

	A1	A2	SPI	SP2	SUI	SU2
FS	<p>Class Books: Rosie's first day at school Bobbo goes to school Come to school too blue kangaroo Can't, Shan't, Won't Harry and the bucketful of dinosaurs The Gruffalo Stick man Going on a bear hunt Walking through the jungle Tiger who came to tea The lion who wanted to love Handa's Surprise Selfish Crocodile Non-fiction: Rainforests and animals, celebrations, people who help us (vets, dentist, fire fighters)</p>		<p>Class Books: The Pirates Next Door The Night Pirates Billy's Bucket Rainbow Fish There's a shark in the bath Sharing a shell Commotion in ocean Jack and the Flumflum tree Mr Seahorse Ruth Galloway books The Singing Mermaid Non-fiction: Ocean, Arctic, polar/sea animals</p>		<p>Class Books: The very hungry caterpillar The crunching munching caterpillar The lazy ladybird Agghh spider The Very Greedy Bee The very lazy ladybird The very busy spider Superworm Jasper's Beanstalk Mad about minibeasts Titch Non-fiction: Plants and growing, mini-beasts, environments</p>	
	<p>Reading Skills: - Showing an interest in books, environmental print -Phonics (phase 1 and 2) developing segmenting and blending skills. Also looking at grapheme/phoneme correspondence - Exploring stories and identifying favourites and sharing opinions</p> <p>Phonics:</p>	<p>Reading Skills: - Continues a rhyming string - Hears initial sounds - Can segment and blend with growing accuracy - Joins in repeated refrains - Describes main events, characters and facts</p> <p>Phonics: Phase 2 and consolidation of</p>	<p>Reading Skills: - Can blend accurately - Links sounds to letters for more than half of the alphabet - Beginning to understand simple sentences</p> <p>Phonics: Embed Phase 2 and beginning Phase 3</p> <p>Writing Skills: - Writing high frequency words independently and</p>	<p>Reading Skills: - Reads and understands sentences when reading (age appropriate)</p> <p>Phonics: Phase 3</p> <p>Writing Skills: - Writes phonetically plausible words within sentences - Some words are spelt correctly and others are phonetically plausible - Can check their own work with growing</p>	<p>Reading Skills: - Can answer questions to demonstrate understanding when reading - Able to respond to shared experiences within their reading - Participates actively; offering and explaining their understanding</p> <p>Phonics: Phase 3 and consolidation of blending and segmenting skills. Beginning phase 4.</p> <p>Writing Skills: - Growing independence to</p>	<p>Reading Skills: - Can describe the main events in the simple stories they have read. Read simple sentences containing taught phonemes and sight words independently with increasing confidence and fluency.</p> <p>Phonics: Phase 4</p> <p>Writing Skills: - Writes irregular words accurately - Writes words</p>

	<p>Phase 1 and Beginning Phase 2</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> - Giving meaning to marks and beginning to apply phonic skills - Writes name, captions and labels <p>Writing Genres:</p> <ul style="list-style-type: none"> Name writing Initial sounds/CVC words Lists Maps Labelling Rhyme Speech bubbles 	<p>blending and segmenting skills</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> - Beginning to write simple sentences - Beginning to use and apply phonic skills - Uses recognisable letters <p>Writing Genres:</p> <ul style="list-style-type: none"> CVC words Posters Descriptions Lists Speech bubbles 	<p>with growing accuracy</p> <ul style="list-style-type: none"> - Attempts to write meaningful sentences which can be read by themselves and others - Can segment accurately <p>Writing Genres:</p> <ul style="list-style-type: none"> Storytelling Non-fiction Compare and contrast Maps/lists 	<p>independence and accuracy</p> <p>Writing Genres:</p> <ul style="list-style-type: none"> Storytelling Non-fiction Descriptions Letters/messages in bottles 	<p>apply text features more independently and write for a given audience</p> <ul style="list-style-type: none"> - Able to respond to shared experiences and reading within their writing <p>Writing Genres:</p> <ul style="list-style-type: none"> Instruction Story maps Non-fiction Compare and contrast 	<p>which match their spoken sounds</p> <ul style="list-style-type: none"> - Words are spelt correctly/ phonetically plausible - Uses key features of narrative in their writing. <p>Writing Genres:</p> <ul style="list-style-type: none"> Recipes Storytelling Character descriptions Reports Story sequencing
Y1	<p>Class Book:</p> <ul style="list-style-type: none"> Goldilocks and the Three Bears The Three Little Pigs <p>Reading Skills: (Taken from Glossary)</p> <ul style="list-style-type: none"> Relating background knowledge Sequencing Vocabulary 	<p>Class Book:</p> <ul style="list-style-type: none"> The Three Little Pigs Little Red Riding Hood <p>Reading Skills: (Taken from Glossary)</p> <ul style="list-style-type: none"> Relating background knowledge Sequencing Vocabulary 	<p>Class Book:</p> <ul style="list-style-type: none"> The Train Ride Emma Jane's Aeroplane The Hundred Decker Bus Mr Grumpy's Motor Car <p>Reading Skills: (Taken from Glossary)</p> <ul style="list-style-type: none"> Comparing and Contrasting 	<p>Class Book:</p> <ul style="list-style-type: none"> Mr Grumpy's Motor Car Mrs Armitage on Wheels Billy the Bus and the Great Tour of London <p>Reading Skills: (Taken from Glossary)</p> <ul style="list-style-type: none"> Comparing and Contrasting Vocabulary Predicting Inference Summarising 	<p>Class Book:</p> <ul style="list-style-type: none"> Handa's Surprise The Water Princess Little Red Hen <p>Reading Skills: (Taken from Glossary)</p> <ul style="list-style-type: none"> Predicting Fact and Opinion Comparing and Contrasting Clarification Providing Evidence <p>Phonics:</p>	<p>Class Book:</p> <ul style="list-style-type: none"> Supertato Chocolate: From Bean to Bar <p>Reading Skills: (Taken from Glossary)</p> <ul style="list-style-type: none"> Predicting Fact and Opinion Comparing and Contrasting Clarification Providing Evidence Inference

<p>Predicting Phonics: Recap and embed Phase 2, 3 Phase 5 Writing Genres: Narrative Instructions diary GPV Focus: 5 star sentences - Full stops and capital letters Adjectives Verbs Spelling Focus: CaC words- e.g. sad, bag etc. CiC words- e.g. dig, rip etc. CoC words- got, pot, fox etc. CeC words- leg, ten, beg etc. CuC words- sun, jug etc. CCVC words- swim, glum etc. Common Exception words: W1: are, was, have, old, says W2: were, here, come, some, very. W3: who, when , what, why , which W4: pull, where, there, were, house</p>	<p>Predicting Phonics: Recap and embed Phase 3 Phase 5 Writing Genres: Narrative Non-chronological reports GPV Focus: 5 star sentences - Full stops and capital letters Adjectives Noun phrases Past tenses - -ed suffix Spelling Focus: CVCC words e.g.- gift, desk, milk, jump, CCVCC words: Stamp, print, blend, flask -ss words e.g. grass, mess, kiss, dress -ll words e.g well, hill, doll, smel -ck words: stick, lick, neck, duck -ff, -zz words: huff, buzz, off, fizz HFW/ Common Exception Words:</p>	<p>Vocabulary Predicting Inference Summarising Phonics: Recap and embed Phase 3 and 5 Writing Genres: Narrative Non-chronological reports Fact files GPV Focus: 5 star sentences - Full stops and capital letters Adjectives Noun phrases -ing suffix Spelling Focus:(Will change on teacher assessment). Ee words: seed, queen, bee, feet Ea words: ped, beach, meat, seat Ai words: nail, sail, train, jail Oa words: road, loaf, coat, igh words: right, fight, high, flight Ar words: cart, park, dart Or words: cork, corn, born</p>	<p>Phonics: Recap and embed Phase 3 and 5 Writing Genres: Narrative Non-chronological reports Fact files GPV Focus: 5 star sentences - Full stops and capital letters Adjectives Conjunctions Question marks Spelling Focus:(Will change on teacher assessment). Ur words: hurt, burn, curl, fur Ou words: house, loud, sound, count Long oo words: moon, spoon, tooth, hoop Ear words: fear, tear, spear, year Oi and oy words: coin, boy, joy, point Short oo words: Woof, look, book, HFW/ Common Exception Words: put, push, is, his, has, by, my, here, there, house, pull, full,</p>	<p>Recap and embed Phase 3 and 5 Phonics Screening Writing Genres: Instructions Fact files GPV Focus: 5 star sentences - Full stops and capital letters Conjunctions Question marks Imperative verbs Spelling Focus:(Will change on teacher assessment). Ow words: cow, brown, frown Air words: fair, chair, pair Aw words: straw, yawn, lawn, claws Ir words: girl, bird, twirl, skir Ew: few, screw, blew Er: her, better, summer, sister Year 1 common exception words</p>	<p>Phonics: Phonics screening Writing Genres: Instructions Fact files GPV Focus: 5 star sentences - Full stops and capital letters Conjunctions Question marks Contractions Imperative verbs Spelling Focus:(Will change on teacher assessment). a-e words: made, cake, flame, rake I-e words: like, prize, rice, time o-e words: code, note, alone, home u-e words: tune, cute, rule, huge Ie words: lie, cried, tried, tie Ore word: more, chore, wore, shore, score Year 1 common exception words</p>
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	<p>W5: food, pool, moon, zoo, soon W6: rain, wait, train, paid, afraid W7: oil, join, coin, point, soil W8: said, the, they, them,</p>	<p>to, do, today, of, says, are, were, was, you, your, be, he, me, she, we.</p>	<p>HFW/ Common Exception Words: no, go, so, where, love, come, some, one, once, ask, friend, school,</p>			
Y2	<p>Class Book: Silly Billy The Three Little Wolves and the Big Bad Pig Lost and Found Some Dogs Do Grandad's Island</p> <p>Reading Skills: Inference, prediction, sequencing, summarising, vocabulary</p> <p>Phonics: Phase 5 new graphemes for reading ay, ou, ie, ea, oy, ir, ue, aw, wh, oe, au, ew split digraphs</p>	<p>Class Book: The Great Explorer Storm Whale Life of Amelia Earheart When Santa Comes to Sheffield</p> <p>Reading Skills: Inference, prediction, sequencing, summarising, vocabulary clarification, comparing and contrasting</p> <p>Phonics: Phase 5 alternative pronunciations alternative spellings for phonemes</p> <p>Writing Genres:</p>	<p>Class Book: Meerkat Mail Katie in London Toby and the Great Fire of London Eye Witness - The Great Fire of London The slightly annoying elephant</p> <p>Reading Skills: Inference, prediction, summarising, vocabulary clarification, fact and opinion, relating background knowledge</p> <p>Phonics: Phase 5 alternative spellings plurals</p> <p>Writing Genres:</p>	<p>Class Book: Samuel Pepys Diary Vlad and the Great Fire of London The Twits Leon and the Place Between Smed and Smoods</p> <p>Reading Skills: Inference, prediction, summarising, vocabulary clarification, providing evidence</p> <p>Phonics: Phase 5 rules for plurals and suffixes</p> <p>Writing Genres: Diary - Samuel pepys and Vlad Description - The Twits Narrative - The Twits and the Easter Story</p>	<p>Class Book: The last Wolf Vlad and Florence The Pirates Next Door Reading Focus</p> <p>Reading Skills: Inference, prediction, sequencing, summarising, vocabulary, sequencing, providing evidence</p> <p>Phonics: Phase 6 tenses, suffixes, homophones</p> <p>Writing Genres: Descriptions - hospitals Recount - Abbeydale Hamlet and Florence's day Letter - Florence Non chron - Florence</p> <p>GPV Focus:</p>	<p>Class Book: Lila and the Rain The Ugly 5 Meerkat Mail The Giraffe, the Pelly and Me</p> <p>Reading Skills: Inference, prediction, sequencing, summarising, vocabulary, sequencing, providing evidence, fact and opinion, relating background knowledge</p> <p>Phonics: Phase 6 suffixes, homophones</p> <p>Writing Genres: Narrative - Lila and the Rain, the giraffe, the pelly and me Letter - Ugly Five</p>

	<p>Writing Genres: Description of the wolf Recount - the Big Bad Pig NCR Wolves and Christopher Columbus Recount and letter - Grandad's Island</p> <p>GPV Focus: expanded noun phrases capitals, full stops, question and exclamation marks past and present tense</p> <p>Spelling Focus: kn/gn spelling wr sound c before e,i,y dge and ge end of words j spelt with a g common exception words</p>	<p>Description - Arctic Diary and narrative - The Great explorer Non fiction - Amelia Earhart Poetry</p> <p>GPV Focus: expanded noun phrases 4 sentence types capitals, full stops, question and exclamation marks</p> <p>Spelling Focus: l spelt with an ie, l spelt with el, l spelt with il and al igh spelt with a y adding ies to nouns and verbs common exception words</p>	<p>Narrative - Katie in London and Toby Non-chron - London Letter to an elephant Fire poetry</p> <p>GPV Focus: subordination commas to separate items in a list</p> <p>Spelling Focus: adding ed, er, est to word ending in y, adding ing to word ending in y, adding ing, ed, est to words ending in y, adding ing, ed, est after a single consonant, a before l or ll, common exception words</p>	<p>Non Chron - Roald Dahl</p> <p>GPV Focus: commas to separate items in a list past and present tense</p> <p>Spelling Focus: u spelt with o, ee spelt with ey, o spelt with a after w and qu, stressed er spelt or after w, zh spelt s, common exception words</p>	<p>apostrophes to mark contractions and possession progressive verbs in past and present tense expanded noun phrases</p> <p>Spelling Focus: suffixes - ment, ness and full, less and ly words ending in tion contractions possessive apostrophes common exception words</p>	<p>Non chron - cheetahs, health and hygiene and Ecclesfield</p> <p>GPV Focus: apostrophes to mark contractions and possession</p> <p>Spelling Focus: homophones and near homophones months and time question words spag terms</p>
Y3	<p>Class Book: Egyptian Cinderella</p>	<p>Class Book: The Lion, the Witch and the Wardrobe</p>	<p>Class Book: Ancient Greek Myths (Marcia Williams)</p> <p>Reading Skills: (Taken from Glossary)</p>	<p>Class Book: Journey to the River Sea</p>	<p>Class Book: Journey to the River Sea</p>	<p>Class Book: Journey to the River Sea</p>

<p>Reading Skills: (Taken from Glossary)</p> <ul style="list-style-type: none"> Decoding and fluency - reading without undue hesitation, using decoding to sound out words we are unfamiliar with and re-read to keep our fluency when reading. Clarifying vocabulary: focussing on the meaning of unfamiliar words and how these can be applied to different familiar and unfamiliar contexts. Visualising - using the 	<p>Reading Skills: (Taken from Glossary)</p> <ul style="list-style-type: none"> Summarising and sequencing - ordering key events within a book and identifying those that are less or more significant than others. Inference - Drawing inferences from a character's feelings, thoughts and motives that justifies and actions and supporting these views. Identifying themes of familiar stories such as the 	<ul style="list-style-type: none"> Reading with intonation and expression - using punctuation as hints to when to alter our voices. Recognising some different forms of poetry and learning some by heart. Recalling and sequencing - ordering the steps in a myth/story and explaining the links between the different events and how they are connected. Clarifying - identifying words we are unfamiliar with and using a range of strategies to identify their definition and meaning in a range of contexts. <p>Fact and opinion - determining the difference between facts and opinions and how they are used in a range of different texts.</p> <p>Phonics: Recap of alternative pronunciations and alternative spellings - Phase 5.</p> <p>Writing Genres: Greece - Advertising</p> <ul style="list-style-type: none"> Descriptive vocabulary Persuasive vocabulary Leaflet Poetry <p>Theseus and the Minotaur</p> <ul style="list-style-type: none"> Myths and Legends 	<ul style="list-style-type: none"> Reading Skills: (Taken from Glossary) Fact and opinion - identifying how facts and opinions are used differently dependent on the text, audience and purpose and using evidence to form and support opinions. Inference - inferring what may be happening and what we think is happening, using clues in the text to support our thinking. Visualising - finding evidence to visualise characters and settings, focussing on the finer details. <p>Phonics: Recap of alternative pronunciations and alternative spellings - Phase 5.</p>	<ul style="list-style-type: none"> Reading Skills: (Taken from Glossary) Prediction - using both images and text to predict what may happen next. Summarising - distinguishing between key facts/events and those that are less significant to help us summarise smaller parts of a text, moving to longer extracts. Questions and answers - using evidence from the text to answer questions. Comparing and contrasting - identifying similarities and differences between a range of books across
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<p>evidence from the text to draw a picture of what is happening</p> <ul style="list-style-type: none"> • Non-fiction retrieval – identifying key facts to answer questions, using skimming and scanning techniques • Sequencing – to order main events from a text • Relating background knowledge – To understand about the theme of a text and compare to texts previously read 	<p>triumph of good over evil.</p> <ul style="list-style-type: none"> • Prediction – using evidence from the text and our own inference to predict the events that may happen. • Reading fluently with intonation and expression – changing our voice for different characters. Identifying words we need to decode and pre-teaching these to improve fluency. 	<ul style="list-style-type: none"> • Story Writing • Narratives • Description <p>Labours of Hercules</p> <ul style="list-style-type: none"> • Playscripts • Ordering and retelling <p>GPV Focus:</p> <ul style="list-style-type: none"> • expanded noun phrases • Compose sentences using a wider range of structures e.g. adverbs • Use a range of sentences with more than one clause by using a range of conjunctions • Retell a narrative with a clear structure, setting and characters • Retell a narrative considering the correct past or present tense • Express time, place and cause by using conjunctions, adverbs and prepositions • Giving careful thought to the planning of writing and re-read it to edit and improve - Use commas to punctuate direct speech - Begin using paragraphs by grouping linked sentences - To consider the use of correct punctuation within and to demarcate sentences <p>Spelling Focus:</p> <p>Words with short /i/ sound spelt with 'y'</p> <p>Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed</p>	<p>Writing Genres:</p> <p>Poetry</p> <ul style="list-style-type: none"> • Shape poems • Riddles • Narrative poems <p>Layers of the Rainforest</p> <ul style="list-style-type: none"> • Non-chronological Report <p>Journey to the River Sea</p> <ul style="list-style-type: none"> • Description • Story Writing • Diary writing <p>GPV Focus:</p> <ul style="list-style-type: none"> • expanded noun phrases • Compose sentences using a wider range of structures e.g. adverbs • Use a range of sentences with more than one clause by using a range of conjunctions • Produce non-narrative writing using simple organisation features such as heading and subheadings • Retell a narrative with a clear structure, setting and characters • Retell a narrative considering the correct past or present tense • Express time, place and cause by using conjunctions, adverbs and prepositions 	<p>the year and identifying themes to link books together.</p> <p>Phonics: Recap of alternative pronunciations and alternative spellings – Phase 5.</p> <p>Writing Genres:</p> <p>Journey to the River Sea</p> <ul style="list-style-type: none"> • Letter writing • Newspaper report <p>Spiders</p> <ul style="list-style-type: none"> • Fact writing • Information texts • Research • Captions <p>Persuasive texts</p> <ul style="list-style-type: none"> • Saving the rainforests <p>GPV Focus:</p> <ul style="list-style-type: none"> • expanded noun phrases • Compose sentences using a wider range of structures e.g. adverbs • Use a range of sentences with more than one
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<ul style="list-style-type: none"> Comparing and contrasting – To identify the similarities and differences between two different texts <p>Phonics: Recap of alternative pronunciations and alternative spellings – Phase 5.</p> <p>Writing Genres: Winter settings</p> <ul style="list-style-type: none"> Description Poetry <p>Polar Bears</p> <ul style="list-style-type: none"> Research Information texts/non-chronological report <p>The Lion, the witch and the Wardrobe</p> <ul style="list-style-type: none"> Description (character and Setting) Retelling of the story <p>GPV Focus:</p> <ul style="list-style-type: none"> expanded noun phrases Compose sentences using a wider range of structures e.g. adverbs <p>Egyptian Cinderella</p> <ul style="list-style-type: none"> Story writing <p>Mummification</p>	<p>Phonics: Recap of alternative pronunciations and alternative spellings – Phase 5.</p> <p>Writing Genres: Winter settings</p> <ul style="list-style-type: none"> Description Poetry <p>Polar Bears</p> <ul style="list-style-type: none"> Research Information texts/non-chronological report <p>The Lion, the witch and the Wardrobe</p> <ul style="list-style-type: none"> Description (character and Setting) Retelling of the story <p>GPV Focus:</p> <ul style="list-style-type: none"> expanded noun phrases Compose sentences using a wider range of structures e.g. adverbs 	<p>last syllable – DO NOT double the final consonant)</p> <p>Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable – double the final consonant)</p> <p>Creating negative meanings using prefix mis-</p> <p>Creating negative meanings using prefix dis-</p> <p>Words with a /k/ sound spelt with ‘ch’</p> <p>Homophones & Near Homophones</p> <p>Homophones & Near Homophones</p> <p>Adding the prefix bi- (meaning ‘two’ or ‘twice’) and</p> <p>Adding the prefix re- (meaning ‘again’ or ‘back’)</p> <p>Words ending in the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘que’</p> <p>Words with a /sh/ sound spelt with ‘ch’</p> <p>Statutory Spellings</p> <p>Challenge Words</p>	<ul style="list-style-type: none"> Giving careful thought to the planning of writing and re=read it to edit and improve Use commas to punctuate direct speech <p>Spelling Focus:</p> <p>Words ending in -ary</p> <p>Words with a short /u/ sound spelt with ‘o’</p> <p>Words with a short /u/ sound spelt with ‘ou’</p> <p>Word families based on common words, showing how words are related in form and meaning.</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Word families based on common words, showing how words are related in form and meaning</p>	<p>clause by using a range of conjunctions</p> <ul style="list-style-type: none"> Produce non-narrative writing using simple organisation features such as heading and subheadings Retell a narrative with a clear structure, setting and characters Retell a narrative considering the correct past or present tense Express time, place and cause by using conjunctions, adverbs and prepositions Giving careful thought to the planning of writing and re=read it to edit and improve Begin using paragraphs by grouping linked sentences <p>Spelling Focus:</p> <p>Words ending in the suffix -al</p> <p>Words ending with an /zher/ sound spelt with ‘sure’</p> <p>Words ending with a /cher/ sound spelt with ‘ture’</p>
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<ul style="list-style-type: none"> · Explanation Texts · Instructions <p>GPV Focus:</p> <ul style="list-style-type: none"> ·expanded noun phrases ·Compose sentences using a wider range of structures e.g. adverbs ·Use a range of sentences with more than one clause by using a range of conjunctions, including subordinating and coordinating conjunctions ·Produce non-narrative writing using simple organisation features such as heading and subheadings ·Retell a narrative with a clear structure, setting, characters <p>Spelling Focus:</p>	<ul style="list-style-type: none"> ·Use a rang of sentences with more than one clause by using a range of conjunctions ·Produce non-narrative writing using simple organisation features such as heading and subheadings ·Retell a narrative with a clear structure, setting and characters ·Retell a narrative considering the correct past or present tense · Express time, place and caue by using conjunctions, adverbs and prepositions ·Giving careful thought to the planning of writing and re=read it to edit and improve <p>Spelling Focus: Creating adverbs using the suffix -ly (no change to root</p>			<p>Words ending with a /cher/ sound spelt as 'ture'</p> <p>Silent Letters Revision Silent Letters Revision</p>
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	<p>Words with the long /eI / sound spelt with ei</p> <p>Words with the long /eI / sound spelt with ey</p> <p>Words with the long /eI/ sound spelt with ai</p> <p>Words with 'er' sound spelt with ear</p> <p>Homophones & near homophones</p>	<p>word)</p> <p>Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)</p> <p>Creating adverbs using the suffix -ly (root word ends in 'le')</p> <p>Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')</p> <p>Creating adverbs using the suffix -ly (exceptions to the rules)</p> <p>Statutory Spelling Challenge Words</p>				
Y4	<p><i>Class Book:</i> Stig of the Dump by Clive King</p> <p><i>Reading Skills:</i> (Taken from Glossary)</p>	<p><i>Class Book:</i> Stig of the Dump By Clive King</p> <p><i>Reading Skills:</i> (Taken from Glossary)</p>	<p><i>Class Book:</i> Meet me by the Steelmen. Theresa Tomlinson</p> <p><i>Reading Skills:</i> (Taken from Glossary)</p> <p>Reading focus-</p>	<p><i>Class Book:</i> The Water Horse by Dick King-Smith</p> <p><i>Reading Skills:</i> (Taken from Glossary)</p> <p>Summarise- Summarise the main ideas from</p>	<p><i>Class Book:</i> Romans on the Rampage by Jeremy Strong</p> <p><i>Reading Skills:</i> (Taken from Glossary)</p> <p>Fact and opinion</p>	<p><i>Class Book:</i> Romans on the Rampage by Jeremy Strong</p> <p><i>Reading Skills:</i> (Taken from Glossary)</p> <p>Summarise- Summarise the main ideas from longer text drawn from</p>

<p>Reading focus: Revision of reading strategies</p> <p>Decoding- Reading most words effortlessly in an attempt to decode unfamiliar words.</p> <p>Clarification- When reading silently, independently find the meaning of unknown words to gain accurate understanding and explain how this affects their understanding of the text.</p> <p>Predictions- Justifying predictions from evidence from the text.</p> <p>Sequencing- Explain and discuss understanding of what children have read, through presentation,</p>	<p>Reading focus: Revision of reading strategies</p> <p>Decoding- Reading most words effortlessly in an attempt to decode unfamiliar words.</p> <p>Clarification- When reading silently, independently find the meaning of unknown words to gain accurate understanding and explain how this affects their understanding of the text.</p> <p>Predictions- Justifying predictions from evidence from the text.</p> <p>Sequencing- Explain and discuss understanding of what children have read, through presentation, debates and</p>	<p>Inferences- Drawing inferences such as inferring characters' thoughts, feelings and motives from their actions and justifying inferences with evidence.</p> <p>Vocabulary- Discuss and evaluate how authors use language. Providing evidence- make a clear point and always back it up with evidence from the text</p> <p>Writing Genres:</p> <ul style="list-style-type: none"> • Narrative • Persuasive text • Newspaper report <p>GPV Focus:</p> <ul style="list-style-type: none"> • Use direct speech in my writing and punctuate it correctly • handwriting • Use inverted commas and other punctuation 	<p>longer text drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Comparing and contrasting- Asking questions as children read to improve their understanding.</p> <p>Writing Genres:</p> <ul style="list-style-type: none"> • Poetry • Diary entry • Explanation text <p>GPV Focus:</p> <ul style="list-style-type: none"> • Use a combination of well-chosen adjectives and verbs to develop my writing • Apostrophes to mark plural possession • Edit and improve work • Handwriting <p>Spelling Focus:</p> <ul style="list-style-type: none"> • Emphasise on phonics 	<p>Distinguish between statements of fact and opinion Fact and opinion. Retrieve, record and present information from non-fiction.</p> <p>Writing Genres:</p> <ul style="list-style-type: none"> • Non-chronological report • Instructions • Playscript <p>GPV Focus:</p> <ul style="list-style-type: none"> • Commas after fronted adverbials • Use of present perfect form of verbs (in contrast to the past tense) • Handwriting • Edit and improve work <p>Spelling Focus:</p> <ul style="list-style-type: none"> • Emphasise on phonics <p>Recap year 3/4 commonly misspelt words</p>	<p>more than one paragraph, identifying key details that support the main ideas. Relating background knowledge Recap of skills ready for Year 5.</p> <p>Writing Genres:</p> <ul style="list-style-type: none"> • Newspaper report • Recount • Balanced argument <p>GPV Focus:</p> <ul style="list-style-type: none"> • GAPS of GPVS • Preparation for Year 5 <p>Spelling Focus:</p> <ul style="list-style-type: none"> • Emphasis on phonics • Year 3/4 words <p>Introduction to Year 5/6 words</p>
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<p>debates and maintaining a focus through the topic using notes when necessary</p> <p>Writing Genres:</p> <ul style="list-style-type: none"> • diary entry • Descriptive writing • non-chronological report • Instruction <p>GPV Focus:</p> <ul style="list-style-type: none"> • Handwriting focus • Paragraphs • Heading and subheadings • Compose sentences using a wider range of structures including fronted adverbials and 	<p>maintaining a focus through the topic using notes when necessary</p> <p>Writing Genres:</p> <ul style="list-style-type: none"> • Letter • Newspaper report • Explanation text • Poetry <p>GPV Focus:</p> <ul style="list-style-type: none"> • Handwriting. • Use a range of sentences with more than one clause by using a range of conjunctions e.g., when, if, because, although • Express time, place and cause by using conjunction 	<p>to indicate direct speech.</p> <ul style="list-style-type: none"> • Word classes e.g. verb, adverb, determiners. • Use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. • Use fronted adverbials • Edit and improve work <p>Spelling Focus:</p> <ul style="list-style-type: none"> • Emphasise on phonics <p>Use the first few letters in a word to find a synonym in the thesaurus.</p>	<p>Use prefixes and understand how to use them.</p>		
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	<p>adverbs (Y3)</p> <ul style="list-style-type: none"> • Use noun phrases which are expanded by adding modified adjectives, nouns and preposition phrases. • Edit and improve work • Word classes e.g. verb, adverb, determiners. <p>Spelling Focus:</p> <ul style="list-style-type: none"> • Spell the commonly misspelt words in the Y3/4 list. <p>Emphasise on phonics</p>	<p>s, adverbs and prepositions.</p> <ul style="list-style-type: none"> • Word classes e.g. verb, adverb, determiners. • Edit and improve work <p>Spelling Focus:</p> <ul style="list-style-type: none"> • Use of dictionary to check spellings • Suffixes and understand how to use them. <p>Emphasise on phonics</p>				
Y5	<p>Class Book: How to Train your Dragon - Cressida Cowell</p>	<p>Class Book: Odd and the Frost Giants - Neil Gaiman</p>	<p>Class Book: Grimm Tales - Philip Pullman</p> <p>Reading Skills: (Taken from Glossary)</p> <ul style="list-style-type: none"> • Decoding and fluency • Vocabulary 	<p>Class Book: The Firework-Maker's Daughter - Phillip Pullman</p> <p>Reading Skills: (Taken from Glossary)</p>	<p>Class Book: The Jamie Drake Equation - Christopher Edge</p> <p>Reading Skills: (Taken from Glossary)</p>	

<p>Reading Skills: (Taken from Glossary)</p> <ul style="list-style-type: none"> Decoding and fluency Clarification Vocabulary Prediction Sequencing <p>Writing Genres: Character description Newspaper report Persuasive advert</p> <p>GPV Focus: Proofreading and make changes where needed Spelling Punctuation (commas) Inverted commas (dialogue) RECAP apostrophes RECAP fronted adverbials Expanded noun phrases</p>	<p>Reading Skills: (Taken from Glossary)</p> <ul style="list-style-type: none"> Decoding and fluency Vocabulary Clarification Comparing and Contrasting Summarising Inference Relating background knowledge <p>Writing Genres: Character description Diary entry NCR Discussion/argument Persuasive argument</p> <p>GPV Focus: Proofreading and make changes where needed Subordinate clauses Relative clauses Formal/informal</p>	<ul style="list-style-type: none"> Clarification Comparing and Contrasting Point, Evidence and Explain Fact and Opinion Point, Evidence and Explain <p>Writing Genres: Narrative Newspaper report Review Interview Discussion/argument Poetry</p> <p>GPV Focus: Proofreading and make changes where needed Formal/informal Establish viewpoint as the writer through commenting on characters and events. Use modal verbs to indicate degrees of possibility.</p> <p>Spelling Focus: -ity suffixes (to create nouns) -ness suffix (to create nouns) -ship suffixes (to create nouns) Homophones and Near Homophones Words with or spelt as oor Words with or spelt as au Converting nouns/adjectives into verbs using -ate Converting nouns/adjectives into verbs using -ise Converting nouns/adjectives into verbs using -ify</p>	<ul style="list-style-type: none"> Decoding and fluency Vocabulary Clarification Inference <p>Writing Genres: Setting description Character description Instructions</p> <p>GPV Focus: Proofreading and make changes where needed Use modal verbs to indicate degrees of possibility. Paragraphs and cohesion</p> <p>Spelling Focus: Words containing the letter string 'ough' Adverbials of time Adverbials of place Words with an /ear/ sound spelt 'ere'</p>	<ul style="list-style-type: none"> Decoding and fluency Vocabulary Clarification Fact and Opinion Relating background knowledge <p>Writing Genres: NCR Poetry Script Recount</p> <p>GPV Focus: Proofreading and make changes where needed Use brackets, dashes and commas indicate parenthesis Start sentences in a variety of ways Informal/formal</p> <p>Spelling Focus: Unstressed vowels in polysyllabic words Adding verb prefixes de- and re- Adding verb prefix over- Convert nouns or verbs into adjectives using suffix -ful</p>
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	<p>Use brackets, dashes and commas indicate parenthesis</p> <p>Spelling Focus: RECAP Prefixes and suffixes</p> <p>-cious -tious -ious i spelt with y Homophones and near homophones</p>	<p>Use brackets, dashes and commas indicate parenthesis</p> <p>Spelling Focus: Silent letters Modal verbs -ment Adverbs of possibility and frequency Statutory Spelling words</p>	<p>Converting nouns/adjectives into verbs using -en</p>		<p>Convert nouns or verbs into adjectives using suffix -ive Convert nouns or verbs into adjectives using suffix -al</p>	
Y6	<p>Class Book: Holes by Louis Sachar</p> <p>Reading Skills: (Taken from Glossary)</p> <ul style="list-style-type: none"> • Decoding and fluency - reading aloud with intonation and expression • Retrieval • Fact and opinion 	<p>Class Book: Holes by Louis Sachar</p> <p>Reading Skills: (Taken from Glossary)</p> <ul style="list-style-type: none"> • Decoding and fluency - reading aloud with intonation and expression • Retrieval • Fact and opinion 	<p>Class Book: Private Peaceful</p> <p>Reading Skills: (Taken from Glossary)</p> <ul style="list-style-type: none"> • Decoding and fluency - reading aloud with intonation and expression • Retrieval • Inference - read between the lines 	<p>Class Book: The Boy in The Striped Pyjamas</p> <p>Reading Skills: (Taken from Glossary)</p> <ul style="list-style-type: none"> • Decoding and fluency - reading aloud with intonation and expression • Retrieval • Inference -read between the lines • Clarification - define and explain words • Vocabulary • Sequencing 	<p>Class Book: Journey to Jo'Burg</p> <p>Reading Skills: (Taken from Glossary)</p> <ul style="list-style-type: none"> • Decoding and fluency - reading aloud with intonation and expression • Retrieval • Inference -read between the lines • Clarification - define and explain words • Summarising - key information • Sequencing • Comparing and Contrasting - how 	<p>Class Book: Journey to Jo'Burg</p> <p>Reading Skills: (Taken from Glossary)</p> <ul style="list-style-type: none"> • Decoding and fluency - reading aloud with intonation and expression • Retrieval • Inference -read between the lines • Clarification - define and explain words • Vocabulary • Summarising - key information

	<ul style="list-style-type: none"> • Inference -read between the lines • Clarification - define and explain words in context • Vocabulary • Summarising - key information • Comparing and Contrasting - how something has brought about change <p>Writing Genres:</p> <ul style="list-style-type: none"> • Narrative - chapter from Holes • Character descriptions - characters from Holes 	<ul style="list-style-type: none"> • Inference - read between the lines • Clarification - define and explain words in context • Summarising - key information • Comparing and Contrasting - how something has brought about change • Prediction <p>Writing Genres:</p> <ul style="list-style-type: none"> • Narrative - writing missing chapters from the book - Using dialogue to advance the action in narratives 	<ul style="list-style-type: none"> • Clarification - define and explain words • Vocabulary • Sequencing • Summarising - key information • Comparing and Contrasting - how something has brought about change • Prediction • Providing evidence <p>Writing Genres:</p> <ul style="list-style-type: none"> • Persuasive writing to encourage soldiers to fight in the war • Letter writing - formal and informal • Newspaper report about the catalyst for WWI - Franz Ferdinand 	<ul style="list-style-type: none"> • Summarising - key information • Providing evidence <p>Writing Genres:</p> <ul style="list-style-type: none"> • Recount linked to trip (National Holocaust Centre) • Narrative - retelling a chapter from a different perspective • Balanced argument - Is evacuation a good idea? • Diary entry in the style of an evacuee • Newspaper reports - Sheffield Blitz linked to History <p>GPV Focus:</p> <ul style="list-style-type: none"> • Standard English • Formal and informal • Punctuation - hyphens, single dash, colons, semi-colons 	<p>something has brought about change</p> <ul style="list-style-type: none"> • Prediction <p>Writing Genres:</p> <ul style="list-style-type: none"> • Narrative - character description and setting description • Missing chapter work • Information about the Benin • Biography about Charles Darwin <p>GPV Focus:</p> <ul style="list-style-type: none"> • Revision of word classes, punctuation, verb forms and tense consistency • Revision based on gaps <p>Spelling Focus:</p> <ul style="list-style-type: none"> • Word families • Words that can be nouns/verbs • ou/ow • ible/ibly 	<ul style="list-style-type: none"> • Comparing and Contrasting - how something has brought about change <p>Writing Genres:</p> <ul style="list-style-type: none"> • Narrative linked to class text • Mini topics linked to Literacy Shed (e.g. The Piano) • Poetry The Highwayman • Play scripts Macbeth • Newspaper report Tacoma Bridge <p>GPV Focus:</p> <ul style="list-style-type: none"> • Formality • Dialogue • colons/semi-colons/single dash <p>Spelling Focus:</p> <ul style="list-style-type: none"> • Synonyms/antonyms • Y5/6 spelling words
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	<ul style="list-style-type: none"> Formal and informal letters Black History Month - biography Information about America <p>GPV Focus:</p> <ul style="list-style-type: none"> Word classes - nouns, verbs, adjectives, adverbs, conjunctions, pronouns, determiners, prepositions Functions of a sentence Punctuation - full stops, capital letters, question marks, 	<ul style="list-style-type: none"> Diary in style of Warden and Stanley Narrative - Linked to the Christmas Truce from World War RE - Christmas - balanced argument <p>GPV Focus:</p> <ul style="list-style-type: none"> Verb forms - past, present, future, simple Subordinate clauses Relative clauses Modal verbs Cohesion Passive and active <p>Spelling Focus:</p>	<ul style="list-style-type: none"> Character profile linked to Private Peaceful <p>GPV Focus:</p> <ul style="list-style-type: none"> Punctuation - commas, inverted commas, apostrophes, parenthesis Clauses and phrases Subordinating conjunctions and coordinating conjunctions Dialogue <p>Spelling Focus:</p> <ul style="list-style-type: none"> Suffixes Le or el Word families Y5/6 spelling words 	<p>Spelling Focus:</p> <ul style="list-style-type: none"> Word families cial/tial Y5/6 spelling words 		
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	<p>exclamation marks, commas</p> <ul style="list-style-type: none"> • Formal and Informal • Expanded noun phrases • Relative clauses • Cohesion <p>Spelling Focus:</p> <ul style="list-style-type: none"> • Y3/4 spelling words revision • Homophones • Prefixes • Hyphens to join a prefix to a root word 	<ul style="list-style-type: none"> • Suffixes • Word families • Silent letters • Able/ably 				
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