



English

Curriculum

VIPERS
Pleasure Predict Excite Grammar Authors
Together Reading Phonics Teachers Spelling Enthuse
Handwriting Respect Sequence TalkForWriting Retrieve
Enjoy Vocabulary ReadWriteInc Engage English
Great Summarise
Enjoyment Achieve Curriculum Grow Glenmere
Explain Parents Writing Inference
Children

The English Curriculum at Glenmere Community Primary School

Here at Glenmere Community Primary School, we believe that our English curriculum should excite, engage and enthuse pupils, enabling them to communicate both written and verbally.

Our English curriculum is split into the following:

Phonics

Phonics is a way of teaching children to read quickly and skilfully. We teach them how to:

- Recognise the sounds that each individual letter makes (s, a, t)
- Identify the sounds that different combinations of letters make – such as “sh” or “oo”
- Blend these sounds together from left to right to make a word

At Glenmere we teach phonics using the ‘Letters and Sounds’ programme, using further resources to support this – such as Read, Write Inc. Phonics is taught in six phases:

Phase 1

At this phases children are preparing for phonic work, including singing nursery rhymes and singing songs that children can start to recognise sounds, patterns and rhymes

Phase 2

- Children learn 19 sounds – s a t p i n m d g o c k ck e u r h b f ff ll ss
- They learn to blend the sounds together to make words.
- They learn to segment the sounds to spell words.
- Children begin to read VC (Vowel Consonant) words – at, in, on
- CVC (Consonant Vowel Consonant) words – man, dog, sat
- They read “tricky” (common exception) words – words which you just have to learn – the, why, come

Phase 3

- Children learn another 25 sounds – j v w x y z zz qu ch sh th ng ai ee igh oa oo ar ur ow oi ear air ure er
- They continue to read CVC words and practise blending and segmenting as in Phase 2
- They read more “tricky” (Common exception) words.

Phase 4

No new sounds are introduced in this phase.

- Children continue to practise spelling and reading words containing adjacent consonants – went, lost, stop.
- They read polysyllabic words – thunderstorm, chimpanzee, champion.

Phase 5

The children learn about sounds which are spelt in more than one way – ee (in seen) and ea (in seat), ou (in round) and ow (in down).

- They are encouraged to broaden their knowledge of sounds for use in reading and spelling.
- They will become quicker at recognising sounds which have more than one letter.
- They will become better at blending the sounds to make words.
- They read more “tricky” words.

Phase 6

The children will be able to read hundreds of words, doing this in three ways:

- They will be reading words automatically if they are very familiar.
- They will learn about tenses, suffixes, prefixes
- Their reading will become increasingly fluent, but spelling is known to lag behind. This phase addresses this.

Common Exception Words

These are words which the children will come across many times during their reading. They need to read these quickly on sight. They are taught alongside the sounds in each of the phases.

Reading

Reading has been a particular focus of ours over recent years. We, at Glenmere, believe it is important to teach children both the skills of reading using their knowledge of phonics developing this into becoming competent readers as well as teaching the skills of comprehension. With that in mind we have introduced VIPERS – a strategy from The Literacy Shed.

V – Vocabulary

I – Inference

P – Predict

E – Explain

R – Retrieve

S – Sequence (KS1) Summarise (KS2)

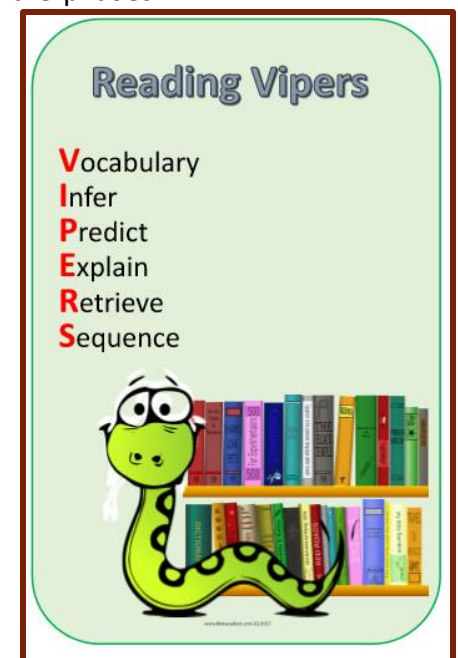
Lessons are taught on a daily basis using a variety of different stimulus: picture books, video clips, extracts from books, short texts and pictures.

In addition to this, we have introduced Book Talk within our school. Book Talk works on children being in small groups, based on ability and verbalising answers to sentence starters as a group, with a particular focus on using evidence to support their answers. We are also lucky enough to have support staff trained in Reading Coaching as an intervention for individuals across the school.

For individual reading, we use the book banded system from EYFS up to Year 6, progressively getting more difficult. Books within Key Stage One focus on a mix of high-frequency and decodable words in order to develop a range of reading strategies.

Within these book bands, we use a variety of different schemes in order to give children a wider variety of reading opportunities – all working in line with the book banded expectations. We use books from Oxford Reading Tree, Rising Stars as well as Oxford University Press in the form of Project X books. Higher up the book band, there is a wider variety of genres covered, looking at longer novels and more detailed texts.

We have made the change from children moving into Free Reader, instead introduced more challenging book bands for the older children whilst also having the opportunity to have a ‘Reading for Pleasure’ book. We feel this is important to balance between children reading for enjoyment but also to develop their reading skills within books aimed at their reading level: both fluency and comprehension.



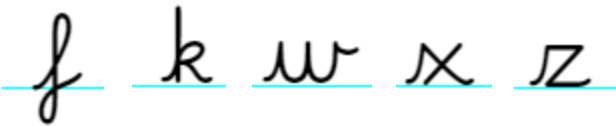
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| Lilac Reception Emerging Age 4-5 | Pink Reception Age 4-5 | Red Reception Age 4-5 | Yellow Reception Age 4-5 | Blue Year 1 Age 5-6 | Green Year 1 Age 5-6 |
| Orange Year 1 Age 5-6 | Turquoise Year 2 Age 6-7 | Purple Year 2 Age 6-7 | Gold Year 2 Age 6-7 | White Year 2 Confident Age 6-7 | Lime Year 2 Confident Age 6-7 |
| Brown Year 3 Age 7-8 | Grey Year 4 Age 8-9 | Dark Blue Year 5 Age 9-10 | Dark Red Year 6 Age 10-11 | Black Year 6 Confident Age 10-11 | |

Writing

We want our children to become creative and imaginative individuals, and what better place to start than with writing.

Our writing curriculum has a number of different elements: handwriting, spelling, grammar, composition – all of which then contributes to well composed pieces of work

As part of our handwriting we follow Letter-Join. Pre-cursive handwriting is introduced when children start in Reception which is then developed into cursive as they progress through school, working towards a handwriting license in Key Stage 2. By the end of Year 3 pupils are expected to have developed the cursive handwriting style and will then, in Years 4, 5 and 6, develop fluency and accuracy within the handwriting style. Below are the agreed formation of more challenging letters.



Spelling is taught explicitly using a scheme from Rising Stars. Separate lessons are set aside to teach spelling patterns within each class.

Our curriculum encourages cross-curricular opportunities, covering a variety of different genres. We believe that grammar should be taught in context and, therefore, is taught within the English lessons and applied across the curriculum. Classes are encouraged to use Talk for Writing as a tool to structure whole units. At Glenmere we have both English and Author's Journal books. These journals are where completed pieces, once they have been drafted, written and edited, are written up in best.

Activities to support your children:

You may support your child's development by using words in a context 'Let's read the next sentence now,' or 'I'm going to think about what to say in my sentence,' or 'Have I finished my sentence yet?'

Human sentences

Write each word of a sentence, and the full stop, on separate cards. Give each card to your child, and ask them to sequence the words to make a sentence.

Finish my sentence

Give the children an oral sentence starter, such as 'My favourite food is...' or 'When it rains ...' or 'In the middle of the wood I saw...'.
Ask for several suggestions to add to each starter in order to make a sentence.

Noisy sentences

Read a text together. Ask the children to clap, knock on the floor or click their fingers every time they come to a full stop. Different sounds can be used for question marks and exclamation marks.

Rainbow sentences:

- Choose a passage from a familiar story. Ask your child to read it aloud so you can scribe it, using a different colour for each sentence - rainbow sentences. Point out how the colour shows the sentence boundaries.
- Give your child two coloured pens and a dry-wipe board. Help them to construct a sentence which they write in one colour followed by another sentence in the other colour and so on!

Synonym game

To support your child at home you could try playing some games such as the Synonym Game. Start off with a simple word such as 'happy'. Take in turns to say a word which has the same meaning. You could then ask them what the antonym (opposite) for that word is.

Extend the sentence

Give your child a simple sentence and ask them to extend it using subordinate clauses. Where would the commas be? E.g. John froze. – As darkness fell upon him, John froze.



Phonics

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Phonics Long Term Overview – EYFS to Year 2

| Phase 2 – Reception | | | | | | |
|--|----------------------------|----------------------------|----------------------------|-----------------------------|--|-------------------------|
| Sounds | Set 1 s, a, t, p | Set 2 i, n, m, d | Set 3 g, o, c, k | Set 4 ck, e, u, r | Set 5 h, b, f, ff, l, ll, ss | Phase 2 revision |
| Tricky words (sight read words) | | | | to, the | no, go, l | |

| Phase 3 – Reception | | | | | | | | |
|--|---------------------------------------|----------------------------------|--------------------------------|---------------------------------|---------------------------------|----------------------------------|-------------------------------|-------------------------|
| Sounds | Set 6 j, v, w, x | Set 7 y, z, zz, qu, ch | Set 8 sh, th, th, ng | Set 9 ai, ee, igh, oa | Set 10 oo, oo, ar, or | Set 11 ur, ow, oi, ear | Set 12 air, ure, er | Phase 3 revision |
| Tricky words (sight read words) | Revision of all phase 2 tricky words. | he, she | we, me, be | was | my, you | they, her | are all | |

| Phase 4 – Reception/Year 1 | | | | | | |
|--|----------------------------------|------------------------|--------------------------|--------------------------|---------------------|-------------------------|
| Sounds | Blending practice | Final consonant blends | Initial consonant blends | Consonant blends | Consonant blends | Phase 4 revision |
| Tricky words (sight read words) | Revision of phase 3 tricky words | said, so | have, like, come, some | were, there, little, one | do, when, out, what | |

| Phase 5 – Year 1 | | | | | | | | |
|--|--|--|--|---|--|--|---|---|
| Sounds | Set 1 ay | Set 2 oy | Set 3 ie | Set 4 ea | Set 5 a_e | Set 6 i_e, o_e | Set 7 u_e, e_e | Set 8 ou |
| Decodable spellings | day, may, say, play, clay, tray, spray, crayon | toy, boy, joy, enjoy, destroy, annoy employ, royal | pie, lie, tie, die, cried, tried, spied, fried | sea, bead, read, seat, meat, heap, treat, least | snake, game, cake, ate, same, make, name, came | bike, time, pine, prize, bone, home, note, alone | use, cube, fume, tube, these, theme, even, complete | our, about, cloud, scout, sprout, proud, sound, |
| Common exception words (sight read words) | could, should | would, want | oh, their | Mr, Mrs | love, your | people, looked | called, asked | water, where |

| Phase 5 CONTINUED – Year 1 | | | | | | | | |
|--|--|---|---|---|---|---|--|---|
| Sounds | Set 9 | Set 10 | Set 11 | Set 12 | Set 13 | Set 14 | Set 15 | Set 16 |
| | Long vowel sounds | ch, sh | ir | ue | ew | y | aw, au | ow, oe |
| Decodable spellings | apricot, kind, wild, lion, human, gold, cold, both | school, Christmas, chemist, chord, echo, chef, parachute, chute | stir, girl, bird, shirt, dirt, third, first, thirteen | due, venue, fuel, argue, clue, glue, true, blue | few, new, dew, stew, blew, chew, grew, drew | very, family, body, happy, sunny, furry, crunchy, hairy | saw, paw, draw, yawn, August, launch, laundry, astronaut | low, slow, window, own, toe, hoe, doe, goes |
| Common exception words (sight read words) | who, why | thought, through | work, house | many, laughed | because, different | any, eyes | friend, also | once, please |

| Phase 5 CONTINUED – Year 1 | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| Sounds | Set 17 | Set 18 | Set 19 | Set 20 | Set 21 | Set 22 | Set 23 | Set 24 |
| | | wh | c, g | ph | ea | ie | Adding -ed | Adding -s and -es |
| Decodable spellings | white, whisper, whiskers, whine, whale, which, while, wheel, | gem, magic, giant, ginger, cell, city, face, slice | phone, dolphin, elephant, alphabet, photo, microphone, graph, orphan | head, bread, ready, deaf, healthy, weather, instead, breakfast | chief, brief, field, shield, priest, shriek, thief, relief | jumped, looked, gasped, yelled, hunted, started, shouted, wished | skirts, raincoats, hoodies, bracelets, glasses, buses, boxes, wishes | louder, fresher, quicker, colder, loudest, freshest, quickest, coldest |
| Common exception words (sight read words) | lived, coming | Monday, Tuesday | Wednesday, Thursday | more, before | January, February | April, July | August, October | November, December |

| Phase 5 CONTINUED – Year 1 | | | | | | | |
|--|--|--|--|---|--|---|------------------|
| Sounds | Set 25 | Set 26 | Set 27 | Set 28 | Set 29 | Set 30 | Phase 5 revision |
| | | tch | Adding -ing and -er | ear, are | ve | ore | |
| Decodable spellings | catch, match, fetch, witch, stitch, ditch, crutch, kitchen | playing, helping, teaching, singing, player, helper, teacher, singer | tear, wear, bear, pear, stare, care, share, dare | live, give, have, serve, leave, active, relative, believe | more, core, sore, score, shore, adore, before, explore | untie, unwell, undo, unkind, unlock, unfair, unpack, unsafe | |
| Common exception words (sight read words) | door, floor | prince, princess | autumn, school | know, baby | mother, another | talk, two | |

| Phase 6 – Year 2 | | | | | | | | |
|----------------------------|---|--|---|---|---|--|--|--|
| Sounds | Set 1 | Set 2 | Set 3 | Set 4 | Set 5 | Set 6 | Set 7 | Set 8 |
| | | y | dge | Adding -es to words ending in 'y' | gn | kn | Adding -ed or -ing to words ending in 'y' | wr |
| Decodable spellings | by, try, dry, sky, fly, sly, spy, reply | edge, hedge, badge, bridge, change, large, orange, challenge | flies, cries, spies, replies, babies, teddies, carries, hurries | gnome, sign, gnaw, gnat, design, gnarl, gnash | knight, knee, knot, knife, knock, know, knapsack, knowledge | copied, copying, worried, worrying, annoying, annoyed, studying, studied | wrong, wren, wrist, wrap, write, wrote, wring, wreck | bubble, middle, table, apple, little, puddle, giggle, cuddle |

| Phase 6 CONTINUED – Year 2 | | | | | | | | |
|----------------------------|--|--|--|--|--|---|--|---|
| Sounds | Set 9 | Set 10 | Set 11 | Set 12 | Set 13 | Set 14 | Set 15 | Set 16 |
| | | Adding -er and -est to words ending in 'y' | el | al, il | Adding -ed and -er to words ending in 'e' | eer | ture | Adding -est and -y to words ending in 'e' |
| Decodable spellings | happier, happiest, easier, easiest, funnier, funniest, luckier, luckiest | camel, travel, chisel, squirrel, tunnel, funnel, towel, tinsel | festival, total, pupil, April, medal, local, pencil, nostril | hiked, hiker, timed, timer, braved, braver, baked, baker | steer, career, volunteer, cheer, sheer, peer, deer, meerkat, | future, picture, sculpture, nature, vulture, adventure, creature, capture | nicest, bravest, finest, largest, shiny, sparkly, noisy, slimy | lamb, limb, comb, numb, climb, thumb, crumb, bomb |

| Phase 6 CONTINUED – Year 2 | | | | | | | | |
|----------------------------|---|---|---|--|---|--|---|--|
| Sounds | Set 17 | Set 18 | Set 19 | Set 20 | Set 21 | Set 22 | Set 23 | Set 24 |
| | | al | Adding -ing and -ed to CVC, CCVC words | o | ey | Adding -er, -est or -y to CVC and CVCC words | Contractions | war |
| Decodable spellings | all, call, hall, small, walk, talk, chalk, almost | patting, humming, dropping, shopping, jogged, fitted, clapped, stopped, | brother, son, above, wonder, worry, glove, cover, month | key, monkey, donkey, honey, money, chimney, valley, turkey | longer, wetter, warmer, hottest, coldest, funny, windy, sunny | can't, you'll, I'll, didn't, we'd, couldn't, should've, could've | war, ward, warm, towards, world, worst, work, worth | enjoyment, payment, excitement, movement, fairness, kindness, tidiness happiness |

Phase 6 CONTINUED – Year 2

| Sounds | Set 25 | Set 26 | Set 27 | Set 28 | Set 29 | Set 30 | Phase 6 revision |
|----------------------------|---|--|---|--|--|--|------------------|
| | s | wa, qua | tion | Adding –ful, -less and –ly | Homophones and Near Homophones | Adding dis- | |
| Decodable spellings | usual, casual, treasure, pleasure, measure, Asia, visual, closure | want, watch, wash, swap, quality, squash, squabble, quantity | action, motion, description, station, section, adoption, portion, fiction | graceful, wonderful, powerful, breathless, careless, badly, happily, luckily | hear, here, there, their, bear, bare, quiet, quite | dislike, disappear, disagree, disappoint, disconnect, dishonest, disqualify, disobey | |

Please note: Year 1 and 2 common exception words to be taught alongside phonic planning – spelling and sight reading.




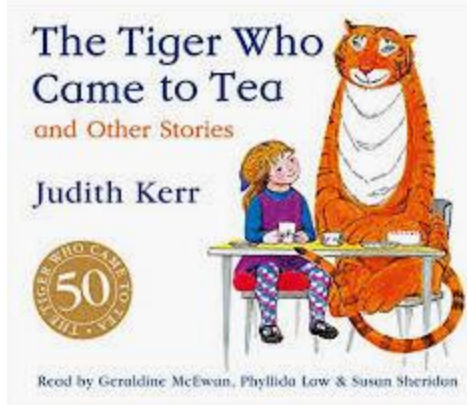
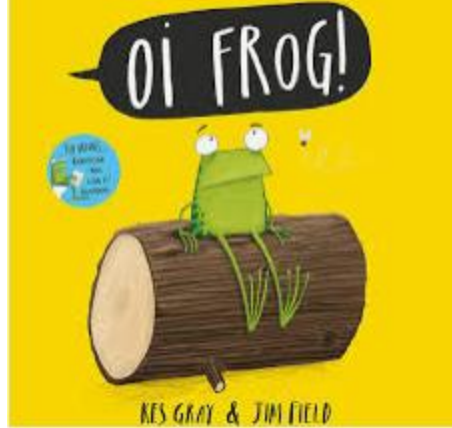
Reading

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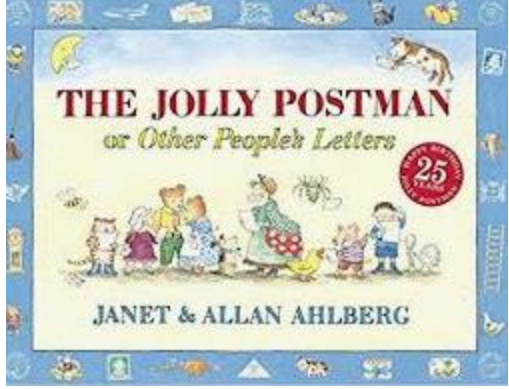
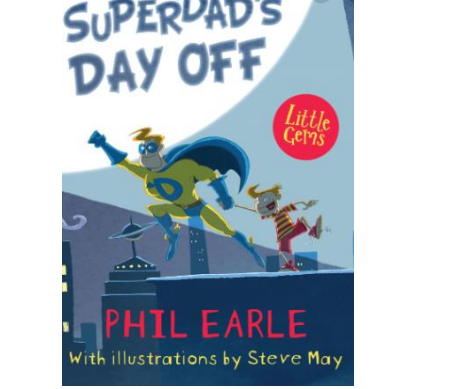

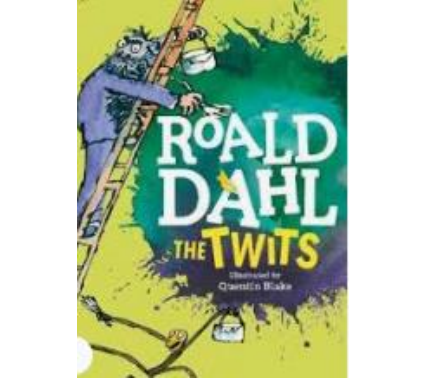
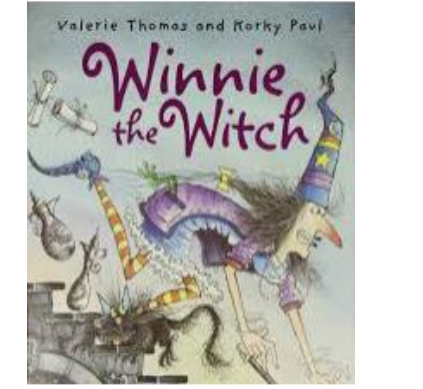
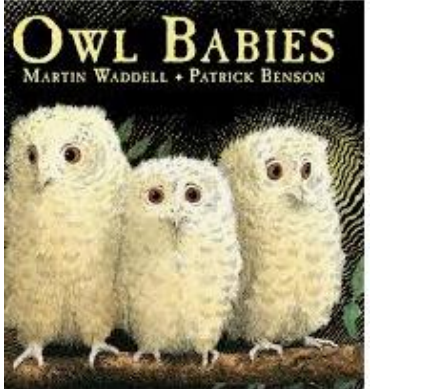
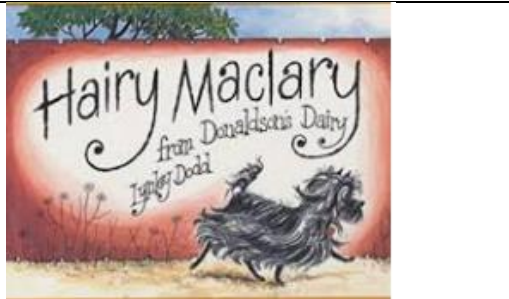
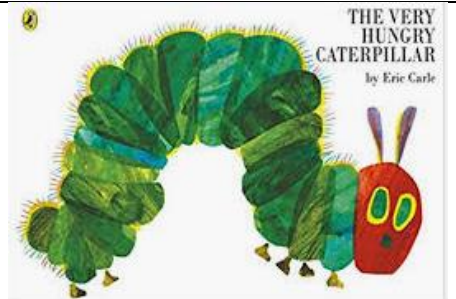
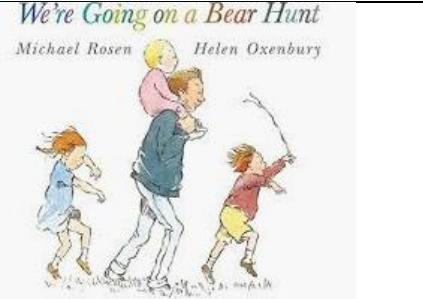
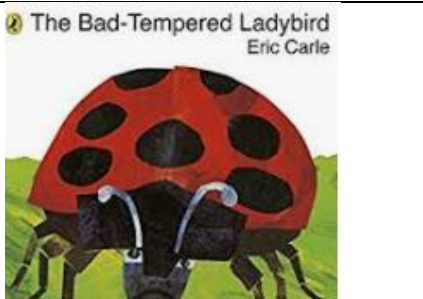
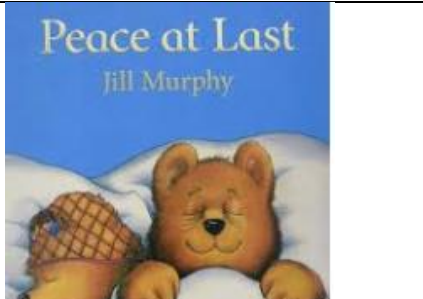
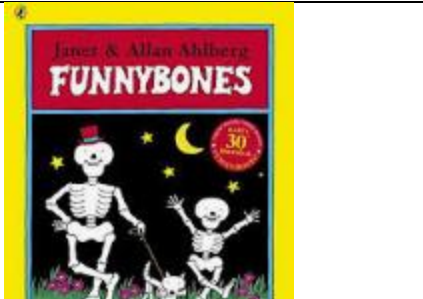
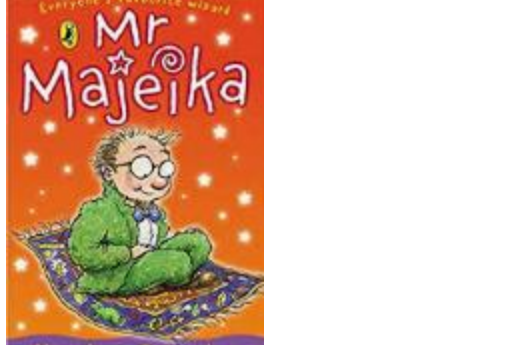
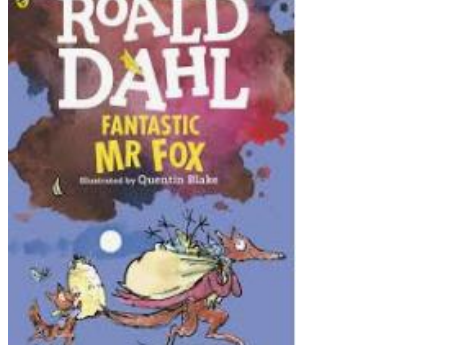
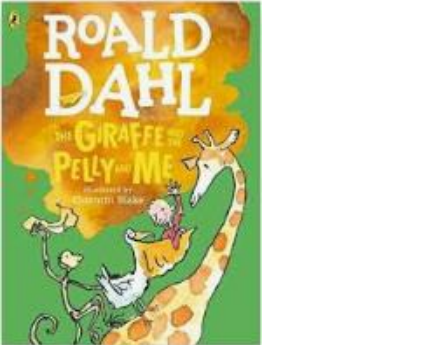
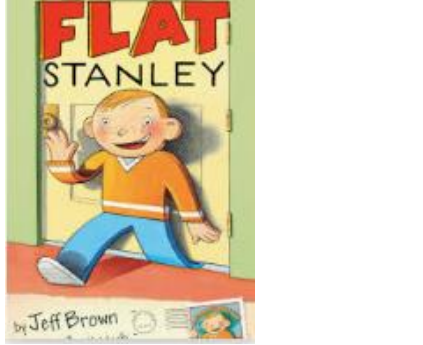
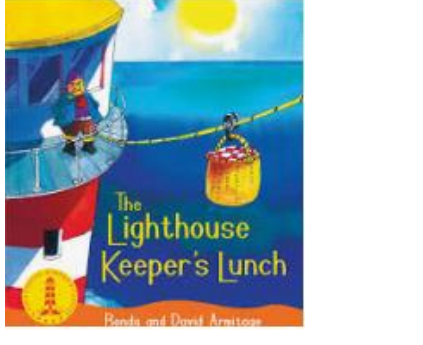
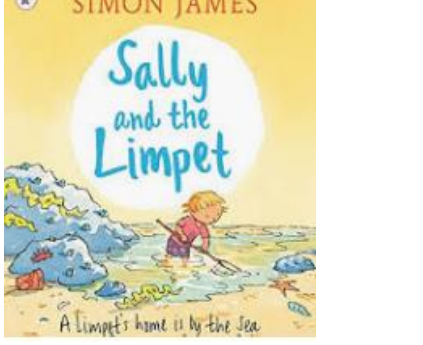
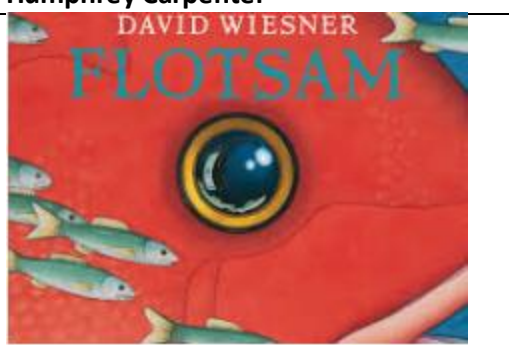
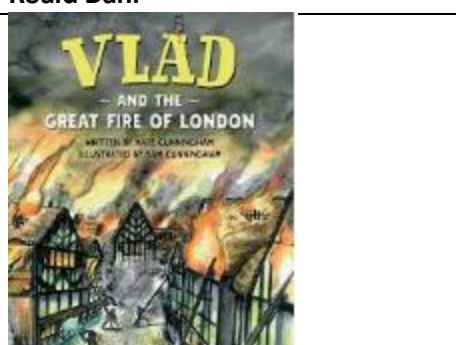
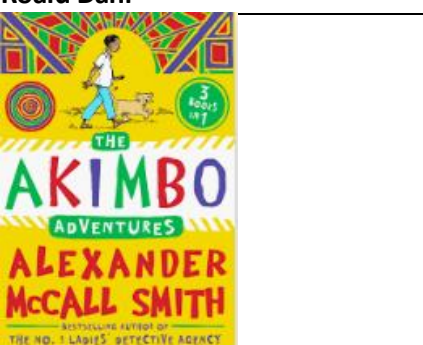
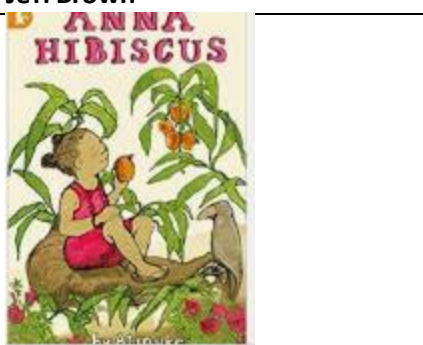
EYFS

These are the books which will be a specific focus in EYFS (some will be revisited in following years) – although many more will be read and experienced:

| | | | | | |
|---|--|---|---|---|---|
|  |  |  |  |  |  |
| Giles Andreae | Various different authors | Sue Hendra and Paul Linnet | Janet and Allen Ahlberg | Julia Donaldson | Julia Donaldson |
|  |  |  |  |  |  |
| | Judith Kerr | | Ronda and David Armitage | Eric Carle | Rod Campbell |
| More Books from EYFS | | | | | |
|  |  |  |  |  |  |
| Claire Freedman and Ben Cort | Kes Gray and Jim Field | Julia Donaldson | Sam McBratney | David McKee | Raymond Briggs |

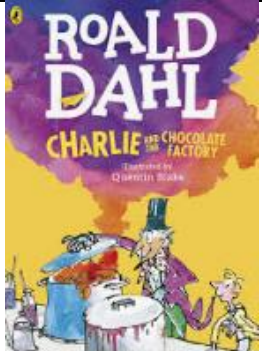

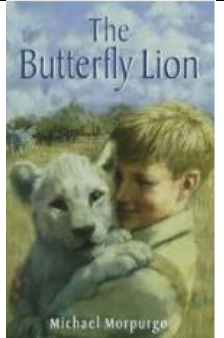
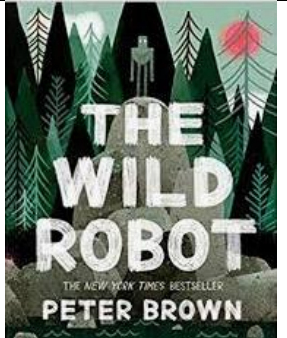
Key Stage 1 Class Books

By the End of Key Stage 1, all children will have heard these books be read to them:

| | | | | | |
|---|--|---|---|---|---|
|  |  |  |  |  |  |
| Janet and Allan Ahlberg | Phil Earle | Shannon and Dean Hale | Roald Dahl | Valerie Thomas and Korky Paul | Martin Waddell and Patrick Benson |
|  |  |  |  |  |  |
| Lynley Dodd | Eric Carle | Michael Rose and Helen Oxenbury | Eric Carle | Jill Murphy | Janet and Allan Ahlberg |
|  |  |  |  |  |  |
| Humphrey Carpenter | Roald Dahl | Roald Dahl | Jeff Brown | Ronda and David Armitage | Simon James |
|  |  |  |  | | |
| David Wiesner | Kate Cunningham | Alexander McCall Smith | Lauren Tobia | | |



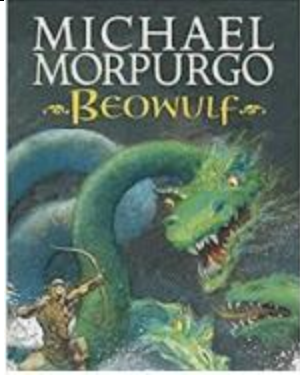
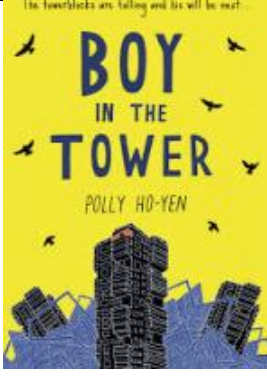
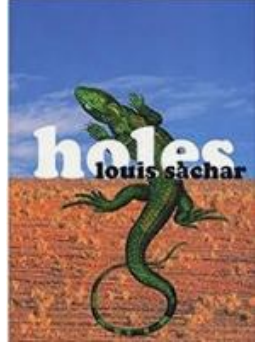
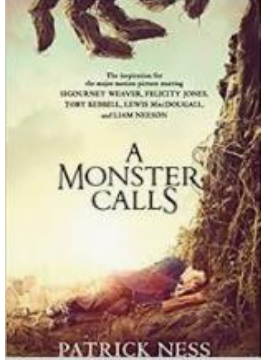
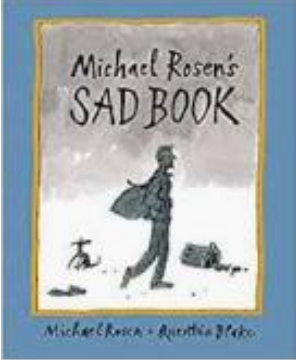

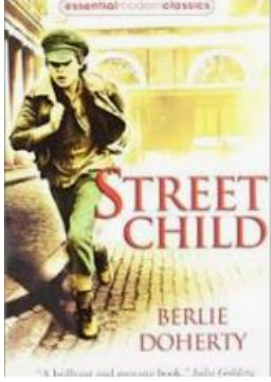
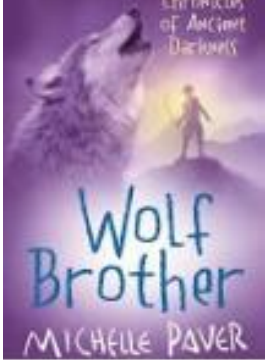
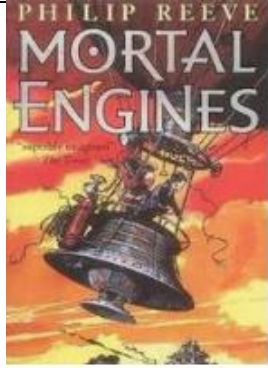
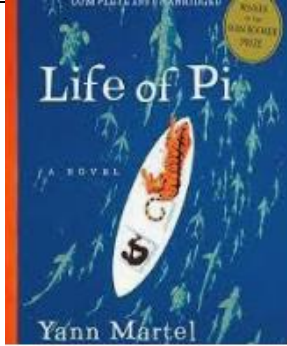
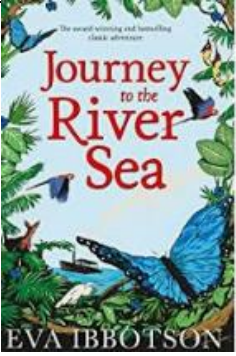

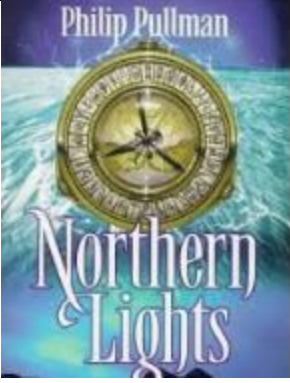
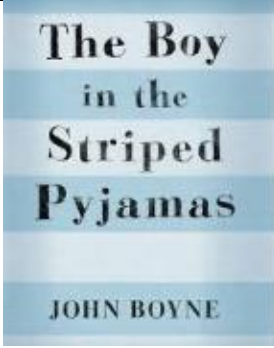

Lower Key Stage 2 Class Books

By the end of Year 4, all children will have heard these books be read to them:

| | | | | | |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
| Roald Dahl | Anita Ganeri | Ted Hughes | Terry Deary and Neil Tongue | Philip Pullman | Philip Ridley |
|  |  |  |  |  |  |
| EB White | Joe Todd-Stanton | Roald Dahl | Meredith Hooper and Chris Coady | Cressida Cowell | Anita Ganeri |
|  |  |  |  |  |  |
| Anne Fine | Roald Dahl | Chris Van Allsburg | Ted Hughes | Michael Morpurgo | Peter Brown |
|  |  |  |  |  |  |
| Philip Pullman | SF Said | CS Lewis | Erich Kastner | E. Nesbit | Frances Hogson Burnett |

Upper Key Stage 2 Class Books

By the end of Year 6, all children will have heard these books be read to them:

| | | | | | |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
| Jane Hardstaff | Siobhan Dowd | Lauren Tarshis | Vashti Hardy | Michael Morpurgo | Polly Ho-Yen |
|  |  |  |  |  |  |
| Louis Sachar | Patrick Ness | Michael Rosen and Quentin Blake | Robert Swindells | Berlie Doherty | Michelle Paver |
|  |  |  |  | Additional Recommended Books For Year 5 and 6 → |  |
| Philip Reeve | Yann Matel | Eva Ibbotson | Emma Carroll | | David Almond |
|  |  |  |  |  |  |
| Mary Shelly (Scholastic Version) | Philippa Pearce | Philip Pullman | John Boyne | Katherine Woodfine | Lauren St John |



Writing

VIPERS
Pleasure Predict Excite Grammar Authors
Together Reading Phonics Teachers Talking Spelling Enthuse
Handwriting Respect Sequence TalkForWriting Retrieve
Enjoy Vocabulary ReadWriteInc Engage English
Great Summarise
Enjoyment Achieve Curriculum Grow Glenmere
Explain Parents Writing Inference
Children



Coverage Across Glenmere

In order to ensure there is an even coverage of genres, from non-fiction to fiction and poetry, below is a break down what genres each year group covers.

| Year group | Writing Genres | | | Class Novels | |
|--------------------------|---|--|--|--|---|
| | Non-Fiction | Fiction | Poetry | Year 1 | Year 2 |
| 1 | Labels and captions Recount Instructions Reports Explanations | Stories with Predictable Phrasing Traditional Fairy Tales (Little Red Riding Hood, Three Little Pigs, Jack and the Beanstalk) Contemporary fictions – stories reflecting children’s own experiences | Vocabulary Building Rhyming couplets Take One Poet | Super Dads day off The Princess in Black The Boy Who Grew Dragons Roald Dahl – The Twits Winnie the Witch Owl Babies Hairy Maclarey | Mr Majeika Fantastic Mr Fox The Giraffe and The Pelly and Me Flat Stanley The Lighthouse Keeper’s Lunch Sally and The Limpet Flotsam Vlad and the Great Fire of London |
| 2 | Letters Information Instructions Recounts Recounts - Diary *plus a range of independent writing texts in preparation for writing moderation. | Traditional Tales – Fairy Tales Stories in a Familiar Setting Imaginary Settings Fantasy Stories Traditional Tales – Fables Quest stories Stories by the same author Traditional Tales – Myths and legends Adventure stories | Repetitive poems Traditional poems Poems about family | The Jolly Postman The Very Hungry Caterpillar We’re Going on a Bear Hunt The Bad-Tempered Ladybird Peace at Last Funnybones The Gruffalo | The Great Fire: A City in Flames The Akimbo Adventures Anna Hibiscus |
| Lower Key Stage 2 | | | | Year 3 | Year 4 |
| 3 | Recount Instructions Explanations Report Persuasive letter | Traditional Tales Play Alternative versions Fairy Tales Adventure narrative (larger unit) | Read, write and perform verse Limericks Vocabulary building Poetry structure – haiku, tanka and kennings Take one poet | James and The Giant Peach Bloomin’ Rainforests The Iron Giant Terrible Tudors I was a rat Freaky Peaks The Krindlekrax Curious Nature Charlotte’s Web The Stone Age Arthur and the Golden Rope | The Lion, The Witch and The Wardrobe The Firework Maker’s Daughter The Iron Man The Secret Garden Picture Book Emil and the Detectives Varjak Paw The Wild Robot The Butterfly Lion The Polar Express George’s Marvellous Medicine Bill’s New Frock |
| 4 | Explanation Persuasion Instructions Recount Discussion Reports | Narrative on story settings Adventure Narrative Book Study – Iron Man Traditional Tales – Myths Book Study – The Firework Maker’s Daughter Fiction from our literacy heritage Plays | Vocabulary Building Narrative poetry Take one Poet | | |
| Upper Key Stage 2 | | | | Year 5 | Year 6 |
| 5 | Discussion | Suspense narrative | Poetry – The Highway Man | The Executioner’s Daughter | Letters from the Lighthouse |

| | | | | | |
|---|---|---|--|---|--|
| | Explanation Reports Non-chronological reports Recount (biographical) Persuasion | Adventure Narrative Beowulf – Short Story Twisted fairy tales - flashbacks Book Unit - Holes Book Unit – Romeo and Juliet (Shakespeare) Book Unit - The Wolves in the Walls These will incorporate both fiction and non-fiction writing | Poetic Style Take one poet | The London Eye Mystery I Survived the Destruction of Pompeii Brightstorm – a Sky-Ship Adventure Beowulf Boy in the Tower Room 13 Holes A Monster Calls Sad Book | Street Child Wolf Brother Mortal Engines The Life of Pi Journey to the River Sea |
| 6 | Biographies Persuasive writing Reports Instructions Non-chronological reports Recounts Discussion | Suspense narrative Flashback Narrative *plus a range of independent writing texts in preparation for writing moderation. | Poetry – Shakespeare – The Witches – Rhyming couplets Poetic Style | | |

All teaching staff were involved in designing the curriculum for each year group, ensuring that there was progression from year to year and that there was an even level of coverage using relevant schemes and systems implemented within school. Writing units are implemented using Talk for Writing and handwriting follows the modules from Letter-Join.

At Glenmere, we use the Writing Progression Map to sequence key writing skills across year groups. Each year group is split into three terms: autumn, spring and summer. We use this to support our planning of the objectives within Year Groups, which is linked to the National Curriculum. This runs from EYFS through to Year 6. The document was obtained from Affinity English Network Meetings as part of DSAT

Writing Progression Map (Key Skills/Grammar/Punctuation) – EYFS2-KS1

| Yr. | Text | Sentence | Word | Punctuation |
|--------|---|--|---|---|
| EYFS 2 | <ul style="list-style-type: none"> Show a preference for a dominant hand Hold pencil with a static tripod Begin to write simple captions | <ul style="list-style-type: none"> Understand that writing goes from left to right Ascribe meaning to marks Use some clearly identifiable letters to communicate meaning, representing some words correctly and in sequence | <ul style="list-style-type: none"> Write their own name Write the initial sounds of many words | <ul style="list-style-type: none"> Letters Words Finger space |
| | <ul style="list-style-type: none"> Write captions Write simple lists and basic labels | <ul style="list-style-type: none"> Begin to write some simple sentences Use the conjunction 'and' Use simple determiners (e.g. <i>the, a</i>) | <ul style="list-style-type: none"> Correct letter formation of most letters, including ascenders and descenders Write CVC words using sounds learnt Write some common irregular words (e.g. <i>the</i>) | <ul style="list-style-type: none"> Introduce capital letters Introduce full stops |
| | <ul style="list-style-type: none"> Write more than one sentence that follows on from the previous one Begin to use key features of narrative (e.g. <i>One day, Once upon a time, etc.</i>) | <ul style="list-style-type: none"> Writes simple sentences which can be read by themselves and others Start sentences with a capital letter and end with a full stop Use simple determiners (e.g. <i>my, his, her</i>) Use the conjunctions 'and' and 'because' Use simple adjectives | <ul style="list-style-type: none"> Use increasingly confident phonic knowledge to write words that match spoken sounds Spell phonically regular words with more than one syllable (e.g. <i>carpet, doormat, etc.</i>) Introduce simple prepositions (e.g. <i>in, on, to, up, etc.</i>) | <ul style="list-style-type: none"> Introduce question marks |
| 1 | <ul style="list-style-type: none"> Open a simple narrative about time of day or the weather Sequence sentences to form a short narrative | <ul style="list-style-type: none"> Use the conjunctions 'and' and 'because' Use adjectives to describe nouns | <ul style="list-style-type: none"> Use a wider range of prepositions | <ul style="list-style-type: none"> Use capital letters for names of people, places and the personal pronoun 'I' Full stops Question Marks |
| | <ul style="list-style-type: none"> Open a simple narrative around the character or setting With non-fiction, use a heading and bullet points Label diagrams | <ul style="list-style-type: none"> Use the conjunctions 'and', 'but', 'because' and 'so' Know the difference between a question and an exclamation | <ul style="list-style-type: none"> Use alliteration Use regular prefixes (i.e. <i>un-</i>) to change the meaning of adjectives and verbs (e.g. <i>unkind, untie, etc.</i>) Use regular plural noun suffixes (i.e. <i>-s</i> or <i>-es</i>) - e.g. <i>dogs, wishes, etc.</i> | <ul style="list-style-type: none"> Exclamation marks |
| | <ul style="list-style-type: none"> Write a simple narrative with a beginning, middle and end Make simple improvements to writing | <ul style="list-style-type: none"> Use further conjunctions, e.g. <i>so, so that, while, when, etc.</i> Know the difference between a statement, question and exclamation Open sentences with simple adverbs (e.g. <i>Sadly, Slowly, etc.</i>) | <ul style="list-style-type: none"> Use similes using 'like' Use suffixes that can be added to root words (i.e. <i>-ing, -ed, -e, -est</i>) - e.g. <i>helping helped, helper, quickest, etc.</i> | <ul style="list-style-type: none"> Speech bubbles |
| 2 | <ul style="list-style-type: none"> Write a simple narrative with a beginning, middle and end Open a simple narrative around the character or setting (eg time of day / weather) Make simple improvements to writing | <ul style="list-style-type: none"> Know the difference between a command, statement, questions and exclamations Open sentences using adverbs | <ul style="list-style-type: none"> Use two adjectives to describe a noun (e.g. <i>The strict, serious head teacher, etc.</i>) Use similes using 'as' or 'like' Understand and use Imperative ('bossy') verbs Form compound words (e.g. <i>whiteboard, superman, etc.</i>) | <ul style="list-style-type: none"> Correctly use capital letters, full stops, question and exclamation marks Use apostrophes for contraction (e.g. <i>can't, don't, etc.</i>) |
| | <ul style="list-style-type: none"> Write an ending to a story with a short paragraph Use headings and sub-headings in non-fiction (e.g. <i>non-chronological report</i>) Group related ideas in sections Make some considered improvements in their writing (e.g. <i>adding in or changing words</i>) | <ul style="list-style-type: none"> Vary sentence openers within a piece of writing (inc. <i>verbs and adverbs</i>) Begin to select adjectives for greater effect Use expanded noun phrases (inc. <i>plenty of food; lots of people, etc.</i>) | <ul style="list-style-type: none"> Use simple quantifiers/generalisers (e.g. <i>Most, some, many, all, none, few, etc.</i>) Form nouns using the suffixes 'ness' and '-er' (e.g. <i>darkness, cleaner, etc.</i>) Use '-ly' to turn adjectives into adverbs (e.g. <i>clever = cleverly, etc.</i>) | <ul style="list-style-type: none"> Use commas for lists Begin to use commas after an '-ly' opener |
| | <ul style="list-style-type: none"> Use past or present tense consistently throughout a piece of writing Use the progressive/continuous form of verbs in the present or past tense (e.g. <i>She is drumming; He was shouting, etc.</i>) | <ul style="list-style-type: none"> Use a range of coordinating and subordinating conjunctions (inc. <i>but, and, because, so, when, if, that</i>) i.e. B.A.B.S. and W.I.T. | <ul style="list-style-type: none"> Form adjectives using the suffixes '-ful' and '-less' (e.g. <i>careful, careless, etc.</i>) Know the difference between common homophones (e.g. <i>there, their, they're, etc.</i>) | <ul style="list-style-type: none"> Use apostrophes for singular possession (e.g. <i>The teacher's classroom..., etc.</i>) Begin to use inverted commas when a character speaks (dialogue) |

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Writing Progression Map (Key Skills/Grammar/Punctuation) – KS2

| Yr. | Text | Sentence | Word | Punctuation |
|----------|---|--|--|---|
| 3 | <ul style="list-style-type: none"> • Consistent verb tense (past / present) throughout a piece of writing • Introduction to paragraphs (as a way to group related material) • In narratives, create settings, characters and plot. • Plan openings around character/s, setting, time of day or type of weather | <ul style="list-style-type: none"> • 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) • Extend the range of sentences using a wider range of conjunctions, i.e. B.A.B.S. (because, and, but, so) and W.I.T. (when/while, if, that), etc. | <ul style="list-style-type: none"> • Use more effective similes using 'as' or 'like' • Use of the forms 'a' or 'an' before a noun (according to whether the next word begins with a consonant or a vowel) • Use capital letters for proper nouns | <ul style="list-style-type: none"> • Apostrophes to mark where letters are missing, i.e. contraction (For example: I'm, didn't, etc.) and to mark singular possession in nouns (For example: the man's book) |
| | <ul style="list-style-type: none"> • In non-narrative writing, use simple organisational devices (e.g. headings and sub-headings) | <ul style="list-style-type: none"> • Developing the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • Use adverb (ly) starters or prepositional starters to add detail e.g. Carefully, she crawled along the floor of the cave...; Behind the box, he found a mouse... (i.e. P.I.L.L.E. sentences) | <ul style="list-style-type: none"> • Formation of nouns using a range of prefixes (For example: super-, anti-, auto-) • Use powerful verbs choices (i.e. Synonyms for verbs such as "said" or "go") • Use possessive pronouns, i.e. my, your, his, hers, its, ours, theirs • Identifying all the basic word classes of a simple sentence (i.e. noun, verb, adjective, preposition, adverb) | <ul style="list-style-type: none"> • Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in "-ly" (P.I.L.L.E. sentences) • Introduce inverted commas to punctuate direct speech |
| | <ul style="list-style-type: none"> • Use present perfect form of verbs (e.g. He has gone out to play instead of He went out to play) | <ul style="list-style-type: none"> • Understand the difference between a phrase and a clause • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | <ul style="list-style-type: none"> • Word families based on common words, showing how words are related in form and meaning (For example: fear, feared, fearful, fearfully) | <ul style="list-style-type: none"> • Introduce a colon for instructions • Use bullet points for simple lists (e.g. instructions – equipment, ingredients, etc.) |
| 4 | <ul style="list-style-type: none"> • Plan openings around character/s, setting description or action • In narratives, use paragraphs to organise each part of story to indicate a change in place or jump in time • In non-fiction, use paragraphs to organise ideas around a theme | <ul style="list-style-type: none"> • Extend the range of sentences using a wider range of conjunctions of subordination and coordination, i.e. M.A.D.E. (meanwhile, as, despite, even though) and B.E.A.D.S. (because, even though, although, despite, so) • Use 'ed' and 'ing' clauses as starters, e.g. Frightened, Tom ran straight home to avoid being caught; Grinning menacingly, he slipped the treasure into his rucksack (i.e. P.I.L.L.E. sentences) • Use similes to compare one thing with another (using 'as' or 'like') and to begin to use metaphors and personification - M.A.P.S. | <ul style="list-style-type: none"> • Use proper nouns to refer to a particular person or thing, e.g. Monday, Emily, October, England • Develop the use of possessive pronouns • Develop confidence in identifying all the word classes of a sentence (i.e. noun, verb, adjective, preposition, adverb, determiner, pronoun, proper noun) | <ul style="list-style-type: none"> • Use commas to mark clauses and to mark off fronted adverbials • Full punctuation for direct speech – i.e. Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella. Or use end punctuation within inverted commas, e.g. The conductor shouted, "Sit down!" |
| | <ul style="list-style-type: none"> • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | <ul style="list-style-type: none"> • 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') • When writing dialogue, use verb + adverb pairing, e.g. "Hello," she whispered, shyly. • Intersperse narrative between lines of dialogue, using 'S.A.S.-S.A.S.' (Speech, action, speech) | <ul style="list-style-type: none"> • Develop confidence in using of figurative devices (e.g. M.A.P.O.S. – metaphor, alliteration, personification, onomatopoeia, simile) • Use prefixes to give the antonym (e.g. 'm-' , 'n-' , 'r-' , 'l-') | <ul style="list-style-type: none"> • Use apostrophes to mark singular and plural possession (e.g. the man's book, the girls' coats) and irregular contracted forms (e.g. won't, can't shan't, etc.) |
| | <ul style="list-style-type: none"> • Make increasingly accurate changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences | <ul style="list-style-type: none"> • Drop in 'ing' clauses, e.g. Sara, laughing at the teacher, fell off her chair. • Begin to develop lines of narrative, when writing dialogue, using W.A.V.E. (i.e. while/ whilst, as, -ing verb, emotion) • Begin to know the difference between direct speech and reported speech | <ul style="list-style-type: none"> • Introduce some modal verbs (e.g. would, should, could). | <ul style="list-style-type: none"> • Use colons for playscripts |

| Yr. | Text | Sentence | Word | Punctuation |
|-----|---|--|--|---|
| 5 | <ul style="list-style-type: none"> Develop confidence in using paragraphs by changing place, time and action (and linking ideas across paragraphs). Use a wider range of devices to build cohesion within a paragraph (For example: <i>then, after that, this, firstly</i>). | <ul style="list-style-type: none"> Confidently, use a range of conjunctions of subordination and coordination, i.e. M.A.D.E. (<i>meanwhile, as, despite, even though</i>) and B.E.A.D.S. (<i>because, even though, although, despite, so</i>) Introduce relative clauses beginning with: <i>who, which, that, where, when</i> Confidently start sentences in a range of ways, including P.I.L.E. Develop sentences, when writing dialogue, using W.A.V.E. (i.e. <i>while/whilst, as, -ing verb, emotion</i>) | <ul style="list-style-type: none"> Indicate degrees of possibility using modal verbs (e.g. <i>might, should, will, must, etc.</i>) or adverbs (<i>perhaps, surely, etc.</i>) Make careful selection of specific nouns (e.g. <i>The great oak in the middle of the park..., A Lamborghini raced down the road..., etc.</i>) | <ul style="list-style-type: none"> Consolidate the use of <u>full punctuation</u> for direct speech – i.e. Comma between direct speech and reporting clause e.g. <i>‘It’s late,’ gasped Cinderella.</i> Or use end punctuation within inverted commas, e.g. <i>The conductor shouted, ‘Sit down!’</i> Embed the use of apostrophes for contraction and possession (including plurals) Parentheses (using commas, brackets, dashes) |
| | <ul style="list-style-type: none"> In narratives, thoughtfully describe settings and characters to reveal mood/atmosphere. Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. <i>he had seen her before</i>) Ensure the consistent and correct use of verb tense throughout a piece of writing. Ensure the correct subject and verb agreement when using singular or plural | <ul style="list-style-type: none"> Develop use of compound and complex sentences using a full range of conjunctions for coordination and subordination (e.g. S.A.D.W.E.B. – <i>so, although, despite, while/whilst, even though, because, etc.</i>) Continue to develop the use of relative clauses beginning with: <i>who, which, that, where, when</i> Interperse narrative between lines of dialogue, using ‘S.A.T.A.S.’ (<i>Speech, action, thought, action, speech</i>) Know the difference between direct speech and reported speech | <ul style="list-style-type: none"> Ensure greater confidence in using a range of figurative devices (e.g. M.A.P.O.S. – <i>metaphor, alliteration, personification, onomatopoeia, simile</i>) for effect | <ul style="list-style-type: none"> Use of commas to clarify meaning or avoid ambiguity |
| | <ul style="list-style-type: none"> In narratives, begin integrating dialogue to convey character and advance the action | <ul style="list-style-type: none"> Develop the use of sentence reshaping techniques (e.g. <i>lengthening or shortening sentences</i>) for meaning and/or effect Use present progressive and past progressive form of verbs | <ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>) Understand the difference between relative and possessive pronouns | <ul style="list-style-type: none"> Begin to use hyphenated words for description (e.g. <i>blue-eyed, old-aged, quick-witted, red-headed, etc.</i>) Begin to use semi-colons to mark boundaries between independent clauses (For example: <i>It’s raining; I’m fed up.</i>) |
| 6 | <ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices – For example: repetition of a word or phrase, grammatical connections (For example: the use of adverbials, such as <i>- on the other hand, in contrast, or as a consequence</i>), and ellipsis Choosing appropriate layout devices (For example: headings, sub-headings, columns, bullets, or tables, to structure text) | <ul style="list-style-type: none"> Interperse narrative between lines of dialogue, using and adapting ‘S.A.T.A.S.’ (<i>Speech, action, thought, action, speech</i>) Extend lines of narrative in dialogue, using W.A.V.E. Use a range of simple, compound and complex sentences for effect - using a full range of conjunctions for coordination and subordination (e.g. S.A.D.W.E.B. – <i>so, although, despite, while/whilst, even though, because, etc.</i>) | <ul style="list-style-type: none"> Confidently use relative clauses beginning with: <i>who, which, where, when, whose, that, or an omitted relative pronoun</i> Indicating degrees of possibility using adverbs (For example: <i>perhaps, surely, etc.</i>) or modal verbs (For example: <i>might, should, will, must, etc.</i>) Fully understand a range of synonyms and antonyms (and how they relate to one another) | <ul style="list-style-type: none"> Use semi-colons, colons or dashes to mark boundaries between independent clauses (For example: <i>It’s raining; I’m fed up.</i>) Use of the colon to introduce a list and use of semi-colons within lists |
| | <ul style="list-style-type: none"> In narratives, secure the effective description of settings and characters to reveal appropriate mood/atmosphere In narratives, effectively integrate dialogue to convey character and advance the action In narratives, include suspense, cliff hangers, flashbacks/forwards, time slips In non-fiction, use a variety of text layouts appropriate to purpose | <ul style="list-style-type: none"> Use active and passive voice to create effect, For example: <ul style="list-style-type: none"> Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: <i>The class heated the water.</i> Passive: <i>The water was heated.</i> | <ul style="list-style-type: none"> Be clear of the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (For example: <i>find out – discover; ask for – request; go in – enter</i>) Use a full range of literary/figurative devices for effect (e.g. R.A.M.S.H.O.P. - <i>Rhyme, Alliteration, Metaphor, Simile, Hyperbole, Onomatopoeia, Personification</i>) | <ul style="list-style-type: none"> Understand how hyphens can be used to avoid ambiguity (For example: <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>, etc.) |
| | <ul style="list-style-type: none"> Self-select or create a specific publishing format to enhance a text-type and to engage the reader | <ul style="list-style-type: none"> Know the difference between structures typical of informal speech and structures appropriate for formal speech and writing (For example: the use of question tags: <i>He’s your friend, isn’t he?</i>, Or the use of subjunctive forms such as: <i>If I were you...</i>) | <ul style="list-style-type: none"> Understand abstract nouns (e.g. <i>peace, love, harmony, etc.</i>) Realise that when you find a synonym, the word may mean something slightly different, e.g. <i>‘big’</i> and <i>‘grand’</i> - <i>‘Grand’</i> can mean <i>‘one thousand’</i>, <i>‘elaborate’</i> and <i>‘decorative’</i>, as well as <i>‘big’</i> | <ul style="list-style-type: none"> Revise the full range of punctuation for effect |



Yearly Overviews

VIPERS
Pleasure Predict Excite Grammar Authors
Together Reading Phonics Teachers Talking Spelling Enthuse
Handwriting Respect Sequence TalkForWriting Retrieve
Enjoy Vocabulary ReadWriteInc Engage English
Great Summarise
Enjoyment Achieve Curriculum Grow Glenmere
Explain Parents Writing Inference
Children



EYFS English Curriculum

| | Topic influence for learning areas | Literacy | | Communication and language | |
|--|--|--|---|---|--|
| | | | Phonics | Handwriting | |
| Autumn 1 (baselining first 3 weeks) | Commotion in the ocean Woods, worms and wandering wellies | Name writing, captions, basic CVC words T4W Goldilocks and the three bears | Baselining Phases 2: s a t p; d m n l; c g k o; ck e r u (the, to) | Introducing pre cursive patterns: circles and spirals Introducing pre cursive patterns: lines and diagonals Introducing pre cursive patterns: jellies and zig-zags Introducing pre cursive patterns: Loopies and waves | Sea life centre school trip, Describe it game with sea creatures Autumn walk and checklist |
| Autumn 2 | Emergency adventures Superheroes It's beginning to look a lot like Christmas | People who help us labelling, Ted the Officer bear simple sentences, When I grow up sentences Supertato book – Character captions, Superhero descriptions Snowdome recount, Letter to Santa, T4W The Jolly Christmas Postman | Phase 2: b f l h (no, go, into, l); ss ll ff Phase 3: j v w x (he, me, we, be); qu y z zz; ch sh (she) ng th (was) Phases 2/3 consolidation and assessments | Form lowercase letters: i, l and t Form lowercase letters: u, w and e Form lowercase letters: c and o | Firefighter scenarios, Firefighters visit to school Call centre – ringing superheroes in role play area, Circle time discussion – what makes us unique, Snowdome trip, Christmas celebrations discussions |
| Spring 1 | Book worms | T4W The Gruffalo, Gruffalo descriptions, Gruffalo rhyming pairs, Room on the Broom writing potions, Room on the broom rhyming pairs | Phase 3: ai, ar (my, you) igh oa (they, her) oo oo (all, are) ee or oi ow er ey | Form lowercase letters: a and d Form lowercase letters: n, m and h | Circle time – the mouse and the Gruffalo, Gruffalo snap |
| Spring 2 | Old McDonald had a farm Food Glorious Food Spring into action | T4W Little Red Hen, Little Red Hen Character descriptions, Little Red Hen planning sheet, Little Red Hen story writing – storyboards. T4W The tiger who came to tea Story writing, Recipe writing – instructions T4W Jack and the beanstalk story writing, life cycle of a bean fact files | Phase 3: ure, air, ur, ear Consolidation Phase 4: So, said, like, have | Form lowercase letters: j and y Form lowercase letters: g and q Form lowercase letters: b, p and k | Book discussion – Little Red Hen – behaviour of the characters, Farm animal pictures to prompt discussion Recipe making discussions with food technology, healthy eating plate Spring photos and videos to prompt discussion, Spring hunt checklist |
| Summer 1 | Legs, wings and leaves | T4W The hungry caterpillar story writing, Rhyming spider word webs, Mini-beast read and draw sheets | Phase 4: some come There, were Little, one Do, out What, when | Form lowercase letters: v s and r Form lowercase letters: f, x and z | Mini-beast I spy games – magnifying glasses to prompt discussion, Describe it and feel it game |
| Summer 2 | Dear zoo Sun, sea and said in our toes Moving on up | T4W Dear zoo story writing, Zoo trip recount T4W The lighthouse keepers lunch story writing, silly soup poems Hopes and dream for year 1, lots of narrative writing | Consolidation | Reinforce and embed lowercase letter formation | Zoo school trip, Brenda zoo alliteration game, what am I game for zoo animals Puppet theatre Sharing stories and successes of reception year |

Year 1 English Curriculum

| | English | Book Talk | Class novels | VIPERS | Phonics/spelling rules | Handwriting | Grammar |
|-----------------|---|---|--|--------------------------|---|---|---|
| Autumn 1 | <p>Non-fiction Labels and captions (1 wk) Ourselves</p> <p>Fiction Stories with predictable phrasing (2 + 2 + 2) We're All Going On a Bear Hunt Handa's Surprise Bubbles</p> <p>Poetry Vocabulary building (1 wk) Fruit salad rock</p> | <p>Discuss word meanings, linking new meanings to those already known</p> <p>Discusses the significance of the title and events</p> <p>Predict what might happen on the basis of what has been read so far</p> | <p>The Very Hungry Caterpillar</p> <p>We're all going on a Bear hunt</p> <p>The Bad tempered ladybird</p> <p>Peace at last</p> <p>Funnybones</p> <p>The Gruffalo (also covered in Year 1) A variety of books off the year 1 recommended reading list</p> | Start in the Spring term | <p>Spellings</p> <p>Wk1 – Letter sounds and alphabet Wk 2 – Digraph/segmenting skills –l-e-g Wk 3 – Common Exception words Wk 4 – Word endings –f,l,s,z,k Wk 5 – Vowel digraphs –ar/or Wk 6 – Vowel digraphs –ow/ou</p> <p>Phonics PHASE 3 RECAP (2 WEEKS) CH, SH, TH, NG AI, EE, IGH, OA, OO</p> <p>PHASE 4 (4 WEEKS)</p> <p>Consolidate Phase 3 Graphemes within revisit and review.</p> <p>WEEK 1- CVCC words WEEK 2- CCVC words WEEK 3- adjacent consonants WEEK 4- adjacent consonants</p> | <p>Form uppercase letters: ABCDE Form uppercase letters: FGHIJ Form uppercase letters: KLMNO Form uppercase letters: PQRST Form uppercase letters: UVWXYZ</p> | <p>Use capital letters for names of people, places and the personal pronoun 'I'</p> <p>Full stops</p> <p>Sequence sentences to form a short narrative</p> <p>Use adjectives to describe nouns</p> |
| Autumn 2 | <p>Non-Fiction Recount (2 weeks) Link to trip to Beaumanor – Victorian Christmas</p> <p>Fiction Traditional fairy tales (2 wks) Little Red Riding Hood</p> <p>Poetry Structure – rhyming couplets</p> | <p>Discuss word meanings, linking new meanings to those already known</p> <p>Discusses the significance of the title and events</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Making inferences on the basis of what is said and done</p> | <p>Owl Babies</p> <p>Hairy Maclarey</p> <p>The Jolly Postman</p> <p>Christmas themed books</p> | Start in the Spring term | <p>Spellings</p> <p>Wk 7 – Vowel digraph –oa/ow Wk 8 – Vowel digraph –er/ur Wk 9 – Vowel digraph –ai/ay oi/oy Wk 10 – ee/oo Wk 11 – Trigraphs – air/igh/ear Wk 12 – Vowel digraph –ew/ue</p> <p>Phonics PHASE 5 WEEKS 1-4 New graphemes for reading. Ay,oy,wh, a_e Ou, ir, ph, e_e Ie,ue, aw, i-e Ea, ew,oe, u-e Au,o-e,zh</p> <p>WEEK 5 & 6 Alternative pronunciations. l, o, c. g u Ow,ie, ea, er</p> | <p>Printed letters: abcde Printed letters: fghij Printed letters: klmno Printed letters: pqrst Printed letters: uvwxyz</p> | <p>Question marks</p> <p>Use a wider range of prepositions Use adjectives to describe nouns</p> <p>Use conjunctions 'and' and 'because'</p> <p>Open a simple narrative about time of day or weather</p> |

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| Spring 1 | <p>Non-Fiction Instructions (2 wks)</p> <p>Fiction Contemporary fiction – stories reflecting children’s own experience (2 wks)</p> <p>Poetry Poetry – Vocabulary building (1 wk)</p> | <p>Discuss word meanings, linking new meanings to those already known</p> <p>Discusses the significance of the title and events</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Making inferences on the basis of what is said and done</p> | Winnie the witch stories | <p>Read accurately many words of one or more syllables.</p> <p>Read most of the year 1 common exception words.</p> <p>Check that I have understood what I have read.</p> | <p>Spelling Wk 1 – Revision of Autumn digraphs Wk 2 – Revision of digraphs and trigraphs Wk 3 – Common exception words Wk 4 – Vowel digraph oo and compound words Wk 5 – Vowel digraph au/aw Wk 6 – Vowel digraph –ir/oe</p> <p>Phonics PHASE 5 WEEK 7- Alt pronunciations A, y, ch, ou</p> <p>ALTERNATIVE SPELLINGS</p> <p>WEEK 8- WEEK 18</p> | cursive letters: abcde cursive letters: fghij | <p>Use conjunctions and, but, so and because</p> <p>Open a narrative around the character or setting</p> <p>Use alliteration</p> <p>Use exclamation marks</p> <p>Use regular prefixes to change the meaning of adjectives and verbs</p> |
| Spring 2 | <p>Non-Fiction Reports (2 wks)</p> <p>Fiction Traditional fairy tales (2 wks) The 3 Little Pigs</p> <p>Poetry structure – rhyming couplets</p> | <p>Discuss word meanings, linking new meanings to those already known</p> <p>Discusses the significance of the title and events</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Making inferences on the basis of what is said and done</p> | Roald Dahl – The Twits | <p>Read most of the year 1 common exception words.</p> <p>Sound out some unfamiliar words accurately, without undue hesitation.</p> <p>Answer questions and make simple inferences.</p> | <p>Wk 7 – Ending – ‘ve’ ‘nk’ Wk 8 – ie – pie and ie – field Wk 9 – Split digraphs – a_e, e_e, i_e, o_e, u_e Wk 10 – Graphemes – ph wh Wk 11 – Words ending in ‘y’ Wk 12 – Letter strings – ore, are, ear</p> | Cursive letters: klmno Cursive letters: pqrst | <p>With non-fiction use a heading and bullet points</p> <p>Label diagrams</p> <p>Know the difference between a question mark and exclamation mark</p> <p>Use regular plural noun suffixes –s or –es</p> |
| Summer 1 | <p>Non-Fiction Explanations (2 wks)</p> <p>Fiction Contemporary fiction – stories reflecting children’s own experience (2 wks)</p> | <p>Discuss word meanings, linking new meanings to those already known</p> <p>Discusses the significance of the title and events</p> <p>Predict what might happen on the basis of what has been read so far</p> | The Boy Who Grew Dragons | <p>Read most of the year 1 common exception words.</p> <p>Answer questions and make simple inferences.</p> <p>Make plausible predictions of what might happen</p> | <p>Spelling Wk 1 – Revision of sounds Wk 2 – Revision of sounds Wk 3 – Common exception words Wk 4 – Letter string ‘tch’ Wk 5 – Addings and es</p> | Cursive letters: uvwxyz | <p>Use further conjunctions so, that, while, then</p> <p>Write a simple narrative with a beginning, middle and end</p> <p>Open sentences with simple adverbs</p> <p>Use suffixes that can be added to root words – er, ing, est, e</p> |

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| | Poetry Poetry – Vocabulary building (1 wk) | Making inferences on the basis of what is said and done | | | Wk 6 – Addings and es Phonics PHASE 5 WEEK 19-27 | | |
| Summer 2 | Non-Fiction Reports (2 wks) Fiction Traditional fairy tales (2 wks) Jack and the Beanstalk Poetry Take one poet – poetry appreciation (1 wk) | Discuss word meanings, linking new meanings to those already known Discusses the significance of the title and events Predict what might happen on the basis of what has been read so far Making inferences on the basis of what is said and done | Super Dads day off – Phil Earle The Princess in Black – Shannon and Dean Hale | Read most of the year 1 common exception words. Answer questions and make simple inferences. Make plausible predictions of what might happen | Wk 7 – Adding ing Wk 8 – Adding ed Wk 9 – Adding er and est Wk 10 – Adding er to a verb Wk 11 – Adding the prefix un Wk 12 – Using ‘k’ | Number, punctuation marks, marks and other symbols to be introduced | Use similes using like Use speech bubbles Know the difference between statement, question and exclamation Make simple improvements |

Year 2 English Curriculum

| | English | Book Talk | Class novels | VIPERS | Phonics/spelling rules | Handwriting | Grammar |
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| Autumn 1 | <p>Fiction Traditional Tales – fairy tale</p> <p>Stories in familiar settings</p> <p>Imaginary texts</p> <p>Non-fiction Postcards and letters</p> | <p>Reading age-appropriate books that challenge yet help to develop fluency</p> <p>Focus on retrieving information from what they have read with answers being identified from directly within the text.</p> <p>Continued focus on vocabulary development</p> | <p>Mr Majeika</p> <p>Fantastic Mr Fox</p> | <p>Bi-weekly Vipers sessions. Assessment following Vipers and Book Talk Sequence Monday – Vocab + retrieval Tuesday – inference Wednesday – Predict Thursday – Explain Friday – Sequence</p> <p>Week 1/7 Fiction</p> <p>Week 3 Non-Fiction</p> <p>Week 5 Poetry</p> | <p>Year 1 sounds recap Identifying and applying a range of digraphs, trigraphs, prefixes and suffixes from year 1.</p> <p>Mnemonic Common exception words Identifying words that are not phonetically decodable and using mnemonics to remember them.</p> <p>-ge and -dge at the end of a word Identifying how the letter 'j' is not used at the end of a word.</p> <p>/s/ sound as a 'c' before 'e', 'l' and 'y' When the /s/ sound precedes and 'e', 'l' or 'y' it is spelled with a 'c'.</p> <p>/n/ sound spelled kn- or gn- Use of a silent 'k' and 'g' at the beginning of each word.</p> <p>Phonics Revisit phase 4. Practice reading and spelling CVCC words and high frequency words. Practise reading and writing sentences and tricky words.</p> | <p>Letter families, high frequency words and dictation exercises Introduce 'Long Ladder Letters' (straight letters of the alphabet) revising the correct orientation of letters i, l, t, u, j and y</p> <p>Introduce 'Curly Caterpillar' letters (curved letters of the alphabet) revisiting orientation of letters a, c, f, e, s and g</p> <p>Introduce 'One Armed Robot' letters (letters of the alphabet which have an arm) revising orientations of letters b, h, k, m, p and r</p> <p>Introduce zizzag letters (the up and down letters of the alphabet), revisiting the correct orientation of the letters v, w, x and z</p> | <p>Correctly use capital letters, full stops, question and exclamation marks.</p> <p>Learn the different sentence types: Command, statement, questions and exclamations.</p> <p>Open sentences using adverbs.</p> <p>Vary sentence openers within a piece of writing (incl. verbs and adverbs)</p> <p>Begin to select adjectives for greater effect</p> <p>Use expanded noun phrases (incl. plenty of food; lots of people, etc.)</p> <p>Begin to use inverted commas when a character speaks (dialogue).</p> |
| Autumn 2 | <p>Non-fiction Information texts</p> <p>Instructions</p> <p>Recount</p> <p>Poetry</p> <p>Repetitive poems</p> <p>Traditional poems</p> | <p>Build on skills from last half-term and...</p> <p>Begin to infer information from age-appropriate texts and justify answers with evidence from what has been read.</p> | <p>The Giraffe and The Pelly and Me</p> <p>Flat Stanley</p> | <p>Bi-weekly Vipers sessions. Assessment following Vipers and Book Talk Sequence Monday – Vocab + retrieval Tuesday – inference Wednesday – Predict Thursday – Explain Friday – Sequence</p> <p>Week 1/7 Non-fiction</p> <p>Week 3 Poetry</p> <p>Week 5 Fiction</p> | <p>Homophones Identifying two or more words with the same pronunciation but different meanings or spellings.</p> <p>/r/ sound spelled 'wr' Use of silent 'w' at the beginning to words such as <i>wrap, wren, wrestle</i>.</p> <p>The short /u/ spelled with the letter 'o' Use of 'o' to create the short /u/ sound in words such as <i>other, mother, brother</i>.</p> <p>Contractions In contractions, the apostrophe shows where a letter or letters would be if the words were written in full, e.g. can't, cannot. It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.</p> <p>Words ending -il Identifying and using words that end with -il such as <i>pencil, fossil, nostril</i>.</p> <p>Phonics Revisit phase 5. Recapping split digraphs, alternative pronunciations of graphemes and reading and spellings words up to 3 syllables.</p> | <p>Type of joins, high frequency words and dictation exercises</p> <p>Introduce the letter of the alphabet which join diagonally (revising again orientation of a, c, d, e, h, l, m, n)</p> <p>Introduce the letters of the alphabet which join horizontally (revising orientation of v, w, o and r)</p> | <p>Use a range of co-ordinating and subordinating conjunctions (incl. but, and, because, so, when, if, that) i.e. B.A.B.S. and W.I.T.</p> <p>Use two adjectives to describe a noun (e.g. The strict, serious head teacher etc.)</p> <p>Use similes using 'as' or 'like'</p> <p>Understand and use imperative verbs</p> <p>Form compound words (e.g. whiteboards, superman, etc.)</p> <p>Use apostrophes for contraction (e.g. can't, don't, etc.)</p> <p>Use commas for lists.</p> |

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| <p>Spring 1</p> | <p>Fiction Fantasy Stories</p> <p>Traditional Tales fables</p> <p>Poetry Poems about family</p> | <p>Build on previously developed skills and...</p> <p>Begin to make predictions based on previous reading.</p> | <p>The Lighthouse Keeper's lunch</p> <p>Sally and the Limpet</p> <p>Flotsam</p> | <p>Bi-weekly Vipers sessions. Assessment following Vipers and Book Talk Sequence</p> <p>Monday – Vocab + retrieval Tuesday – inference Wednesday – Predict Thursday – Explain Friday – Sequence</p> <p>Week 1/7 Poetry</p> <p>Week 3 Fiction</p> <p>Week 5 Non-fiction</p> | <p>1 Revision of Autumn term Revision of /s/ sound spelled 'c'; /n/ sound spelled 'kn' or 'gn'; and /r/ sound spelled 'wr'.</p> <p>2 Revision of Autumn term This week's revision is focused on the /dʒ/ sound, /ʌ/ sound and -il endings</p> <p>Mnemonic common exception words Continuation of using mnemonics to remember spellings with a focus on <i>would, should</i> and <i>could</i>.</p> <p>/l/ or /əl/ sound, spelled -le at the end of words Focus will be on words ending –ckle, -able, -cle, dle, ble, ible, -ple</p> <p>/l/ or /əl/ sound spelled -el at the end of words The -el spelling is used after 'm', 'n', 'r', 's', 'v', 'w' and more often than not after 's'</p> <p>the /l/ or /əl/ sound spelled -al at the end of words Not many nouns end in -al, but many adjectives do.</p> <p>Phonics Revisit phase 5. Recapping split digraphs, alternative pronunciations of graphemes and reading and spellings words up to 3 syllables.</p> | <p>Specific joins and orientation, high frequency words and sequencing sentences</p> <p>Focus on the orientation of the letter f, including how to join the words including the letter f</p> <p>Focus on the orientation of the letter k, including how to join the words including the letter k</p> <p>Focus on the orientation of the letters b and d, including how to join words including the letters b and d</p> | <p>Use simple quantifiers/generalisers (e.g. most, some, many, all, none, few, etc.)</p> <p>Form nouns using the suffixes 'ness' and '-er' (e.g. darkness, cleaner, etc.)</p> <p>Use 'ly' to turn adjectives into adverbs.</p> |
| <p>Spring 2</p> | <p>Fiction Quest stories</p> <p>Stories by the same author</p> <p>Non-fiction Diary entry</p> | <p>Build on previously developed skills and...</p> <p>Explain and discuss understanding of a text.</p> | <p>Vlad and the Great Fire of London</p> <p>The Great Fire: A City in Flames</p> | <p>Bi-weekly Vipers sessions. Assessment following Vipers and Book Talk Sequence</p> <p>Monday – Vocab + retrieval Tuesday – inference Wednesday – Predict Thursday – Explain Friday – Sequence</p> <p>Week 1/7 Fiction</p> <p>Week 3 Non-Fiction</p> <p>Week 5 Poetry</p> | <p>Homophones Identifying two or more words with the same pronunciation but different meanings or spellings.</p> <p>The /aɪ/ sound spelled -y at the end of words Children identify and use words ending with -y.</p> <p>Adding -es to nouns and verbs ending in -y To make a plural of a word ending 'y', the 'y' is changed to an 'i' before -es is added</p> <p>Adding -ed, -ing, -er and -est to a root word The 'y' is changed to 'i' before -ed, -er and -est are added, but not before -ing as this would result in 'ii'.</p> <p>Adding the endings -ing, -ed, -er, -est and -y The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added.</p> <p>Adding -ing, -ed, -er, -est and -y to one syllable words The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound.</p> <p>Phonics Continued intervention for children who need further embedding of sounds and high frequency words.</p> | <p>Focus on the orientation of the letters s, including how to join words including the letters b and s</p> <p>Focus on the orientation of the letters z, including how to join words including the letters z</p> <p>Dictation exercises and high frequency words SATs practice</p> | <p>Using the present and past tenses correctly and consistently including the progressive form.</p> <p>Know the difference between common homophones (e.g. there, their, they're etc.)</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>Begin to use commas after an '-ly' opener.</p> |

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| <p>Summer 1</p> | <p>Assessment (SATs)</p> <p>Independent writing of a range of texts (preparation for writing moderation)</p> | <p>Build on previously developed skills and...</p> <p>Develop ability to sequence events from what has been read.</p> | <p>The Akimbo Adventures</p> | <p>Bi-weekly Vipers sessions. Assessment following Vipers and Book Talk Sequence</p> <p>Monday – Vocab + retrieval Tuesday – inference Wednesday – Predict Thursday – Explain Friday – Sequence</p> <p>Week 1/7 Non-fiction</p> <p>Week 3 Poetry</p> <p>Week 5 Fiction</p> | <p>1 Revision of Spring term Revision of the /l/ or /ə/ sound spelled -le, -el and -al together with common exception words.</p> <p>2 Revision of Spring term Revision of Spring term, units 8–12.</p> <p>Common exception words Look at word families and notice their similar spellings.</p> <p>The /ɔ:/ sound spelled ‘a’ before ‘l’ and ‘ll’ The /ɔ:/ sound (‘or’) is usually spelled as ‘a’ before ‘l’ and ‘ll’.</p> <p>The /i:/ sound spelled -ey, as in key, donkey, valley The plural of these words is formed by the addition of -s, e.g. <i>donkeys, monkeys</i></p> <p>The /ɒ/ sound spelled ‘a’ after ‘w’ and ‘qu’ The most common spelling for the /ɒ/ (hot) sound after ‘w’ and ‘qu’, is ‘a’.</p> <p>Phonics Continued intervention for children who need further embedding of sounds and high frequency words.</p> | <p>Letter formation of different graphemes</p> <p>Letter formation of ‘a’ sounds within words: a, ay, ei, ai, ey, and a-e</p> <p>Letter formation of ‘e’ sounds within words: e, ee, ea, y, ey and e-e)</p> <p>Letter formation of ‘i’ sounds within words: i, y, igh, ie, i-e</p> <p>Letter formation of ‘o’ sounds within words: o, oa, ow, oe and o-e</p> <p>Letter formation of ‘u’ sounds within words: u, ue, ew, oo, oe and u-e</p> | <p>Assessment (SATs)</p> |
| <p>Summer 2</p> | <p>Fiction Traditional tales – myths and legends</p> <p>Adventure stories Non-fiction Recount</p> | <p>Build on previously developed skills and...</p> <p>Compare texts that have been previously read and develop links between different stories.</p> | <p>Anna Hibiscus</p> | <p>Bi-weekly Vipers sessions. Assessment following Vipers and Book Talk Sequence</p> <p>Monday – Vocab + retrieval Tuesday – inference Wednesday – Predict Thursday – Explain Friday – Sequence</p> <p>Week 1/7 Poetry</p> <p>Week 3 Fiction</p> <p>Week 5 Non-fiction</p> | <p>The /ɜ:/ sound spelled ‘or’ after ‘w’ <i>Work, world, worst</i></p> <p>The /ɔ:/ sound spelled ‘ar’ after ‘w’ <i>Award, dwarf, swarm</i></p> <p>The /z/ sound spelled ‘s’, as in television Words with this sound spelled ‘si’ often finish with ‘sion’</p> <p>Suffixes -ment, -ness, -ful, -less and -ly If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.</p> <p>The possessive apostrophe (singular nouns) The possessive apostrophe is used to show that something belongs to someone. We never use an apostrophe for the possessive of the word it, i.e. its.</p> <p>Words ending in -tion, as in station, fiction, motion This is the most common ending of words using the ‘shun’ sound.</p> <p>Phonics Continued intervention for children who need further embedding of sounds and high frequency words.</p> | <p>Continued revision and practice of correct letter formation to build consistency and legibility.</p> | <p>Consolidation of year 1 and year 2 Grammar, Vocabulary and Punctuation objectives</p> |

Year 3 English Curriculum

| | English | BookTalk | Class novels | VIPERS | Phonics/spelling rules | Handwriting | Grammar |
|-----------------|---|--|---|--|---|---|---|
| Autumn 1 | <p>Narrative - Traditional tales Write a new fable to convey a moral</p> <p>Non-fiction – recount Write a news/sport report including details that will engage the reader</p> <p>Poetry - Read, write and perform verse</p> | <p>Use of the senses – comfortable guided reading territory. e.g. The character notices/sees... As a reader we can see... The main character is feeling... At this point, I would ask the main character...</p> <p>The text layout and structure layer E.G. Why is the chapter break there? Why has the author used an ellipsis? A descriptive sentence for the setting was... By choosing the language _____ the impact is...</p> <p>The analysing and logical reasoning layer e.g. My idea for what happens next... We would like to showcase this piece of evidence to explain... If I was a book reviewer for Amazon I would say... The layout tells us...</p> | <p>Fiction-Roald Dahl-James and The Giant Peach</p> <p>Non-fiction-Horrible Geography – Bloomin’ Rain Forests</p> | <p>Main focus: Comprehension skills – fluency reading, reading questions carefully and highlighting the text for key words and vocabulary</p> <p>Explaining meanings of words within context using dictionary skills</p> | <p>Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing') prefix 'dis-' 'un-' From Year 2: Apostrophes for contractions</p> <p>Words from statutory and personal spelling lists</p> <p>Strategies at the point of writing: Have a go</p> <p>Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)</p> <p>Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)</p> | <p>Revise the following from Year 2: different types of letter formations: long ladder, curvy caterpillar, one armed robot and zigzagged letters.</p> <p>Horizontal and diagonal joins</p> <p>Letter formation for the different graphemes from the vowel sounds</p> | <p>Apostrophes to mark where letters are missing and to mark singular possession in nouns</p> <p>Use capital letters for proper nouns</p> <p>Expressing time, place and cause using conjunctions</p> <p>Introduction to paragraphs</p> <p>In narrative, create settings, characters and plot. Plan opening around characters, setting, time of day or type of weather</p> |
| Autumn 2 | <p>Narrative – Writing and performing a play Based on a familiar story</p> <p>Non-fiction Instructions – giving directions Write and evaluate a range of instructions including directions e.g. a treasure hunt</p> <p>Poetry – Structure limericks Recite familiar limericks by heart</p> | <p>Building on Autumn 1 with the layers but looking at it in different ways using a range of fiction and non-fiction books.</p> <p>Discussing relationships both within a text and within a previous texts read.</p> | <p>Fiction – Ted Hughes The Iron Giant</p> <p>Non-fiction-Horrible Histories Terrible Tudors</p> | <p>Continuing to embed Autumn 1 skills</p> <p>Focus on inference skills, linking background knowledge with evidence from the text and make justifications around thoughts and ideas</p> | <p>Prefixes 'mis-' and 're-'</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p> <p>The /ɪ/ sound spelt 'y'</p> <p>Proofreading</p> <p>Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)</p> | <p>Revisit orientation of the letters b, c, d, e</p> <p>To be able to write and join double letters: bb, cc, dd, ee within words and sentences</p> <p>Grammar base focus on letter formation: regular verbs (i), regular verbs (ii), verbs ending in 'e': i, verbs ending in 'e': ii, irregular verbs</p> | <p>Use more effective similes using 'as' or 'like'</p> <p>Use the forms 'a' or 'am' before a noun</p> <p>Consistent verb tense</p> <p>Extend a range of sentences using a wider range of conjunctions B.A.B.A and W.I.T</p> |

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| <p>Spring 1</p> | <p>Narrative – Traditional Tales – fairy tales (alternative versions) Write a traditional tale from a key characters perspective Non-fiction – Explanations Create and use flow chart to write a process including relevant details Poetry - Vocabulary building Read, write and perform free verse</p> | <p>Building on Autumn term with the layers but looking at it in different ways using a range of fiction and non-fiction books. Delving deeper into a text, discussing the impact of words/phrases and plots</p> | <p>Fiction – Phillip Pullman I was a Rat Non-fiction- Horrible Geography Freaky Peaks</p> | <p>Continuing to embed Autumn skills Making predictions from what has been read and what has been implied (linking to inference)</p> | <p>From Year 2: suffixes '-ness' and '-ful' following a consonant Prefixes 'sub-' and 'tele-' Words with the /j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)' Strategies for learning words: words from statutory and personal spelling lists Suffixes '-less', '-ness', '-ful' Suffixes '-less', '-ness', '-ful' '-ful' and '-ly'</p> | <p>Revisit the orientation of the letter f, g, l, m, n, o, p, r, s, t, z To be able to write and join double letters ff, gg, ll, mm, nn, oo, pp, rr, ss, tt, zz</p> | <p>Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in ly (P.I.L.E sentences) Introduce inverted commas to punctuate direct speech Formation of nouns using a range of prefixes Use powerful verb choices</p> |
| <p>Spring 2</p> | <p>Non-fiction – report Not taking techniques using information and ICT to organise the information Poetry – Structure haiku, tanka and kennings Read, write haiku, tanka and kennings</p> | <p>Building on Spring 1 with the layers but looking at it in different ways using a range of fiction and non-fiction books. Making wider links to 'self' using experiences and background knowledge.</p> | <p>Fiction – Phillip Ridley The Krindlekrax Non-fiction- Nancy Dickman Curious Nature series</p> | <p>Continuing to embed Autumn skills Focus on retrieval skills using key information</p> | <p>Strategies at the point of writing: Have a go Elements from the previous half term that require practice Prefixes 'super-' and 'auto-' Words from statutory and personal spelling lists: pair testing Strategies at the point of writing: homophones Proofreading Words with the /k/ sound spelt 'ch' (Greek in origin)</p> | <p>Continue from previous half term double letters work to ensure embedded within words and sentences, using dictation sentences and tongue twisters</p> | <p>Use possessive pronouns Identify all the basic word classes of a simple sentence Developing the range of sentences with more than one clause by using a wider range of conjunctions In non-narrative writing, use simple organisational devices</p> |
| <p>Summer 1</p> | <p>Narrative – Adventure stories Write an adventure story, focusing on a plot</p> | <p>Building on Spring with the layers but looking at it in different ways using a range of fiction and non-fiction books.</p> | <p>Fiction – EB White Charlotte's Web Non-fiction-</p> | <p>Continuing to embed Autumn/Spring skills Teaching summary skills using main ideas</p> | <p>Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly') Suffix '-ly' with root words ending in 'le' and 'ic' From Year 2: Apostrophes for contractions</p> | <p>Application of cursive handwriting within different areas of the curriculum Grammar: onomatopoeia, similes, comparative adjectives with different endings,</p> | <p>Continue to work on and develop objective previously taught linked to narratives</p> |

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| | | | Jerome Martin – The Stone Age | | Rare GPCs (/ɪ/ sound) Strategies for learning words: words from statutory and personal spelling lists From Years 1 and 2: vowel digraphs | collective nouns, synonyms for said, Be | Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |
| Autumn 2 | Non-fiction – persuasive letter writing Present a point of view in the form of a letter selecting vocabulary appropriate to the reader Poetry – Take one poet – poetry appreciation Research a particular poet. Personal responses to poetry. Recite familiar poems by heart | Building on Summer term with the layers but looking at it in different ways using a range of fiction and non-fiction books. | Fiction – Joe Todd-Stanton Arthur and the Golden Rope Non-fiction- Dawn finch Skara Brae | Continuing to embed Autumn/Spring/Summer 1 skills | Spellings learnt in the last half term The /ʌ/ sound spelt ‘ou’ Strategies for learning words: words from statutory and personal spelling lists Homophones (including heel/heal/he’ll, plain/plane, groan/grown and rain/rein/ reign) Proofreading Revise Aspects from this half term | | Introduce colons for instructions Use bullet points for simple lists Word families based on common words Use present perfect form of verbs Understand the difference between a phrase and a clause |

Year 4 English Curriculum

| | English | Book Talk | Class novels | VIPERS | Phonics/spelling rules | Handwriting <i>By the start of Year 4, children are expected to have a cursive style of writing, being taught all the letter formation and joins.</i> | Grammar |
|-----------------|--|---|---|--|--|--|---|
| Autumn 1 | <p>Fiction Narrative Story settings Adventure Narrative</p> <p>Poetry Vocabulary building</p> | <p>Secure decoding of unfamiliar words</p> <p>Read for a range of purposes</p> | <p>Bill's New Frock</p> <p>George's Marvellous Medicine</p> | <p>Give / explain the meaning of words in context</p> <p>Retrieve and record information / identify key details from fiction and non-fiction</p> | <p>How do suffixes change words?</p> <p>Review of Year 3 suffixes</p> <p>Rules for using prefixes</p> <p>Review of Year 3 prefixes</p> <p>Words from the Year 3/4 word list</p> | <p>Letter family revision: long ladder letters, curly caterpillar, one armed robot and zigzagged.</p> <p>Revision of double letters</p> <p>Revision of horizontal and diagonal joins</p> <p>Revision of the formation of the letters f, k, b, d, s and z</p> | <p>Use paragraphs to organise each part of the story to indicate a change in place or a jump in time</p> <p>Use commas to mark clauses and to mark off fronted adverbials</p> <p>Full punctuation for direct speech</p> <p>Use 'ed' and 'ing' clauses as starters.</p> <p>Use similies to compare one thing to another</p> |
| Autumn 2 | <p>Non-Fiction Explanation texts (linked to Rainforests)</p> <p>Persuasion (linked to Rainforests)</p> <p>Take One Book One or more written outcome based on Iron Man</p> | <p>Retell some stories orally</p> <p>Discuss words and phrases that capture the imagination</p> | <p>The Polar Express (Picture book)</p> <p>The Iron Man</p> | <p>Summarise main ideas from more than one paragraph</p> <p>Make inferences from the text / explain and justify inferences with evidence from the text</p> | <p>Apostrophes</p> <p>Missing letters and possessive apostrophes</p> <p>Double consonants</p> <p>Improving spelling in children's own writing Add -sion and -tion -ssion -ation -ation -cian</p> | | <p>Use proper nouns to refer to a particular person or thing.</p> <p>Extend the range of sentences using a wider range of conjunctions of subordination and coordination M.A.D.E and B.E.A.D.S</p> <p>Use paragraphs to organise ideas around a theme</p> <p>Develop the use of possessive pronouns</p> <p>Develop confidence in identifying all the word classes of a sentence (i.e. noun, verb)</p> |
| Spring 1 | <p>Fiction Traditional Tales – Myths (quests)</p> <p>Non-fiction Instructions</p> | <p>Identify themes and conventions</p> <p>Retrieve and record information</p> | <p>The Butterfly Lion</p> <p>The Wild Robot</p> | <p>Predict what might happen from details stated and implied</p> | <p>Autumn term spellings</p> <p>Spelling rules for adjectives? -ous</p> | <p>Cursive handwriting using different tongue twisters, unpicking the letters being used and modelling these.</p> <p>Cloze sentences</p> <p>Focus on year 3 and 4 spellings using accurate letter formation</p> | <p>Use Commas between direct speech and reporting clauses.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>When writing dialogue, use verb + adverb, pairing.</p> <p>Intersperse narrative between the lines of dialogue</p> |
| Spring 2 | <p>Non-fiction Recount (form of diary or newspaper)</p> <p>Poetry Poetry – narrative poetry</p> <p>Take One Book One or more written outcome based on The Firework Maker's Daughter</p> | <p>Make inferences and justify predictions</p> | <p>The Firework Maker's Daughter</p> <p>Varjak Paw</p> | <p>Identify / explain how information / narrative content is related and contributes to meaning as a whole</p> | <p>'ch' words</p> <p>/k/ sound spelled 'ch' When is the /s/ sound spelled with a 'c'?</p> <p>/s/ sound spelled 'c' create a dictionary of words</p> <p>-sure and -ture</p> <p>Unstressed vowels</p> | <p>Dictation sentences, focusing on letter formation, looking at horizontal and vertical joins, reinforcing the different letter families</p> <p>Write short poems using cursive handwriting</p> | <p>Develop confidence in using figurative language M.A.P.O.S</p> <p>Use prefixes to give the antonym</p> <p>Use Commas between direct speech and reporting clauses.</p> <p>Begin to know the difference between direct speech and reported speech</p> |

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| <p>Summer 1</p> | <p>Fiction Fiction from our literacy heritage – slightly longer unit</p> <p>Non-fiction Discussion</p> | <p>Recognise a variety of forms of poetry Identify and summaries ideas</p> | <p>Emil and the Detectives</p> <p>The Railway Children</p> | <p>Identify / explain how meaning is enhanced through choice of words and phrases</p> | <p>reviewing Spring term words from the Year 3/4 word list</p> <p>chef and quiche spelled with 'ch'?</p> <p>/sh/ sound spelled 'ch'</p> <p>-gue</p> <p>Improving spelling in children's own writing</p> | <p>Application of handwriting skills across the curriculum, including within mathematical vocabulary, MFL, words of the week</p> | <p>Drop in 'ing' clauses, e.g. Sara, laughing at the teacher, fell off her chair.</p> <p>Begin to develop lines of narrative, when writing dialogue, using W.A.V.E (i.e. while/whilst, as, ing verb, emotion)</p> <p>Introduce some modal verbs</p> |
| <p>Summer 2</p> | <p>Fiction Plays</p> <p>Non-fiction Reports</p> <p>Poetry Take one Poet – poetry appreciation</p> | <p>Reading for pleasure and reviewing all targets for Book Talk</p> | <p>The Garden (Picture book)</p> <p>The Lion, the Witch and the Wardrobe</p> | <p>Make comparisons within the text</p> | <p>-que endings</p> <p>'sc' to make a /s/ sound</p> <p>/s/ sound spelled 'sc'</p> <p>homophones and near homophones</p> <p>How prefixes change the meaning of words</p> <p>prefixes un-, dis-, mis- and re</p> <p>reviewing words from the Year 3/4 word lists</p> | | <p>Use colons for playscripts</p> <p>Use drop in 'ing' clauses</p> <p>Begin to develop lines of narrative when writing dialogue using W.A.V.E</p> |

Year 5 English Curriculum

| | English | Book Talk | Class Novels | VIPERS | Phonics/spelling rules | Handwriting | Grammar – including text, sentence, word and punctuation |
|---------------------------------|---|---|--|--|---|--|--|
| Autumn 1 | <p>Poetry The Highway Man – read, write and perform</p> <p>Non-fiction Discussion, presenting two sides of an argument following a debate</p> <p>Fiction Suspense Story – develop skills of building up atmosphere in writing</p> | <p>Narrative Focus Reading age-appropriate books with confidence and fluency, using punctuation to guide pace and appropriate expression</p> <p>Work out the meaning of new words from context</p> <p>Retrieve information from fiction, explaining and discussing their understanding of what they have read justifying these with evidence</p> | <p>The Executioner’s Daughter – Jane Hardstaff</p> <p>The London Eye Mystery – Siobhan Dowd</p> | <p>Main focus: Comprehension skills – fluency reading, reading questions carefully and highlighting the text for key words and vocabulary</p> <p>Content Domain Give/explain the meaning of words in context</p> <p>-Use knowledge of root words, prefixes and suffixes to help understand the meaning of new vocabulary</p> <p>-Use dictionaries independently to check the meaning of unfamiliar words and explain the meaning to someone else.</p> <p>Retrieve ad record information and identify key details from fiction and non-fiction</p> <p>-Identify key ideas and, with support, record and present it</p> <p>-Select and sort information from a range of sources</p> | <p>Review of Year 4 prefixes</p> <p>Words from the Year 3/4 word list</p> <p>Words containing the -ough string</p> <p>Word from the Year 5/6 list</p> <p>Homophones and near-homophones</p> | <p>Year 5 handwriting focuses on ‘a cross-curricular approach to handwriting’. This module focuses on producing quality handwriting automatically</p> <p>Letter family revision: long ladder letters, curly caterpillar, one armed robot and zigzagged.</p> <p>Revision of double letters</p> <p>Revision of horizontal and diagonal joins</p> <p>Revision of the formation of the letters f, k, b, d, s and z</p> | <p>Poetry Use of figurative language revised from Year 4. Revise noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</p> <p>Non-fiction Work on introducing parenthesis, using a range of punctuation Introduce relative clauses</p> <p>Fiction Consolidate the use of full punctuation for direct speech Develop use of paragraphs by changing place, time, action</p> <p>Embed the use of apostrophes for contraction and possession</p> |
| Autumn 2 | <p>Book Focus The Wolves in the Walls – Neil Gaiman and Dave McKean. (one or two written outcomes, developing skills already taught)</p> <p>Non-fiction Explanation linking to geography, using flow charts to support understanding</p> <p>Fiction Adventure Story – developing an understanding of character and setting</p> | <p>Non Fiction Focus Summarise main ideas, identifying key details and using quotations for illustrations.</p> <p>Retrieve information from non-fiction, explaining and discussing their understanding, justifying these with evidence</p> <p>On-going - work out the meaning of new words from context</p> | <p>I Survived the Destruction of Pompeii – Lauren Tarshis</p> <p>Brightstorm – a Sky-Ship Adventure – Uashti Hardy</p> | <p>Continuing to support work from the previous term’s objectives. These will still be implemented within lessons on a regular basis.</p> <p>Main focus: Comprehension skills – how to use key words within the questions. Skimming and scanning</p> <p>Content Domain Summarise main ideas from more than one paragraph</p> <p>-Summarise the main ideas and theme explored within the wider text.</p> <p>-Identify at least one key detail which supports their thinking</p> | <p>Words ending in -ious</p> <p>Endings that sound like /sh/ and are spelled -cial or -tial</p> <p>Words from the Year 5/6 word list</p> | | <p>Continue to embed targets from autumn 1</p> <p>Narrative Develop starting sentences in a range of ways, using a range of devices to build cohesion</p> <p>Confidently use a range of conjunctions both subordinating and coordinating</p> <p>Non-fiction Indicate degrees of possibility using modal verbs and adverbs</p> <p>Make careful selection of specific nouns</p> |
| Further possible books in class | <p>Autumn 1 The Case Of the Missing Moonstone – Jordon Stratford Dead Man’s Cover – Lauren St John Lockwood and Co – The Screaming Staircase – Jonathan Stroud The Clockwork Sparrow – Katherine Woodfine</p> <p>Autumn 2 Into the Volcano – Don Wood When the Giant Stirred: Legend of a Volcanic Island – Celia Godkin Escape from Pompeii – Christina Balit (picture book – short story)</p> | | | | | | |

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| <p>Spring 1</p> | <p>Poetry Poetic Style</p> <p>Non-fiction Newspaper Reports</p> <p>Fiction Beowulf – Short Story Version – Talk for Writing</p> | <p>Poetry Focus</p> <p>On-going - work out the meaning of new words from context</p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Explain and discuss understanding, drawing inferences and justifying these with evidence</p> | <p>Beowulf – Michael Morpurgo</p> <p>Boy in the Tower – Polly Ho-Yen</p> <p>Room 13 – Robert Swindells</p> | <p>Continuing to support work from the previous term’s objectives. These will still be implemented within lessons on a regular basis.</p> <p>Main focus: Comprehension skills – using evidence to answer two mark questions, finding relevant information from the text, developing the retrieval skills</p> <p><u>Content Domain</u> Make inferences from the text/explain and justify inferences from evidence from the text -Make inferences drawing on evidence from across the text</p> | <p>Review of Autumn term spellings</p> <p>Words ending in –able and –ible</p> <p>Words ending in – ibly and – ably</p> <p>Homophones and near-homophones</p> <p>Words from the Year 5/6 words list</p> | <p>Cloze sentences with application of Year 5 and 6 spelling words</p> <p>Decoding and encoding words accurately</p> <p>Application of handwriting, writing proverbs, idioms, shape poems, Haiku poems, Kennings poems, riddles, limericks</p> | <p>Non-fiction Use a both direct and reported speech, understanding the difference between the two.</p> <p>Continue to develop the use of relative clauses.</p> <p>Develop use of compound and complex sentences using a full range of conjunctions – using commas to clarify meaning or avoid ambiguity.</p> <p>Fiction In narrative, thoughtfully describe settings and characters to reveal mood/atmosphere. Intersperse narrative between lines of dialogue using S.A.T.A.S – Speech, action, thought, action, speech</p> |
| <p>Spring 2</p> | <p>Book Focus Romeo and Juliet – William Shakespeare (3-week unit incorporating black out poetry). Fiction from our literacy heritage, writing in the style of the author</p> <p>Non-fiction Non-chronological (comparing features with newspaper reports in previous term)</p> | <p>Narrative Focus</p> <p>On-going - work out the meaning of new words from context</p> <p>Explain and discuss understanding, drawing inferences and justifying these with evidence</p> <p>Predict what might happen from details stated and implied</p> | | <p>Continuing to support work from the previous term’s objectives. These will still be implemented within lessons on a regular basis.</p> <p>Main focus: Comprehension skills – using evidence to answer a variety of different questions, selecting appropriate methods and skills.</p> <p><u>Content Domain</u> Predict what might happen from details stated and implied -Make more detailed predictions drawing on details (stated and/or implied) from within the text to justify the prediction</p> | <p>Words with silent letters</p> <p>Words ending in –ant and –ent</p> <p>Words ending in –ance/ancy or ence/ency</p> <p>Homophones and near-homophones</p> <p>Words from the Year 5/6 words list</p> | | <p>Non-fiction Begin to use the passive</p> <p>Select vocabulary and grammatical structures that reflect the level of formality</p> <p>Book focus Linking ideas across paragraphs using adverbials of time, place number</p> <p>Use a range of figurative language (M.A.P.O.S – metaphor, alliteration, personification, onomatopoeia, simile)</p> |
| <p>Further possible books in class</p> | <p>Viking Boy – Tony Bradman Anglo Saxon Boy – Tony Bradman Attack of the Vikings – Tony Bradman Odd and the Forest Giants – Neil Gaiman</p> | | | | | | |

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| <p>Summer 1</p> | <p>Poetry Take one poet – study the work of well-known poets, reciting familiar poems.</p> <p>Non-fiction Recount – biographical account based on research</p> <p>Fiction Twisted fairy tales which include the concept of flash backs.</p> | <p>Non-Fiction Focus</p> <p>Explain and discuss understanding, drawing inferences and justifying these with evidence</p> <p>Retrieve information from non-fiction, explaining and discussing their understanding, justifying these with evidence</p> | <p>Holes – Louis Sachar (links with North America)</p> <p>A Monster Calls – Patrick Ness</p> <p>Sad Book – Michael Rosen</p> | <p>Continuing to support work from the previous term’s objectives. These will still be implemented within lessons on a regular basis.</p> <p>Main focus: Comprehension skills – using Point, Evidence, Evidence/Explain within 3 mark questions</p> <p><u>Content Domain</u> Identify and explain how information/narrative content is related and contributes to meaning as a whole</p> <p>-Discuss features relating to organisation, at sentence/text level, including form, clearly giving some explanation as to why the author might have chosen this structure.</p> <p>Identify and explain how meaning is enhanced through choice of words and phrases</p> <p>-Discuss how authors use language, including figurative language considering the impact upon the reader</p> | <p>Review of Spring term spellings</p> <p>Revision of prefixes</p> <p>Converting nouns and adjectives into verbs</p> <p>Homophones and near-homophones</p> <p>Words from the Year 5/6 words list</p> | <p>Writing across the curriculum</p> <p>MFL – farm animals, zoo animals, clothes, beach, prepositions,</p> <p>Geography – map of Europe, famous volcanoes</p> <p>History – Egyptians, Tudors, Ancient Greece, Vikings,</p> <p>Science – parts of the flower, properties of materials</p> <p>Nice and Neat – work which focuses on be able to write legibly, fluently and with increasing speed.</p> | <p>Begin to integrate dialogue to convey character and advance the action</p> <p>Convert nouns or adjectives into verbs using suffixes</p> <p>Understand the different between relative and possessive pronouns</p> |
| <p>Summer 2</p> | <p>Book Focus Holes – linked to whole class novel (one or two written outcomes, developing skills already taught)</p> <p>Non-fiction Persuasion, showing through a range of writing an understanding of how persuasion can be adapted for different audiences</p> | <p>Poetry Focus</p> <p>On-going - work out the meaning of new words from context</p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Explain and discuss understanding, drawing inferences and justifying these with evidence</p> | | <p>Continuing to support work from the previous term’s objectives. These will still be implemented within lessons on a regular basis.</p> <p>Main focus: Comprehension skills – consolidating all comprehension skills covered this year</p> <p><u>Content Domain</u> Embed all previous Content Domains within a range of different genres.</p> | <p>The possessive apostrophe – plurals</p> <p>Turning adjectives into verbs</p> <p>Words from the Year 5/6 words list</p> | <p>Aesop’s Fables Turtles Aboriginal Tale The Great Plague Shakespeare Sonnet</p> | <p>Begin to use hyphenated words for description</p> <p>Begin to use semi-colons to mark boundaries between independent clauses Use a variety of sentence lengths for effect</p> <p>Begin to use colons to introduce lists</p> |
| <p>Further possible books in class</p> | <p>There’s a Boy in the Girls’ Bathroom – Louis Sachar The Explorer – Katherine Rundell Running Wild – Michael Morpurgo A Boy Called Hope – Lara Williamson</p> | | | | | | |

Year 6 English Curriculum

| | English | Book Talk | Class novels | VIPERS | Phonics/spelling rules | Handwriting | Grammar |
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| Autumn 1 | <p>Non-fiction biographies</p> <p>Fiction Suspense narratives</p> | <p>Read age-appropriate books with confidence and fluency, using punctuation to guide pace and appropriate expression.</p> <p>Give/explain the meaning of words in context</p> <p>Retrieve information from texts, explaining and discussing their understanding of what they have read justifying these with evidence.</p> <p>Use the structure of written comprehension when verbally answering questions.</p> | <p>Fiction – Emma Carol – Letters from the Lighthouse</p> | <p>Main focus comprehension skills: Skimming and scanning – stamina and speed: highlighting the text for key words and vocabulary</p> <p>Range of high-quality texts across different genres</p> <p>Give/explain the meaning of words in context</p> <p>Retrieve, record and present information accurately</p> <p>Make inferences from the text using evidence to support answers</p> | <p>Revisit spelling patterns and conventions learnt in year 5 ‘ough’, homophones: noun or verb, ‘tious or cious’, ‘able or ible’ and ‘ant or ent’.</p> <p>Exploration of the Year 5/6 spellings list. Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.</p> | <p>Year 6 handwriting focuses on ‘a cross-curricular approach to handwriting’. This module focuses on producing quality handwriting automatically</p> <p>Revise handwriting techniques from previous year groups, addressing misconceptions where needed</p> | <p>Use of generalisers to develop stronger points.</p> <p>Use of organisational features to signpost an audience (headings and subheadings)</p> <p>Subordinating and coordinating conjunctions</p> <p>Rhetorical questions</p> <p>Emotive language</p> <p>Figurative language (RAMSHOP)</p> <p>Use of range of simple, compound and complex sentences</p> |
| Autumn 2 | <p>Non-Fiction Persuasive letters</p> <p>Reports (Newspaper)</p> <p>Instructions</p> | <p>Read age-appropriate books with confidence and fluency, using punctuation to guide pace and appropriate expression.</p> <p>Give/explain the meaning of words in context</p> <p>Retrieve information from texts, explaining and discussing their understanding of what they have read justifying these with evidence.</p> <p>Use the structure of written comprehension when verbally answering questions.</p> | <p>Fiction – Berlie Doherty – Street Child</p> | <p>Main focus comprehension skills: Skimming and scanning – stamina and speed: highlighting the text for key words and vocabulary</p> <p>Range of high-quality texts across different genres</p> <p>Give/explain the meaning of words in context</p> <p>Retrieve, record and present information accurately</p> <p>Make inferences from the text using evidence to support answers</p> | <p>Use the first three or four letters of a word to check spelling and meaning in a dictionary. Use of hyphens to join prefixes to change meaning. Identify how the use of syllables can help support spellings. Focus on different word endings including ‘gue’ and ‘que’. Recognising patterns. Proofreading work to identify mistakes. Identify and spell subject specific technical vocabulary.</p> | <p>To be able to write legibly, fluently and with increasing speed.</p> <p>KS2 dictation – listen to and write correctly passages</p> <p>Spelling sentences linked to KS2 spelling SATs</p> | <p>Relative clauses</p> <p>Modal verbs and adverbs for degree of possibility</p> <p>Semi colons and colons</p> <p>Parenthesis</p> <p>Subjunctive form</p> <p>Use a range of synonyms and antonyms</p> <p>Direct and reported speech</p> <p>Use of formal adverbials</p> |

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| <p>Spring 1</p> | <p>Poetry Shakespeare link Rhyming couplets – wicche’s poem</p> <p>Fiction Flashback story</p> <p>Non-Fiction Non-Chronological reports</p> | <p>Continuation of skills from previous term.</p> <p>Summarise the main ideas of a text using key details from what they have read.</p> <p>Explain and discuss understanding, drawing inferences and justifying these with evidence.</p> <p>Evaluate the use of language of an author.</p> | <p>Fiction- Michelle Paver – Wolf Brother</p> | <p>Continuation with skills from previous term.</p> <p>Identify and explain how meaning is enhanced through choice of words and phrases</p> <p>Explain the choices made by an author for the effect on an audience.</p> | <p>Spell some words with ‘silent’ letters in them.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use dictionaries accurately to check meanings and spellings of words.</p> <p>Use a thesaurus and make accurate selections for synonyms and antonyms.</p> | <p>Grammar focus in application of handwriting</p> <p>Nouns, verbs, commands, statements, exclamations, questions, adverbs, pronouns, semi-colons, prepositions, conjunctions, articles, hyphens, common suffixes, speech marks, prefixes, synonyms, parenthesis, ellipsis, antonyms,</p> | <p>Secure effective description of characters and settings</p> <p>Integrate dialogue to advance the action</p> <p>Use of active and passive voice</p> <p>Distinguish between vocabulary for informal and formal speech.</p> <p>Figurative language</p> <p>Hyphens to avoid ambiguity</p> |
| <p>Spring 2</p> | <p>Diary entry</p> <p>Independent writing of a range of texts (preparation for writing moderation)</p> | <p>Continuation of skills from previous term.</p> <p>Make predictions using details from within the text.</p> <p>Explain and discuss understanding, drawing inferences and justifying these with evidence.</p> | <p>Fiction – Philip Reeve – Mortal Engines</p> | <p>Continuation with skills from previous term.</p> <p>Identify and explain how information/narrative content is related and contributes to meaning as a whole P.E.E</p> <p>Summarise main ideas from more than one paragraph</p> | <p>Use further prefixes and suffixes identifying the correct spelling of these depending on words ‘tial’, ‘cial’, ‘tion’, ‘sion’.</p> <p>Understand different spellings rules and how to use them to help us spell words accurately.</p> <p>Proofread the work of others and their own to correct spellings.</p> | | <p>Accurate use of apostrophes for the range of purposes</p> <p>Active and Passive voice accuracy within writing</p> <p>Use accurate verb tenses when changing between present and past</p> <p>Variety of phrase clauses</p> <p>Application of the full range of punctuation for effect</p> |

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| <p>Summer 1</p> | <p>SATs</p> <p>Independent writing of a range of texts (preparation for writing moderation)</p> <p>Poetry – linked to save our planet topic. ‘save our planet’ Clive Blake</p> | <p>Evaluate the use of language of an author.</p> <p>Summarise the main ideas of a text using key details from what they have read.</p> <p>Make predictions using details from within the text.</p> | <p>Fiction – Yann Martel – The Life of Pi</p> | <p>Continuation of skills from previous terms.</p> <p>Predict what might happen from details stated and implied</p> | <p>Gain an understanding of where words come from through morphology and etymology. Spot similarities between words. Identify differences between British and American words.</p> | <p>Grammar focus in application of handwriting</p> <p>Homographs, homophones, punctuation in practice, metaphors, personification, Hyperbole</p> <p>Use of handwriting in note-taking</p> <p>Little Red Riding Hood Sharks</p> | <p>Application of the full range of punctuation for effect</p> <p>Understand abstract nouns</p> <p>Be able to select synonyms with accuracy to maintain meaning</p> <p>Know the difference between structures for formal and informal writing</p> |
| <p>Summer 2</p> | <p>Fiction Narrative writing – styles of narrative</p> <p>Non-Fiction Persuasion (Posters and leaflets)</p> <p>Discussion and balanced arguments</p> | <p>Explain and discuss understanding, drawing inferences and justifying these with evidence.</p> <p>Retrieve information from texts, explaining and discussing their understanding of what they have read justifying these with evidence.</p> | <p>Fiction – Eva Ibbotson – Journey to the River Sea</p> | <p>Continuation of skills from previous terms.</p> <p>Application of all skills from throughout the year.</p> | <p>Revision of spelling rules learnt this year. Application of spellings learnt within passages of writing. Proofread writing and use dictionaries and thesaurus’ with growing confidence and accuracy. Use knowledge of morphology and etymology. Change the meanings of words using prefixes and suffixes.</p> | <p>Writing across the curriculum</p> <p>Maths: Units of Measure, averages</p> <p>Geography: rivers</p> <p>History: Boudicca</p> <p>Science: healthy lifestyles</p> | <p>Be able to select specific structures for a range of text types accurately</p> <p>Application of the full range of punctuation for effect</p> |