

Ecclesfield Primary School English Overview

FS AUTUMN TERM																
	WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8		WK1	WK2	WK3	WK4	WK5	WK6	WK7
<b>Key Texts</b> Nonfiction Poetry Fiction	Elmer									Kipper's Birthday Elf hook						
<b>10 to Read Before you Leave..FS</b> Nonfiction Poetry Fiction	1. A Great Big cuddle (poems for the very young) 2. Owl babies 3. The Gruffalo 4. Whatever next 5. Handa's Surprise 6. The bad-tempered lady bird 7. Elmer 8. Astro Girl 9. Stick Man 10. Oi Frog!									1. A Great Big cuddle (poems for the very young) 2. Owl babies 3. The Gruffalo 4. Whatever next 5. Handa's Surprise 6. The bad-tempered lady bird 7. Elmer 8. Astro Girl 9. Stick Man 10. Oi Frog!						
<b>Phonics</b>  Yellow= review  Red= HRS words	Baseline assessments.	s/ <s> /a/ <a> /t/ <t> >/p/ <p>	/i/ <i> /n/ <n> /m/ <m> /d/ <d>  I, the, no	/g/ <g>/o/ <o>/c/ <c> <k>	/k/ <k> /e/ <e> /u/ <u> /r/ <r>	/s/ <ss> Assess and review week R:1	/h/ <h> /b/ <b> /f/ <ff> /l/ <l> <ll>	Assess and Review week as needed.		/j/ <j> /v/ <v> /w/ <w> /ks/ <x>	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>	/sh/ <sh> /th/ <th> (voiced and unvoiced ) /ng/ <ng> /nk/ <nk>	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>	-es (where there is no change to the root word.) Assess and review week R:2	Review week R:3  my, you	Assess and Review as needed.
<b>Reading Skills</b> yellow= ongoing objectives	Read individual letters by saying the sounds for them.									Anticipate - where appropriate - key events in stories Begin to retell stories. Use recently introduced vocabulary Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read a few common exception words matched to the school's phonic programme. Read words consistent with their phonic knowledge by sound-blending						

<b>Writing</b>  <b>Writing Skills:</b> <b>Composition (oral)</b> Describing Elmer Narrative - sequencing events <b>Transcription</b>  Hear and record initial sounds in words. Labels	<i>Home visits and staggered start</i> Baseline <i>assessments/settling in</i> Modelling Provision <i>indoor and outdoor</i> Establish classroom rules and routine	Elmer	Elmer	Elmer	Elmer	Elmer		Poetry	Poetry	Kipper's Birthday	Kipper's Birthday	Kipper's Birthday	Ten Little Elves -	Ten Little Elves -
		To describe a character orally: vocabulary focus  Initial sound bag game	Sequencing the story orally  Elmer initial sound game	Labelling Elmer using new vocab-initial sounds application	Labelling key parts of the story-initial sounds application	Elmer themed what's in the box game	Poems linked to Bonfire night and senses  I can see...  I can hear....  (sentence stems given)	Linked to Diwali celebration  I can see...  (sentence stems given where needed)	How do we celebrate a birthday? Link to personal experiences (Oral composition)  What can we see at Kipper's birthday? Short words/captions to describe e.g. a red box	Invitations - oral composition  Cvc short words/captions - Kipper's birthday wish list	Instructions for making jam/sandwiches for party  Short words/captions for instructions e.g. put the jam on top	Elf description - new vocab (orally)  Cvc Christmas themed writing	Elf description - label cvc words e.g. hat, bell, elf, red, cuff  Elf description - apply cvc words into short captions e.g. a red hat	

FS SPRING TERM

	WK1	WK2	WK3	WK4	WK5	WK6		WK1	WK2	WK3	WK4	WK5	WK6
<b>Key Texts</b> Nonfiction Poetry Fiction	We're Going on a bear hunt							Not a box Lost in the toy museum					
10 to Read Before you Leave..FS  Nonfiction Poetry Fiction	1. A Great Big cuddle (poems for the very young) 2. Owl babies 3. The Gruffalo 4. Whatever next 5. Handa's Surprise 6. The bad-tempered lady bird 7. Elmer 8. Astro Girl 9. Stick Man							1. A Great Big cuddle (poems for the very young) 2. Owl babies 3. The Gruffalo 4. Whatever next 5. Handa's Surprise 6. The bad-tempered lady bird 7. Elmer 8. Astro Girl 9. Stick Man					

	10. Oi Frog!						10. Oi Frog!					
<b>Phonics</b>  Yellow= review  Red= HRS words	Review week R:4 /oo/ <oo> (book)	/ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or>  they, all, are	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air>	/ure/ <ure> /er/ <er> /oa/ <ow>  ball, tall	Assess and review week R:5	Review week R:6	Review week R:7  said, so, have	Review week R:8  were, out, like	Review week R:9  some, come, there	Review week R:10  little, one, do	Assess and review week R:11  children, love	Review week R:12
<b>Reading Skills</b> yellow= ongoing objectives	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words						Retell a story, joining in with repeated refrains Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Read some letter groups that each represent one sound and say sounds for them. Say a sound for each letter in the alphabet and at least 10 digraphs.					
<b>Writing</b>  <u>Writing Skills:</u> <u>Composition (oral)</u> Narrative - used repeated refrains, inventing  Poetry Instructions - how to play hide and seek  <u>Transcription</u> Begin to write simple captions. Scaffolded narrative using structure 'I can see...I see...' and children complete structure.  Instructions - how to play hide and seek  Write short sentences with words with known sound-letter	We're going on a bear hunt - oral storytelling and movement (outdoors)  Bear themed CVC caption writing with known graphemes	We're going on a bear hunt - sequencing orally  Sequence main events (pictures) in books - oral sequencing/story telling in groups	We're going on a bear hunt - sequencing and story map - write short captions e.g. the green grass, the deep river, the thick mud	We're going on a polar bear hunt - inventing (changing scenes from the story)  Polar bear themed CVC caption writing with known graphemes	We're going on a polar bear hunt - inventing (writing with new scenes)  Choose one changed scene to write a simple caption about - taken from class story	Not a box Poetry - labelling our box  Label what they think is inside the box - imaginative writing (sticky labels)	Not a box Poetry - class poem  Creative writing: 'it is not a stick, it is a...'  (sentence stem 'It is not a stick...' given where needed)	Harry and the Bucket full of dinosaurs Creative writing:  Describing dinosaurs - using senses to describe	Lost in the toy museum. Description - adjectives to describe  Character descriptions - short captions /simple sentences e.g. The cat is orange	Lost in the toy museum. Instructions - role play and oral instruction giving - how to play hide and seek  Oral instructions in groups	Lost in the toy museum. Instructions - how to play hide and seek  Short captions /simple sentences - instructions hide and seek  (sentence stem 'First... Next... The next... Finally)	

correspondences using a capital letter and full stop.														
---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

FS SUMMER TERM													
	WK1	WK2	WK3	WK4	WK5	WK6	WK1	WK2	WK3	WK4	WK5	WK6	WK7/ WK8
<b>Key Texts</b> Nonfiction Poetry Fiction	The Very Hungry Caterpillar						Jack and the beanstalk Supertato						
<b>10 to Read Before you Leave..FS</b>  Nonfiction Poetry Fiction	1. A Great Big cuddle (poems for the very young) 2. Owl babies 3. The Gruffalo 4. Whatever next 5. Handa's Surprise 6. The bad-tempered lady bird 7. Elmer 8. Astro Girl 9. Stick Man 10. Oi Frog!						1. A Great Big cuddle (poems for the very young) 2. Owl babies 3. The Gruffalo 4. Whatever next 5. Handa's Surprise 6. The bad-tempered lady bird 7. Elmer 8. Astro Girl 9. Stick Man 10. Oi Frog!						
<b>Phonics</b>  Yellow= review  Red= HRS words	Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	Phase 4:5 CCCVC CC - er - est	/ai/ /ow/ /igh/ /ee/ - le oh, their	/oi/ /ur/ /i/ /oo/ /or/ people, Mr, Mrs	/w/ /f/ /i/ /oo/ /oa/ your, ask, should	/or/ /ee/ /ai/ /ee/ would, could, asked	Assess and review week R:14 house, mouse, water	/igh/ /oa/ /i/ /oo/ /s/ want, very	Consolidate gaps
<b>Reading Skills</b>	<b>Reading Skills:</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary						<b>Reading Skills:</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary						

	<p>Have some favourite books and be able to talk about them          Create own stories based on my interests and stories I have read.          Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>						<p>Have some favourite books and be able to talk about them          Create own stories based on my interests and stories I have read.          Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>						
<p><b>Writing</b></p> <p><u>Writing Skills:</u>  <u>Composition (oral)</u>  <b>Writing</b>          Narrative - Talk for writing          Narrative - inventing own stories          Description          Poetry          Write simple phrases and sentences that can be read by others using a pattern like 'it is a...'  <u>Transcription</u>          Scaffolded narrative using structure 'I can see...I see...' and children complete structure. Form lower-case and capital letters correctly. Write recognisable letters, most of which are correctly formed</p>	<p>Describing the main character orally - 'the caterpillar is/has...'</p> <p>Simple silly sentence writing - Where is the caterpillar in the pictures e.g. on top of the sheep (apply newly learnt graphemes)</p>	<p>Describing the main character - 'the caterpillar is/has...'</p> <p>(sentence stem 'The caterpillar' given)</p>	<p>Retelling story in sequence - orally retelling</p> <p>Write captions - what did the caterpillar eat over Story S e.g. one red apple</p>	<p>Retelling story in sequence - retelling</p> <p>Story retell - (sentence stem given 'On Monday...On Tuesday...')</p>	<p>Butterfly facts (non-fiction)</p> <p>Research, read and oracy</p>	<p>Butterfly facts (non-fiction)</p> <p>Butterfly fact file (2/3 sentences)</p>	<p>Giant descriptions - 'The giant is...'          'He has...'</p>	<p>Oral story telling - Jack and the beanstalk (talk for writing)</p> <p>-Story S into books to use as a plan the following week</p>	<p>Story telling - retell main events 2/3 sentences</p>	<p>Recount of visit - Wentworth Garden Centre</p> <p>Recount events - firsthand experience</p>	<p>Character descriptions e.g. 'The carrot is...'</p>	<p>Character speech bubbles - main events within the story</p>	<p>Image of each child as a superhero in books</p> <p>Transition link - My superpowers. 'I have learnt to...I can...'</p>

Y1

Vocabulary, Grammar and Punctuation  
 ONGOING

**Word**

Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun  
 Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)

How the prefix **un-** changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or *undoing: untie the boat*]

**Sentence**

singular How **words** can combine to make **sentences**  
Joining **words** and joining **clauses** using *and*

**Text**

Sequencing **sentences** to form short narratives

**Punctuation**

Separation of **words** with spaces  
Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**  
Capital letters for names and for the personal **pronoun** *I*

**Terminology for pupils** letter, capital letter word, plural sentence punctuation, full stop, question mark, exclamation mark

Y1 AUTUMN TERM																
	WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8		WK1	WK2	WK3	WK4	WK5	WK6	WK7
<b>Key Texts</b> Nonfiction Poetry Fiction	Splat's first Day at School. Goldilocks and the Three Bears Fireworks (James Carter)									The Gingerbread Man The Three Little Pigs A Planet full of plastic						
<b>10 to read before you leave..Y1</b> Nonfiction Poetry Fiction	1. The puffin book of fantastic first poems 2. How to catch a star 3. The tiger who came for tea 4. Duck in the truck 5. Look Up! 6. Not Now, Bernard! 7. Michael Rosen's Chocolate Cake 8. The Lighthouse Keeper's Lunch 9. The See Saw- Tom Percival 10. Chapati and Moon									1. The puffin book of fantastic first poems 2. How to catch a star 3. The tiger who came for tea 4. Duck in the truck 5. Look Up! 6. Not Now, Bernard! 7. Michael Rosen's Chocolate Cake 8. The Lighthouse Keeper's Lunch 9. The See Saw- Tom Percival 10. Chapati and Moon						
<b>Phonics</b> Yellow= review  Red= HRS words	Assess and review week REC spr1 wk 1	REC SPR 1 WK1 D4, WK2 /oo/ (book) /ar/ /ur/ /oo/ (food) /or/	/ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air> /ure/ (WK4)	/er/ er /oa/ ow  Assess/ Review as necessar y	Introd uce PH5-Y1 AUT 1 WK 3  /ai/ <ay> /ow/ <ou>	/oi/ oy /ur/ ir /y)oo/ ue /or/jaw	/w/ wh /f/ ph /y)oo/ ew / /oa/oe	Assess and review as neede d.		Or/au Ee/ey Ai/a-e Ee/e-e  please, once	/igh/ <i-e> /oa/ <o-e> /y)oo/ <u-e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4  who, whole	Review week Y1:5  where, two	Assess and review week Y1:6	Review week Y1:7	Assess and review as needed.

		They all are			/igh/ <ie> /ee/ <ea>										
Reading Skills	<b>Reading Skills:</b> Relating background knowledge Sequencing Vocabulary Inference Predicting <b>Fluency is focussed on throughout.</b>					<b>Reading Skills:</b> Relating background knowledge Sequencing Vocabulary Predicting. <b>Fluency is focussed on throughout.</b>									
Writing <i>(a few accurate sentences is required, not a whole text type).</i>	<b>1. Practise and Apply</b> <b>Character description- SPLAT the Cat</b> <i>Skill- Five-star sentences, introduction to adjectives.</i>	<b>2. Oral Instructions</b> <b>(How to make porridge)</b> <i>Skill- Five-star sentences, Sequencing ideas Imperative verbs</i>	<b>3. Main Written Narrative- Goldilocks</b> <i>Skill- Five-star sentences, Sequencing sentences to form ideas</i>	<b>1. Oral</b> <b>Retell story of the Gingerbread Man</b> <i>Skill- past tense suffix 'ed'</i>	<b>2. Main Written</b> <i>(a few accurate sentences is required, not a whole text type).</i> <b>Recount (gingerbread man)</b> <i>Skill- past tense suffix 'ed', time conjunctions</i>	<b>3. Practise and Apply</b> <i>(a few accurate sentences is required, not a whole text type).</i> <b>Description (materials-science focus)</b> <i>Skill- Five-star sentences</i>									
Spelling	<b>Spelling Rule Focus:</b> <b>Spelling Rules:</b> The sounds /f/ and /s/, spelt 'ff' and 'ss' The sounds /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck' Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word The sound spelt n before g 'ng' The sound spelt n before k 'nk' The sound /ch/ spelt 'ch' The sound /ch/ spelt '-tch' The sound v The /v/ sound at the end of words spelt with 've' <b>HRS words taught:</b> oh, their -le people, Mr, Mrs, your, ask, should would, could, asked, house, mouse, water want, very					<b>Spelling Rule Focus: (see Phonics)</b> The digraphs 'ai' and 'oi' are hardly ever used at the end of English words. The digraphs 'ay' and 'oy' are used for those sounds at the end of words and at the end of syllables. The sound /oa/ spelt with the vowel digraphs 'oa', 'ow', 'oe' (oa is very rare at the end of a word) The sound /ee/ spelt 'e' and with the vowel digraph 'ee' The vowel digraph 'ea' The vowel digraph 'ie' making the /igh/ and / ee/ sounds <b>HRS words taught:</b> please, once, any many, again, who, whole, where, two									

Y1 SPRING TERM													
	WK1	WK2	WK3	WK4	WK5	WK6		WK1	WK2	WK3	WK4	WK5	WK6
Key Texts <i>Nonfiction Poetry</i>	Mr Gumpy's Motor Car. Brave Bitsy and the Bear The Big Book of Beasts							Beegu (Alexis Deacon) A first book of animals Man on the Moon					

<p>Fiction</p> <p><b>10 to read before you leave..Y1</b></p> <p>Nonfiction Poetry Fiction</p>	<p>1. The puffin book of fantastic first poems</p> <p>2. How to catch a star</p> <p>3. The tiger who came for tea</p> <p>4. Duck in the truck</p> <p>5. Look Up!</p> <p>6. Not Now, Bernard!</p> <p>7. Michael Rosen's Chocolate Cake</p> <p>8. The Lighthouse Keeper's Lunch</p> <p>9. The See Saw- Tom Percival</p> <p>10. Chapati and Moon</p>					<p>1. The puffin book of fantastic first poems</p> <p>2. How to catch a star</p> <p>3. The tiger who came for tea</p> <p>4. Duck in the truck</p> <p>5. Look Up!</p> <p>6. Not Now, Bernard!</p> <p>7. Michael Rosen's Chocolate Cake</p> <p>8. The Lighthouse Keeper's Lunch</p> <p>9. The See Saw- Tom Percival</p> <p>10. Chapati and Moon</p>						
<p><b>Phonics</b></p>	<p>Review week Y1:8</p>	<p>/ai/ &lt;a&gt; (acorn) /ai/ &lt;ey&gt; (they) /ai/ &lt;ea&gt; (great) /ai/ &lt;eigh&gt; (weight) /ar/ &lt;a&gt; (father) /ee/ &lt;e&gt; (he) /igh/ &lt;i&gt; (find) /igh/ &lt;y&gt; (by)</p>	<p>/oa/ &lt;o&gt; (go) /o/ &lt;a&gt; (was) /oo/ &lt;u&gt; (push) /y/+/oo/ &lt;u&gt; (music) /c/ &lt;ch&gt; (school) /sh/ &lt;ch&gt; (chef) /e/ &lt;ea&gt; (head)</p> <p>here, sugar, friend</p>	<p>/ur/ &lt;or&gt; (world) /ur/ &lt;ear&gt; (learn) /oo/ &lt;ou&gt; (soup) /oa/ &lt;ou&gt; (shoulder) /ee/ &lt;ie&gt; (brief) /v/ &lt;ve&gt; (have) /i/ &lt;y&gt; (gym)</p> <p>because</p>	<p>Assess and review week Y1:9</p>	<p>/air/ &lt;are&gt; (care) /air/ &lt;ere&gt; (there) /air/ &lt;ear&gt; (pear) /ch/ &lt;tch&gt; (catch)</p>	<p>/u/ &lt;o&gt; (brother) Review week Y1:10</p>	<p>/j/ &lt;g&gt; (gem) /j/ &lt;ge&gt;(f ringe) /j/ &lt;dge&gt; (bridge) /s/ &lt;st&gt; (listen )</p>	<p>/s/ &lt;ce&gt; (fence) /s/ &lt;se&gt; (house) /n/ &lt;gn&gt; (sign) /n/ &lt;kn&gt; (knee) /r/ &lt;wr&gt; (wrap) /m/ &lt;mb&gt; (lamb)</p>	<p>/z/ &lt;se&gt; (cheese ) /z/ &lt;ze&gt; (freeze) /ear/ &lt;eer&gt; (cheer) /ear/ &lt;ere&gt; (here) /sh/ &lt;ti&gt; (patient ) /sh/ &lt;ti&gt; -tion (station )</p>	<p>Assess and review week Y1:11</p>	<p>/ar/ &lt;al&gt; (half) /or/ &lt;augh&gt; (caught) /sh/ &lt;ssi&gt; (session) /zh/ &lt;si&gt; (vision) /sh/ &lt;ti&gt; -tious (scrumptious) /sh/ &lt;ci&gt; (delicious) -ous, -ion, -ian</p>
<p><b>Reading Skills</b></p>	<p><b>Reading Skills:</b> Vocabulary Predicting Inference Summarising <b>Fluency is focussed on throughout.</b></p>					<p><b>Reading Skills:</b> Vocabulary Predicting Inference Summarising <b>Fluency is focussed on throughout.</b></p>						
<p><b>Writing</b></p>	<p>(a few accurate sentences is required, not a whole text type). <b>1. Oral</b> Zim Zam Zoom poems</p>	<p><b>2. Main Written Non-chronological report (animal or pet)</b> Skill- introduction to question marks, Skill- Five-star sentences, question marks,</p>	<p><b>3. Practise and Apply Non-chronological report (transport)</b> Skill- Five star sentences, question marks,</p>	<p><b>1. Practise and Apply Description of Beegu.</b> Skill- choice of powerful adjective.</p>	<p><b>2. Main Written Descriptive Letter to Beegu (about themselves)</b> Skill- Capital letter for I/ proper nouns, conjunction 'and'</p>							



	<i>Skill- suffix 'ing', present tense verbs</i>				
Spelling	<p><b>Spelling Rule Focus:</b>  The trigraph igh  The vowel digraph 'er' (unstressed) 'er' (stressed)  The vowel digraph 'ir', 'ur'  Adding -er and -est to adjectives where no change is needed to the root word  Days of the week/ Common Exception Words</p> <p><b>HRS words taught:</b> here, sugar, friend, because,</p>			<p><b>Spelling Focus: (see Phonics)</b>  The sound /k/ spelt with 'k' not 'c', before e, i and y  The split vowel digraphs 'a-e' and 'e-e'  The split vowel digraphs 'i-e' 'o-e'  The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e'  The vowel digraph 'oo' - very few words have oo at the end  The sounds/oo/ and /yoo/ spelt with 'ue' 'ew'  <b>HRS words revised from Reception and Y1</b></p>	

Y1 SUMMER TERM															
	WK1	WK2	WK 3	WK 4	WK5	WK 6		WK1	WK2	WK3	WK4	WK5	WK 6	WK 7	WK 8
Key Texts <i>Nonfiction Poetry Fiction</i>	Little Red Hen Nadia Hussain: Bake me a story						Grendel. A Cautionary Tale about Chocolate Chocolate Cake(Michael Rosen) From Bean to Bar								
10 to read before you leave..Y1 <i>Nonfiction Poetry Fiction</i>	1. The puffin book of fantastic first poems 2. How to catch a star 3. The tiger who came for tea 4. Duck in the truck 5. Look Up! 6. Not Now, Bernard! 7. Michael Rosen's Chocolate Cake 8. The Lighthouse Keeper's Lunch 9. The See Saw- Tom Percival 10. Chapati and Moon						1. The puffin book of fantastic first poems 2. How to catch a star 3. The tiger who came for tea 4. Duck in the truck 5. Look Up! 6. Not Now, Bernard! 7. Michael Rosen's Chocolate Cake 8. The Lighthouse Keeper's Lunch 9. The See Saw- Tom Percival 10. Chapati and Moon								
Phonics	/j/ <g> (gem) /j/ <ge>(fri nge) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (chee se) /z/ <gn> (sign) /z/ <ze> (free ze) /r/ <wr> (wrap) /m/ <mb> (lamb)	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ssi> (session) /zh/ <si> (vision) /sh/ <ti>	Assess and Review	/s/ <sc> science /t/ <bt> doubt /i/ <y> crystal /i/ <u> busy		/n/ <ne> gone /m/ <mn> column /g/ <gh> <gh> ghastly <gu> guard	u/ <ou> tough <oo> flood /h/ <wh> whole /f/ <gh> rough /w/ <u> penguin	/ai/ <aigh> straight /ee/ <ei> ceiling <i> police /igh/ <eye> <eye> eyelash <is> island <uy> buy	/ar/ <ear> heart /ur/ <our> colour <re> centre /oo/ <o> move <ou>grou p	/or/ <ar> warm <oar> roar <oor> floor <ore> more /ow/ <ough> <ough> plough /air/ <ar> scary	Assessment week	Review all previously taught GPCs for reading and spelling	

		/ear/ <ere> (here)	-tious (scrumptious)			/o/ <ou> cough		/oa/ <ough> dough <eau> plateau	/oo/ <ui> juice <oe> shoe		
Reading Skills	<b>Reading Skills:</b> Predicting Clarification Providing Evidence <b>Fluency is focussed on throughout.</b>					<b>Reading Skills:</b> Predicting Clarification Providing Evidence Inference Summarising <b>Fluency is focussed on throughout.</b>					
Writing	<b>Writing</b> <b>1 Oral</b> Innovated narrative-based on the story of Little Red Hen. <i>Skill - Question marks, use of different sentence openers</i>	<b>2. Main Written</b> Recipe- innovated 'blueberry and orange soda bread' for Little Red Hen. <i>Skill- suffixes 'ing', adjectives to describe fruit, conjunctions 'and, then'. Imperative verbs</i>	<b>3. Practise and Apply</b> Tasty Poem- poem about Fruit. <i>Skill - adjectives</i>	<b>Writing</b> <b>1. Main Written</b> Innovated narrative-Grendel <i>Skill- five-star sentences, coordination 'and, then, but, or, so.</i>			<b>2. Practise and Apply</b> Description <i>Skill- adjectives, different sentence openers,</i>	<b>3. Secondary Written</b> Cause and Effect text-cocoa <i>Skill- five-star sentences, coordination 'and, then, but, or, so</i>			
Spelling	<b>Spelling Focus:</b> The vowel digraphs 'ow' and 'ou' Words ending with the sound /e/ spelt with 'y' The vowel digraph 'or' and the vowel trigraph 'ore' The vowel digraphs 'aw' and 'au' The vowel trigraph 'air' and 'are' The vowel trigraph 'ear' <b>HRS words revised from Reception and Y1</b>					<b>Spelling Focus: (see Phonics)</b> New consonant spelling 'ph' and 'wh' Adding the prefix -un without any change to the spelling of the root word Adding s and es to words Compound words Read words with contractions (Word reading - English) Common Exception Words <b>HRS words revised from Reception and Y1</b>					

y

## Y2 Vocabulary, Grammar and Punctuation ONGOING

### Word

Formation of **nouns** using **suffixes** such as *-ment, -ness, -er* and by compounding [for example, *whiteboard, superman*]

Formation of **adjectives** using **suffixes** such as *-ful, -less*

(A fuller list of **suffixes** can be found on page in the year 2 spelling section in English Appendix 1)

Use of the **suffixes** *-er, -est* in **adjectives** and the use of *-ly* in Standard English to turn adjectives into **adverbs**

### Sentence

**Subordination** (using *when, if, that, because*) and **co-ordination** (using *or, and, but*)

Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]

How the **grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command

### Text

Correct choice and consistent use of **present tense** and **past tense** throughout writing

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*]

### Punctuation

Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**

Commas to separate items in a list

**Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

### Terminology for pupils

noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

## Y2 AUTUMN TERM

	WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8	WK1	WK2	WK3	WK4	WK5	WK6	WK7
Key Texts	The Three Little Wolves and the Big Bad Pig The way of the wolf								The Great Explorer Little People Big Dreams: The Life of Amelia Earheart						

Nonfiction Poetry Fiction	Grandad's Island The Rainbow Bear						Goldilocks and Just the One Bear Let's Celebrate! Festival Poems From Around The World								
10 to read before you leave..Y2 Nonfiction Poetry Fiction	1. George's marvellous medicine 2. Fantastic Mr Fox 3. The owl who was afraid of the dark 4. The Storm Whale 5. Poems Aloud- Joseph Coelho 6. The Proudest Blue 7. Rabbit and Bear: Bear's Bad Habits 8. Little Leaders: Bold Women in Black History 9. The street beneath my feet 10. The Secret Sky Garden						1. George's marvellous medicine 2. Fantastic Mr Fox 3. The owl who was afraid of the dark 4. The Storm Whale 5. Poems Aloud- Joseph Coelho 6. The Proudest Blue 7. Rabbit and Bear: Bear's Bad Habits 8. Little Leaders: Bold Women in Black History 9. The street beneath my feet 10. The Secret Sky Garden								
Phonics Red= HRS words	Revise /ai/ <ay> /ow/ <ou> /igh/ <ie>	/ee/ <ea> /oi/ <oy> /ur/ <ir> /yoo/ <ue> /or/ <aw>	Revise: /w/ <wh> /f/ <ph> /yoo/ <ew> /oa/ <oe>	Revise: /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e> e>	Revise: /igh/ <i-e> /oa/ <o-e> /yoo/ <u-e> /s/ <c>	/ee/ <y> /or/ <al> <al> (walk) Review week Yl:4	Assess and review week Yl:3	/ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight)	/ar/ <a> (fathe r) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)	/oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y/+oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/ <ou> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)	air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)	/u/ <o> (brother) Review week Yl:10	Assess and review week Yl:9	/j/ <g> (gem) /j/ <ge> (fringe) /j/ <dge> (bridge) /s/ <st> (listen)
Reading Skills	Inference, prediction, sequencing, summarising, vocabulary <b>Fluency is focussed on throughout.</b>						Inference, prediction, sequencing, summarising, vocabulary clarification, comparing and contrasting <b>Fluency is focussed on throughout.</b>								
Writing	1. Main Written Recount - the Big Bad Pig	2. Second Written Description of wolves Skill- Use of capital letters, full stops.	3. Practise and Apply Recount - Grandad's Island Skill- coordination.	1. Main Written Narrative - The Great explorer (innovated narrative)	2. Second Written Description - Arctic	3. Oral Poetry- festive poem	4. Practise and Apply								

	<i>Skill- co-ordination (using or, and, but)</i>	<i>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon.]</i>		<i>Skill- Subordination (using when, if, that, because) simple past tense verbs, Use of the progressive form of verbs in the past tense to mark actions in progress</i>	<i>Skill- Use of capital letters, full stops, Expanded noun phrases (two adjectives separated by a noun)</i>	<i>Skill present tense</i>	<b>Recount-linked to visit</b> <i>Skill - Subordination</i>
<b>Spelling</b>	<p>The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words The sounds /r/ spelt 'wr' at the beginning of words</p> <p>The sound /s/ spelt 'c' before e, i and y The sound /j/ spelt with '-dge' and '-ge' at the end of words The sound /j/ often spelt with g before e, i and y. The sound /j/ always spelt with 'j' before a, o and u Common Exception Words</p>			<p>The sound /l/ spelt with '-le' at the end of words The sound /l/ spelt with '-el' at the end of words The sound /l/ spelt with '-il' and '-al' at the end of words The sound /igh/ spelt with '-y' at the end of words Adding -ies to nouns and verbs ending in -y Common Exception Words</p>			

Y2 SPRING TERM													
	WK1	WK2	WK3	WK4	WK5	WK6		WK1	WK2	WK3	WK4	WK5	WK6
<b>Key Texts</b>  <i>Nonfiction</i> <i>Poetry</i> <i>Fiction</i>	<p>The Big Book of the UK- London Eye Witness- The Great Fire of London Vlad and the Great Fire of London Katie in London</p>							<p>The Twits Paddington Bear Revolting Rhymes</p>					
<b>10 to read before you leave..Y2</b>  <i>Nonfiction</i> <i>Poetry</i> <i>Fiction</i>	<p>1. George's marvellous medicine 2. Fantastic Mr Fox 3. The owl who was afraid of the dark 4. The Storm Whale 5. Poems Aloud- Joseph Coelho 6. The Proudest Blue 7. Rabbit and Bear: Bear's Bad Habits 8. Little Leaders: Bold Women in Black History 9. The street beneath my feet 10. The Secret Sky Garden</p>							<p>1. George's marvellous medicine 2. Fantastic Mr Fox 3. The owl who was afraid of the dark 4. The Storm Whale 5. Poems Aloud- Joseph Coelho 6. The Proudest Blue 7. Rabbit and Bear: Bear's Bad Habits 8. Little Leaders: Bold Women in Black History 9. The street beneath my feet 10. The Secret Sky Garden</p>					
<b>Phonics</b>	/s/ <ce> (fence) /s/ <se> (house)	/z/ <se> (cheese) /z/ <ze> (freeze)	/ar/ <al> (half) /or/ <augh> (caught)	/s/ <sc> science /t/ <bt> doubt	Assess and Review	n/ <ne> gone /m/ <mn> column		/u/ <ou> tough <oo> flood /h/ <wh> whole	/ai/ <aigh> straight /ee/ <ei> ceiling <i> police	/ar/ <ear> heart /ur/ <our> colour <re> centre	/or/ <ar> warm <oar> roar <oor> floor <ore> more	Assess and Review	Review all previously taught GPCs for reading

<p>Red= HRS words</p>	<p>/n/ &lt;gn&gt; (sign) /n/ &lt;kn&gt; (knee) /r/ &lt;wr&gt; (wrap) /m/ &lt;mb&gt; (lamb)</p>	<p>/ear/ &lt;eer&gt; (cheer) /ear/ &lt;ere&gt; (here) /sh/ &lt;ti&gt; (patient) /sh/ &lt;ti&gt; -tion (station)</p>	<p>/sh/ &lt;ssi&gt; (session) /zh/ &lt;si&gt; (vision) /sh/ &lt;ti&gt; -tious (scrumptious) /sh/ &lt;ci&gt; (delicious) -ous, -ion, -ian</p>		<p>/i/ &lt;y&gt; crystal /i/ &lt;u&gt; busy</p>	<p>/g/ &lt;gh&gt; ghastly &lt;gu&gt; guard /o/ &lt;ou&gt; cough</p>		<p>/f/ &lt;gh&gt; rough /w/ &lt;u&gt; penguin</p>	<p>/igh/ &lt;eye&gt; eyelash &lt;is&gt; island &lt;uy&gt; buy /oa/ &lt;ough&gt; dough &lt;eau&gt; plateau</p>	<p>/oo/ &lt;o&gt; move &lt;ou&gt;group /oo/ &lt;ui&gt; juice &lt;oe&gt; shoe</p>	<p>/ow/ &lt;ough&gt; plough /air/ &lt;ar&gt; scary</p>	<p>and spelling</p>
<p>Reading Skills</p>	<p>Inference, prediction, summarising, vocabulary clarification, fact and opinion, relating background knowledge Fluency is focussed on throughout.</p>					<p>Inference, prediction, summarising, vocabulary clarification, providing evidence Fluency is focussed on throughout.</p>						
<p>Writing</p>	<p>1. Main Written Description on - London Skill- apostrophes for possession.</p>	<p>2. Practise and Apply Non-chronological report - London Skill- different sentence openers, conjunctions</p>	<p>3. Oral Fire poetry Skill- adding er and est suffixes</p>	<p>1. Main Written Description of the Twists Skill- use of subordinating and coordinating conjunctions.</p>				<p>2. Practise and Apply Narrative - The Twits Skill- apostrophes for possession</p>		<p>3. Second Written Non-Chronological Report- Roald Dahl Skill- use of subordinating and coordinating conjunctions.</p>		
<p>Spelling</p>	<p>Adding -ed, -er and -est to a word ending in -y with a consonant before it copier copied happier happiest cried</p>	<p>Adding -ing to a word ending in -y with a consonant before it crying replying marrying carrying flying trying drying skiing</p>	<p>Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it hiking hiked hiker nicer nicest shiny being</p>	<p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel patting</p>	<p>The sound /or/ spelt 'a' before l or ll all ball call walk talk always small wall fall altogether</p>	<p>Common Exception Words fast* last* father* class* grass* pass* plant* path* bath* people*</p>	<p>The sound /u/ spelt with 'o' other mother brother nothing Monday money* cover honey discover wonder</p>	<p>The sound /ee/ spelt with '-ey' key donkey monkey chimney valley trolley turkey hockey parsley journey</p>	<p>The /o/ sound spelt with 'a' after w and qu want watch wander quantity squash quality squabble squad quarrel</p>	<p>The stressed/e r/ spelt with 'or' after w and the sound / or/ spelt 'ar' after w word work worm world worth</p>	<p>The sound /zh/ spelt 's' televisio treasure usual division vision pleasure measure occasionusu ally leisure</p>	

	replied tried dried driest funnier	taxiing	shining scary scaring	patted humming hummed dropping dropped sadder saddest runner runny						worst war warm towards ward	
--	--	---------	-----------------------------	--	--	--	--	--	--	---	--

## Y2 SUMMER TERM

Y2 SUMMER TERM															
	WK1	WK2	WK3	WK4	WK5	WK 6		WK1	WK2	WK3	WK4	WK5	WK6	WK 7	WK 8
<b>Key Texts</b> <i>Nonfiction</i> <i>Poetry</i> <i>Fiction</i>	Vlad and Florence Meerkat Mail <i>Poems to Perform</i>							The Ugly 5 The Giraffe, the Pelly and Me The Big Book of Blooms							
<b>10 to read before you leave..Y2</b> <i>Nonfiction</i> <i>Poetry</i> <i>Fiction</i>	1. George's marvellous medicine 2. Fantastic Mr Fox 3. The owl who was afraid of the dark 4. The Storm Whale 5. <i>Poems Aloud- Joseph Coelho</i> 6. The Proudest Blue 7. Rabbit and Bear: Bear's Bad Habits 8. <i>Little Leaders: Bold Women in Black History</i> 9. The street beneath my feet 10. The Secret Sky Garden							1. George's marvellous medicine 2. Fantastic Mr Fox 3. The owl who was afraid of the dark 4. The Storm Whale 5. <i>Poems Aloud- Joseph Coelho</i> 6. The Proudest Blue 7. Rabbit and Bear: Bear's Bad Habits 8. <i>Little Leaders: Bold Women in Black History</i> 9. The street beneath my feet 10. The Secret Sky Garden							
<b>Phonics</b>	Review all previously taught GPCs for reading and spelling							Review all previously taught GPCs for reading and spelling							
<b>Reading Skills</b>	<b>Reading Skills:</b> Inference, prediction, sequencing, summarising, vocabulary, sequencing, providing evidence <b>Fluency is focussed on throughout.</b>							<b>Reading Skills:</b> Inference, prediction, sequencing, summarising, vocabulary, sequencing, providing evidence, fact and opinion, relating background knowledge <b>Fluency is focussed on throughout.</b>							
<b>Writing</b>	<b>1. Main Written Instructions (first aid)</b> <i>Skill- subordinating conjunctions (at the start of sentences)</i>		<b>2. Oral Persuasive writing- oral composition on the case for healthy lifestyle</b> <i>Skill- suffixes er/est, progressive verb</i>		<b>3. Practise and Apply Descriptions - hospitals</b> <i>Skill -Expanded noun phrases (two adjectives separated by a noun)</i>			<b>1. Main Written First person Narrative -</b> <i>Skill- Capital letter I, sentence openers, time conjunctions.</i>		<b>2. Second Written Argument about brushing teeth.</b> <i>Skill- persuasive language, suffixes er/est, apostrophes for possession.</i>			<b>3. Practise and Apply Instructions (plant a seed)</b> <i>Skill- consolidating Y2 skills</i>		
<b>Spelling</b>	enjym ent sadness careful playful lovely plainne ss	badly hopeless penniless happily lovely joyless slowly	station fiction motion national section addition subtraction	can't didn't hasn't couldn't it's would*n't should*n't	Megan's Ravi's the girl's the *child's the man's the woman's the school's	any* many* clothes* water* pretty* Christmas* beautiful*		homoph ones and near homoph ones	there their they'r e here hear	be bee quite quiet bare bear	night knight blue blew hole whole*	Januar y Februa ry March April May	Novem ber Dece mber after* past*	who* why what how which where when	



Words ending in -tion Contractions The possessive apostrophe Common Exception Words	argume nt merrim ent happine ss plentifu l cheerfu l	quickly careless fearless	potion option introduction	wasn't Mr* Mrs*	a dog's a teacher's a postman's	busy* poor* kind*		months and time questio n words spag terms	see sea to too two	one won son sun	becaus e* so that or	June July August Septem ber Octobe r	hour* half* minut e quart er month secon d	adjective adverb verb
---	---	---------------------------------	----------------------------------	-----------------------	---------------------------------------	-------------------------	--	--	--------------------------------	--------------------------	----------------------------------	--	--	-----------------------------

**Y3 AUTUMN TERM**

	WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8	WK1	WK2	WK3	WK4	WK5	WK6	WK7
<b>Key Texts</b> Nonfiction Poetry Fiction	Kings of the Wild Lesser Spotted Animals								Egyptian Cinderella (and tales from other cultures) The Story of Tutankhamun						
<b>10 to read before you leave..Y3</b> Nonfiction Poetry Fiction	<ol style="list-style-type: none"> <li>1. Werewolf club rules</li> <li>2. The Sheep-Pig- Dick King Smith</li> <li>3. The lion, the witch and the wardrobe</li> <li>4. Leon and the place between</li> <li>5. Running on empty-SE Durrat</li> <li>6. Tiger Tiger burning bright</li> <li>7. The Creakers</li> <li>8. Varjak Paw</li> <li>9. The Wild Robot</li> <li>10. Egypt Magnified</li> </ol>								<ol style="list-style-type: none"> <li>1. Werewolf club rules</li> <li>2. The Sheep-Pig- Dick King Smith</li> <li>3. The lion, the witch and the wardrobe</li> <li>4. Leon and the place between</li> <li>5. Running on empty-SE Durrat</li> <li>6. Tiger Tiger burning bright</li> <li>7. The Creakers</li> <li>8. Varjak Paw</li> <li>9. The Wild Robot</li> <li>10. Egypt Magnified</li> </ol>						
<b>Phonics</b> Red= HRS words	Assess and Review	Y1 SPRI WK1 ai/ (acorn) /ai/ (they) /ai/ (great) /ai/ (weight) /ar/ (father) /ee/ (he) /igh/ (find) /igh/ (by)	oa/ (go) /o/ (was) /oo/ (push) /y/+oo (great) /ai/ (weight) /ar/ (father) /ee/ (he) /igh/ (find) /igh/ (by)	ur/ (world) /ur/ (learn) /oo/ (soup) /oa/ (should) /c/ (brief) /v/ (have) /i/ (gym)	air/ (care) /air/ (there) /air/ (pear) /ch/ (catch)	ASSE SS AND REVIE W	u/ (broth er /j/ (gem) /j/ (fring e) /j/ (bridg e) /s/ (liste n)	Y1 SUM 2 WK 1 s/ (fence ) n/ne, g/gh, g/gu	Y1 SUM2 WK 2	Oo/o h/wh w/u ee/ei	Ee/i Oa/oug h Ur/our Ur/re	t/te or/ar or/oar or/or	Assess and Review	Revise/consolidate learning	
<b>Reading Skills</b>	Clarifying Vocabulary Visualising Relating background knowledge Comparing and contrasting  Fluency is focussed on throughout.								Summarising and sequencing Inference Prediction Reading fluently with intonation and expression  Fluency is focussed on throughout.						
<b>Writing</b>	1. Main Written Non-Chronological Report - Brown Bears			2. Second Written Book Review- (N American book)			3. Content Focus (supported by oral composition)		1. Main Written Explanation about mummification			2. Oral and written Oral retelling of story (Egyptian Cinderella)		3. Practise and Apply	

<p>Key terminology highlighted in yellow</p> <p>Y3 team check highlighted bits- are they going to be the main focus for this unit? If not, remove.</p>	<p>Compositional Focus: subordinating and coordinating conjunctions. (revisit from KS1) Process focus; - discussing and recording ideas</p>	<p>Compositional Focus: conjunctions and expanded noun phrases in a book review. Process focus; - discussing and recording ideas</p>	<p>Speech- subject close to home (teacher's choice- could link to science?) Compositional Focus: persuasive language in a speech. Process focus; - discussing and recording ideas</p>	<p>Compositional Focus: subordinate clauses, possessive apostrophes. Process focus; - discussing and recording ideas</p>	<p>Written narrative opening. <i>Oral activities to support composition: interview the children in Narnia.</i> Compositional Focus: expanded noun phrases, adverb phrases, direct speech and punctuation Process focus; - composing and rehearsing sentences orally</p>	<p>Descriptive Poetry- (introduce children to a range including haiku) (oral outcome) Compositional Focus: expanded noun phrases, Process focus; - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
<p>Word level grammar knowledge</p>	<p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p>	<p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel  Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-] [for example super-, anti-, auto-]  Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] 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 level knowledge</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before,</p>	<p>Expressing time, place and cause using conjunctions [for example, when,</p>	<p>Expressing time, place and cause using conjunctions [for example,</p>		

				after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
<b>Text Level grammar</b>	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]			Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
<b>Punctuation</b>	Introduction to inverted commas to punctuate direct speech	Introduction to inverted commas to punctuate direct speech	Introduction to inverted commas to punctuate direct speech	Introduction to inverted commas to punctuate direct speech	Introduction to inverted commas to punctuate direct speech	Introduction to inverted commas to punctuate direct speech
<b>Terminology for pupils</b>	preposition, conjunction word family, prefix clause, subordinate clause direct speech, consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	preposition, conjunction word family, prefix clause, subordinate clause direct speech, consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	preposition, conjunction word family, prefix clause, subordinate clause direct speech, consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	preposition, conjunction word family, prefix clause, subordinate clause direct speech, consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	preposition, conjunction word family, prefix clause, subordinate clause direct speech, consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	preposition, conjunction word family, prefix clause, subordinate clause direct speech, consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
<b>Spelling</b>	Words with the long /eI / sound spelt with ei Words with the long /eI / sound spelt with ey Words with the long /eI / sound spelt with ai			Creating adverbs using the suffix -ly (no change to root word) Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)		

Words with / / sound spelt with ear Homophones & near homophones	Creating adverbs using the suffix -ly (root word ends in 'le') Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') Creating adverbs using the suffix -ly (exceptions to the rules) Statutory Spelling Challenge Words
---	--

Y3 SPRING TERM												
	WK1	WK2	WK3	WK4	WK5	WK6	WK1	WK2	WK3	WK4	WK5	WK6
<b>Key Texts</b> Nonfiction Poetry Fiction	Who Let the God's Out? (RFP book?) Theseus and the Minotaur Falling Out Of The Sky						Ancient Greek Myths (Marcia Williams) Usborne's Greek Myths					
<b>10 to read before you leave..Y3</b> Nonfiction Poetry Fiction	<ol style="list-style-type: none"> <li>1. Werewolf club rules</li> <li>2. The Sheep-Pig- Dick King Smith</li> <li>3. The lion, the witch and the wardrobe</li> <li>4. Leon and the place between</li> <li>5. Running on empty-SE Durrat</li> <li>6. Tiger Tiger burning bright</li> <li>7. The Creakers</li> <li>8. Varjak Paw</li> <li>9. The Wild Robot</li> <li>10. Egypt Magnified</li> </ol>						<ol style="list-style-type: none"> <li>1. Werewolf club rules</li> <li>2. The Sheep-Pig- Dick King Smith</li> <li>3. The lion, the witch and the wardrobe</li> <li>4. Leon and the place between</li> <li>5. Running on empty-SE Durrat</li> <li>6. Tiger Tiger burning bright</li> <li>7. The Creakers</li> <li>8. Varjak Paw</li> <li>9. The Wild Robot</li> <li>10. Egypt Magnified</li> </ol>					
<b>Phonics</b>	Revise where necessary then, follow National Curriculum Spelling. For those children who still require phonics, interventions will be delivered appropriately.											
<b>Reading Skills</b>	Reading with intonation and expression Recalling and sequencing Clarifying Fact and opinion Inference  Fluency is focussed on throughout.						Inference - true or false and explain using evidence Vocabulary - find a word that means the same as.. what does .. mean? Author's choice Layout of poetry and style Visualising  Fluency is focussed on throughout.					
<b>Writing</b> Y3 Team to amend blue bits.	1. Written narrative -  Written narrative section of story <u>Oral activities to support composition:</u>		2. Content focus  News package <u>Oral activities to support composition:</u>				1. Practise and Apply  Persuasive leaflet- digital screen time (RHE-SG book <a href="#">to link</a> )		2. Main Written  Non-chron report - Olympics  Oral activities to support		3. Secondary Written  Poetry- Haiku about Ancient Greece  Compositional Focus: features of the	

	<p><b>Compositional Focus:</b> expanded noun phrases, subordinate clauses direct speech and punctuation</p> <p>Process focus; - composing and rehearsing sentences orally</p>	<p>Interview people about the story Icarus who flew too close to the sun</p> <p><b>Compositional Focus:</b> Formal language, inverted commas for speech (recap), verb tenses</p> <p>Process focus; discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p><b>Compositional Focus:</b> persuasive features (exaggeration, recap of rhetorical questions, flattery), commands, imperative verbs</p> <p>Process focus; discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. composing and rehearsing sentences orally.</p>	<p><b>composition:</b> Orally rehearsing sentences. Pretending speaking report first then writing</p> <p><b>Compositional focus:</b> Formal language, time adverbials, facts</p> <p>Process focus:</p>	<p>different poems (and layout), .</p> <p>Process focus; assessing the effectiveness of their own and others' writing and suggesting improvements □ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>
Word Level grammar knowledge	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example super-, anti-, auto-] Use of the <b>forms</b> a or an according to whether the next word begins with a <b>consonant</b> or a <b>vowel</b> [for example, a rock, an open box]</p>	<p><b>Word families</b> based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example super-, anti-, auto-]</p>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example super-, anti-, auto-]</p>	...
Sentence Level Knowledge	<p>Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of]</p> <p>Subordinate clauses</p>	<p>Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of]</p> <p>Formal vocab and sentences</p>	<p><b>prepositions</b> [for example, before, after, during, in, because of]</p>	<p>Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because],</p> <p>adverbs [for example, then, next, soon, therefore],</p>	...

Text Level Grammar		Use of the <b>present perfect form of verbs</b> instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Use of the <b>present perfect form of verbs</b> instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Headings and <b>sub-headings</b> to aid presentation	...			
Punctuation	Reported vs direct speech.  Use of <b>inverted commas</b> and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ]	Reported vs direct speech. (recap)  Use of <b>inverted commas</b> and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ]	Commas		...			
Terminology	preposition, conjunction subordinate clause direct speech inverted commas (or 'speech marks')	Verb tenses (past, present, future, perfect etc) inverted commas (or 'speech marks')	preposition, conjunction subordinate clause direct speech		Poem Haiku			
Spelling	Words with short /i/ sound spelt with 'y' myth, gym, egypt, pyramid, mystery, hymn, system, symbol, lyric, typical	Adding suffixes beginning with vowel to words with more than one syllable gardner, gardenin g, limited, limiting, offering, offered, benefited	Adding suffixes beginning with vowel to words with more than one syllable forgotten, beginning, beginner, preferred, preferring, occurred, occuring, forbidden, committed	Creating negative meanings using prefix mis- Misspell, mislead, mistreat, misbehave, mistrust, misprint, misuse, misplace, misheard, misread	Creating negative meanings using prefix dis- Dislike, disobey, discolour, discover, disappear, dishonest, disallow, disbelieve, disapprove, discontinue	<b>Spelling Focus:</b> Words with short /i/ sound spelt with 'y' Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed) last syllable - DO NOT double the final consonant)	Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant) Creating negative meanings using prefix mis- Creating negative meanings using prefix dis-	Words with a /k/ sound spelt with 'ch' Homophones & Near Homophones Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back')

		, benefitin g, focused, focusing												
--	--	---	--	--	--	--	--	--	--	--	--	--	--	--

Y3 SUMMER TERM															
	WK1	WK2	WK3	WK4	WK5	WK6		WK1	WK2	WK3	WK4	WK5	WK 6	WK7	WK8
<b>Key Texts speak to RO</b> Nonfiction Poetry Fiction	The Great Kapok Tree There's a Rang-Tang In My Bedroom							Let's Save the Amazon							
<b>10 to read before you leave..Y3</b> Nonfiction Poetry Fiction	<ol style="list-style-type: none"> <li>1. Werewolf club rules</li> <li>2. The Sheep-Pig- Dick King Smith</li> <li>3. The lion, the witch and the wardrobe</li> <li>4. Leon and the place between</li> <li>5. Running on empty-SE Durrat</li> <li>6. Tiger Tiger burning bright</li> <li>7. The Creakers</li> <li>8. Varjak Paw</li> <li>9. The Wild Robot</li> <li>10. Egypt Magnified</li> </ol>							<ol style="list-style-type: none"> <li>1. Werewolf club rules</li> <li>2. The Sheep-Pig- Dick King Smith</li> <li>3. The lion, the witch and the wardrobe</li> <li>4. Leon and the place between</li> <li>5. Running on empty-SE Durrat</li> <li>6. Tiger Tiger burning bright</li> <li>7. The Creakers</li> <li>8. Varjak Paw</li> <li>9. The Wild Robot</li> <li>10. Egypt Magnified</li> </ol>							
<b>Reading Skills</b>	Fact and opinion Inference Visualising <b>Fluency is focussed on throughout.</b>							Summarising Using evidence <b>Fluency is focussed on throughout.</b>							
<b>Writing</b>	<u>Writing</u> 1. Main Written Poetry- about Rainforests Compositional Focus: features of the different poems (and layout), . Process focus;		2. Oral and written Persuasive text - deforestation Compositional Focus: prepositions, recap of persuasive language (recap flattery,		3. Practise and Apply Setting description Compositional Focus: adverbs and length of sentences for effect  Process focus: planning and editing			1. Main Written Discussion text- deforestation Compositional Focus: Words to suggest discussion and balance, paragraphing and organising structure		2b. Second Written Non-chronological report - Layers of the Rainforest Compositional Focus: layout features, captions and headings			3. Practise and Apply Persuasive Letters Saving the rainforests - Compositional Focus: conjunctions and adverbs. Possessive apostrophes. Process focus; composing and rehearsing sentences orally		



	<p>assessing the effectiveness of their own and others' writing and suggesting improvements □ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>exaggeration, commands) Process focus: planning and editing</p>		<p>Process focus; discussing and recording ideas</p>	<p>Process focus; discussing and recording ideas</p>	
<p>Word Level grammar knowledge</p>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example super-, anti-, auto-]</p>	<p>Use of the <b>forms</b> a or an according to whether the next word begins with a <b>consonant</b> or a <b>vowel</b> [for example, a rock, an open box]</p>	<p><b>Word families</b> based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example super-, anti-, auto-]</p>	<p>Use of the <b>forms</b> a or an according to whether the next word begins with a <b>consonant</b> or a <b>vowel</b> [for example, a rock, an open box]</p>	<p><b>Word families</b> based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>
<p>Sentence Level Knowledge</p>	<p>Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because],</p>	<p>adverbs [for example, then, next, soon, therefore],</p>	<p><b>prepositions</b> [for example, before, after, during, in, because of]</p>	<p>Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because],</p>	<p>adverbs [for example, then, next, soon, therefore],</p>	<p><b>prepositions</b> [for example, before, after, during, in, because of]</p>
<p>Text Level Grammar</p>	<p>Use of the <b>present perfect form of verbs</b> instead of the simple past [for example, He has gone out to play contrasted with</p>	<p>Introduction to <b>paragraphs</b> as a way to group related material <b>Headings</b> and <b>sub-headings</b> to aid presentation</p>		<p>Introduction to <b>paragraphs</b> as a way to group related material</p>	<p><b>Headings</b> and <b>sub-headings</b> to aid presentation</p>	<p>Use of the <b>present perfect form of verbs</b> instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>

	He went out to play]											
Punctuation	Commas Apostrophes				Introduction to inverted commas to punctuate direct speech							
Terminology	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter				inverted commas (or 'speech marks')		preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter					
Spelling	<u>Spelling Focus:</u> Words ending in -ary Words with a short /u/ sound spelt with 'o'	Words with a short /u/ sound spelt with 'ou'	Word families based on common words, showing how words are related in form and meaning.	Revision	<u>Spelling Focus:</u> Words ending in the suffix -al	Words ending with an /zher/ sound spelt with 'sure'	Words ending with a /cher/ sound spelt with 'ture'	Words ending with a /cher/ sound spelt as 'ture'	Silent Letters	Revision	Revision	



## Y4 AUTUMN TERM

	WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8	WK1	WK2	WK3	WK4	WK5	WK6	WK7
<b>Key Texts-see RO</b> Nonfiction Poetry Fiction	Stig of the Dump by Clive King A day in the life of a poo, a gnu and you by Mike Barfield (comic strip)								UG (comic strip) Iron Man by Ted Hughes Poetry Pie - Elephants and Peas, Pineapple (Food theme linked to Geography)						
<b>10 to read before you leave..Y4</b> Nonfiction Poetry Fiction	1. The Girl Who Stole an Elephant 2. The Boy at the Back of the Class 3. The Lost Words 4. Michael Morpurgo- Butterfly Lion 5. Poetry Pie 6. Danny, Champion of the World 7. Little People Big Dreams: Jemmy Button 8. Voices in the Park 9. Hilda and the Troll 10. The Wind in the Willows								1. The Girl Who Stole an Elephant 2. The Boy at the Back of the Class 3. The Lost Words 4. Michael Morpurgo- Butterfly Lion 5. Poetry Pie 6. Danny, Champion of the World 7. Little People Big Dreams: Jemmy Button 8. Voices in the Park 9. Hilda and the Troll 10. The Wind in the Willows						
<b>Reading Skills</b>	Decoding Clarification Prediction Sequencing Inference Fluency is focussed on throughout.								Decoding Clarification Prediction Sequencing Inference Fluency is focussed on throughout.						
<b>Writing</b> Key terminology highlighted in yellow	<b>1. Main Written</b> STIG feature for newspaper/magazine.  <i>Oral activities to support composition</i> Interviews with different people re STIG for article.  <b>Compositional Focus:</b> describe STIG using expanded noun phrases  <b>Process focus;</b> - planning and editing	<b>2. Content focus</b> Non-chronological report (Woolley mammoths)  <b>Compositional Focus:</b> Co-ordinating conjunctions to add detail.  <b>Process focus;</b> - planning and editing	<b>3. Content focus</b> Recount (Visit to Yorkshire Wildlife Park) <i>Oral activities to support composition</i> * Oral retelling of events.  <b>Compositional Focus:</b> Cohesive devices, paragraphs  <b>Process focus;</b> - planning and editing	<b>1. Main Written</b> Narrative Comic Strip (Catch it - Literacy Shed)  <i>Oral activities to support composition</i> Retelling narratives in comic style. Onomatopoeia  <b>Compositional Focus:</b> form of comic strip, speech punctuation.  <b>Process focus;</b> - composing and	<b>2. Content focus</b> One sided argument (Iron Man - do we get rid of him)  <i>Oral activities to support composition</i> -debate  <b>Compositional Focus:</b> Causal conjunctions, formal language  <b>Process focus;</b> thinking aloud	<b>3. Practise and Apply</b> Balanced newspaper report (The Iron Man)  <b>Compositional Focus:</b> pronouns, fronted adverbials  <b>Process focus;</b> - discussing writing similar to that which they are planning to write in order to understand and									

				rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures		learn from its structure, vocabulary and grammar
<u>Word Level grammar knowledge</u>				Speech and Thought (no need for inverted commas etc)		* <b>Standard English</b> forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
<u>Sentence level knowledge</u>	* <b>Noun phrases</b> expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> )	* Conjunctions (co-ordinating - Y3 recap)	* <b>Fronted adverbials</b> [for example, <i>later that day, I heard the bad news.</i> ]			
<u>Text Level grammar</u>			* Use of <b>paragraphs</b> to organise ideas around a theme		* Use of <b>paragraphs</b> to organise ideas around a theme	
<u>Punctuation</u>	<b>Apostrophes</b> to mark possession	Use of <b>commas</b> after subordinate clauses	Use of <b>commas</b> after <b>fronted adverbials</b>			Reported vs direct speech.  Use of <b>inverted commas</b> and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ]

<b>Terminology for pupils</b>	Determiner, pronoun, possessive pronoun Adverbial		<b>Adverbial</b>	Determiner, pronoun, possessive pronoun adverbial		
<b>Spelling</b>	Words with /aw/ spelt with augh and au Adding the prefix in- (meaning 'not' or 'into') Adding the prefix im- (before a root word starting with 'm' or 'p') Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r') Homophones & near homophones Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')			Use of dictionary to check spellings Words with /shun/ spelt 'sion', 'ssion', 'tion' and 'cian' Words with 'ough' Spell the commonly misspelt words in the Y3/4 list.		

Y4 SPRING TERM													
	WK1	WK2	WK3	WK4	WK5	WK6		WK1	WK2	WK3	WK4	WK5	WK6
<b>Key Texts</b> Nonfiction Poetry Fiction	Meet me by the Steelmen by Theresa Tomlinson Revolting Rhymes by Roald Dahl							The Water Horse by Dick King-Smith Here we are by Oliver Jeffers					
<b>10 to read before you leave..Y4</b> Nonfiction Poetry Fiction	1. The Girl Who Stole an Elephant 2. The Boy at the Back of the Class 3. The Lost Words 4. Michael Morpurgo- Butterfly Lion 5. Poetry Pie 6. Danny, Champion of the World 7. Little People Big Dreams: Jemmy Button 8. Voices in the Park 9. Hilda and the Troll 10. The Wind in the Willows							1. The Girl Who Stole an Elephant 2. The Boy at the Back of the Class 3. The Lost Words 4. Michael Morpurgo- Butterfly Lion 5. Poetry Pie 6. Danny, Champion of the World 7. Little People Big Dreams: Jemmy Button 8. Voices in the Park 9. Hilda and the Troll 10. The Wind in the Willows					
<b>Reading Skills</b>	<b>Reading Skills:</b> Inference Vocabulary <b>Fluency is focussed on throughout.</b>							<b>Reading Skills:</b> Summarise Comparing and contrasting <b>Fluency is focussed on throughout.</b>					
<b>Writing</b>	<b>Writing</b> <b>1. Main Written</b> <b>Diary (Meet me by the Steelmen)</b>  <i>Oral activities to support composition - debating</i>		<b>2. Practise and Apply</b> <b>Mystery Narrative (Marshmallows)</b>  <b>Compositional Focus:</b> In narratives, creating		<b>3. Second Written</b> <b>Traditional Poetry</b>  <b>Compositional Focus:</b> synonyms to			<b>1. Main Written</b> <b>Explanation (Water Cycle)</b>  <b>Compositional Focus:</b> Sentence structure variation		<b>2. Content focus</b> <b>Speech</b>  <i>Oral activities to support composition - debating</i>		<b>3. Practise and Apply</b> <b>Poetry (Narrative - Water)</b>  <b>Compositional Focus:</b> synonyms adverbials	

	<p>- performing speech to intended audience.</p> <p><b>Compositional Focus:</b> fact and opinion, modal verbs, conjunctions in a speech.</p> <p><b>Process focus;</b> thinking aloud</p>	<p>settings, characters and plots using fronted adverbials</p> <p><b>Process focus:</b> organising paragraphs around a theme.</p>	<p>make the writing more engaging.</p> <p><b>Process focus:</b> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p><b>Process focus:</b> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>- performing speech to intended audience.</p> <p><b>Compositional Focus:</b> fact and opinion, modal verbs, conjunctions in a speech.</p> <p><b>Process focus;</b> thinking aloud</p>	<p><b>Process focus:</b> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>
Word Level grammar knowledge	* Past tense (recap)		<ul style="list-style-type: none"> <li>* Rhyming patterns</li> <li>* Syllables</li> <li>* <b>Standard English</b> forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</li> </ul>		<ul style="list-style-type: none"> <li>* The grammatical difference between plural and possessive -s</li> <li>* <b>Standard English</b> forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</li> <li>* Persuasive devices (Fact and opinion, superlatives and comparative adjectives)</li> </ul>	<ul style="list-style-type: none"> <li>* Rhyming patterns</li> <li>* Syllables</li> <li>* <b>Standard English</b> forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</li> </ul>
Sentence Level Knowledge		<ul style="list-style-type: none"> <li>* Show language/Tell language</li> <li>* <b>Descriptive language devices including noun phrases</b> expanded by the addition of modifying adjectives, nouns</li> </ul>				

		and preposition phrases												
Text Level Grammar	* Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition													
Punctuation								* brackets (for clarification)						
Terminology	pronoun, possessive pronoun		pronoun, possessive pronoun				Adverbial		Adverbial					
Spelling	Homophones or Near Homophones	Homophones or Near Homophones	Nouns ending in the suffix -ation.	Nouns ending in the suffix -ation.	Adding the prefix sub- and adding the prefix super-		Words with the /s/ sound spelt with 'sc'	Words with a 'soft c' spelt with 'ce'	Words with a 'soft c' spelt with 'ci'	Word families based on common words			Statutory Spellings Challenge Words	

Y4 SUMMER TERM															
	WK1	WK2	WK3	WK4	WK5	WK6		WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8
<b>Key Texts</b> Nonfiction Poetry Fiction	Romans on the Rampage by Jeremy Strong Little People Big Dreams: Helen Keller							Romans on the Rampage by Jeremy Strong Range of Roman themed non-fiction texts							
<b>10 to read before you leave..Y4</b> Nonfiction Poetry Fiction	1. The Girl Who Stole an Elephant 2. The Boy at the Back of the Class 3. The Lost Words 4. Michael Morpurgo- Butterfly Lion 5. Poetry Pie 6. Danny, Champion of the World 7. Little People Big Dreams: Jemmy Button 8. Voices in the Park 9. Hilda and the Troll							1. The Girl Who Stole an Elephant 2. The Boy at the Back of the Class 3. The Lost Words 4. Michael Morpurgo- Butterfly Lion 5. Poetry Pie 6. Danny, Champion of the World 7. Little People Big Dreams: Jemmy Button 8. Voices in the Park 9. Hilda and the Troll							

	10. The Wind in the Willows			10. The Wind in the Willows		
Reading Skills	<p><b>Reading Skills:</b> Fact and opinion Retrieve, record and present information from non-fiction. Fluency is focussed on throughout.</p>			<p><b>Reading Skills:</b> Summarise Fluency is focussed on throughout.</p>		
Writing	<p><b>1. Main Written Playscript (Roman Times)</b></p> <p><b>Compositional Focus:</b> features of playscripts, use of language conjunctions</p> <p><b>Process focus:</b> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p><b>2. Content focus Narrative- innovated place (Roman fairytale)</b></p> <p><i>Oral activities to support composition</i></p> <ul style="list-style-type: none"> <li>* hot seating</li> <li>* 'T4W' style retelling</li> </ul>	<p><b>3. Practise and Apply (Biased) newspaper report</b></p> <p><b>Compositional Focus:</b> cohesive devices</p> <p><b>Process focus:</b> composing and rehearsing sentences orally</p>	<p><b>1. Main Written Instructions (How to be a gladiator)</b></p> <p><b>Compositional Focus:</b> synonyms adverbials</p> <p><b>Process focus:</b> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p><b>2. Content focus Non-chronological report (Romans)</b></p> <p><i>Oral activities to support composition</i></p> <ul style="list-style-type: none"> <li>Interviewing</li> <li>Hot seating</li> <li>Debate</li> </ul> <p><b>Compositional Focus:</b> adverbials, organisational devices</p>	<p><b>3. Second Written Book Review</b></p> <p><b>Compositional Focus:</b> adverbials, formal language,</p> <p><b>Process focus:</b> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>
Word Level grammar knowledge					* Edit for spelling and grammatical errors.	* Edit for spelling and grammatical errors.
Sentence Level Knowledge	<p><b>Sentence level knowledge</b></p> <ul style="list-style-type: none"> <li>* <b>Adverbials</b> [for example, <i>later that day, I heard the bad news.</i>]</li> </ul>	<ul style="list-style-type: none"> <li>* Descriptive devices (including <b>Noun phrases</b> expanded by the addition of modifying adjectives, nouns and preposition phrases)</li> <li>* <b>Fronted adverbials</b> [for example, <i>later that</i></li> </ul>	<ul style="list-style-type: none"> <li>* <b>Fronted adverbials</b> [for example, <i>later that day, I heard the bad news.</i>]</li> </ul>	<ul style="list-style-type: none"> <li>* <b>Fronted adverbials</b> [for example, <i>later that day, I heard the bad news.</i>]</li> </ul>		



		<i>day, I heard the bad news.]</i>										
Punctuation	<b>Punctuation</b> * brackets (to add detail using stage directions) * colons (to separate the speaker to the word)		Use of <b>commas</b> after <b>fronted adverbials (Editing focus)</b>		Use of <b>inverted commas</b> and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ]				* Edit for punctuation,	* <b>Apostrophes</b> to mark <b>plural possession</b> [for example, <i>the girl's name, the girls' names</i> ] *Edit for punctuation		
Terminology	<b>adverbial</b>		<b>adverbial</b>				<b>adverbial</b>					
Spelling	Adding the prefix inter-	Adding the prefix anti-	Adding the prefix auto-	Adding the prefix ex-	Adding the prefix non-	Words ending in -ar and -er	Adding the suffix -ous	Adding the suffix -ous	Adding the suffix -ous	Adding the suffix -ous	Adverbials of frequency and possibility	Adverbials of manner

Y5 AUTUMN TERM

	WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8	WK1	WK2	WK3	WK4	WK5	WK6	WK7
	The Firework-Maker's Daughter - Phillip Pullman								Odd and the Frost Giants - Neil Gaiman						
Nonfiction Poetry Fiction															
10 to read before you leave..Y5 Nonfiction Poetry Fiction	<ol style="list-style-type: none"> <li>Cosmic disco</li> <li>Kensuke's Kingdom</li> <li>King Kong</li> <li>Cosmic (Frank Cottrell Boyce)</li> <li>Wonder</li> <li>A Street Dog named Pup</li> <li>The Black Dog</li> <li>One Plastic Bag</li> <li>Iguana Boy Saves the World With a Triple Cheese Pizza.</li> <li>Factopia</li> </ol>								<ol style="list-style-type: none"> <li>Cosmic disco</li> <li>Kensuke's Kingdom</li> <li>King Kong</li> <li>Cosmic (Frank Cottrell Boyce)</li> <li>Wonder</li> <li>A Street Dog named Pup</li> <li>The Black Dog</li> <li>One Plastic Bag</li> <li>Iguana Boy Saves the World With a Triple Cheese Pizza.</li> <li>Factopia</li> </ol>						
Reading Skills	Prediction Retrieval Language and Meaning Clarification Inference Summarising <b>Fluency is focussed on throughout.</b>								Predictions Making comparisons Fluency Words in context Sequencing Linking of events Making comparisons Inference <b>Fluency is focussed on throughout.</b>						
Writing Key terminology highlighted in yellow	<b>1. Main Written</b>  Review of firework display Oral activities to support composition * discussion * hot seating/interview <b>Compositional Focus-</b> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <b>Process focus;</b> planning and editing	<b>2. Oral activities to support written outcome</b> Explanation- How does a volcano erupt? Link to Geography lesson where we recreate a volcanic eruption. Skill- cohesion built with adverbials of time. Subordinate Clauses.	<b>3. Practise and Apply</b> Persuasive Advert - Living Near a Volcano Oral activities to support composition * debating * hot seating * conscience alley <b>Compositional Focus-</b> selecting appropriate grammar and vocabulary, understanding how									<b>1. Oral activities to support written outcome</b> Instructions - How to carry out a Viking Raid Skill- cohesion built with adverbials of time and the use of modal verbs	<b>2. Practise and Apply</b>  Non-Chronological Report - Vikings Oral activities to support composition * discussion * hot seating/interview <b>Compositional Focus-</b> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	<b>3. Main Written</b> Narrative- Christmas fantasy story (The Bear and the Hare stimulus) <b>Compositional Focus-</b> cohesive devices in adventure narratives, <b>Process focus;</b> in writing narratives, considering how authors have developed	

**Commented [SH1]:** Adventure is a genre of narrative. I think adding genre into year 5 and 6 is a good way of building progression

**Commented [SH2R1]:** Adding to above, one good genre to introduce and teach is a mystery story. Btw, adventure stories do not always elicit best writing as they can be all action and no description. Some great models though of well crafted action, which includes description in HP books

			such choices can change and enhance meaning. Process focus; planning and editing.		Process focus; planning and editing	characters and settings in what pupils have read, listened to or seen performed
<u>Word level grammar knowledge</u>  Y5 teachers to remove what isn't relevant for the unit.	* Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] * Verb prefixes [for example, dis-, de-, mis-, over- and re-]	Complete where necessary	Complete where necessary	Complete where necessary	Complete where necessary	Complete where necessary
<u>Sentence level knowledge</u>	* Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun E.g. The prince, who lived in the ruined castle, decided to seek .... * Descriptive language devices including noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases * Fronted adverbials [for example, later that day, I heard the bad news.]	Complete where necessary	Complete where necessary	Complete where necessary	Complete where necessary	Complete where necessary
<u>Text level grammar</u>	* Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] * Linking ideas across paragraphs using adverbials of place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Complete where necessary	Complete where necessary	Complete where necessary	Complete where necessary	Complete where necessary

Commented [SH3]: Can you give examples., please relevant to the task

Commented [SH4]: When something is new learning or being revisited you need to indicate. Also expectation that pupils will get a chance to practice and apply any grammar learning as they go along

<b>Punctuation</b>	* Use of <b>commas</b> to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted adverbials	Complete where necessary	Complete where necessary	Complete where necessary	Complete where necessary	Complete where necessary
<b>Terminology for pupils</b>	highlight key vocab for specific unit) modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	Complete where necessary	Complete where necessary	Complete where necessary	Complete where necessary	Complete where necessary
<b>Spelling</b>	Prefixes and suffixes-cious -tious -ious i spelt with y Words with the long vowel sound /i/ spelt with y Homophones and near homophones			or' sound spelt 'or', converting nouns into verbs using suffix 'ate', converting nouns into verbs using suffix 'ise', converting nouns into verbs using suffix 'ify', converting nouns into verbs using suffix 'en' Words containing the letter string 'ough' Adverbials of time Adverbials of place Words with an /ear/ sound spelt 'ere'		

Y5 SPRING TERM													
	WK1	WK2	WK3	WK4	WK5	WK6		WK1	WK2	WK3	WK4	WK5	WK6
<b>Key Texts</b> Nonfiction Poetry Fiction	Spymaster - First Blood Leon Garfield- tales of Shakespeare Macbeth												
<b>10 to read before you leave..Y5</b> Nonfiction Poetry Fiction	<ol style="list-style-type: none"> <li>Cosmic disco</li> <li>Kensuke's Kingdom</li> <li>King Kong</li> <li>Cosmic (Frank Cottrell Boyce)</li> <li>Wonder</li> <li>A Street Dog named Pup</li> <li>The Black Dog</li> <li>One Plastic Bag</li> <li>Iguana Boy Saves the World With a Triple Cheese Pizza.</li> <li>Factopia</li> </ol>												
<b>Reading Skills</b>	Fluency Words in context Retrieval Inference Prediction						Fluency Events links to meaning Clarification Summarising Fluency is focussed on throughout.						

	<p>Making comparisons Fluency is focussed on throughout.</p>			
Writing	<p><b>1. Content focus</b> Persuasive Argument - Which of Henry VIII's wives had it 'the worst'?</p> <p><i>Oral activities to support composition</i></p> <ul style="list-style-type: none"> <li>* debate</li> <li>* discussion</li> <li>* hot seating/interview</li> </ul> <p><b>Compositional Focus-</b> modal verbs and relative clauses in persuasive advert.</p> <p><b>Process focus;</b> planning using thinking aloud.</p>	<p><b>3. Practise and Apply/Oral Poetry-</b> learn by heart, write poems and then write your own version of a poem - Macbeth</p> <p><i>Oral activities to support composition</i></p> <ul style="list-style-type: none"> <li>* oral retelling poetry</li> </ul> <p><b>Compositional Focus-</b> perform their own compositions using appropriate intonation, volume, and movement so that meaning is clear.<b>Process focus;</b> planning and editing</p>	<p><b>1. Main Written additional chapter</b> Mystery narrative (Spymaster)</p> <p><b>Compositional Focus-</b> dialogue and setting in mysteries</p> <p><b>Process focus;</b> planning and editing</p>	<p><b>2. Content focus</b> <b>Playscripts</b> <b>Oral activities</b> to support composition</p> <ul style="list-style-type: none"> <li>* acting</li> <li>* hot seating</li> <li>* conscience alley</li> </ul> <p><b>Compositional Focus-</b> punctuating playscripts correctly.</p> <p><b>Process focus;</b> planning and editing.</p>
Word Level grammar knowledge <i>Y5 teachers to remove what isn't relevant for the unit.</i>		<p><b>Word level grammar knowledge</b></p> <ul style="list-style-type: none"> <li>* Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</li> <li>* Verb prefixes [for example, dis-, de-, mis-, over- and re-]</li> </ul>	<p><b>Word level grammar knowledge</b></p> <ul style="list-style-type: none"> <li>* Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</li> <li>* Verb prefixes [for example, dis-, de-, mis-, over- and re-]</li> <li>* Noun choices- archaic language eg hound instead of dog</li> </ul>	<p><b>Word level grammar knowledge</b></p> <ul style="list-style-type: none"> <li>* Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</li> <li>* Verb prefixes [for example, dis-, de-, mis-, over- and re-]</li> </ul>
Sentence Level Knowledge	<p><b>Sentence level knowledge</b></p> <ul style="list-style-type: none"> <li>* Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>* Indicating degrees of possibility using adverbs [for example, perhaps, surely] or (modal verbs [for example, might, should, will, must])</li> </ul>	<p><b>Sentence level knowledge</b></p> <ul style="list-style-type: none"> <li>* Descriptive language devices including noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> </ul>	<p><b>Sentence level knowledge</b></p> <ul style="list-style-type: none"> <li>* Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun E.g. The prince, who lived in the ruined castle, decided to seek ....</li> <li>* Show language/Tell language</li> </ul>	<p><b>Sentence level knowledge</b></p> <ul style="list-style-type: none"> <li>* Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun E.g. The prince, who lived in the ruined castle, decided to seek ....</li> <li>* Indicating degrees of possibility using adverbs [for example, perhaps,</li> </ul>

	<ul style="list-style-type: none"> <li>* Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]</li> <li>* Emotive language including rhetorical questions</li> <li>* Subordinate clauses [because, although, if]</li> </ul>		<ul style="list-style-type: none"> <li>* Descriptive language devices including noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>* Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]</li> </ul>	<ul style="list-style-type: none"> <li>surely] or modal verbs [for example, might, should, will, must]</li> <li>* Show language/Tell language</li> <li>* Descriptive language devices including noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>* Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]</li> </ul>
Text Level Grammar	<p><b>Text level grammar</b></p> <ul style="list-style-type: none"> <li>* Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>* Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> <li>* 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 <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</li> </ul>	<p><b>Text level grammar</b></p> <ul style="list-style-type: none"> <li>* Linking ideas across paragraphs using adverbials of place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul>	<p><b>Text level grammar</b></p> <ul style="list-style-type: none"> <li>* Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>* Linking ideas across paragraphs using adverbials of place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> <li>* 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 <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</li> </ul>	<p><b>Text level grammar</b></p> <ul style="list-style-type: none"> <li>* Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>* Linking ideas across paragraphs using adverbials of place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul>
Punctuation	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>* Brackets, dashes or commas to indicate parenthesis</li> <li>* Use of commas to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted adverbials</li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>* Use of commas to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted adverbials</li> <li>* Use of the colon to introduce a list and use of semi-colons within lists</li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>* Use of commas to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted adverbials</li> <li>* Use of inverted commas and other punctuation to indicate direct speech [for</li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>* Brackets, dashes or commas to indicate parenthesis</li> <li>* Use of commas to clarify meaning or avoid ambiguity - use of Colons, semi colons</li> <li>* Use of the colon to</li> </ul>

	* Question marks to mark rhetorical questions		example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"	introduce a list and use of semi-colons within lists
Terminology	<b>Terminology</b> (modal verb, relative pronoun, relative clause, emotive language, rhetorical question)	<b>Terminology</b> (bracket, colons, semi-colon)	<b>Terminology</b> (relative clause, parenthesis, show/tell language, ellipsis)	<b>Terminology</b> (modal verb, bracket, ambiguity, colons, semi-colons)
Spelling	-ity suffixes (to create nouns) -ness suffix (to create nouns) -ship suffixes (to create nouns) Homophones and Near Homophones Words with or spelt as or 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 Converting nouns/adjectives into verbs using -en	

### Y5 SUMMER TERM

	WK1	WK2	WK3	WK4	WK5	WK 6	WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8
<b>Key Texts</b> Nonfiction Poetry Fiction	Grimm Tales - Philip Pullman Charles Dickens: stories (History link)													
<b>10 to read before you leave..Y5</b> Nonfiction Poetry Fiction	<ol style="list-style-type: none"> <li>Cosmic disco</li> <li>Kensuke's Kingdom</li> <li>King Kong</li> <li>Cosmic (Frank Cottrell Boyce)</li> <li>Wonder</li> <li>A Street Dog named Pup</li> <li>The Black Dog</li> <li>One Plastic Bag</li> <li>Iguana Boy Saves the World With a Triple Cheese Pizza.</li> <li>Factopia</li> </ol>													
<b>Reading Skills</b>	<ul style="list-style-type: none"> <li>Words in context</li> <li>Retrieval</li> <li>Clarification</li> <li>Inference</li> <li>Summarising</li> <li>Decoding and fluency</li> </ul>						<ul style="list-style-type: none"> <li>Retrieval</li> <li>Words in contexts</li> <li>Prediction</li> <li>How language affects meaning</li> <li>Sequencing</li> <li>Summarising</li> </ul>							

	Fluency is focussed on throughout.		<ul style="list-style-type: none"> <li>Making comparisons</li> </ul> Fluency is focussed on throughout.	
Writing	<b>Writing</b> 1. Practise and Apply Newspaper report - Grimm Tales <b>Compositional Focus-</b> direct and reported speech <b>Process focus;</b> planning and editing	<b>2. Main Written</b> Deconstructing modern fairy tales - Three Little Pigs with a devised final chapter <b>Compositional Focus-</b> building of tension and suspense within a chapter  <b>Process focus:</b> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	<b>3. Content focus</b> Playscripts - Charles Dickens <b>Oral activities to support composition</b> * acting * hot seating * conscience alley <b>Compositional Focus-</b> punctuating playscripts correctly. <b>Process focus;</b> planning and editing.	<b>4. Practise and Apply</b> Non-Chronological Report of Life as a Victorian Child <b>Oral activities to support</b> <b>composition</b> * discussion * hot seating/interview <b>Compositional Focus-</b> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <b>Process focus;</b> planning and editing
Word Level grammar knowledge	<b>Word level grammar knowledge</b> * Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; - ify] * Verb prefixes [for example, dis-, de-, mis-, over- and re-]	<b>Word level grammar knowledge</b> * Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] * Verb prefixes [for example, dis-, de-, mis-, over- and re-]	<b>Word level grammar knowledge</b> * Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] * Verb prefixes [for example, dis-, de-, mis-, over- and re-]	<b>Word level grammar knowledge</b> * Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] * Verb prefixes [for example, dis- , de-, mis-, over- and re-]
Sentence Level Knowledge	<b>Sentence level knowledge</b> * Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun * Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	<b>Sentence level knowledge</b> * Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun E.g. The prince, who lived in the ruined castle, decided to seek ..... * Descriptive language devices including noun phrases expanded by the addition of modifying	<b>Sentence level knowledge</b> * Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun E.g. The prince, who lived in the ruined castle, decided to seek ..... * Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] * Show language/Tell language * Descriptive language devices including noun phrases expanded by	<b>Sentence level knowledge</b> * Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun E.g. The prince, who lived in the ruined castle, decided to seek ..... * Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] * Fronted adverbials [for



	<ul style="list-style-type: none"> <li>* Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]</li> <li>* Emotive language including rhetorical questions</li> <li>* Subordinate clauses [because, although, if]</li> </ul>	<p>adjectives, nouns and preposition phrases</p> <ul style="list-style-type: none"> <li>* Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]</li> <li>* Show/Tell Language</li> </ul> <p>Text level grammar</p> <ul style="list-style-type: none"> <li>* Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>* Linking ideas across paragraphs using adverbials of place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> <li>* 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 <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</li> </ul>	<p>the addition of modifying adjectives, nouns and preposition phrases</p> <ul style="list-style-type: none"> <li>* Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]</li> </ul>	<p>example, <i>later that day, I heard the bad news.</i>]</p> <ul style="list-style-type: none"> <li>* Subordinate clauses [because, although, if]</li> </ul>
Text Level Grammar	<p><b>Text level grammar</b></p> <ul style="list-style-type: none"> <li>* Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>* Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul>		<p><b>Text level grammar</b></p> <ul style="list-style-type: none"> <li>* Linking ideas across paragraphs using adverbials of place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul>	<p><b>Text level grammar</b></p> <ul style="list-style-type: none"> <li>* Linking ideas across paragraphs using adverbials of place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> <li>* Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> </ul>

	<p>* 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 <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p>			
Punctuation	<p><b>Punctuation</b></p> <p>* Brackets, dashes or commas to indicate parenthesis</p> <p>* Use of commas to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted adverbials</p> <p>* Question marks to mark rhetorical questions</p>	<p><b>Punctuation</b></p> <p>* Use of commas to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted adverbials</p>	<p><b>Punctuation</b></p> <p>* Brackets, dashes or commas to indicate parenthesis</p> <p>* Use of commas to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted adverbials</p> <p>* Use of the colon to introduce a list and use of semi-colons within lists</p>	<p><b>Punctuation</b></p> <p>* Brackets, dashes or commas to indicate parenthesis</p>
Terminology	<p><b>Terminology</b> (modal verb, relative pronoun, relative clause, emotive language, rhetorical question)</p>	<p><b>Terminology</b> (relative pronoun, relative clause, cohesion, , ellipsis, descriptive language, show/tell language)</p>	<p><b>Terminology</b> (highlight key vocab for specific unit)</p> <p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p><b>Terminology</b></p> <p>relative pronoun, relative clause, parenthesis, bracket, dash, subordinate clause, layout, heading, subheading</p>
Spellings	<p>Words containing the letter string 'ough'</p> <p>Adverbials of time</p> <p>Adverbials of place</p> <p>Words with an /ear/ sound spelt 'ere'</p> <p>Unstressed vowels in polysyllabic words</p>		<p>Adding verb prefixes de- and re-</p> <p>Adding verb prefix over-</p> <p>Convert nouns or verbs into adjectives using suffix -ful</p> <p>Convert nouns or verbs into adjectives using suffix -ive</p> <p>Convert nouns or verbs into adjectives using suffix -al</p>	

**Y6 AUTUMN TERM**

	W K1	WK2	WK 3	WK 4	WK5	WK 6	WK7	WK8		WK 1	WK2	WK3	WK4	WK 5	WK 6	WK7
<b>Key Texts-see RO</b> Nonfiction Poetry Fiction	Holes by Louis Sachar Little People Big Dreams: Rosa Parks Comic strip - Science related ----- Bex to help find???									Holes by Louis Sachar War Horse (picture book?) Archie's War (Graphic novel)						
<b>10 to read before you leave..Y6</b> Nonfiction Poetry Fiction	1.Dark Sky Park 2.Street Child 3.Storm Breaker 4.Snow White in New York (Short story) 5.Once 6.Armistice Runner 7.The Boy who made everyone laugh 8.The island 9.When the sky falls 10.The Thief who sang storms									1.Dark Sky Park 2.Street Child 3.Storm Breaker 4.Snow White in New York 5.Once 6.Armistice Runner 7.The Boy who made everyone laugh 8.The island 9.When the sky falls 10.The Thief who sang storms						
<b>Reading Skills</b>	Retrieval Background Knowledge Inference Providing evidence Prediction Clarification Vocabulary Fluency is focussed on throughout.									Retrieval Inference Summarising Providing evidence Prediction Fluency is focussed on throughout.						
<b>Reading</b>	Holes (Wk 1 - 4) Background knowledge Prediction Retrieval Vocabulary		Little People Big Dreams - Rosa Parks (Wk 5 + 6) Background knowledge Providing Evidence			Comic Strip - How the Heart works??? (Wk 7) Background knowledge Clarification				Holes (Wk 1 - 3) Background knowledge Retrieval Inference		Archie's War (Wk 4 + 5) Prediction		War Horse (Wk 6 + 7) Providing evidence		
<b>Writing</b> Key terminology highlighted in yellow	1. Main Written Informal letter (Stanley from Holes) Formal letter (Stanley from Holes) Compositional Focus: Writing for informality -		2. Practise and Apply Narrative - Road's End Compositional Focus: Noun phrasing and adverbials Cont. with use of clauses..		3. Practise and Apply Biography - Black	4. Explanation How the heart works Compositional Focus: using tons			1. Main Written Bias Newspaper report - MP's strike Compositional Focus: use of passive voice and refresh of speech punctuation and split		2. Practise and Apply Persuasive writing about visiting a country or somewhere??		3. Secondary Written Setting, contrasting genres Compositional Focus:			

	<p>contractions, question tags, vernacular language          Writing for formality - technical vocabulary  <b>Process focus;</b> planning and editing</p>	<p><b>Process focus;</b> planning and editing</p>	<p><b>History Month</b>  <b>Compositional</b>  <b>Focus:</b> using bullet points and colon to introduce lists  <b>Process focus;</b> noting and developing initial ideas, drawing on reading and research where necessary.</p>	<p>to explain reasons, parentheses for extra detail</p>	<p>speech, use of brackets and dashes          Process focus; planning and editing</p>	<p><b>(use of oral to support written)</b>  <b>Compositional Focus:</b> features of persuasion - exaggeration, repetition.  <b>Process focus;</b> planning and editing</p>	<p>Describing settings and atmosphere.          Using expanded noun phrases  <b>Process focus;</b> - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>
<u>Word level grammar knowledge</u>	<p>* The difference between vocabulary typical of <b>informal</b> speech and vocabulary appropriate for <b>formal</b> speech and writing</p>				<p>* The difference between vocabulary typical of <b>informal</b> speech and vocabulary appropriate for <b>formal</b> speech and writing</p>		
<u>Sentence level knowledge</u>				<p>* The difference between structures typical of <b>informal</b> speech and structures appropriate for <b>formal</b> speech and writing.</p>	<p>* Use of the <b>passive</b> to affect the presentation of information in a sentence</p>		

Text Level Knowledge	* Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a word or phrase, grammatical connections		* Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a word or phrase, grammatical connections	
<b>Punctuation</b>	* Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i> ]		Use of the colon to introduce a list and use of semi-colons within lists  Punctuation of bullet points to list information	How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i> ]
<b>Terminology for pupils</b>	subject, object, active, passive, synonym, antonym	subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points	subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points	
<b>Spelling</b>	Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy Adjectives ending in -ant into nouns ending in -ance/ -ancy Adjectives ending in -ent into nouns ending in -ence/ -ency Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel. Hyphens: To join compound adjectives to avoid ambiguity		Words ending in -able Words ending in -ably Creating diminutives using prefixes micro or mini Suffixes Word families Y5/6 spelling words	

Y6 SPRING TERM												
	WK1	WK2	WK3	WK4	WK5	WK6	WK1	WK2	WK3	WK4	WK5	WK6
<b>Key Texts- see RO</b> Nonfiction Poetry Fiction	Private Peaceful Poems from the First World War						The Boy in The Striped Pyjamas					
10 to read before you leave..Y6 Nonfiction Poetry	1.Dark Sky Park 2.Street Child 3.Storm Breaks 4.Snow White in New York 5.Queer 6.Armistice Runner						1.Dark Sky Park 2.Street Child 3.Storm Breaks 4.Snow White in New York 5.Queer 6.Armistice Runner					

Fiction	7.The Boy who made everyone laugh 8.The island 9.When the sky falls 10.The Thief who sang storms			7.The Boy who made everyone laugh 8.The island 9.When the sky falls 10.The Thief who sang storms		
Reading Skills	Retrieval / Inference Clarification / Vocabulary Sequencing Summarising Comparing and Contrasting Providing evidence Fact and opinion <b>Fluency is focussed on throughout.</b>			Retrieval / Inference Clarification / Vocabulary Sequencing Summarising Providing evidence Comparing and Contrasting Prediction <b>Fluency is focussed on throughout.</b>		
Writing	<b>1. Main Written</b>  Letter writing - formal or informal (from characters in book) <b>Compositional Focus:</b> Use multiword verbs (informal) and single word verbs (formal)- choice of verbs for formality <b>Process focus; planning and editing</b>	<b>2. Content focus</b> Speech- to encourage soldiers to fight in the war <u>Oral activities to support composition</u> * debate * oral retelling <b>Compositional Focus: use of exaggeration</b> <b>Process focus;</b> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	<b>3. Practise and Apply</b> Non-chronological report about life on the home front <b>Compositional Focus: Use of cohesion (adverbials, conjunctions, order of paragraphs, pronouns)</b> <b>Process focus;</b> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	<b>1. Main Written</b> Diary entry - Bruno's perspective (Boy in Striped Pyjamas) <b>Compositional Focus:</b> use of commas to avoid ambiguity and parenthesis to add effect (dashes) <b>Process focus;</b> planning and editing	<b>2. Content Focus</b> Balanced argument - Should children wear school uniform? <u>Oral activities to support composition</u> * debate *conscience alley <b>Compositional Focus:</b> modal verbs and subjunctive form to support balanced / discussion approach <b>Process focus;</b> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	<b>. Main Written</b> Narrative - retelling a chapter from a different perspective (Boy in Striped Pyjamas) <b>Compositional Focus:</b> use of commas to avoid ambiguity and parenthesis to add effect (dashes) <b>Process focus;</b> planning and editing
Word Level grammar knowledge	* The difference between formal and informal vocabulary - multiword verbs and contractions.	Hyperbole and exaggeration to persuade.	<b>COMPLETE WHERE/AS APPROPRIATE</b>	Informal vocabulary - contractions and multi-word verbs. Appropriate vocabulary for time.	Adding suffixes to make comparative adjectives (superlatives)	* How words are related by meaning as <b>synonyms</b> and <b>antonyms</b> [for example, <b>big, large, little</b> ].

Sentence Level Knowledge	Relative clauses to add additional information about characters.	* The difference between structures typical of <b>informal</b> speech and structures appropriate for <b>formal</b> speech and writing	COMPLETE WHERE/AS APPROPRIATE	Variation of sentence lengths and structure (short and snappy vs detailed explanation).	<b>Fronted adverbials</b> [for example, <i>later that day, I heard the bad news.</i> ]	<b>Descriptive language devices including noun phrases</b> expanded by the addition of modifying adjectives, nouns and preposition phrases * Fronted adverbials [for example, <i>later that day, I heard the bad news.</i> ]
Text Level Grammar	* Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : such as adverbials to link ideas.	* Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a word or phrase, grammatical connections	COMPLETE WHERE/AS APPROPRIATE	Tenses	Contrasting fronted adverbials for balanced arguments (on one hand, conversely etc)	Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a word or phrase, grammatical connections
Punctuation	*Use of commas and brackets in relative clauses.	* Use of the <b>semi-colon, colon</b> and dash to mark the boundary between independent <b>clauses</b> Use of the colon to introduce a list and use of semi-colons w Punctuation of <b>bullet points</b> to list information	COMPLETE WHERE/AS APPROPRIATE	Parenthesis (commas, brackets and dashes).	Colons for lists. Bullet points.	*How <b>hyphens</b> can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i> ]
Terminology	subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points			subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points		
Spelling	<b>Spelling Focus:</b> Suffixes 'fer' ie or ei Word families Y5/6 spelling words			<b>Spelling Focus:</b> Word families cial/tial Words with a 'soft c' spelt /ce/ Y5/6 spelling words		

Y6 SUMMER TERM

	WK1	WK2	WK3	WK4	WK5	WK6	WK1	WK2	WK3	WK4	WK5	WK6	WK7	WK8
<b>Key Texts- see RO</b> Nonfiction Poetry Fiction	The Boy in The Striped Pyjamas The Arrival (Graphic Novel) The Lost Thing (picture book) Skyward: The Story of Female Pilots in WW2? Poems from the Second World War						Journey to Jo'Burg Uncover History: The Maya							
<b>10 to read before you leave..Y6</b> Nonfiction Poetry Fiction	1.Dark Sky Park 2.Street Child 3.Storm Breaker 4.Snow White in New York 5.Oz 6.Armistice Runner 7.The Boy who made everyone laugh 8.The island 9.When the sky falls 10.The Thief who sang storms						1.Dark Sky Park 2.Street Child 3.Storm Breaker 4.Snow White in New York 5.Oz 6.Armistice Runner 7.The Boy who made everyone laugh 8.The island 9.When the sky falls 10.The Thief who sang storms							
<b>Reading Skills</b>	Retrieval Inference Clarification Summarising Sequencing Comparing and Contrasting Prediction <b>Fluency is focussed on throughout.</b>						Retrieval Inference Clarification Vocabulary Summarising Comparing and Contrasting <b>Fluency is focussed on throughout.</b>							
<b>Writing</b>	TEACHER LED as needed for moderation/SATS needs.  Poetry - The Arrival  Explanation text (audience - KS1 and KS2)  Persuasive writing - linked to end of year celebrations  Balanced argument - linked to end of year  Writing skills: Explanation text- Cohesive adverbials and conjunctions						1. Main Written Non- Chronological report- Recap Shakespeare from Y5. Compositional Focus Bringing together planning independently and use of vocabulary and grammatical structures appropriate for audience and purpose.				2. Content Focus supported by oral composition. Playscripts Performance of a Midsummer Night's Dream Compositional Focus: Process focus; perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.			



	Persuasive writing- use of flattery and generalisations Poetry - Use of personification and adverbial phrases to reorder and add affect Balanced argument - use of cohesive adverbials and phrases that show discussion and balanced	Process focus; planning and editing	
Word Level grammar knowledge	TEACHER LED as needed for moderation/SATS needs.	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing  * How words are related by meaning as synonyms and antonyms	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> - <i>discover</i> ; <i>ask for</i> - <i>request</i> ; <i>go in</i> - <i>enter</i> ] * How words are related by meaning as synonyms and antonyms [for example, <i>big</i> , <i>large</i> , <i>little</i> ].
Sentence Level Knowledge  Y6 Team- Tweak/remove as necessary	TEACHER LED as needed for moderation/SATS needs.	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i> ]. * The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech.]	
Text Level Grammar	TEACHER LED as needed for moderation/SATS needs.	* 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 <i>on the other hand</i> , <i>in</i>	

		<p>contrast, or as a consequence], and ellipsis</p> <p>* Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	
Punctuation		<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>	
Terminology		<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>	
Spelling	<p>Spelling Focus:          Word families          Words that can be nouns/verbs          ou/ow          ible/ibly          Y5/6 words</p>	<p><u>Spelling Focus:</u>          Synonyms/antonyms          Y5/6 spelling words</p>	

Speaking and Listening underpins everything we do within English. For a detailed view of how speaking and listening progresses throughout school, please see this [document](#).