



Reception - English

	Autumn	Spring	Summer
Core books/Focus Texts	<p style="text-align: center;">You Choose Out and about through the year The Story Tree (The Blue Button, The Magic Porridge Pot) Julian is a Mermaid Favourite Fables (The North Wind and The Sun) Ana Hibiscus Song Owl Babies The Three Little Pigs The Three Little Pigs and the Big Bad Book Lucy and Tom go to School The Christmas Ghost Alfie Weather Non-fiction texts focusing on seasons, school life, ourselves</p>	<p style="text-align: center;">The Very Hungry Caterpillar We're Going on a Bear Hunt Yucky Worms A New Green Day Out and about through the year The Story Tree (The Little Red Hen & The Three Billy Goats Gruff) Favourite Fables On Sudden Hill The Gruffalo The Train Ride Jack and the Beanstalk Jasper's Beanstalk Once there were giants Non-fiction texts focusing on seasons, growing, farms, transport</p>	<p style="text-align: center;">Oliver's Vegetables Out and about through the year The Leopards Drum The Story Tree (Monkey See, Monkey Do) The Bog Baby Favourite Fables The Pirate Tree Where the Wild Things Are Lucy and Tom at the Seaside Non-fiction texts focusing on seasons, growing, healthy eating, ourselves</p>
Core rhymes/poems/ring games	<p style="text-align: center;">Ten little fingers Two Little Dicky Birds The Beehive Roly poly Wind the bobbin up Incy Wincy spider Little cottage in the wood We all clap hands together Humpty Dumpty Pease porridge hot</p>	<p style="text-align: center;">Row, row, row your boat I'm a little teapot Head and shoulders, knees and toes If you're happy and you know it I'm a dingle dangle scarecrow I went to school one morning, and I walked like this Three little monkeys jumping on the bed Did you ever see a lassie Here we go Looby loo Mary, Mary Quite Contrary</p>	<p style="text-align: center;">Here we go round the mulberry bush Hokey cokey In and out the dusty bluebells I sent a letter to my friend A princess lived in a high tower The grand old Duke of York</p>
Communication & Language	<p>Develop listening skills – learning to listen and attend to others and to sounds in the environment Tuning into sounds and able to play with making and identifying different sounds Develop phonemic and phonic awareness Oral blending and segmenting Develop awareness of rhyme and alliteration Develop language around key daily routines Learn to sit and attend in a small group and as a whole class for short periods of time Begin to share ideas through statements and simple sentences Begin to build a range of known texts to support love of reading and understand the purpose for reading Develop vocabulary linked to stories and experiences</p>	<p>Learning to ask questions to clarify understanding Develop spoken language to include use of connectives Develop vocabulary linked to stories and experiences Listen to a range of stories and have the opportunity to talk about them Retell well known stories Engage with non-fiction books as a group and individually and be able to talk about their ideas Continue to develop oral blending and segmenting skills Build on awareness of rhyme and alliteration</p>	<p>Talk in full sentences to share our ideas and thoughts Talk about shared experiences Listen to a range of stories and have the opportunity to talk about them Make up and create our own stories Recall events and activities and be able to explain what they did Use talk to explain ideas and to solve problems</p>
Reading & Writing	<p>Listen to a range of stories and have the opportunity to talk about them Develop knowledge of a core set of books Learning new vocabulary linked to stories and other books Joining in with stories with repeated refrains Simple story sequencing Phonics – see RWI pacing guide for phonic knowledge to be taught Big mark making Drawing in response to stories Learning to recognise their names Learning to write their names Orally constructing sentences for adults to scribe Engage in shared writing and see own ideas scribed by adults</p>	<p>Refer to RWI pacing guide for phonic knowledge to be taught Listen to a range of stories and have the opportunity to talk about them Develop knowledge of a core set of books Learning new vocabulary linked to stories and other books Joining in with stories with repeated refrains Retelling stories together – role play, oral storytelling, puppets Writing own captions and labels Orally constructing sentences for adults to scribe Engage in shared writing and see own ideas scribed by adults Beginning to write their own sentences</p>	<p>Refer to RWI pacing guide for phonic knowledge to be taught Listen to a range of stories and have the opportunity to talk about them Develop knowledge of a core set of books Learning new vocabulary linked to stories and other books Writing sentences and short narratives about class topics/things that interest them Re-read their own writing to check it makes sense Read simple phrases and sentences Retelling stories together – role play, oral storytelling, puppets Forming lower case and capital letters correctly</p>



Year 1 - English

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Spelling</p> <p><u>Star Words</u> word family prefix suffix homophone consonant consonant letter vowel letter</p>	<ul style="list-style-type: none"> Week 1- sat, +l, +n Week 2- +m, +d, +g, +o Week 3- +c, +k, +ck Week 4-+e, +u, +r, +h, +b, +f, +l Week 5- tricky key words Week 6- +j, +v, +w, +x, +y, +z Week 7- +ff,, +ll, +ss, +zz, +qu 	<ul style="list-style-type: none"> Week 1- 3rd person singular verbs. Plural nouns Week 2- CVCC Words. CVC Words Week 3- +c, +k, +ck Week 4- tricky key words Week 5- tricky key words Week 6- verb+s, Week 7- ch words, tch words, sh words 	<ul style="list-style-type: none"> Week 1- th words, ng words Week 2- ai words, oa words Week 3- igh words, ee words Week 4- oo words, oo_ words Week 5- ar words, or words Week 6- ur words, ear words 	<ul style="list-style-type: none"> Week 1- oi words, ow words Week 2- air words, ure words Week 3- words ending in 'er' Week 4- Two syllable words. Compound words Week 5- -ing, -ed, -er Week 6- Tricky words. More -ed verbs. Contractions 	<ul style="list-style-type: none"> Week 1- a-e, e-e, i-e, o-e, u-e Week 2- Alternatives for ai. Alternatives for igh Week 3- Alternatives for ee. Week 4- Alternatives for e Alternatives for oa Week 5- Alternatives for oi. Alternatives for ur. Alternatives for oo Week 6- Alternatives for or 	<ul style="list-style-type: none"> Week 1- Alternatives for air Week 2- ue, ew, silent h Week 3- Prefix un-, Tricky sounds, Week 4- /f/ sound is spelt ph. k not c spellings <p><i>Use extra weeks to revisit previously learnt spelling words. .</i></p>
<p>Handwriting</p> <p><u>Star Words</u> Long legged giraffe letters One-armed robot letters Curly caterpillar letters Zig-zag monster letters join diagonal ascender descender x-height letter curve cross bar capital letter lower case letter horizontal join diagonal join break letter anticlockwise parallel</p>	<p><u>Foundation Objectives</u></p> <p>Unit 17- To introduce and practise long-legged giraffe letters Unit 22- To introduce and practise all the one-armed robot letters. Unit 24- To review all the long-legged giraffe and one-armed robot letters Unit 30- To introduce and practise all the curly caterpillar letters Unit 34- To practise the zig-zag monster Unit 36- To review all the curly caterpillar and zig-zag monster letters.</p> <p><i>If there is an extra week in the school calendar, use the pen pals interactive programme to practise the library of joins for Year 1</i></p>	<p><u>Year 1 Objectives</u></p> <p>Unit 1- To practise lone-legged giraffe letters. Unit 2- To write words with ll. Unit 3- To practise capitals for long-legged giraffe letters. Unit 4- To practise one-armed robot letters. Unit 5- To practise long-legged giraffe letter and one-armed robot letters. Unit 6- To use capital letters for one-armed robot letters.</p> <p><i>If there is an extra week in the school calendar, use the pen pals interactive programme to practise the library of joins for Year 1</i></p>	<p>Unit 7- To practise curly caterpillar letters. Unit 8- To write words with double ff Unit 9 – To write words with double ss Unit 10- To use capital letter for curly caterpillar letters. Unit 11- To practise long-legged giraffe letter, one armed robot letters and curly caterpillar letters. Unit 12- To practise zig-zag monster letters</p> <p><i>If there is an extra week in the school calendar, use the pen pals interactive programme to practise the library of joins for Year 1</i></p>	<p>Unit 13- To write words with double zz Unit 14- To write words with mixed letter families. Unit 15- To practise writing capital letters Unit 16- To practise writing number 0-9 Unit 17- To write words with ck and qu Unit 18- To practise writing long vowel phonemes: ai, igh, oo</p> <p><i>If there is an extra week in the school calendar, use the pen pals interactive programme to practise the library of joins for Year 1</i></p>	<p>Unit 19- To practise vowels with adjacent consonants: ee, oa, oo Unit 20- To complete an end of term assessment Unit 21 - To practise write number 10- 20 + To use the correct spacing Unit 22- To practise writing ch Unit 23- To practise using a diagonal join + To join ch Unit 24- To practise writing ai</p> <p><i>If there is an extra week in the school calendar, use the pen pals interactive programme to practise the library of joins for Year 1</i></p>	<p>Unit 25- To use a diagonal join to an ascender + To join ai Unit 26- To practise writing wh Unit 27- To use a horizontal join to an ascender + To join wh Unit 28- To practise writing ow Unit 29- To use a horizontal join to an x-height letter + To join ow Unit 30- To complete an end of term assessment</p> <p><i>If there is an extra week in the school calendar, use the pen pals interactive programme to practise the library of joins for Year 1</i></p>
<p>Reading</p> <p>*NB - All objectives must be taught during whole class reading comprehension lessons and guided reading.</p>	<p>Word reading Pupils should be taught to:</p> <ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words reread these books to build up their fluency and confidence in word reading 			<p>Reading - comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read, and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them 		
<p>Writing, Grammar and Punctuation <u>Star Words</u> preposition, conjunction word family, prefix clause, subordinate clause direct speech</p>	<p>Detail of Year 1 content to be introduced and revisited throughout the year:</p> <p>Word W1 Regular plural noun suffixes – se or –es (e.g. dog, dogs; wish, wishes) including the effects of these suffixes on the meaning of the noun W2 Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) W3 How the prefix <i>un-</i> changes the meaning of verbs and adjectives (negation, for example unkind, or undoing: untie the boat)</p>		<p>Sentence S1 How words can combine to make sentences S2 Joining words and joining clauses using and</p>	<p>Text T1 Sequencing sentences to form short narratives</p>	<p>Punctuation P1 Separation of words with spaces P2 Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences P3 Capital letters for names and for the personal pronoun I</p>	



consonant, consonant letter
vowel, vowel letter
inverted commas (or
'speech marks')

Exciting Sentences

- BOYS sentence

A two part sentence joined with the conjunctions But, Or, Yet and So (mnemonic for BOYS)

Teaching point: joining words, conjunctions, co-ordination



Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Texts	Farmer Duck by Martin Waddell Plenty of love to go around by Emma Chichester Clark Fruits A Caribbean Counting Poem by Valerie Bloom	Voices in the Park by Anthony Browne Where's my Teddy? By Jez Allborough	Instructions by Neil Gaiman Wolf in the Snow by Matthew Cordell Tales of Trotter Street by Shirley Hughes	The last Noo-Noo by Jill Murphy Purple is Here Comes Mr. Postmouse by Mariane Dubuc	Little Red Riding Hood by Ian Beck Bats by Megan Cullis	The Three Billy Goats Gruff by Ian Beck Collected Poems by Allan Ahlberg
Additional story time books	Colours by Shirley Hughes, Six Dinner Sid, Once There Were Giants, Little Red – A fizzingly good yard, A Great Big Cuddle, Welcome, The Weaver; The Lonely Beast; Biscuit Bear, Grumpy Frog, Oliver Jeffers Lost and Found, Not Now Bernard; The Storm Whale, Otto the book bear, Journey ,Hot like fire and other poems by Valerie Bloom					
Units of work	<p>Narrative: Stories with predictable phrasing (2 weeks) <i>Key Text: 'Farmer Duck'</i> W1, W2, S1, S2, T1, P1, P2 <i>Writing outcome:</i> To write simple sentences using patterned language, words and phrases taken from familiar stories</p> <p>Non-fiction: Labels, lists and captions (1 week) <i>Key Text: 'Plenty of love to go around'</i> W1, P1, P3, S1 <i>Writing outcome:</i> Write labels and sentences for an in-class exhibition, museum display</p> <p>Poetry: Black History Month (1-2 weeks) Use and edit HfL plan <i>Key Poet: Valerie Bloom</i> <i>Writing outcome:</i> Recite familiar poems by heart. Draw in response to poems.</p>	<p>Narrative: Stories with predictable phrasing (2 weeks) <i>Key Text: 'We're going on a lion hunt.'</i> W1, W2, S1, S2, T1, P1, P2 <i>Writing outcome:</i> To write simple sentences using patterned language, words and phrases taken from familiar stories</p> <p>Non-fiction: Recount (2 weeks) <i>Key Texts: 'Voices in the park' & 'Where's my teddy?'</i> W1, W2, S1, S2, T1, P1, P2, P3 <i>Writing outcome:</i> Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing</p> <p>Non-fiction: Labels, lists and captions (1 week) <i>Foundation topic focus</i> W1, P1, P3, S1 <i>Writing outcome:</i> Write labels and sentences for an in-class exhibition, museum display about a foundation topic</p>	<p>Narrative: Contemporary Fiction – stories reflecting children's own experience (2 weeks) <i>Key Text: 'Tales of Trotter Street (and others by Shirley Hughes)</i> W1, W2, S1, S2, T1, P1, P2, P3, W3 <i>Writing outcome:</i> Write a series of sentences to retell events based on personal experiences.</p> <p>Non-fiction: Instructions 2 weeks <i>Key Texts 'Instructions' & 'Wolf in the snow'</i> W1, W2, W3, S1, S2, T1, P1, P2, P3 <i>Writing outcome:</i> Written instructions for a fictional character</p> <p>Poetry; vocabulary building (1 week) <i>Key Text: 'One Silver Speck' In 'Flashy, Clashy and Oh So Splashy'.</i> <i>Writing outcome:</i> Read, write and perform free verse</p>	<p>Narrative: Contemporary Fiction – stories reflecting children's own experience (2 weeks) <i>Key Text: 'The last Noo-Noo'</i> W1, W2, S1, S2, T1, P1, P2, P3, W3 <i>Writing outcome:</i> Write a story about planting a magic tree.</p> <p>Non-fiction: Report (1 week) <i>Foundation topic focus</i> W1, W2, S1, S2, T1, P1, P2, P3 <i>Writing outcome:</i> A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of the group and the group in general</p> <p>Narrative: Writing in role (2 weeks) <i>Key Text: "Here Comes Mr. Postmouse)</i> W1, W2, S1, S2, T1, P1, P2, P3 <i>Writing outcome:</i> Letter from a character</p>	<p>Narrative: Traditional Tales (3 weeks) <i>Key Text: 'Little Red Riding Hood'</i> W1, W2, S1, S2, T1, P1, P2, P3, W3 <i>Writing outcome:</i> Write a retelling of a traditional story</p> <p>Non-fiction Report (1-2 weeks) <i>Key Text: 'Bats' by Megan Cullis</i> W1, W2, S1, S2, T1, P1, P2 <i>Writing outcome:</i> A simple non-chronological report (Option to link to foundation topic)</p> <p>Poetry; vocabulary building (1 week) <i>Key Text: 'Purple is'</i> <i>Writing outcome:</i> Read, write and perform free verse and create class book</p>	<p>Narrative: Traditional Tales – fairy tales (3 weeks) <i>Key Text "The Three Billy Goats Gruff"</i> W1, W2, S1, S2, T1, P1, P2, P3, W3 <i>Writing outcome:</i> Write a retelling of a traditional story</p> <p>Non-fiction: Explanation (2 weeks) <i>Foundation topic focus</i> W1, W2, S1, S2, T1, P1, P2, P3, W3 <i>Writing outcome:</i> Draw pictures to illustrate a simple process and prepare several sentences to support the explanation</p> <p>Poetry; Take One Poet (1 week) <i>Key Text: 'Collected Poems' by Allan Ahlberg</i> <i>Writing outcome:</i> Personal responses to poems</p>
	<p>Take one book (1 or 2 weeks) to cover one or more written outcomes, linked with fiction/non-fiction modules already covered during the term:</p> <ul style="list-style-type: none"> Can Bears Ski? By Raymond Antrabus (CLPE Teacher notes to support planning) Take one book: Rain before Rainbows by Smriti Halls (CLPE Teacher notes to support planning) 					



Year 2- English

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Spelling <u>Star Words</u> word family prefix suffix homophone consonant consonant letter vowel vowel letter</p>	<p>Phonics and Word Work wk 1-24</p> <ul style="list-style-type: none"> Week 1 - Phonics 1 - Soft g sound in words with dge Week 2 - Phonics 2 - Soft g sound mixed spellings Week 3 - Phonics 3 - Soft g sound spelt j Week 4 - Phonics 4 - Silent letters g and k Week 4 - Phonics 4 - Silent letters g and k Week 6 - Word Work 1 - Singular to plural nouns Week 7 - Word Work 2 - More singular to plural nouns 	<p>Phonics and Word Work wk 1-24</p> <ul style="list-style-type: none"> Week 8 - Word Work 3 - Verb suffixes s and es Week 9 - Word Work 4 - Verb suffix ed Week 10 - Word Work 5 - Verb suffix ing Week 11 - Phonics 6 - Spelling alternatives for words ending ul Week 12 - Phonics 7 - /ur/ spelling alternatives Week 13 - Phonics 8 - soft c Week 14 - Phonics 9 - /or/ spelling alternatives 	<p>Phonics and Word Work wk 1-24</p> <ul style="list-style-type: none"> Week 14 - Phonics 9 - /or/ spelling alternatives Week 15 - Phonics 10 - /ar/ spelling alternatives Week 16 - Phonics 11 - /igh/, /u/, /ear/ spelling alternatives Week 17 - Phonics 12 - /or/, /o/ spelling alternatives Week 18 - Phonics 13 - The /zh/ sound and alternative spellings for /sh/ Week 19 - Word Work 6 - Nouns from verbs by adding -er 	<p>Phonics and Word Work wk 1-24</p> <ul style="list-style-type: none"> Week 20 - Word Work 7- Suffixes -ness, -ment, -ful and -less Week 21 - Word Work 8 - Making adjectives by adding -y Week 22 - Word Work 9 - Making an adjective stronger by adding -er or -est Week 23 - Word Work 10 - Making adverbs by adding -ly Week 24 - Word Work 11 - Homophones and near homophones <p>Key Words- High Frequency</p> <ul style="list-style-type: none"> Week 25 - Key Words 1 	<p>Key Words- High Frequency</p> <ul style="list-style-type: none"> Week 26 - Key Words 2 Week 27 - Key Words 3 Week 28 - Key Words 4 Week 29 - Key Words 5 Week 30 - Key Words 6 Week 31 - Key Words 7 	<p>Key Words- High Frequency</p> <ul style="list-style-type: none"> Week 32 - Key Words 8 Week 33 - Key Words 9 Week 34- Key Words 10 Week 35 - Key Words 11 Week 36 - Key Words 12 <p><i>Use extra weeks to revisit previously learnt spelling words. .</i></p>
<p>Handwriting <u>Star Words</u> join diagonal ascender descender x-height letter curve cross bar capital letter lower case letter horizontal join diagonal join break letter anticlockwise parallel</p>	<p><u>Year 1 Objectives</u></p> <p>Unit 23- To practise using a diagonal join + To join ch Unit 24- To practise writing ai Unit 25- To use a diagonal join to an ascender + To join ai Unit 26- To practise writing wh Unit 27- To use a horizontal join to an ascender + To join wh Unit 28- To practise writing ow Unit 29- To use a horizontal join to an x-height letter + To join ow</p> <p><i>If there is an extra week in the school calendar, use the pen pals interactive programme to practise the library of joins for Year 2</i></p>	<p><u>Year 2 Objectives</u></p> <p>Unit 1 - To use a diagonal join to an ascender Unit 2 - To use a diagonal join to an x-height-letter and descender Unit 3 - To use a diagonal join to an x-height-letter Unit 4 - To use a horizontal join an ascender Unit 5 - To use a horizontal join to an x-height-letter Unit 6 - To use a diagonal join to e</p> <p><i>If there is an extra week in the school calendar, use the pen pals interactive programme to practise the library of joins for Year 2.</i></p>	<p>Unit 7 - To use a horizontal join to e Unit 8 - To join from e to e Unit 9- To practise a diagonal join Unit 10 – To write correctly write number 1-100 Unit 11- To use a diagonal join to an anticlockwise letter Unit 12- To practise using a diagonal join to an anticlockwise letter</p> <p><i>If there is an extra week in the school calendar, use the pen pals interactive programme to practise the library of joins for Year 2.</i></p>	<p>Unit 13-To use a horizontal join to a anticlockwise letter Unit 14- To use a horizontal join to a anticlockwise letter Unit 15- To use mixed joins for three letters Unit 16- To practise using mixed joins for three letters Unit 17- To practise using mixed joins for three letters Unit 18 To practise using mixed joins for three letters</p> <p><i>If there is an extra week in the school calendar, use the pen pals interactive programme to practise the library of joins for Year 2.</i></p>	<p>Unit 19- To use consistent sizing and spacing Unit 20- To complete an sssessment Unit 21- To use a diagonal join to an ascender Unit 22- To use a diagonal join Unit 23- To use a diagonal join to an ascender Unit 24- To use a diagonal join</p> <p><i>If there is an extra week in the school calendar, use the pen pals interactive programme to practise the library of joins for Year 2.</i></p>	<p>Unit 25- To use a horizontal join to a anticlockwise letter Unit 26- To use a horizontal join to a anticlockwise letter Unit 27- To join to s Unit 28 – To practise joining ed and ing Unit 29 - To complete an assessment Unit 30 – To for capital letters correctly</p> <p><i>If there is an extra week in the school calendar, use the pen pals interactive programme to practise the library of joins for Year 2.</i></p>
<p>Reading</p> <p>All objectives are taught through whole class reading comprehension, units of work, guided reading and story times</p>	<p>Word Reading Pupils should be taught to:</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation reread these books to build up their fluency and confidence in word reading 			<p>Reading Comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read, and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far 		



		<ul style="list-style-type: none"> - participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Writing, Grammar and Punctuation	<p>Word</p> <p>W1 Formation of nouns using suffixes such as –ness, –er and by compounding (for example, whiteboard, superman)</p> <p>W2 Formation of adjectives using suffixes such as –ful, –less</p> <p>W3 Use of suffixes –er, –est in adjectives</p> <p>W4 and the use of –ly in Standard English to turn adjectives into adverbs</p> <p>Sentence</p> <p>S1 Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>S2 Expanded noun phrases for description and setting (for example, the blue butterfly, plain flour, the man in the moon)</p> <p>S3 How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Text</p> <p>T4 Correct choice and consistent use of present tense throughout writing</p> <p>T5 Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting)</p> <p>Punctuation</p> <p>P1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>P2 Commas to separate items in a list</p> <p>P3 Apostrophes to mark where letters are missing in spelling</p> <p>P4 and to mark singular possession in nouns (for example, the girl’s name)</p>
	<p>Writing Exciting Sentences</p> <ul style="list-style-type: none"> • List <p>It has no less than three and no more than four adjectives before the noun. Teaching point: adjective , noun, expanded noun phrase</p> <ul style="list-style-type: none"> • 2A sentence <p>Has two adjectives before the first noun, followed by a further two adjectives before the second noun. Adj adj noun Adj adj noun Teaching point: adjectives, expanded noun phrase, noun phrase</p>	



Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Texts	Voices in the Park by Anthony Browne Dogger by Shirley Hughes Rapunzel by Bethan Woolvin The Puffin Book of Fantastic First Poems	Mufaro's Beautiful Daughters by John Steptoe Shh, we have a plan by Chris Haughton A Poke in the I by Paul Janeczko Wet Cement by Box Raczka	A Dark Dark Tale by Ruth Brown Find out Sharks by Sarah Fowler Blue Balloons and Rabbit Ears by Hilda Offen	That Rabbit Belongs to Emily Brown by Cressida Cowell A Poke in the I by Paul Janeczko Wet Cement by Box Raczka	How to catch a star by Oliver Jeffers How to Wash a Woolly Mammoth by Michelle Robinson Zim, Zam, Zoom by James Carter	The Barefoot Book of Animal Tales from Around the World Rose Revere Engineer by Andrea Beaty A Caribbean Dozen by John Agard
Additional story time books	Aesops Fables, The Paper Bag Princess, A Story About Afiya, The Bear and the Piano, The King Who banned the Dark, The Dragon Machine, The Tear Thief, Mini Grey books, Bethan Woolvin books for revisionist fairy tales (complement to Rapunzel unit), You're safe with me, Anne Hibiscus – Atinuke, Library Lion, Arabella books by Joan Aiken, Mr Gum, Mango and BamBang series, Return, Quest					
Units of work	<p>Narrative: Traditional Tales - Fairy Tales (2 weeks) <i>Key Text: 'Rapunzel'</i> W4, S1, S2, S3, T4, P1, W1, W2, W3, P4 <i>Writing outcome:</i> Write a retelling of a traditional story</p> <p>Non-fiction: Recount (2 weeks) <i>Key Texts: 'Voices in the Park' & 'Dogger'</i> W4, S1, S2, S3, T4, P1, P2, P3 <i>Writing outcome</i> Write first person recounts re-telling</p> <p>Poetry (Black History Month) (1 – 2 weeks) <i>Key Poem: Brendan Gallacher by Jackie Kay</i> <i>Writing outcome:</i> Personal responses to poetry</p>	<p>Narrative: Traditional Tales (2 weeks) <i>Key Text: 'Mufaro's Beautiful Daughters'</i> W4, S1, S2, S3, T4, P1, W1, W2, W3, P4 <i>Writing outcome:</i> Write a retelling of a traditional story</p> <p>Non-fiction: Explanations (1 week) <i>Foundation topic focus</i> W4, S1, S2, S3, T4, P1, P2, P3 <i>Writing outcome</i> Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation</p> <p>Poetry; vocabulary building (2 weeks)</p> <ul style="list-style-type: none"> <i>Key Texts: The Puffin Book of Fantastic First Poems selected by June Crebbin; Off by Heart selected by Roger Stevens; The Kingfisher Book of Comic Verse selected by Roger McGough; Please Mrs Butler by Alan Ahlberg;</i> <p><i>Writing outcome:</i> Write and perform list poems</p>	<p>Narrative: Stories with recurring literary language (2 weeks) <i>Key Text: 'A Dark, Dark Tale'</i> W4, S1, S2, S3, T4, P1, W2, T5, P2, P3 <i>Writing outcome:</i> Use a familiar story as a model to write a new story</p> <p>Report (2-3 weeks) <i>Key Text: 'Find out! Sharks (and other examples: opportunity for link to foundation topic)</i> W4, S1, S2, S3, T4, P1 <i>Writing outcome:</i> Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate</p> <p>Poetry; vocabulary building (1 week) <i>Key Text: 'Blue balloons and rabbit ears'</i> <i>Writing outcome:</i> Read, write and perform free verse</p>	<p>Narrative: Stories with recurring literary language (2 weeks) <i>Key Text: 'That Rabbit Belongs to Emily Brown.'</i> W4, S1, S2, S3, T4, P1, W2, T5, P2, P3 <i>Writing outcome:</i> Use a familiar story as a model to write a new story</p> <p>Report (1-2 weeks) <i>Foundation topic focus (history)</i> W4, S1, S2, S3, T4, P1 <i>Writing outcome:</i> Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate</p> <p>Poetry – calligrams (1 week) <i>Key Texts: 'A Poke in the I'</i> <i>Writing outcome</i> Write own calligrams</p>	<p>Narrative: Contemporary fiction (3 weeks) <i>Key Text: 'How to catch a star'</i> S1, S2, S3, T4, P1 <i>Writing outcome:</i> Write a short narrative and diary entry</p> <p>Non-fiction: Instructions (2 weeks) <i>Key Text: 'How to wash a woolly mammoth'</i> W4, S1, S2, S3, T4, P1, P2 <i>Writing outcome:</i> Narrative instructions <i>Writing outcome:</i> Write a short narrative and diary entry</p> <p>Poetry; vocabulary building (1 week) CLIPPA CLPE to support planning <i>Key Text: Zim, Zam, Zoom</i> <i>Writing outcome:</i> Read, write and perform free verse</p>	<p>Narrative: Traditional Tales – Myths (creation stories) (4 weeks) <i>Key Text: 'The Barefoot Book of Animal Tales from Around the World.;</i> W4, S1, S2, S3, T4, P1, W2, W3, T5, P4 <i>Writing outcome:</i> Write a creation myth based on ones read</p> <p>Explanations (2 weeks) <i>Key Text: 'Rose Revere Engineer' (Adapt Monsters an Owners Guide planning)</i> W4, S1, S2, S3, T4, P1, W1, P3 <i>Writing outcome:</i> Write a simple information text with labels and diagrams</p> <p>Poetry Study: A Caribbean Dozen (2 weeks CLPE Teaching Resources to support planning) <i>Key Text: 'A Caribbean Dozen'</i> <i>Writing outcome:</i> Personal responses to poems</p>
<p>Take one book (1 or 2 weeks) to cover one or more written outcomes, linked with fiction/non-fiction modules already covered during the term:</p> <ul style="list-style-type: none"> Shh, we have a plan. CLPE Power of Pictures to support planning (possible 4 weeks) 15 things not to do with a puppy (2 weeks) Wild (CLPE Power of Pictures to support planning) Beegu (CLPE Teaching sequence to support planning) 						



Year 3 - English

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Spelling</p> <p><u>Star Words</u> word family prefix suffix homophone consonant consonant letter vowel vowel letter</p>	<ul style="list-style-type: none"> Week 1 - Phonics 1 - /s/ in words with stle and ste Week 2 - Phonics 2 - se at the end of words, pronounced /s/ Week 3 - Phonics 3 - se at the end of words, pronounced /z/ Week 4 - Phonics 4 - /i/ spelt y or i Week 5 - Phonics 5 - Spelling /u/ as o(th) or ou Week 6 - Phonics 6 - /k/ spelt ch Week 7 - Word Work 1 - Singular to plural nouns 	<ul style="list-style-type: none"> Week 8 - Word Work 2 - More singular to plural nouns Week 9 - Word Work 3 - Verb suffixes -s, -es and -ed Week 10 - Word Work 4 - Verb suffix -ing and making nouns by adding -er Week 11 - Word Work 5 - Irregular verbs Week 12 - Word Work 6 - More irregular verbs Week 13 - Word Work 7 - Making adjectives by adding -y 	<ul style="list-style-type: none"> Week 14 - Word Work 8 - Making adjectives by adding -ful and -less Week 15 - Word Work 9 - Making an adjective stronger by adding -er or -est Word Work 11 - Making adverbs by adding -ly (words ending -y or -le) Week 18 - Word Work 12 - Making adverbs by adding -ly (words ending -ic or -cal) Week 19 - Word Work 13 - Prefixes de-, pre- and re- Week 20 - Word Work 14 - Prefixes dis-, mis- and un- 	<ul style="list-style-type: none"> Week 21- Word Work 15 - Prefixes il-, in-, im- and ir- Week 22 - Word Work 16 - Word families and near homophones Week 23 - Word Work 17- Homophones and near homophones Week 24 - Word Work 18 - More homophones and near homophones Week 25 - Key Words 1 Week 26 - Key Words 2 	<ul style="list-style-type: none"> Week 27 - Key Words Week 28 - Key Words 4 Week 29 - Key Words 5 Week 30 - Key Words 6 Week 31 - Key Words 7 Week 32 - Key Words 8 	<ul style="list-style-type: none"> Week 33 - Key Words 9 Week 34- Key Words 10 Week 35 - Key Words 11 Week 36 - Key Words 12
<p>Handwriting</p> <p><u>Star Words</u> join diagonal ascender descender x-height letter curve cross bar capital letter lower case letter horizontal join diagonal join break letter anticlockwise parallel</p>	<p>Year 2 Objectives</p> <p>Unit 1 - To use a diagonal join to an ascender</p> <p>Unit 2 - To use a diagonal join to an x-height-letter and descender</p> <p>Unit 3 - To use a diagonal join to an x-height-letter</p> <p>Unit 4 - To use a horizontal join an ascender</p> <p>Unit 5 - To use a horizontal join to an x-height-letter</p> <p>Unit 6 - To use a diagonal join to e</p>	<p>Year 2 Objectives</p> <p>Unit 7 - To use a horizontal join to e</p> <p>Unit 8 - To join from e to e</p> <p>Year 3 Objectives</p> <p>Unit 1 - To join through a word in stages with no ascenders or descenders</p> <p>Unit 2 - To join through a word in stages with parallel ascenders</p> <p>Unit 3 - To join from s to an ascender</p> <p>Unit 4 - To join from s to an x-height letter or descender</p>	<p>Unit 5 - To join from s to an anticlockwise letter</p> <p>Unit 6 - To join from r to an ascender</p> <p>Unit 7 - To join from r to an x-height letter or descenders.</p> <p>Unit 8 - To join from r to an anticlockwise letter</p> <p>Unit 9 - To join from r to e</p> <p>Unit 10 - To leave a space between break letters</p>	<p>Unit 11 - To join an x-height letter to f</p> <p>Unit 12 - To join from f to an ascender</p> <p>Unit 13 - To join from f to an x-height letter or descender</p> <p>Unit 14 - To join from f to an anticlockwise letter</p> <p>Unit 15 - To join from f to f</p> <p>Unit 16 - To join from r to r</p>	<p>Unit 17 - To join from s to s</p> <p>Unit 18 - To join from q to u</p> <p>Unit 19 - To join using parallel ascenders and descenders</p> <p>Unit 21 - To revise joins and spacing between letters</p> <p>Unit 22 - To revise joins and spacing between words</p> <p>Unit 23 - To revise joins and to keep letters a consistent size</p>	<p>Unit 24 - To revise joins to keep handwriting fluent</p> <p>Unit 25 - To revise joining to parallel ascenders.</p> <p>Unit 26 - To revise joining to parallel ascenders and descenders</p> <p>Unit 27 - To revise horizontal joins from r to an anticlockwise letter</p> <p>Unit 28 - To revise using break letters</p> <p>Unit 30 - To revise keeping capital letters the same size</p>
<p>Reading</p> <p>All objectives are taught through whole class reading comprehension, units of work, guided reading and story times</p>	<p>Develop positive attitudes to reading, and an understanding of what they read by:</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books Reading books that are structured in different was and reading for a range of purposes Using dictionaries to check the meaning of words that they have read Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books Discussing words and phrases that capture the reader’s interest and imagination Recognising some different forms of poetry (for example, free verse, narrative poetry) 		<p>Understand what they read, in books the can read independently, by;</p> <ul style="list-style-type: none"> Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve their understanding of a text Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Identifying main ideas drawn from more than one paragraph and summarising these Identifying how language, structure, and presentation contribute to meaning 		<p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	
<p>Writing, Grammar and Punctuation</p> <p><u>Star Words</u> preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)</p>	<p>Word</p> <p>W1 Formation of nouns using a range of prefixes (for example super-, anti-, auto-)</p> <p>W2 Use of the forms a or an according to whether the next word begins with a consonant or a vowel (for examples, a rock, an open box)</p> <p>W3 Word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)</p>		<p>Sentence</p> <p>Expressing time, place and cause using</p> <p>S1 conjunctions (for example, when, before, after, while, so because)</p> <p>S2 adverbs (for example, then, next, soon, therefore), or</p> <p>S3 prepositions (for example, before, after, during, in , because, of)</p>		<p>Text</p> <p>T1 Introduction to paragraphs as a way to group related material</p> <p>T2 Headings and sub-headings to aid presentation</p> <p>T3 Use of the perfect form of verbs instead of the simple past (for example, He has gone out to lay contrasted with He went out to play)</p>	<p>Punctuation</p> <p>P1 Introduction to inverted commas to punctuate direct speech</p>



Writing Exciting Sentences

- Simile- A simile sentence creates a vivid picture in a reader's mind.

... like a as a

Teaching point: figurative language, poetic devices

- 3 ___ ed Opener-

3 related adjectives at the start of a sentence all ending in ed. Each adjective must have commas to separate them. Most _ed word words used to open this sentence type describe emotions.

Teaching point: adjective, expanded noun phrase, commas

- Verb, person sentence – (ing opener)

Open a sentence with a verb, followed by a comma then write about the person

Teaching point: verb, pronoun, tenses



Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Texts	The True Story of the Three Little Pigs by Jon Scieszka The Magiv Box by Kit Wright Funky Chickens by Benjamin Zephaniah	War & Peas by Michael Foreman	Ulf, the Finger Eater by Dick King Smith Dotty Inventions and Some Real Ones Too by Roger McGough	Atlas of Adventures by Lucy Letherland Midnight Feast: Tasty Poems	Marcy and the Riddle of the Sphinx	Up Close Pirates The Night Pirates Oliver and the Seawigs
Additional story time books	Flat Stanley, Bill's New Frock, The Glassmaker's Daughter, Pugs of the Frozen North, The Chinese Emperor's New Clothes – Ying Chang Compentine, Charlie Small books, Blue John, Mr Penguin and the Lost Treasure, Nim's Island					
Units NB: Take one book units to be used to cover one or more written outcomes as teachers see fit. These can be used at any point during the year in response to teacher assessment of children's attainment and interest.	<p>Non-Fiction: Recount (2 weeks) <i>The True Story of the 3 Little Pigs</i> W1, S1, S2, S3, T1, T3 Writing outcome: Write a fictional newspaper report</p> <p>Poetry Black History Month (2 weeks) Key Poet: Benjamin Zephaniah Writing outcome: Read, write and perform free verse</p> <p>Poetry: Vocabulary building (2 weeks) Key Text: <i>The Magic Box by Kit Wright</i> Writing outcome: Read, write and perform free verse</p>	<p>Narrative: Traditional Tales: Fables (3 weeks) Key Text: <i>'War & Peas' by Michael Foreman</i> S1, S2, S3, T1, P1, W1 Writing outcome: Write a new fable to convey a moral</p> <p>Non-fiction: Instructions – giving directions (2 weeks) Foundation subject focus S1, S2, S3, T1, W2, W3, T2 Writing outcome: Write and evaluate a range of instructions including directions e.g. a treasure hunt</p> <p>Poetry: Structure – haiku, tanka and kennings (2 weeks) Writing outcome: Read and write haiku, tanka and kennings</p>	<p>Narrative: Traditional Tales: Alternative Versions (3 weeks) Key Text: <i>'The Finger Eater'</i> S1, S2, S3, T1, P1 Writing outcome: Write a traditional tale from a key character's perspective</p> <p>Explanations (2 weeks) Key Text: <i>'Dotty Inventions and 'Some Real Ones Too'</i> S1, S2, S3, T1, W3 Writing outcome: Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively</p>	<p>Non-fiction: Report (2 weeks) Key Text: <i>'Atlas of Adventures' (various genre planning)</i> S1, S2, S3, T1, T2, W2. Writing outcome: Write an information leaflet for a chosen location</p> <p>Poetry (3 weeks) Key Text: <i>'Midnight Feasts: Tasty Poems' (CLPE CLIPPA)</i> Writing outcome: Read, write and perform free verse</p>	<p>Narrative: Adventure Stories (5 weeks) Key Text: <i>"Marcy and the Riddle of the Sphinx"</i> S1, S2, S3, T1, P1 Writing outcomes: Diary recount, writing an adventure story, focusing on plot, write from a different point of view</p>	<p>Narrative: Writing in role (3 weeks) Key Text: <i>'Oliver and the Seawigs'</i> S1, S2, S3, T3, Writing outcome: Diary entry from the perspective of a chosen character</p> <p>Non-fiction: Report (2 weeks) Key Text: <i>'Up Close Pirates' and other titles</i> S1, S2, S3, T1, T2, W2 Writing outcome: Non-chronological report</p> <p>Non-fiction: Persuasion – Persuasive letter writing (1 weeks) Key Text: <i>'The Night Pirates'</i> S1, S2, S3, T1, W2, W3, T2 Writing outcome: Persuasive letter writing presenting a point of view.</p>
	<p>Take one book - one, or more, written outcomes linked with fiction/non-fiction modules already covered during the term.</p> <ul style="list-style-type: none"> The Iron Man (illustrated by Chris Mould) (2 weeks) CLPE Teacher notes available to support planning Take one book: <i>The Proudest Blue</i> by Ibtihaj Muhammed (CLPE Teaching resources to support planning) 					



Year 4 - English

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	NB: Teachers must complete a weekly dictation that includes two spelling words and one grammar or punctuation focus					
Spelling <u>Star Words</u> verb suffix prefix route word adjective	<ul style="list-style-type: none"> Week 1 - Phonics 1 – Words ending with -sion Week 2 - Phonics 2 - /ai/ spelling alternatives Week 3 - Phonics 3 - /zh/ sound in words ending sure or -sual Week 4 - Phonics 4 - /ch/ sound in words ending -ture Week 5 - Word Work 1 - Verb suffixes -s and -es Week 6 - Word Work 2 - Verb suffixes -ing and -ed Week 7 - Word Work 3 - Making an adjective stronger by adding -er or -est 	<ul style="list-style-type: none"> Week 8 - Word Work 4 - Making adjectives by adding -y Week 9 - Word Work 5 - Making adverbs by adding -ly Week 10 - Word Work 6 – knowing some sounds are foreign in origin so are pronounced differently Week 11 - Word Work 7- Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) Week 12 - Word Work 8 - Homophones and near homophones Week 13 - Word Work 9 - Suffix -ous 	<ul style="list-style-type: none"> Week 14 - Word Work 10 - More suffix -ous Week 15 - Word Work 11 - Suffix -ion with words ending -t or -te Week 16 - Word Work 12 - Suffix -ion with words ending -ss or -mit Week 17 - Word Work 13 - Suffix -ion with words ending -d, -de or -se Week 18 - Word Work 14 - Suffixes -ation and -ian Week 19 - Word Work 15 - Prefixes inter- and sub- 	<ul style="list-style-type: none"> Week 20 - Word Work 6 - Prefixes super-, anti and auto- Week 21 - Word Work 17 - Prefixes non-, co- and ex Week 22 - Word Work 18 - Prefixes trans- and over- Week 23 - Word Work 19 - Prefixes uni-, bi-, tri-, semi- and centi- Week 24 - Word Work 20 – Homophones and near homophones Week 25 - Key Words 1 	<ul style="list-style-type: none"> Week 26 - Key Words 2 Week 27 - Key Words 3 Week 28 - Key Words 4 Week 29 - Key Words 5 Week 30 - Key Words 6 Week 31 - Key Words 7 	<ul style="list-style-type: none"> Week 32 - Key Words 8 Week 33 - Key Words 9 Week 34 - Key Words 10 Week 35 - Key Words 11 Week 36 - Key Words 12
Handwriting <u>Star Words</u> join ascender descender x-height letter curve cross bar anticlockwise parallel break letter capital letter anticlockwise	Unit 1- To join from b and b to an ascender Unit 2- To join from p and b to an x-height letter Unit 3- To join from p and b to an anticlockwise Unit 4- To revise using parallel ascender and descenders Unit 5- To revise using break letter Unit 6- To use spacing in common exception words. <i>If there is an extra week in the school calendar, use the pen pals interactive programme to practise the library of joins for Year4.</i>	Unit 7- To keep letters a consistent size Unit 8- To keep capital letters the same size Unit 9- To improve speed and fluency Unit 11- To revise using parallel ascenders Unit 12- To revise using parallel ascenders and break letters Unit 13- To keep letters a relative size <i>If there is an extra week in the school calendar, complete unit 10 end of term check.</i>	Unit 14- To keep letters in proportion Unit 15- To use an equal amount of spacing between letters. Unit 16- To use an equal amount of space between letters and words Unit 17- To write at speed Unit 18- To improve fluency Unit 19- To fluently write at speed <i>If there is an extra week in the school calendar, complete unit 20 end of term check</i>	Unit 21- To keep letter a consistent size Unit 22- To keep letters in proportion Unit 23- To use an equal amount of space between letters and words Unit 24- To keep letters a consistent size and in proportion + To use an equal amount of space between letters and words Unit 25- To improve fluency with longer words Unit 26- To improve speed and fluency <i>If there is an extra week in the school calendar, use the pen pals interactive programme to practise the library of joins for Year 4.</i>	Unit 27- To revise leaving a space between break letter Unit 28- To use printed handwriting Unit 30- To form capital letters correctly Unit 1- To revise joining from b and b to an ascender Unit 2- To revise joining from p and b to an x-height letter Unit 3- To revise joining from p and b to an anticlockwise <i>If there is an extra week in the school calendar, complete the assessment, unit 29.</i>	Unit 4- To revise using parallel ascender and descenders Unit 5- To revise using break letter Unit 6- To revise the spacing in common exception words Unit 7- To revise keeping letters a consistent size Unit 8- To revise keeping capital letters the same size Unit 9- To revise speed and fluency <i>If there is an extra week in the school calendar, use the pen pals interactive programme to practise the library of joins for Year 4.</i>
Reading All objectives are taught through whole class reading comprehension, units of work, guided reading and story times	Develop positive attitudes to reading, and an understanding of what they read by: <ul style="list-style-type: none"> - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books - Reading books that are structured in different ways and reading for a range of purposes - Using dictionaries to check the meaning of words that they have read - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Identifying themes and conventions in a wide range of books - Discussing words and phrases that capture the reader’s interest and imagination - Recognising some different forms of poetry (for example, free verse, narrative poetry) 		Understand what they read, in books they can read independently, by; <ul style="list-style-type: none"> - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Asking questions to improve their understanding of a text - Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Identifying main ideas drawn from more than one paragraph and summarising these - Identifying how language, structure, and presentation contribute to meaning 		Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	
Writing, Grammar and Punctuation <u>Star Words</u> determiner pronoun possessive pronoun adverbial	Word W1 The grammatical difference between plural and possessive –s W2 Standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was, or I did instead of I done)		Sentence S1 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) S3 Fronted adverbials (for example, Later that day, I heard the bad news)		Text T1 Use of paragraphs to organise ideas around a theme T2 Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Punctuation P1 Use of inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!” P2 Apostrophes to mark plural possession (for example, the girl’s name, the girls’ names) P3 Use of commas after fronted adverbials
	Writing Exciting Sentences <ul style="list-style-type: none"> • 2 pairs sentences Sentences beginning with 2 pairs of related adjectives. Each pair is followed by a comma and separated by the conjunction and. Teaching point: adjective, conjunction • Double ‘ly’ sentence Ends with 2 adverbs of manner which are joined with the word ‘and’. The first part of the sentence ends with a verb. Teaching point: adverb, adverbial 					



- If, if, if, then sentence

If, if, if then sentences are constructed from three dependent clauses in a series.

Teaching point: clause, comma, conjunction

- Emotion word , comma

Adjective which describes someone's feelings, followed by a comma and then more information about the opening emotive adjective.

Teaching point: adjective, comma

- Ad, same ad

Contains two identical adjectives, one repeated shortly after the other. The first use of the adjective is in the opening clause, the second comes directly after the comma.

Teaching point: adjective, comma, clause



Year 4

	Year 4					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Text	Leon and the Place Between by Angela Mcallister 'Overheard on a Saltmarsh' by Harold Monroe	'Ancient Myths Collection' by Geraldine McCaughrean Azzi in Between' by Sarah Garland	'The Miraculous Journey of Edward Tulane' by Kate DiCamillo	The Ice Palace by Robert Swindell	'Cloud Busting' by Malorie Blackman	'Until I met Dudley' by Roger McGough 'Big Book of Bad Things' by Michael Rosen
Additional story time books	Charlotte's Webb, Beetle Boy, The Lost Happy Endings, The Princess Blankets, The Dragonfly Pool, Zombierella, The Imaginary, Danny the Champion of the World					
Units NB: Take one book units to be used to cover one or more written outcomes as teachers see fit. These can be used at any point during the year in response to teacher assessment of children's attainment and interest.	<p>Narrative: Fiction – retelling (3 weeks) <i>Key Text: 'Leon and the place in-between'</i> <i>Writing outcome:</i> To write a version of the story from the character's perspective</p> <p>Poetry: Vocabulary Building (2 weeks) <i>Key Text: 'Overheard on a Saltmarsh' by Harold Monroe and 'A Small Dragon' by Brian Pattern</i> <i>Writing outcome:</i> Read, write and perform free verse</p>	<p>Narrative: Traditional Tales: Myths (3 weeks) <i>Key Text: 'Ancient Myths Collection'</i> W1, W2, S1, S2, S3, T1, P1 <i>Writing outcome:</i> Write a Greek myth focusing on effective characterisation</p> <p>Narrative: Fiction recount (2 weeks) <i>Based on Azzi in-between</i> W2, S1, S2, S3, T1 <i>Writing outcome:</i> Write a diary entry</p> <p>Poetry (1 weeks) <i>Key Text: 'Windrush' by John Agard</i> <i>Writing outcome:</i> Personal responses to poetry</p>	<p>Narrative: Fiction - Writing in role (2 weeks) <i>Key Text 'The Miraculous journey of Edward Tulane'</i> S1, S2, S3, T1, T2, P3 <i>Writing outcome:</i> Write letters and diary entries from a character's perspective.</p> <p>Writing and performing a play (2 weeks) <i>Key Text 'The Miraculous journey of Edward Tulane.'</i> W2, S1, S2, S3, T2, P3 <i>Writing outcome:</i> Write and perform a play based on a familiar story</p> <p>Poetry : (1 week) <i>Key Text: 'The Miraculous journey of Edward Tulane'.</i> <i>Writing outcome:</i> Read, write in response to a stimulus</p>	<p>Narrative: Story Settings (2 weeks) <i>Key Text 'The Ice Palace'</i> W2, S1, S2, S3, T1, T2, P3, P1 <i>Writing outcome:</i> Write a section of a narrative focusing on setting</p> <p>Poetry Structure – narrative poetry (2 weeks) <i>Key Texts: A selection of narrative poems</i> <i>Writing outcome:</i> Recite some narrative poetry by heart. Read and respond</p>	<p>Narrative: Stories with a theme (4 weeks) <i>Key Text 'Cloud Busting' by Malorie Blackman</i> W2, S1, S2, S3, T1, T2, P3, P1 <i>Writing outcome:</i> Write an autobiographical account reflecting the theme of the story</p> <p>Non-fiction: Discussion (2 weeks) <i>Key Text 'Cloud Busting' by Malorie Blackman</i> W2, S1, S2, S3, T1, T2, P3 <i>Writing outcome:</i> Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter</p>	<p>Non-fiction - Explanation (2 ½ weeks) <i>Until I Met Dudley & Charlie Small Gorilla City</i> W2, S1, S2, S3, T1, T2, P3, P1 <i>Writing outcome:</i> To write an explanation of how something works</p> <p>Poetry -Take one poet: Michael Rosen (4 weeks) <i>Key Text: 'Big Book of Bad Things' (CLPE resources)</i> <i>Writing outcome:</i> Write poems individually and collectively.</p>
	<p>Take one book - one, or more, written outcomes linked with fiction/non-fiction modules already covered during the term</p> <ul style="list-style-type: none"> The Tin Forest CLPE Power of Reading plan (Possible 2 +2 + 2 weeks) 					



Year 5 - English

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Spelling</p> <p><u>Star Words</u> silent letters prefix suffix route word consonant noun adverb adjective vowel hyphen</p>	<ul style="list-style-type: none"> Week 1 - Phonics 1 - Using i before e except after c Week 2 - Phonics 2 - Words containing ough Week 3 - Phonics 3 - Silent letters k, w, b and t Week 4 - Phonics 4 - Silent letters n, h, u, l and s Week 5 - Prefixes un-, il-, im-, in- and ir- meaning 'not' Week 6 - Prefixes anti-, mis- and dis- Week 7 - Prefixes de-, hyper-, infra-, inter-, sub- and trans- 	<ul style="list-style-type: none"> Week 8 - Prefixes uni-, mono-, bi-, tri- and semi- Week 9 - Prefixes epi-, extra-, non-, pre- and re- Week 10 - Consonant suffixes -hood, -ship, -ness and -ment Week 11 - Suffixes -ian and -ion, using -tion and -sion Week 12 - Suffix -ous Week 13 - Suffix -ous, using -cious and -tious 	<ul style="list-style-type: none"> Week 8 - Prefixes uni-, mono-, bi-, tri- and semi- Week 9 - Prefixes epi-, extra-, non-, pre- and re- Week 10 - Consonant suffixes -hood, -ship, -ness and -ment Week 11 - Suffixes -ian and -ion, using -tion and -sion Week 12 - Suffix -ous Week 13 - Suffix -ous, using -cious 	<ul style="list-style-type: none"> and -tious Week 14 Suffix -ial, using -cial and -tial Week 15 - Suffixes -ant, -ance, -ancy and -ation Week 16 - Making nouns from verbs by adding -ance Week 17 - Suffixes -ent, -ence and -ency Week 18 - Suffixes -able, -ably and -ation Week 19 - Making adjectives from verbs by adding -able 	<ul style="list-style-type: none"> Week 20 - Making adjectives and adverbs with -ible and -ibly Week 21 - More adjectives and adverbs with -ible and -ibly Week 22 - Vowel suffixes with words ending -fer Week 23 - Making verbs by adding -ate, -ify and -ise Week 24 - Hyphens in words Tricky Words and Common Misspells - Set 1 	<ul style="list-style-type: none"> Tricky Words and Common Misspells - Set 2 Tricky Words and Common Misspells - Set 3 Tricky Words and Common Misspells - Set 4 Tricky Words and Common Misspells - Set 5 Tricky Words and Common Misspells - Set 6
<p>Handwriting</p> <p><u>Star Words</u> sloped join ascender descender x-height letter curve cross bar anticlockwise diagonal join horizontal join parallel anticlockwise</p>	<p>Unit 1- To use sloped handwriting in letter families</p> <p>Unit 2- To use sloped handwriting + To use a diagonal join to an ascender</p> <p>Unit 3 - To use sloped handwriting + To use a diagonal join to an x-height letter and descender</p> <p>Unit 4- To use sloped handwriting + To use a diagonal join to an anticlockwise letter</p> <p>Unit 5- To use sloped handwriting +To use a horizontal join to an ascender</p> <p>Unit 6- To use sloped handwriting +To use a horizontal join to an x-height letter and descender</p> <p><i>If there is an extra week in the school calendar, use the pen pals interactive programme to practise the library of joins for Year 5.</i></p>	<p>Unit 7- To use sloped handwriting + To use a horizontal join to an anticlockwise letter</p> <p>Unit 8 - To use sloped handwriting + To join from r to an x-height letter</p> <p>Unit 9 - To use sloped handwriting + To join from s</p> <p>Unit 11 - To use sloped handwriting + To keep letters in proportion when joining from f to an ascender</p> <p>Unit 12 - To use sloped handwriting + To keep letters a consistent size when joining from f to an x-height letter</p> <p>Unit 13 - To use different handwriting styles for different purposes</p> <p><i>If there is an extra week in the school calendar, complete unit 10 end of term check.</i></p>	<p>Unit 14 - To write at speed using sloped handwriting</p> <p>Unit 15- To write at speed using sloped handwriting+ To keep handwriting legible</p> <p>Unit 16- To use sloped handwriting + To use an equal size, proportion and space</p> <p>Unit 17- To write at speed using sloped handwriting + To build speed</p> <p>Unit 18- To use different handwriting styles for different purposes + To write the alphabet decoratively</p> <p>Unit 19- Unit 11 - To use sloped handwriting</p> <p><i>If there is an extra week in the school calendar, complete unit 20 end of term check.</i></p>	<p>Unit 21-- To use sloped handwriting + To keep letters in proportion when joining from p and b to an ascender</p> <p>Unit 22- To use different handwriting style for different purposes + To join from p and b to an x-height letter</p> <p>Unit 23- To use sloped handwriting + To use parallel down strokes</p> <p>Unit 24- To practise using sloped handwriting</p> <p>Unit 25- To practise using sloped handwriting for speed</p> <p>Unit 26- To practise using sloped handwriting for fluency</p> <p><i>If there is an extra week in the school calendar, use the pen pals interactive programme to practise the library of joins for Year 5.</i></p>	<p>Unit 27- To use a personal style</p> <p>Unit 28- To use different handwriting style for different purposes</p> <p>Unit 30- To use sloped handwriting + to form capital letters correctly.</p> <p>Unit 1- To use sloped handwriting in letter families</p> <p>Unit 2- To use sloped handwriting + To use a diagonal join to an ascender</p> <p>Unit 3 - To use sloped handwriting + To use a diagonal join to an x-height letter and descender</p> <p><i>If there is an extra week in the school calendar, complete unit 29 end of term check.</i></p>	<p>Unit 4- To use sloped handwriting + To use a diagonal join to an anticlockwise letter</p> <p>Unit 5- To use sloped handwriting +To use a horizontal join to an ascender</p> <p>Unit 6- To use sloped handwriting +To use a horizontal join to an x-height letter and descender</p> <p>Unit 7- To use sloped handwriting + To use a horizontal join to an anticlockwise letter</p> <p>Unit 8 - To use sloped handwriting + To join from r to an x-height letter</p> <p>Unit 9 - To use sloped handwriting + To join from s</p> <p><i>If there is an extra week in the school calendar, use the pen pals interactive programme to practise the library of joins for Year 5.</i></p>
<p>Reading</p> <p>All objectives are taught through whole class reading comprehension, units of work, guided reading and story times</p>	<p>Develop positive attitudes to reading, and an understanding of what they read by:</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books Reading books that are structured in different ways and reading for a range of purposes Using dictionaries to check the meaning of words that they have read Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books Discussing words and phrases that capture the reader's interest and imagination Recognising some different forms of poetry (for example, free verse, narrative poetry) 		<p>Understand what they read, in books they can read independently, by;</p> <ul style="list-style-type: none"> Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve their understanding of a text Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Identifying main ideas drawn from more than one paragraph and summarising these Identifying how language, structure, and presentation contribute to meaning 		<p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	
<p>Writing, Grammar and Punctuation</p> <p><u>Star Words</u> modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>Word</p> <p>W1 Converting nouns or adjectives into verbs using suffixes (for example, -ate; -ise; -ify)</p> <p>W2 Verb prefixes (for example, dis-, de-, mis-, over-, and re-)</p>	<p>Sentence</p> <p>S1 Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>S2 Indicating degrees of possibility using adverbs (for example, perhaps, surely)</p> <p>S3 or modal verbs (for example, might, should, will, must)</p>	<p>Text</p> <p>T1 Devices to build cohesion within a paragraph (for example, then, after, that, this, firstly)</p> <p>T2 Linking ideas across paragraphs using adverbials of time (for example, later),</p> <p>T3 place (for example, nearby)</p> <p>T4 and number (for example, secondly)</p> <p>T5 or tense choices (for example, he had seen her before)</p>	<p>Punctuation</p> <p>P1 Brackets</p> <p>P2 dashes or commas to indicate parenthesis</p> <p>P3 Use of commas to clarify meaning or avoid ambiguity</p>		
	<p>Writing Exciting Sentences</p> <ul style="list-style-type: none"> Noun, which/who/ where sentences – 'drop in' sentence-A noun, which/who/where sentence is an example of a sentence with an embedded clause, it begins with a noun, followed by a comma and an embedded clause which uses who/which/were to begin it, the final part of the sentence adds detail to the opening. Teaching point: relative clause, embedded clause, parenthesis 3 bad – (dash) question -Begins with 3 negative adjectives, the first and second adjectives are followed by a comma. The third is followed by a dash, then a question which relates to the 3 adjectives. 					



Teaching point: adjective, dash, question

- All the W's-Short sentences which begin with:
Who? What? When? Where? Why? Would? Will? What if?
Teaching point: rhetorical question, persuasive device

- The more, the more
The first more should be followed by an emotive word and the second more should be followed by an action related to the emotion.
Teaching point: repetition,

- Personification of weather
An element of the weather is given a human attribute.
Teaching point: figurative language, personification



Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Text	Floodland by Marcus Sedgwick Dancing in the Rain by John Lyons	Kensuke's Kingdom by Michael Morpurgo	The Explorer by Katherine Rundell 'How to be a world explorer' Lonely Planet	The Boy in the Tower by Polly Ho-Yen Karl NovaL Rhythm and Poetry	Macbeth	Skellig by David Almond Tales from Outer Suburbia by Shaun Tan
Additional story time books	Holes, The Magician's Elephant, Corey's Rock, A Story Like the Wind – Gill Lewis, Odd and the Frost Giants, Boy in the Tower (continue reading following Herts unit), Arthur and the Seeing Stone, Here in the Real World					
Units NB: Take one book units to be used to cover one or more written outcomes as teachers see fit. These can be used at any point during the year in response to teacher assessment of children's attainment and interest.	<p>Non-fiction Biography (2 weeks) <i>Key Text: 'Stone Girl, Bone Girl'</i> W1, W2, S1, S2, T1, P1, P2, P3, S1 <i>Writing outcome:</i> Compose a biographical account based on research</p> <p>Non-Fiction: Recount (3 weeks) CLPE Resources to support planning) <i>Key Text: 'Floodland'</i> <i>Writing outcome</i> Write diary entries from the perspectives of different characters</p> <p>Poetry (2 weeks) <i>Key Text: Dancing in the rain by John Lyons (CLIPPA resource to support planning)</i> <i>Writing outcome:</i> Perform and write free verse</p>	<p>Non-Fiction: Report (2 weeks) <i>Key Text: 'Kensuke's Kingdom'</i> W1, W2, S1, S2, T1, P1, P2, P3, S1 <i>Writing outcome</i> To write a newspaper report</p> <p>Poetry, vocab building (1 week) <i>Key Poems: 'The Sea's Hands' by George Szirtes; 'Sea-Fever' by John Masefield; 'There are big waves' by Eleanor Farjeon</i> <i>Writing outcome</i> Personal responses to poetry. Write own sea poem.</p> <p>Narrative: Writing in role (2 weeks) <i>Key Text: 'Kensuke's Kingdom'</i> T1, T2, T3, T4, T5, P2, P3, S2, S3 <i>Writing outcome</i> To write from several different perspectives</p> <p>Instructions (1 week) <i>Foundation topic focus</i> W1, W2, S1, S2, T1, P1, P2, P3 <i>Writing outcome</i> Detailed clear instructions with clear introduction and conclusion</p>	<p>Non-Fiction: Persuasion (2 weeks) (Use HFL Year 5/6 Persuasion unit to support planning) <i>Key Text: 'The Explorer'</i> W1, W2, S1, S2, T1, P1, P2, P3, S3 <i>Writing outcome</i> Write a persuasive speech in role</p> <p>Non-Fiction: Non-chronological report (2 weeks) <i>Key Text: 'The Explorer'</i> <i>Writing outcome</i> Non-chronological report on the Amazon or explorers</p> <p>Non-Fiction: Explanation Text (2 weeks) <i>Key Text: 'How to be a world explorer'</i> <i>Writing outcome</i> Write an 'explorer's guide based on a foundation topic</p>	<p>Narrative – Mystery & Suspense (4 weeks) <i>Key Text: 'The Boy in the Tower.'</i> W1, W2, S1, S2, T1, P1, P2, P3, S1 <i>Writing outcome</i> Develop skills of building up atmosphere in writing e.g. passages building up tension</p> <p>Poetry – Structure – spoken word, rhythm and rhyme (possible 3 weeks – split to summer 1 if necessary) (Use CLIPPA resources to support planning) <i>Key Text: Karl Nova Rhythm and Poetry</i> <i>Writing outcome</i> Listen to, read and respond to poems. Experiment with writing their own.</p>	<p>Narrative: Fiction from our literary heritage (5 weeks) <i>Key Text: 'Macbeth'</i> W1, W2, S1, S2, T1, P1, P2, P3 <i>Writing outcome</i> Write a contemporary version of the text</p>	<p>Narrative: Contemporary Fiction: setting and character development (4 weeks) <i>Key Text: 'Skellig'</i> S1, S2, S3 <i>Writing outcome</i> Write a character description Write a section of the narrative</p> <p>Narrative: Contemporary fiction (2 weeks) <i>Key Text: 'Tales of Outer Suburbia' by Shaun Tan</i> <i>Writing outcome:</i> Evaluation of devices to create suspense and mystery</p>
<p>Take one book - one, or more, written outcomes linked with fiction/non-fiction modules already covered during the term.</p> <ul style="list-style-type: none"> - Visual literacy unit HFL – Based on the painting 'Lion Hunt' - Take one poet- poetry appreciation: Grace Nichols: Cosmic Disco (CLIPPA Resources to support planning) 						



Year 6 - English

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Spelling</p> <p><u>Star Words</u> plural suffix prefix route word homophone word family</p>	<ul style="list-style-type: none"> Word list for years 5 and 6 - Set 1 Word list for years 5 and 6 - Set 2 Word list for years 5 and 6 - Set 3 Word list for years 5 and 6 - Set 4 Word list for years 5 and 6 - Set 5 Word list for years 5 and 6 - Set 6 Word list for years 5 and 6 - Set 7 	<ul style="list-style-type: none"> Word list for years 5 and 6 - Set 8 Word list for years 5 and 6 - Set 9 Word list for years 5 and 6 - Set 10 Week 11 - Word Work 1- Tricky plurals Week 12 - Word Work 2 - More tricky plurals Week 13 - Word Work 3 - Suffixes -ance, -ence, -ancy and -ency 	<ul style="list-style-type: none"> Week 14 - Word Work 4 - Suffixes -able, -ably, -ible and -ibly Week 15 - Word Work 5 - Suffixes -ate, -ify and -ise Week 16 - Word Work 6 - Suffixes -ion Week 17 - Word Work 7- Suffix -ous, using -cious and -tious Week 18 - Word Work 8 - Suffixes -al and -ary Week 19 - Word Work 9 - Homophones and near homophones 	<ul style="list-style-type: none"> Week 20 - Word Work 10 - More homophones and near homophones Week 21 - Word Work 11- Complex homophones and near homophones Week 22 - Word Work 12 - More complex homophones and near homophones Week 23 - Word Work 13 - Word families Week 24 - Word Work 14 – More word families Tricky Words – Set 1 	<ul style="list-style-type: none"> Tricky Words - Set 2 Tricky Words - Set 3 Tricky Words - Set 4 Tricky Words - Set 5 Tricky Words - Set 6 Tricky Words - Set 7 	<ul style="list-style-type: none"> Tricky Words - Set 8 Tricky Words - Set 9 Tricky Words - Set 10 Tricky Words - Set 11 Tricky Words - Set 12
<p>Handwriting</p> <p><u>Star Words</u> sloped loop join ascender descender x-height letter curve cross bar parallel pen break loop abbreviation</p>	<p>Unit 1- To develop a preferred style of handwriting for speed + To use a cross bar join from t</p> <p>Unit 2- To develop a preferred style of handwriting for speed + To loop from g</p> <p>Unit 3- To develop a preferred style of handwriting for speed + To loop from j</p> <p>Unit 4- To develop a preferred style of handwriting for speed + To loop from f</p> <p>Unit 5- To develop a preferred style of handwriting for speed + To join to s in different ways</p> <p>Unit 6- To develop a preferred style of handwriting for speed + To loop from b</p> <p><i>If there is an extra week in the school calendar, use the pen pals interactive programme to practise the library of joins for Year 6.</i></p>	<p>Unit 7- To develop a preferred style of handwriting for speed + To join from v, w, x and z</p> <p>Unit 8- To use different handwriting styles for different purposes + To write abbreviations</p> <p>Unit 9- To use consistent spacing between words</p> <p>Unit 11- To improve handwriting by keeping the size of letters consistent</p> <p>Unit 12- To improve handwriting by keeping letters in proportion</p> <p><i>If there is an extra week in the school calendar, complete unit 10 end of term check.</i></p>	<p>Unit 13- To improve handwriting by keeping the spacing between letters and words consistent</p> <p>Unit 14- To improve handwriting by keeping the size of parallel ascender and descenders the same</p> <p>Unit 15- To improve handwriting by using an accurate letter formation for open and closed letters</p> <p>Unit 16- To improve handwriting by taking pen breaks when writing longer words</p> <p>Unit 17- To use different handwriting styles for different purposes</p> <p>Unit 18- To use different handwriting styles for different purposes</p> <p><i>If there is an extra week in the school calendar, use the pen pals interactive programme to practise the library of joins for Year 6.</i></p>	<p>Unit 19 – To use different handwriting tools</p> <p>Unit 21- To use fast-joined and writing + To use printer handwriting</p> <p>Unit 22- To use different handwriting styles for different purposes + To make notes</p> <p>Unit 23- To use different handwriting styles for different purposes + To use neat joined handwriting</p> <p>Unit 24- To use different handwriting styles for different purposes + To use printed letters for personal details</p> <p>Unit 25- To use different styles of handwriting</p> <p><i>If there is an extra week in the school calendar, complete unit 20 end of term check.</i></p>	<p>Unit 26- To use different handwriting styles for different purposes + To present handwriting neatly</p> <p>Unit 27- To use different handwriting styles for different purposes + To decorate capital letters</p> <p>Unit 28- To use different handwriting styles for different purposes</p> <p>Unit 30- To use different handwriting styles for different purposes + To practise handwriting patterns</p> <p>Unit 1- To develop a preferred style of handwriting for speed + To use a cross bar join from t</p> <p>Unit 2- To develop a preferred style of handwriting for speed + To loop from g</p> <p><i>If there is an extra week in the school calendar, complete the assessment, unit 29.</i></p>	<p>Unit 3- To develop a preferred style of handwriting for speed + To loop from j</p> <p>Unit 4- To develop a preferred style of handwriting for speed + To loop from f</p> <p>Unit 5- To develop a preferred style of handwriting for speed + To join to s in different ways</p> <p>Unit 6- To develop a preferred style of handwriting for speed + To loop from b</p> <p>Unit 7- To develop a preferred style of handwriting for speed + To join from v, w, x and z</p> <p>Unit 8- To use different handwriting styles for different purposes + To write abbreviations</p> <p><i>If there is an extra week in the school calendar, use the pen pals interactive programme to practise the library of joins for Year 6.</i></p>
<p>Reading</p> <p>All objectives are taught through whole class reading comprehension, units of work, guided reading and story times</p>	<p>Maintain positive attitudes to reading and an understanding of what they have read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plans, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books 		<p>Understand what they read by</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning 		<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and other’s ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justification for their views</p>	
<p>Writing, Grammar and Punctuation</p> <p><u>Star Words</u> subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>	<p>Word</p> <p>W1 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover; ask for – request; go in – enter)</p> <p>W2 How words are related by meaning as synonyms and antonyms (for example big, large, little)</p>	<p>Sentence</p> <p>S1 Use of the passtive to affect the presentation of information in a sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken [by me])</p> <p>S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags; He’s your friend, isn’t he?</p> <p>S3 or the use of subjunctive forms such as ‘If I were’ or ‘Were they to come’ in some very formal writing and speech].</p>	<p>Text</p> <p>T1 Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence].</p> <p>T2 and ellipsis</p> <p>T3 Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text[</p>	<p>Punctuation</p> <p>P1 Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]</p> <p>P2 Use of the colon to introduce a list and use of semi-colons within lists</p> <p>P3 Punctuation of bullet points to list information</p> <p>P4 How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>		



Writing Exciting Sentences

- Some; others

Compound sentence which begin with the word some and has a semi-colon rather than a conjunction which separates it from the 2nd half which begins with the word others.
Teaching point: semi colon, compound sentence

- Short

One, two or three words. Can be used for dramatic effect.
Teaching point: tension

- _____ ing, _____ ed

Begins with a verb ending in 'ing' and is followed by the location of the action and then a comma. After the comma the next part of the sentence begins with a personal pronoun or a name followed by a second verb with an ed ending.
Teaching point: verb, verb tense consistency, preposition, pronoun

- Irony

Overstates how good or bad something is.
Teaching point: quotation mark

- De:De sentences

Description: Detail sentences = a compound sentence in which 2 independent clauses are separated by a colon.
Teaching point: colon

- Imagine 3 examples

Imagine 3 example sentences begin with the word imagine and then describe 3 elements of something, the first two are separated by a comma, the third concludes with a colon. The writer then explains that such a time /place exists.
Teaching point: modal verb, colon

Year 6 - English						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Text	The Spiderwick Chronicles by The Land of Neverbelieve by Norman Messenger Overheard in a Tower Block by Joseph Cohello Obama Text	Private Peaceful by Michael Morpurgo Where the poppies now grow	The Lady of Shalott by Lord Tennyson Hermelin by Mini Grey	Adventures of Odysseus by Hugh Lupton and Christina Balit	My name is Mina by David Almond	Everything all at once – Steve Camden Where the River Runs Gold
Additional story time books	Varjak Paw, The Wolves of Willoughby Chase, Blackberry Blue, Ban This Book, The Eye of the Wolf, The Nowhere Emporium, Captain Rosalie, The Girl of Ink and Stars, The Girl Who Drank the Moon					
Units of work NB: Take one book units to be used to cover one or more written outcomes as teachers see fit. These can be used at any point during the year in response to teacher assessment of children's attainment and interest.	<p>Non-fiction: (3 weeks) <i>The Land of Neverbelieve (based on Spiderwick planning)</i> T1, W1, W2, S1, T2, T3, P2 P3 Writing outcome: non-chronological report/information (various incidental writing outcomes)</p> <p>Non-fiction – British Black History Recount (1-2 weeks) (Possible interviews with local figures?) T1, W1, W2, S1, T2, T3, P4 Writing outcome: Biography</p> <p>Poetry (1-2 weeks) (CLIPPA Resource to support planning) Key Text: <i>Overheard in a Tower Block</i> Writing outcome: Write and perform own poems</p> <p>Mocks (1 week)</p>	<p>Non-fiction: Persuasion (3 weeks) Key Text: <i>Private Peaceful</i> T1, W1, W2, S2, T2, S3 Writing outcome: Persuasive speech</p> <p>Non-fiction: Report (2 weeks) Key Text: <i>Private Peaceful (Look at Tales of Suburbia Y5 unit to help guide planning)</i> T1, W1, W2, S1, T2, T3, P2, P3 Writing outcome: Personal voice (letter/diary writing)</p> <p>Cinquain Poetry (1 week) Key Poem: <i>Where the Poppies Now Grow</i> Writing outcome: Personal voice (letter/diary writing)</p> <p>Mocks (1 week)</p>	<p>Narrative: Historical literary text (4 weeks) Key Text: <i>Lady of Shalott</i> T1, W1, W2, T2, P1 Writing outcome: Precis, character study, writing in role, diary writing, legend</p> <p>Narrative: Writing from a character's perspective (2 weeks) Key Text: <i>Hermelin</i> T1, W1, W2, P1 Writing outcome: diary entry</p> <p>Mocks (1 week)</p>	<p>Narrative workshop (4- weeks) Key Text <i>Odysseus</i> T1, W1, W2, T2, P1 Writing outcome: Setting description, character description. Adventure narrative.</p> <p>Mocks (1 week)</p> <p>Poetry (1 week) <i>Ruth Awolola (Rising Stars CLPE)</i> Writing outcome: Read,write and perform free verse</p>	<p>Focus on study skills (1 week)</p> <p>Assessment (1 week)</p> <p>Revisit previous units (2 weeks) (possible The Spiderwick Chronicles unit)</p> <p>Non-fiction: Debate/discussion (3 weeks) Key Text: <i>My name is Mina</i> T1, W1, W2, S2, T2 Writing outcome: One-sided argument. Two-sided written discussion</p>	<p>Poetry – Everything all at once (2 weeks)</p> <p>Narrative: <i>Wonder</i> By A.J.Palicio or <i>Where the river runs gold</i> Key Text: <i>Where the river runs gold/Wonder</i> T1, W1, W2, S2, T2, S3 Writing outcome: Persuasive writing</p>
	Take one book - one, or more, written outcomes linked with fiction/non-fiction modules already covered during the term. Use additional story time texts to support as necessary					