> <p>Use a thesaurus</p> <p>Write legibly, fluently and with increasing speed</p> <p>Choose the writing implement best suited to the task</p>		<p>Spell some words with silent letters</p> <p>Continue to distinguish between homophones and other words that are often confused</p> <p>Use knowledge of morphology and etymology as a strategy for spelling</p> <p>Use dictionaries to check spelling and meaning of new words (using first 3 letters)</p> <p>Use a thesaurus</p> <p>Write legibly, fluently and with increasing speed</p> <p>Choose the writing implement best suited to the task</p> <p>Year 6</p> <p><u>Word Reading</u></p> <p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words</p> <p><u>Reading Comprehension</u></p> <p>Continue to read/discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories</p> <p>Read books that are structured in different ways</p> <p>Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures</p> <p>Recommend books to peers and give reasons</p> <p>Identify and discuss themes and conventions</p> <p>Make comparisons within and across books</p> <p>Perform poems and playscripts for audience (using appropriate intonation, tone, volume to convey meaning)</p> <p>Discuss and explore meanings of words in context</p> <p>Ask questions to improve understanding of text</p> <p>Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Summarise main ideas identifying key details</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Evaluate authors' use of figurative language</p> <p>Distinguish between fact and opinion</p> <p>Retrieve, record and present information</p> <p>Discuss books and courteously challenge others' opinions</p> <p>Explain their understanding through discussions, formal presentations and debates</p> <p><u>Writing Transcription</u></p> <p>Use a further range of suffixes and prefixes</p> <p>Spell some words with silent letters</p> <p>Continue to distinguish between homophones and other words that are often confused</p> <p>Use knowledge of morphology and etymology as a strategy for spelling</p> <p>Use dictionaries to check spelling and meaning of new words (using first 3 letters)</p> <p>Use a thesaurus</p> <p>Write legibly, fluently and with increasing speed</p> <p>Choose the writing implement best suited to the task</p>		
<p>Queen Of The Falls by Chris Van Allsburg, Good Night Stories For Rebel Girls by Elena Favilli & Francesca Cavallo</p> <p>Outcome Recount: diary entries</p> <p>Anglo-Saxon Boy by Tony Bradman</p> <p>Outcome Information: letters and persuasive writing</p> <p>Beowulf by Michael Morpurgo</p> <p>Outcome Fiction: write an adventure</p> <p>Germans In The Woods (film)</p> <p>Outcome Recount: narrative recount</p> <p>Poets' Voice</p> <p>Outcome: create and perform nonsense and free-verse poems</p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>Proper Nouns Adverbs of Possibility</p> <p>Converting Nouns and Adjectives into Verbs - Suffixes -ate, -ise, -ify</p> <p>Tenses: Past & Present Progressive and Present Perfect</p> <p>Possessive Plural</p>	<p>Kai And The Monkey King by Joe Todd-Stanton</p> <p>Outcome Fiction: write a myth</p> <p>Animals On The Move by Pearson</p> <p>Outcome Information: non-chronological report</p> <p>The Darkest Dark by Chris Hadfield</p> <p>Outcome Recount: write a biography</p> <p>Tell Me A Story</p> <p>Outcome: create an autobiographical poem</p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>Prepositions</p> <p>More Prefixes</p> <p>Coordinating Conjunctions</p> <p>Using Inverted Commas</p> <p>Parenthesis - Brackets</p> <p>Commas for Meaning and Clarity</p> <p>Determiners</p> <p>More Suffixes</p> <p>Subordinating Conjunctions</p> <p>Linking Paragraphs with Adverbials</p>	<p>The Brilliant Deep by Kate Messner, Coral Reefs by Jason Chin</p> <p>Outcome Persuasion/ information: write an information leaflet</p> <p>Greek Myths by Geraldine McCaughrean</p> <p>Outcome Fiction: myth writing</p> <p>Bold And Brave Women from Shakespeare by Shakespeare Birthplace Trust, A Stage Full Of Shakespeare Stories by Angela McAllister</p> <p>Outcome Recount: write and perform a soliloquy</p> <p>Compare And Perform</p> <p>Outcome: create and perform a narrative poem</p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>Pronouns & Possessive Pronouns</p> <p>Word Families</p> <p>Subordinate Clauses</p>	<p>Star Of Fear, Star Of Hope by Jo Hoestlandt, Erika's Story by Ruth Vander Zee</p> <p>Outcome Fiction: write a story with a flashback</p> <p>Friend Or Foe by Michael Morpurgo</p> <p>Outcome Fiction: character focussed narratives</p> <p>Can We Save The Tiger? by Martin Jenkins</p> <p>Outcome Information/ explanation: hybrid text</p> <p>Powerful Language</p> <p>Outcome: create a season poem</p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>Noun Phrases</p> <p>Modal Verbs and Subjunctive Mood</p> <p>Suffixes - Nouns and Adjectives to Verbs</p> <p>Relative Clauses</p> <p>Commas</p> <p>Pronouns & Possessive Pronouns</p> <p>Adverbs to Show Frequency</p>	<p>Shackleton's Journey by William Grill</p> <p>Outcome Recount: write a journal entry from the expedition</p> <p>Cosmic by Frank Cottrell Boyce</p> <p>Outcome Information and Fiction: information texts and character-based writing</p> <p>Jemmy Button by Alix Barzelay, Island by Jason Chin</p> <p>Outcome Recount: write a journalistic report</p> <p>Poetic Voice</p> <p>Outcome: create a poem in letter form</p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>Synonyms and Antonyms</p> <p>Adverbs to Show Possibility</p> <p>Root Words</p> <p>Hyphens</p> <p>Coordinating Conjunctions</p> <p>Subject and Object</p> <p>Ambiguity</p>	<p>Manfish by Jennifer Berne, Great Adventurers by Alastair Humphreys</p> <p>Outcome Fiction: write a biography</p> <p>Holes by Louis Sachar</p> <p>Outcome Information and Recount: persuasive writing, information texts</p> <p>Sky Chasers by Emma Carroll</p> <p>Outcome Fiction: write an adventure story</p> <p>Ultimate Rap!</p> <p>Outcome: create and perform a rap</p> <p><u>Vocabulary, Grammar and Punctuation</u></p> <p>Direct and Reported Speech</p> <p>Active and Passive</p> <p>Semi-colons, Colons and Dashes to Mark Clauses</p> <p>Formal and Informal Speech and Vocabulary</p> <p>Layout Devices</p> <p>Verb Tenses Editing and Evaluating</p>

<p>Apostrophes Expanded Noun Phrases Adverbs Degrees of Possibility - Modal Verbs Verb Prefixes dis-, de-, mis-, over-, re- Verb Inflections & Standard English Using Inverted Commas</p> <p>Year 5 <u>Spelling Patterns</u> Words ending in ‘-tious’ and ‘-ious’ Words ending in ‘-cious’ Words ending in ‘-cial’ Words ending in ‘-tial’ Words ending in ‘-cial’ and ‘-tial’ Words ending in ‘-ant’ Words ending in ‘-ance’ and ‘-ancy’ Words ending in ‘-ent’ and ‘-ence’ Words ending in ‘-able’ and ‘-ible’ Words ending in ‘-ably’ and ‘-ibly’</p> <p><u>Sentence</u> Use expanded noun phrases to convey complicated information concisely</p> <p><u>Text</u> Plan writing by identifying audience and purpose Organise paragraphs around a theme Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Identify audience/purpose of writing and select appropriate form Note and develop initial ideas Assess effectiveness of own and others’ writing Perform own compositions</p> <p><u>Punctuation</u> Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Year 6 <u>Spelling Patterns</u> Words with short vowel sound i spelled y Words with the long vowel sound /igh/ spelled ay Words with the prefix over Words with /o/ as ou & ow Words with soft c spelled /ce/ List 18: prefixes dis- un- over- and im- Words ending ent & ence Words ending ible</p> <p><u>Sentences</u> Use passive verbs</p> <p><u>Text</u> Plan writing by identifying audience and purpose Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Identify audience/purpose of writing and select appropriate form Note and develop initial ideas Assess effectiveness of own and others’ writing Perform own compositions</p> <p><u>Punctuation</u> Use hyphens to avoid ambiguity</p>	<p>Direct & Indirect Speech</p> <p>Year 5 <u>Spelling Patterns</u> Words ending able Words ending fer Silent letters Words with ie after c Words with ei after c Words with ough as /aw/ Words with ough as /ow/</p> <p><u>Sentence</u> Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p><u>Text</u> Link ideas across paragraphs using adverbials Link ideas across paragraphs using adverbials and tense choices Variety of verb forms used correctly and consistently including the present perfect form Assess effectiveness of own and others’ writing Draft and write, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p><u>Punctuation</u> Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Year 6 <u>Spelling Patterns</u> Words ending ibly Words ending ably Words ending ful Words with unstressed vowels Words with /shul/ Words with /fi/ as ph Words starting acc Words ending er, or & ar</p> <p><u>Sentence</u> Use passive verbs Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p> <p><u>Text</u> Enhance meaning through selecting appropriate grammar and vocabulary Use a wider range of devices to build cohesion Variety of verb forms used correctly and consistently including the present perfect form Assess effectiveness of own and others’ writing</p> <p><u>Punctuation</u> Use semi-colons to mark boundaries between independent clauses</p>	<p>Writing Cohesive Paragraphs Parenthesis - Commas Homophones Adverbials/Fronted Adverbials Dictionary Work Relative Clauses Editing & Evaluating Parenthesis – Dashes</p> <p>Year 5 <u>Spelling Patterns</u> Homophones Hyphenated words</p> <p><u>Sentence</u> Use modal verbs to indicate degrees of possibility Enhance meaning through selecting appropriate grammar and vocabulary Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility</p> <p><u>Text</u> Use devices to build cohesion within a paragraph Choose the appropriate register Use a wide range of devices to build cohesion across paragraphs Link ideas using tense choices Note and develop initial ideas Consider how authors develop characters/setting when writing narratives Describe settings/characters/atmosphere and integrate dialogue in narratives Assess effectiveness of own and others’ writing Proof-read for spelling and punctuation errors</p> <p><u>Punctuation</u> Use brackets, dashes or commas to indicate parenthesis</p> <p>Year 6 <u>Spelling Patterns</u> Words used to describe Revision</p> <p><u>Sentence</u> Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p><u>Text</u> Use a wider range of devices to build cohesion Choose the appropriate register Note and develop initial ideas Consider how authors develop characters/setting when writing narratives Describe settings/characters/atmosphere and integrate dialogue in narratives Assess effectiveness of own and others’ writing Proof-read for spelling and punctuation errors</p> <p><u>Punctuation</u> Punctuate bullet points consistently</p>	<p>Prefixes Colons in Lists Subordinating Conjunctions and Clauses</p> <p>Year 5 <u>Spelling Patterns</u> Words ending in ‘-tious’ and ‘-ious’ Words ending in ‘-cious’ Words ending in ‘-cial’ Words ending in ‘-tial’ Words ending in ‘-cial’ and ‘-tial’ Words ending in ‘-ant’ Words ending in ‘-ance’ and ‘-ancy’ Words ending in ‘-ent’ and ‘-ence’ Words ending in ‘-able’ and ‘-ible’ Words ending in ‘-ably’ and ‘-ibly’</p> <p><u>Sentence</u> Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p><u>Text</u> Link ideas across paragraphs using adverbials Link ideas across paragraphs using adverbials and tense choices Variety of verb forms used correctly and consistently including the present perfect form Note and develop initial ideas Assessing effectiveness of own and others’ writing Identify audience/purpose of writing and select appropriate form Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Perform own compositions Propose changes to improve consistency</p> <p><u>Punctuation</u> Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Year 6 <u>Spelling Patterns</u> Words with short vowel sound i spelled y Words with the long vowel sound /igh/ spelled ay Words with the prefix over Words with /o/ as ou & ow Words with soft c spelled /ce/ List 18: prefixes dis- un- over- and im- Words ending ent & ence Words ending ible</p> <p><u>Sentences</u> Use passive verbs Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p> <p><u>Text</u> Integrate dialogue to convey character and advance the action Enhance meaning through selecting appropriate grammar and vocabulary Identify audience/purpose of writing and select appropriate form Draft and write, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Assess effectiveness of own and others’ writing</p> <p><u>Text</u></p>	<p>Hyphenated Compound Words Bullet Points Perfect Form of Verbs to Mark Relationships of Time and Cause</p> <p>Year 5 <u>Spelling Patterns</u> Words ending able Words ending fer Silent letters Words with ie after c Words with ei after c Words with ough as /aw/ Words with ough as /ow/</p> <p><u>Sentence</u> Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility</p> <p><u>Text</u> Link ideas across paragraphs using adverbials Integrate dialogue to convey character and advance the action Plan writing by identifying audience and purpose Identify audience/purpose of writing and select appropriate form Draft and write, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Assess effectiveness of own and others’ writing Propose changes to improve consistency Proof-read for spelling and punctuation errors</p> <p><u>Punctuation</u> Use brackets, dashes or commas to indicate parenthesis</p> <p>Year 6 <u>Spelling Patterns</u> Words ending ibly Words ending ably Words ending ful Words with unstressed vowels Words with /shul/ Words with /fi/ as ph Words starting acc Words ending er, or & ar</p> <p><u>Sentence</u> Use passive verbs Use modal verbs or adverbs to indicate degrees of possibility</p> <p><u>Text</u> Integrate dialogue to convey character and advance the action Enhance meaning through selecting appropriate grammar and vocabulary Identify audience/purpose of writing and select appropriate form Draft and write, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Assess effectiveness of own and others’ writing</p>	<p>Parenthesis - Brackets, Commas and Dashes Formal and Informal Writing Cohesion Across Paragraphs</p> <p>Year 5 <u>Spelling Patterns</u> Homophones Hyphenated words</p> <p><u>Sentence</u> Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility</p> <p><u>Text</u> Use devices to build cohesion within a paragraph Enhance meaning through selecting appropriate grammar and vocabulary Describe characters, settings and atmosphere Identify audience/purpose of writing and select appropriate form Note and develop initial ideas Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Assess effectiveness of own and others’ writing Propose changes to improve consistency</p> <p><u>Punctuation</u> Use brackets, dashes or commas to indicate parenthesis Use of the hyphen (to join a prefix to a root word) Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Year 6 <u>Spelling Patterns</u> Words used to describe Revision</p> <p><u>Sentence</u> Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p> <p><u>Text</u> Use a wider range of devices to build cohesion Identify the audience and purpose for writing Choose the appropriate register Identify audience/purpose of writing and select appropriate form Note and develop initial ideas Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Assess effectiveness of own and others’ writing Propose changes to improve consistency</p> <p><u>Punctuation</u> Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity Use semi-colons, colons or dashes to mark boundaries between independent clauses</p>
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	<p>Use brackets, dashes or commas to indicate parenthesis</p>	<p>Use colons or dashes to mark boundaries between independent clauses</p>	<p>Use a colon to introduce a list and use of semi-colons within lists Use semi-colons, colons or dashes to mark boundaries between independent clauses</p>	<p>Enhance meaning through selecting appropriate grammar and vocabulary Use a wider range of devices to build cohesion Variety of verb forms used correctly and consistently including the present perfect form Note and develop initial ideas Assessing effectiveness of own and others' writing Identify audience/purpose of writing and select appropriate form Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Perform own compositions Propose changes to improve consistency</p> <p><u>Punctuation</u> Use semi-colons to mark boundaries between independent clauses Use colons or dashes to mark boundaries between independent clauses</p>	<p>Propose changes to improve consistency Proof-read for spelling and punctuation errors</p> <p><u>Punctuation</u> Use brackets, dashes or commas to indicate</p> <p><u>Punctuation</u> Punctuate bullet points consistently Use brackets, dashes or commas to indicate parenthesis</p>	
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