			Years 1 and 2			
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
English	Year 1			Year 1		
-	Word Reading Apply phonic knowledge to decode			Word Reading Apply phonic knowledge to decode		
	Respond with correct sound to graphemes fo	r all 40+ phonomos		Respond with correct sound to graphemes for a	II 40+ phonomos	
Pathways to Write	Blend sounds in unfamiliar words containing			Blend sounds in unfamiliar words containing GP		
Wordsmith	Read common exception words			Read common exception words		
Literacy Shed +	Read words containing taught GPCs and -s, -e	s, -ing, -ed, -er and -est endings		Read words containing taught GPCs and -s, -es,	-ing, -ed, -er and -est endings	
Twinkl Phonics	Read other words of more than one syllable			Read other words of more than one syllable		
Twinkl SPaG	Read words with contractions and understand	d role of apostrophe		Read words with contractions and understand r	ole of apostrophe	
Comprehension +	Read aloud accurately books that are consiste	ent with taught phonic knowledge and re-read to bu	uild fluency	Read aloud accurately books that are consistent	t with taught phonic knowledge and re-read to	build fluency
/IPERS						
	Reading Comprehension			Reading Comprehension		
Fwinkl Handwriting	Listen to a wide range of challenging stories,			Listen to a wide range of challenging stories, po		
	Discuss these and make links to own experier Become familiar with and retell key stories, fa			Discuss these and make links to own experience Become familiar with and retell key stories, fain		
	Join in with predictable phrases	in y stories and traditional tales		Join in with predictable phrases	y stories and traditional tales	
	Recite some poems/rhymes by heart			Recite some poems/rhymes by heart		
	Discuss meanings of new words/vocab provid	ed		Discuss meanings of new words/vocab provided	1	
	Self-check to make sure text makes sense			Self-check to make sure text makes sense		
	Discuss significance of titles/events			Discuss significance of titles/events		
	Predict and infer based on what they know ar	nd the text		Predict and infer based on what they know and	the text	
	Take turns to explain their understanding			Take turns to explain their understanding		
	Retrieve and record information from non-fic			Retrieve and record information from non-fiction		
	Take turns in high-quality discussions about w	hat they have heard/read		Take turns in high-quality discussions about what	at they have heard/read	
	Writing Transcription			Writing Transcription		
	Name letters of the alphabet	mmon exception words and days of the week		Spell words containing the 40+ phonemes, com Name letters of the alphabet	mon exception words and days of the week	
	Add suffix -s and -es to create plural nouns/3	d person singular for verbs		Add suffix -s and -es to create plural nouns/3rd	nerson singular for verbs	
	Use prefix un-			Use prefix un-		
	Use -ing, -ed, -er and -est where root word re	mains unchanged		Use -ing, -ed, -er and -est where root word rem	ains unchanged	
	Write from memory simple sentences dictate			Write from memory simple sentences dictated		
	Sit correctly at table holding pencil correctly			Sit correctly at table holding pencil correctly		
	Begin to form correctly-oriented lower-case l	etters, capital letters and digits 0-9		Begin to form correctly-oriented lower-case let	ers, capital letters and digits 0-9	
	Year 2			Year 2		
	Word Reading			Word Reading		
	Continue to apply phonic knowledge to decor	de until reading is fluent		Continue to apply phonic knowledge to decode	until reading is fluent	
		les) by blending sounds, recognising alternative sou	nds for graphemes	Read accurately (words of two or more syllables	<u> </u>	sounds for graphemes
	Read words containing common suffixes	,,, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	0 1	Read words containing common suffixes	,,, ,, ,, ,, ,, ,, ,, ,, ,, ,, ,, ,, ,,	0 1
	Read further common exception words			Read further common exception words		
	Reading Comprehension			Reading Comprehension		
	Discuss sequence of events in books			Discuss sequence of events in books		
	Read a wider range of fairy stories, traditiona	I tales and recognise simple recurring language		Read a wider range of fairy stories, traditional ta	ales and recognise simple recurring language	
	Discuss and clarify meaning of new words/ph			Discuss and clarify meaning of new words/phra		
	Continue to learn/present poems by heart			Continue to learn/present poems by heart		
	Self-check to make sure text makes sense			Self-check to make sure text makes sense		
	Make predictions and inferences			Make predictions and inferences		
	Ask and answer questions			Ask and answer questions		
	Participate in discussions about texts, explain			Participate in discussions about texts, explaining		
	Retrieve and record information from non-fic			Retrieve and record information from non-fiction		
	Take turns in high-quality discussions about w	nat they have heard/read		Take turns in high-quality discussions about whe	at they have heard/read	
	Writing Transcription			Writing Transcription		
	Learn alternative spelling phonemes			Learn alternative spelling phonemes		
	Spell common exception words, contractions	and homophones		Spell common exception words, contractions ar	nd homophones	
	Use the possessive apostrophe (singular)			Use the possessive apostrophe (singular)		
	Add suffixes -ment, -ness, -ful, -less, -ly			Add suffixes -ment, -ness, -ful, -less, -ly		
		rtion			0.0	
	Form lower-case letters of correct size/propo			Form lower-case letters of correct size/proporti		
	Start using diagonal/horizontal strokes to join			Start using diagonal/horizontal strokes to join a	-	
	Write capital letters of the right size, orientat			Write capital letters of the right size, orientation		
	Use correct spacing between letters and word			Use correct spacing between letters and words		
	Write from memory simple sentences dictate	d by the teacher		Write from memory simple sentences dictated	by the teacher	

Lost And Found by Oliver Jeffers Outcome Fiction: write an adventure story Sensational Senses Outcome: feel and sound poems

Katie In London by James Mayhew Outcome Non-fiction: write a nonchronological report One Christmas Wish by Katherine Rundell

Outcome Fiction: Openers, retelling, POV

Vocabulary, Grammar and Punctuation Capital and Lowercase Letters Verbs Suffixes -ing Finger Spaces Personal Pronouns I Noun Suffixes -s Prefixes un-Capital Letters and Full Stops Writing Sentences

Year 1 Spelling Patterns

Words ending in 'ff', 'll', 'ss', 'zz' and 'ck' Words with the /k/ sound spelled 'k' and 'nk' Words with the 'tch' trigraph Adding '-s' or '-es' to make plurals Adding the suffixes '-ing' and '-ed' Adding the prefix 'un-' and the suffixes '-er' and 'est' Compound words and words with unstressed vowels Words with the digraphs 'ai' and 'oi'. Words with the digraphs 'av' and 'ov' Words with the split digraph 'a_e' Words with the split digraph 'e e' Words with the split digraph 'i e'

Sentence Combine words to make sentences Join words using and

Text

Use plural noun suffixes -s and -es Sequence sentences to form short narratives Compose a sentence orally before writing Sequence sentences to form short narratives Re-read what they have written to check that it makes sense

Punctuation

Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'l' Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people and places

Year 2

Spelling Patterns Words where 'dge' makes a /j/ sound Words where 'ge' makes a /j/ sound Words where 'g' makes a /j/ sound Words where 'c' makes an /s/ sound before 'e', 'i' and 'y' Words where 'kn' and 'gn' make a /n/ sound at the beginning of words Words where 'wr' makes a /r/ sound at the beginning of words Words ending in 'le'

Grandpa's Gift by Fiona Lumbers

Outcome: Fiction: write a story about a character The Green Ship by Quintin Blake Outcome Fiction: retelling, persuasive letter

Pattern And Rhyme Outcome: rhyming poems

The Curious Case Of The Missing Mammoth by Ellie Hattie, A Great Big Cuddle by Michael Rosen

Outcome Fiction: write a story with a change of character What's The Most Unusual Place? By Pearson Outcome Non-fiction: information text

Vocabulary, Grammar and Punctuation

Singular Nouns Past and Present Verbs Suffixes -ed Capital Letters for the Days of the Week Plural Nouns Noun Suffixes -es Compound Words **Ouestion Marks** Sequencing Sentences

Year 1

Spelling Patterns Words with the split digraph 'o_e' Words with the split digraph 'u_e' Words with the digraph 'ar' Words with the digraph 'ee' Words where the digraph 'ea' makes an /ee/ sound Words where the digraph 'ea' makes an /e/ sound Words where the digraph 'er' is stressed Words with the digraphs 'ir' and 'ur' Words where the digraph 'oo' makes an /oo/ sound Words where the digraph 'oo' makes an /u/ sound Words where the digraphs 'oa' and 'oe' make an /oa/ sound Sentence

Join words and clauses using and

Text Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding the prefix un-Say out loud what they are going to write about Re-read what they have written to check that it makes sense Discuss what they have written with the teacher or other pupil

Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Year 2 Spelling Patterns

Words where 'y' makes an /igh/ sound Words where '-es' is added to words ending in 'v' Words where '-ed' is added to words ending in 'y' Words where '-er' and '-est' are added to words ending in 'y'

Toys In Space by Mini Grey Outcome Fiction: write a story based on the

structure of the text The Disgusting Sandwich by Gareth Edwards Outcome Non-fiction: recounts, instructions Growing Up

Outcome: create and perform poems around a theme A Midsummer Night's Dream Adapted by Brooke Jorden

Outcome Fiction: write a character description The Day The Cravons Came Home by Drew Daywalt and Oliver Jeffers Outcome Fiction: narrative, letters

Vocabulary, Grammar and Punctuation

Punctuating Sentences Nouns Suffixes -es Exclamation Marks Capital Letters for Names of People and Places Writing Question Sentences Joining Words and Clauses Using 'and' Suffixes -er **Punctuating Sentences** Writing Exclamation

Year 1

Spelling Patterns Words where the digraph 'ou' makes an /ow/ sound Words where the digraph 'ow' makes an /ow/ or /oa/ sound Words ending in 'y'/ee/ and 've'/v/ Words with the digraphs 'ue' and 'ew' Words where the digraph 'ie' makes an /igh/ sound Words where the digraph 'ie' makes an /ee/ sound Words with the trigraph 'igh' Words with the digraph 'or' and trigraph 'ore' Words where the digraphs 'aw' and 'au' make an /or/ sound Words with the trigraphs 'air' and 'ear' Words where the trigraphs 'ear' and 'are' make an /air/sound Words with the digraphs 'ph' and 'wh'

Sentence Join words and clauses using and Use simple description

Add suffixes to verbs where no change is needed

to the root Change the meaning of verbs and adjectives by adding prefix un-Sequence sentences to form short narratives Compose a sentence orally before writing Sequence sentences to form short narratives Re-read what they have written to check that it makes sense

Punctuation Use a capital letter for names of people and places Punctuate sentences using a capital letter, full

stop, question mark or exclamation mark Year 2 Spelling Patterns

Troll Swap by Leigh Hodgkinson, Trolls Go Home by Alan MacDonald Outcome Fiction: write a story with a focus on characters

Pattern, Rhythm And Rhyme Outcome: create, perform and evaluate

poems The Great Fire Of London by Emma Adams Outcome Non-fiction: write a fact sheet Vlad And The Great Fire Of London by Kate

Cunningham Outcome Fiction and Non-Fiction: timelines and diaries

Vocabulary, Grammar and Punctuation Nouns

Vowels and Consonants Demarcating Sentences Forming Nouns Using '-ness' Punctuating Sentences Adjectives Compound Words Adjectives with -er and -est Subordination Statements and Exclamation

Year 1

Spelling Patterns Words ending in 'ff', 'll', 'ss', 'zz' and 'ck' Words with the /k/ sound spelled 'k' and 'nk' Words with the 'tch' trigraph Adding '-s' or '-es' to make plurals Adding the suffixes '-ing' and '-ed' Adding the prefix 'un-' and the suffixes '-er' and '-Compound words and words with unstressed vowels Words with the digraphs 'ai' and 'oi'. Words with the digraphs 'ay' and 'oy' Words with the split digraph 'a e' Words with the split digraph 'e e' Words with the split digraph 'i e'

Sentence Combine words to make sentences Begin to join words using and

Compose a sentence orally before writing

Sequence sentences to form short narratives

Re-read what they have written to check that it

Punctuate sentences using a capital letter and a

Use a capital letter for names of people and the

Words where 'dge' makes a /j/ sound

Words where 'ge' makes a /j/ sound

Words where 'g' makes a /j/ sound

Words where 'c' makes an /s/ sound

Words where 'kn' and 'gn' make a /n/

sound at the beginning of words

Text

makes sense

Punctuation

personal pronoun 'l'

Spelling Patterns

before 'e', 'i' and 'y'

full stop

Year 2

Compose a sentence orally before writing it Use plural noun suffixes -s and -es

Text Add suffixes where no char to the root of the word e.g est

Punctuation Punctuate sentences using and a full stop, question ma exclamation mark

Year 2

Words where the digraph 'e sound Words where the digraph 'ea' m Words where the digraph Words with the digraphs 'ir' and Words where the digraph 'oo

The Dragon Machine by Helen Ward,	The Last Wolf by Mini Grey
How To Train Your Dragon (2010 film),	Outcome Recount: write a letter in role
The Dragonsitter by Josh Lacey	George's Marvellous Medicine by Roald Dahl
Outcome Fiction: write a story with an adventure focus	Outcome Fiction and Non-fiction: lists, instructions, formal writing
All About Orangutans by Pearson	Sillv Stuff
Outcome Non-fiction: non-	Outcome: create humorous poems to
chronological report	perform
A Closer Look	Grandad's Secret Giant by David Litchfield
Outcome: use poetic language	Outcome Fiction: write a story with a moral
Major Glad, Major Dizzy by Jan Oke,	focus Top Jobs by Pearson
Naughty Amelia Jane by Enid Blyton Outcome Recount: write a diary entry	Outcome non-fiction: instructions
The Great Kapok Tree by Lynne Cherry	
Outcome Fiction: descriptive narratives,	Vocabulary, Grammar and Punctuation
letters	Adverbs
	Word Classes
Vocabulary, Grammar and Punctuation	Coordination
Noun Phrases Homophones	Apostrophes for Possession Past and Present Tense
Forming Adjectives using -ful and -less	Recapping Pronouns
Questions and Commands	Forming Nouns Using -er
Sentence Writing	Progressive Tense
Verbs	Apostrophes for Contractions
Singular and Plural Adverbs with -ly	Uplevelling Sentences
Commas in Lists	Veer 1
Changing Adjectives into Adverb	<u>Year 1</u> Spelling Patterns
Year 1	Words where the digraph 'ou' makes an /ow/
Spelling Patterns	sound
Words with the split digraph 'o_e'	Words where the digraph 'ow' makes an /ow/ or
Words with the split digraph 'u_e'	/oa/ sound
Words with the digraph 'ar'	Words ending in 'y'/ee/ and 've'/v/
Words with the digraph 'ee'	Words with the digraphs 'ue' and 'ew'
Words where the digraph 'ea' makes an /ee/ sound	Words where the digraph 'ie' makes an /igh/ sound
Words where the digraph 'ea' makes an /e/ sound	Words where the digraph 'ie' makes an /ee/
Words where the digraph 'er' is stressed	sound
Words with the digraphs 'ir' and 'ur'	Words with the trigraph 'igh'
Words where the digraph 'oo' makes an /oo/	Words with the digraph 'or' and trigraph 'ore'
sound	Words where the digraphs 'aw' and 'au' make an
Words where the digraph 'oo' makes an /u/	/or/ sound Words with the trigraphs 'air' and 'ear'
sound Words where the digraphs 'oa' and 'oe' make an	Words where the trigraphs air and ear Words where the trigraphs 'ear' and 'are' make an
/oa/ sound	/air/sound
	Words with the digraphs 'ph' and 'wh'
Sentence	
Join words and clauses using and	Sentence
T	Join words and clauses using and
<u>Text</u> Add suffixes where no change is needed	Use simple description
to the root of the word e.ging, -ed, -er, -	Text
est	Add suffixes where no change is needed to the
Read aloud clearly enough to be heard by	root of the word e.ging, -ed, -er, -est
their peers and the teacher	Change the meaning of verbs and adjectives by
Compose a sentence orally before writing	adding prefix un-
Sequence sentences to form short narratives	Compose a sentence orally before writing
Re-read what they have written to check that it makes sense	Sequence sentences to form short narratives Re-read what they have written to check that it
Hares seriae	makes sense
Punctuation	
Punctuate sentences using a capital letter	Punctuation
and a full stop, question mark or	Use a capital letter for names of people and places
exclamation mark	Punctuate sentences using a capital letter, full
¥2	stop, question mark or exclamation mark
Year 2 Spolling Potterns	Voar 2
<u>Spelling Patterns</u> Words where 'y' makes an /igh/ sound	<u>Year 2</u> Spelling Patterns
Words where '-es' is added to words	Words where the digraph 'ey' makes an
ending in 'y'	/ee/ sound
	Words where 'a' makes an /o/ sound

Words ending in 'el'	Words where '-ing' is added to words	ling in 'el' Wo	Words where the digraph 'ey' makes an	Words where 'wr' makes a /r/ sound at	Words where '-ed' is added to words	Words where the /er/ and /or/ sounds are
Words ending in 'al'	ending in 'e'		/ee/ sound	the beginning of words	ending in 'y'	spelled 'or' and 'ar'
Words ending in 'il'	Words where '-er', '-est', and '-ed' are		Words where 'a' makes an /o/ sound	Words ending in 'le'	Words where '-er' and '-est' are added to	Words where 'si' and 's' make a /zh/
, in the second s	added to words ending in 'e'	-	Words where the /er/ and /or/ sounds are	Words ending in 'el'	words ending in 'y'	sound
Sentences	Words where '-ing' is added to single	Wo	spelled 'or' and 'ar'	Words ending in 'al'	Words where '-ing' is added to words	Words ending in '-ment' and '-ness'
Use subordination (be	cause) and co- syllable words	dination (because) and co- syll	Words where 'si' and 's' make a /zh/	Words ending in 'il'	ending in 'e'	Words ending in '-ful' and '-less'
ordination (and)	Words where '-ed' is added to single	(and) Wo	sound		Words where '-er', '-est', and '-ed' are	Words that are homophones
Use expanded noun p	nrases to describe syllable words	ded noun phrases to describe syll	Words ending in '-ment' and '-ness'		added to words ending in 'e'	Words that are homophones or near
and specify	Words where 'a' makes an /or/ sound	/ Wo	Words ending in '-ful' and '-less'	Sentences	Words where '-ing' is added to single	homophones
Add -ly to turn adjectiv	ves into adverbs before 'l' and 'll'	turn adjectives into adverbs bef	Words that are homophones	Use subordination (because)	syllable words	Words ending in '-tion'
	Words where 'o' makes an /u/ sound	Wo	Words that are homophones or near	Use expanded noun phrases to describe	Words where '-ed' is added to single	Words with apostrophes for contraction
Text			homophones	and specify	syllable words	Words with apostrophes for possession
		, , , , , _	Words ending in '-tion'	Use co-ordination (but, or, and)	Words where 'a' makes an /or/ sound	
new vocabulary	Write sentences with different forms:	'	Words with apostrophes for contraction	Add -ly to turn adjectives into adverbs	before 'l' and 'll'	Sentences
			Words with apostrophes for possession		Words where 'o' makes an /u/ sound	Use subordination (using when, if, that, or
sentence	command			Text		because) and co-ordination (using or, and,
			Sentences	Write down ideas and/or key words, including	<u>Sentences</u>	or but)
other pupils	that)		Add -er and -est to adjectives	new vocabulary	Write sentences with different forms:	Use expanded noun phrases to describe
	•	heck that their writing makes sense	Use homophones and near homophones	Evaluating their writing with the teacher and	statement, question, exclamation,	and specify
	·	·	Use subordination (using when, if, that, or	other pupils	command	Add suffixes to spell longer words
and consistently	Use present and past tenses correctly and	,	because) and co-ordination (using or, and,	Re-read to check that their writing makes sense	Use present and past tenses correctly and	
		1 8,	or but)	and that verbs to indicate time are used correctly	consistently	Text
grammar and punctuation			Use expanded noun phrases to describe	and consistently	Use subordination (apply because, when;	Use present and past tenses correctly and
Duratuatian	present and past tense		and specify	Proof-read to check for errors in spelling,	introduce that)	consistently including the progressive
Punctuation	ctly - full stops, new vocabulary	—	Tout	grammar and punctuation	Text	form Make simple additions, revisions and
capital letters	Evaluating their writing with the teacher and		<u>Text</u> Write down ideas, key words, new	Punctuation	Use present and past tenses correctly and	corrections
			vocabulary	Use punctuation correctly - full stops,	consistently (some progressive)	Write down ideas and/or key words, including
Ose commas to separa	Re-read to check that their writing makes sense		Use present and past tenses correctly and	capital letters	Use the progressive form of verbs in the	new vocabulary
	and that verbs to indicate time are used correctly		consistently including the progressive	Use commas to separate items in a list	present and past tense	Evaluating their writing with the teacher and
	and consistently		form	ose commus to separate items in a list	Write down ideas and/or key words, including	other pupils
	Proof-read to check for errors in spelling,		Add suffixes to spell longer words		new vocabulary	Re-read to check that their writing makes sense
	grammar and punctuation		Write down ideas and/or key words, including		Evaluating their writing with the teacher and	and that verbs to indicate time are used correctly
	0.2	0	new vocabulary		other pupils	and consistently
	Punctuation	Pur	Evaluating their writing with the teacher and		Re-read to check that their writing makes sense	Proof-read to check for errors in spelling,
	Punctuate sentences using a capital	Pur	other pupils		and that verbs to indicate time are used correctly	grammar and punctuation
	letter and a full stop, question mark or	lett	Re-read to check that their writing makes sense		and consistently	- · ·
	exclamation mark	exc	and that verbs to indicate time are used correctly		Proof-read to check for errors in spelling,	Punctuation
			and consistently		grammar and punctuation	Use punctuation correctly - exclamation
			Proof-read to check for errors in spelling,			marks, question marks
			grammar and punctuation		Punctuation	
					Use punctuation correctly - exclamation	
			Punctuation		marks, question marks	
			Use punctuation correctly – apostrophes		Use punctuation correctly - apostrophes	
					for the possessive (singular)	
			for contracted forms		for the possessive (singular)	
			Years 3 and 4			

			Years 3 and	14		
	Autumn A	Spring A	Summer A	Autumn B	Spring B	
English	Year 3		÷	Year 3		
211011011	Word Reding			Word Reding		
	Listen to a wide range of challenging stories, po	ems, plays, non-fiction and reference books, m	yths, legends and fairy stories	Listen to a wide range of challenging stories, p	ooems, plays, non-fiction and refere	
Pathways to Write	Retell some stories orally			Retell some stories orally		
Wordsmith	Read books that are structured in different way	s		Read books that are structured in different wa	ays	
Literacy Shed +	Use dictionaries to check meanings			Use dictionaries to check meanings		
Twinkl Phonics	Identify themes and conventions			Identify themes and conventions		
Twinkl SPaG	Perform poems and playscripts for audience (us	ing appropriate intonation, tone, volume and a	action)	Perform poems and playscripts for audience (using appropriate intonation, tone,	
Comprehension +	Recognise different forms of poetry Recognise different forms of poetry					
VIPERS	Discuss words and phrases that capture the reader's interest Discuss words and phrases that capture the reader's interest				eader's interest	
Twinkl Handwriting	Ask questions to improve understanding of text		Ask questions to improve understanding of tex	Ask questions to improve understanding of text		
	Infer characters' feelings, thoughts and motives	and justify using evidence	Infer characters' feelings, thoughts and motive	Infer characters' feelings, thoughts and motives and justify using evidence		
	Predict what might happen from details stated	and implied		Predict what might happen from details stated	d and implied	
	Identify main ideas across paragraphs and summarise these			Identify main ideas across paragraphs and summarise these		
	Take turns in high-quality discussions about what they have heard/read			Take turns in high-quality discussions about w	hat they have heard/read	
	Retrieve and record information from non-fiction			Retrieve and record information from non-fict	tion	
	Reading Comprehension			Reading Comprehension		
	Listen to a wide range of challenging stories, po	ems, plays, non-fiction and reference books, m	yths, legends and fairy stories	Listen to a wide range of challenging stories, p	ooems, plays, non-fiction and refere	

Summer B

ference books, myths, legends and fairy stories

ne, volume and action)

ference books, myths, legends and fairy stories

Retell some stories orally

Read books that are structured in different ways Use dictionaries to check meanings Identify themes and conventions Perform poems and playscripts for audience (using appropriate intonation, tone, volume and action) Recognise different forms of poetry Discuss words and phrases that capture the reader's interest Ask questions to improve understanding of text Infer characters' feelings, thoughts and motives and justify using evidence Predict what might happen from details stated and implied Identify main ideas across paragraphs and summarise these Take turns in high-quality discussions about what they have heard/read Retrieve and record information from non-fiction

Writing Transcription

Use a wider range of prefixes and suffixes Spell wide range of homophones Spell words that are often misspelt Use possessive apostrophe for plurals Use a dictionary to spell words correctly Write from memory simple sentences dictated by the teacher Use the diagonal and horizontal strokes needed to join letters Know which letters are best left unjoined Increase the legibility, consistency and quality of handwriting

Year 4

Word Reding Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words Read further exception words Note unusual correspondence between spelling and sound

Reading Comprehension

Know which letters are best left unjoined

Increase the legibility, consistency and quality of handwriting

Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories
Retell some stories orally
Read books that are structured in different ways
Use dictionaries to check meanings
Identify themes and conventions
Perform poems and playscripts for audience (using appropriate intonation, tone, volume and action)
Recognise different forms of poetry
Discuss words and phrases that capture the reader's interest
Ask questions to improve understanding of text
Infer characters' feelings, thoughts and motives and justify using evidence
Make reasoned predictions of what might happen clearly derived from details both stated and implied
Identify main ideas across paragraphs and summarise these
Retrieve and record information from non-fiction
Take turns in high-quality discussions about what they have heard/read
Writing Transcription
Use a wider range of prefixes and suffixes
Spell wide range of homophones
Spell words that are often misspelt
Use possessive apostrophe for plurals
Use a dictionary to spell words correctly
Write from memory simple sentences dictated by the teacher
Use the diagonal and horizontal strokes needed to join letters

Retell some stories orally Read books that are structured in different ways Use dictionaries to check meanings Identify themes and conventions Perform poems and playscripts for audience (using appropriate intonation, tone, volume and action) Recognise different forms of poetry Discuss words and phrases that capture the reader's interest Ask questions to improve understanding of text Infer characters' feelings, thoughts and motives and justify using evidence Predict what might happen from details stated and implied Identify main ideas across paragraphs and summarise these Take turns in high-quality discussions about what they have heard/read Retrieve and record information from non-fiction

Writing Transcription

Use a wider range of prefixes and suffixes Spell wide range of homophones Spell words that are often misspelt Use possessive apostrophe for plurals Use a dictionary to spell words correctly Write from memory simple sentences dictated by the teacher Use the diagonal and horizontal strokes needed to join letters Know which letters are best left unjoined Increase the legibility, consistency and quality of handwriting

Year 4

Word Reding Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words Read further exception words Note unusual correspondence between spelling and sound

Reading Comprehension

Gorilla by Anthony Browne	Escape From Pompeii by Chris
Gorilla by Anthony Prowno	Eccano From Romnoji by Chri
Increase the legibility, consistency and quality o	t handwriting
Know which letters are best left unjoined	61 I W
Use the diagonal and horizontal strokes needed	to join letters
Write from memory simple sentences dictated	
Use a dictionary to spell words correctly	
Use possessive apostrophe for plurals	
Spell words that are often misspelt	
Spell wide range of homophones	
Use a wider range of prefixes and suffixes	
Writing Transcription	
	at they have near a read
Take turns in high-quality discussions about what	
Identify main ideas across paragraphs and sumr Retrieve and record information from non-fiction	
Make reasoned predictions of what might happ	
Infer characters' feelings, thoughts and motives	
Ask questions to improve understanding of text	
Discuss words and phrases that capture the rea	
Recognise different forms of poetry	
Perform poems and playscripts for audience (us	ing appropriate intonation, ton
Identify themes and conventions	
Use dictionaries to check meanings	
Read books that are structured in different way	S
Retell some stories orally	
Listen to a wide range of challenging stories, po	ems, plays, non-fiction and refe

Seal Surfer by Michael Foreman	The Fossil Girl by Catherine Brighton	Journey by Aaron Becker, Tilly Mint Tales by	Gorilla by Anthony Browne	Escape From Pompeii by Chris
Outcome Recount: write a letter in role	Outcome Recount: write a fossil journal	Berlie Doherty	Outcome Fiction: write a fantasy story	Outcome Fiction: write a histo
How To Train Your Dragon by Cressida	The Firework Maker's Daughter by Philip	Outcome Fiction: write an adventure story	Mr Penguin And The Lost Treasure by Alex T	Let's Go To by Pearson
Cowell.	Pullman		Smith	

ference books, myths, legends and fairy stories

ne, volume and action)

both stated and implied

stina Balit Alba The Hundred-Year-Old Fish by Lara Hawthorne, A Planet Full Of Plastic by Neal orical narrative Layton

Outcome Non-fiction: non-chronological reports and instructions Winter's Child by Graham Baker-Smith, Ice Palace by Robert Swindells Outcome Fiction: write a fantasy story based on a fable

Performance Poetry Outcome: create personification poems

Vocabulary, Grammar and Punctuation Nouns and Pronouns for Clarity Consonants and Vowels Suffixes: -ly Past Tense Subordinate Clauses Adjectives 'A' or 'An'? Prefixes: super-, anti-, auto-Present Tense Apostrophes

Year 3 Spelling Patterns

Words where the digraph 'ou' makes an /ow/ sound Words where the digraph 'ou' makes a /u/ sound Words where 'y' makes an /i/ sound Words ending in 'sure' Words ending in 'sure' Words with the prefix 're-' Words with the prefix 're-' Words with the prefix 'dis-' Words with the prefix 'mis-' Words where '-ing', '-er' and '-ed' are added to multisyllabic words Words where '-ing', '-en' and '-ed' are added to multisyllabic words

<u>Sentence</u>

Use prepositions to express time, place and cause. Use conjunctions and adverbs to express, time, place and cause Use a or an according to whether the next word begins with a vowel or consonant

Text

Group related ideas into paragraphs Build a varied and rich vocabulary In narratives, create settings, characters and plot Discuss writing similar to that which they are planning to write

Punctuation

Use inverted commas to punctuate direct speech

Year 4

Spelling Patterns Words that are homophones Words with the prefix 'in-' meaning 'not' Words with the prefixes 'il-', 'im-' and 'ir-' Words with the prefix 'sub-' meaning 'below' or further divided Words with the prefix 'inter-' meaning 'between or among' Words ending in '-ation' Words ending '-ly' Words where 'ch' makes a /sh/ sound

Sentences

Outcome Fiction: descriptive narrative Big Blue Whale by Nicola Davies, This Morning I Met A Whale by Michael Morpurgo

Outcome Persuasion: write an informative article

Playing With Words Outcome: create poems that include word play

Vocabulary, Grammar and Punctuation Verbs Compound Nouns Prefixes: dis-, mis-, un Subordinating Conjunctions Inverted Commas Adverbs - Time, Place & Cause Prefixes: in-Suffixes: -ation Coordinating Conjunctions Organisational Devices

Year 3

Spelling Patterns Words with the digraph 'ai' and tetragraph 'aigh' Words with the digraph 'ei' and tetragraph 'eigh' Words where the digraph 'ey' makes an /ai/ sound Words with the suffix '–ly' Words that are homophones Words ending in 'al' Words ending in 'le' Words ending in 'le' Words ending in '-ly' where the base word ends in '-ic' Words ending in '-ly', exceptions

Sentence Build an increasing range of sentence structures Use adverbs to express time, place and cause

Form nouns with a range of prefixes

Text Assess the effectiveness of own and others' writing Use headings and sub-headings to aid presentation Build a rich and varied vocabulary Use present and past tenses correctly and consistently including the progressive form and the present perfect form Discuss writing similar to that which they are planning to write Discuss and record ideas Oral rehearsal, use of rich vocabulary, and increasing range of sentence structures Assess own and other's writing

Punctuation Use inverted commas to punctuate direct speech

Year 4

Spelling Patterns Words ending in '-sion' Words ending in '-ous' Words ending in '-ous' incl. those where 'ge' from the base word remains Words where a suffix is added to words ending in 'y' Words ending in '-ious' and 'eous' The Boy Who Biked The World by Alistair Humphreys Outcome Recount: postcards and letter writing A Stage Full Of Shakespeare Stories (The Merchant Of Venice) by Angela

McAllister Outcome Non-fiction: write a guide Shape Poems Outcome: create shape poems

Vocabulary, Grammar and Punctuation Prepositions Prefixes: re-, sub-, inter-Suffixes beginning with Vowels Time Conjunctions Paragraphs Homophones Suffixes: -ous Word Families Place and Cause Conjunctions Editing and Evaluating

Year 3

Spelling Patterns Words with the suffix '-er' Words where the digraph 'ch' makes a /k/ sound Words ending in '-gue' and '-que' Words where the digraph 'sc' makes a /s/ sound Words that are homophones Words ending in'-sion'

Sentence Use prepositions, conjunctions and adverbs to express time, place and cause Use a or an according to whether the next word begins with a vowel or consonant Build an increasing range of sentence structures

ext

Group related ideas into paragraphs Use the present perfect form of verbs in contrast to the past tense In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation Use present and past tenses correctly and consistently including the progressive form and the present perfect form Discuss and record ideas Composing and rehearse sentences orally Progressively build a varied and rich vocabulary and an increasing range of sentence structures Assess the effectiveness of their own and others' writing and suggest improvements

Punctuation

Indicate possession by using the possessive apostrophe with plural nouns

Year 4

Spelling Patterns Words that are homophones Words spelled with 'c' before 'i' and 'e' Words containing 'sol' and 'real' Words containing 'phon' and 'sign' Words with the prefixes 'super-', 'anti-' and 'auto Words with the prefix 'bi-' meaning 'two'

Outcome Non-fiction: museum guide, instructions Leon And The Place Between by Graham Baker-Smith, Oz The Great And Powerful (2013 film)

Outcome Recount: write a diary Creating Images Outcome: create poems using figurative

language

Vocabulary, Grammar and Punctuation Singular and Plural Nouns Pronouns Standard English Compound Words Adverbs To Express Time and Cause Possessive Pronouns Fronted Adverbials Prepositions To Express Time and Cause Plural and Possessive '-s' Commas

Year 3

Spelling Patterns Words where the digraph 'ou' makes an /ow/ sound Words where the digraph 'ou' makes a /u/ sound Words where 'y' makes an /i/ sound Words ending in '-sure' Words ending in '-ture' Words with the prefix 're-' Words with the prefix 're-' Words with the prefix 'dis-' Words where '-ing', '-en' and '-ed' are added to multisyllabic words

Sentence Use prepositions to express time, place and cause.

Use conjunctions and adverbs to express, time, place and cause

Text

Group related ideas into paragraphs In narratives, create settings, characters and plot Build a varied and rich vocabulary Discuss and record ideas Compose and rehearse sentences orally Progressively build a varied and rich vocabulary and an increasing range of sentence structures Assess the effectiveness of their own and others' writing and suggest improvements

Punctuation

Use inverted commas to punctuate direct speech Use punctuation correctly - apostrophes for the possessive (singular)

Year 4

Spelling Patterns Words that are homophones Words with the prefix 'in-' meaning 'not' Words with the prefixes 'il-', 'im-' and 'ir-' Words with the prefix 'sub-' meaning 'below' or further divided Words with the prefix 'inter-' meaning 'between or among' Words ending in '-ation'

Outcome Non-Fiction: non-c report Amazing Islands by Sabrina V Island by The Literacy Comp Outcome Fiction: write an ac Exploring Poetic Form Outcome: create poems bas

Vocabulary, Grammar and Punc Adjectives Homophones Commas after Fronted Adve Expanded Noun Phrases Editing and Evaluating Determiners Word Families Prepositional Phrases Verb Tenses - Present

Year 3

Inverted Commas

Spelling Patterns Words with the digraph 'ai' and Words with the digraph 'ei' and Words where the digraph 'ey sound Words with the suffix '-ly' Words that are homophones Words ending in 'al' Words ending in 'al' Words ending in '-ly' where the l 'le' Words ending in '-ly' where the l 'ic' Words ending in '-ly' where the l

Sentence Build an increasing range of structures Use adverbs to express time cause

<u>Text</u> Group related ideas into pa Use present and past tenses consistently including the p the present perfect forms Choose nouns or pronouns for clarity and cohesion and repetition

Discuss and record ideas Compose and rehearse sentence Progressively build a varied and and an increasing range of sente Assess the effectiveness of their writing and suggest improvement

Use inverted commas to punctu

Year 4 Spelling Pa

Punctuation

Spelling Patterns Words ending in '-sion' Words ending in '-ous' Words ending in '-ous' incl. 'ge' from the base word ren Words where a suffix is add ending in 'y' Words ending in '-ious' and Words where 'au' makes an

chronological	Outcome Non-fiction: write an explanation
Weiss, Koji's	and information board The Uncorker Of Ocean Bottles by Michelle
bany Idventure story	Cuevas Outcome Fiction: narrative writing
sed on fairy tales	Blue John by Berlie Doherty Outcome Recount: write a letter
<u>ctuation</u>	Exploring Poetic Language Outcome: create and perform a choral poem
	Vocabulary, Grammar and Punctuation
erbials	Verb Inflections Conjunctions to Express Time and Cause
	Suffixes Possessive Apostrophes
	Paragraphs
	Verb Tenses - Past Prefixes
	Plural Possessive
	Apostrophes Subordinate Clauses
l tetragraph 'aigh'	Organisational Devices
l tetragraph 'eigh'	Year 3
ey' makes an /ai/	<u>Spelling Patterns</u> Words with the suffix '-er'
	Words where the digraph 'ch' makes a /k/ sound
	Words ending in '-gue' and '-que' Words where the digraph 'sc' makes a /s/ sound
base word ends in	Words that are homophones
base word ends in	Words ending in'-sion'
base word ends in	<u>Sentence</u> Use a or an according to whether the next word
IS	begins with a vowel or consonant
	Extend the range of sentences with more than one clause by using a wider range of conjunctions
f sentence	including when, if, because, although
e, place and	Text
	Group related ideas into paragraphs In non-narrative material, use simple
ragraphs	organisational devices including headings and sub-headings to aid presentation
aragraphs es correctly and	Build a varied and rich vocabulary
progressive and	Use present and past tenses correctly and consistently including the progressive form and
appropriately	the present perfect form
d to avoid	Discuss and record ideas Compose and rehearse sentences orally
	Progressively build a varied and rich vocabulary
ces orally nd rich vocabulary	and an increasing range of sentence structures Assess the effectiveness of their own and others'
ence structures	writing and suggest improvements
ir own and others' ents	Punctuation
	Use punctuation correctly - apostrophes for the possessive (singular)
uate direct speech	possessive (singular)
	Year 4 Spelling Patterns
	Words that are homophones
	Words spelled with 'c' before 'i' and 'e' Words containing 'sol' and 'real'
those where	Words containing 'phon' and 'sign'
mains ded to words	Words with the prefixes 'super-', 'anti-' and 'auto
	Words with the prefix 'bi-' meaning 'two'
l 'eous' n /or/ sound	Words that are plurals with possessive apostrophes

Expand noun phrases by the addition of	Words where 'au' makes an /or/ sound	Words that are plurals with possessive	Words ending '-ly'	Words ending in '-tion'
modifying adjectives, nouns and	Words ending in '-tion'	apostrophes	Words where 'ch' makes a /sh/ sound	Words ending in '-sion'
prepositional phrases	Words ending in '-sion'			Words ending in '-cian'
Use fronted adverbials	Words ending in '-cian'	Sentences	Sentences	Words that are adverbs of ma
Extend the range of sentences with more	Words that are adverbs of manner	Build a varied and rich vocabulary and an	Expand noun phrases by the addition of	
than one clause by using a wider range of		increasing range of sentence structures	modifying adjectives, nouns and	<u>Sentences</u>
conjunctions including when, if, because,	Sentences		prepositional phrases	Use Standard English forms for
although	Expand noun phrases by the addition of	Text	Use fronted adverbials	inflections
Use Standard English for verb inflections	modifying adjectives, nouns and	Build a rich and varied vocabulary	Extend the range of sentences with more	Expand noun phrases by the a
	prepositional phrases	Use present and past tenses correctly and	than one clause by using a wider range of	modifying adjectives, nouns ar
Text	Build an increasing range of sentence	consistently including the progressive	conjunctions including when, if, because,	prepositional phrases
Organise paragraphs around a theme	structures	form and the present perfect form	although	
Build a varied and rich vocabulary	Use Standard English for verb inflections	Use paragraphs to organise information	Use Standard English forms for verb	Text
Discuss writing similar to that which they		and ideas around a theme	inflections	Organise paragraphs around a
are planning to write	Text	Variety of verb forms used correctly and		Variety of verb forms used corr
	Choose nouns or pronouns appropriately	consistently	Text	consistently including the prog
Punctuation	for clarity and cohesion and to avoid	Discuss and record ideas	Organise paragraphs around a theme	the present perfect forms
Use commas after fronted adverbials	repetition	Composing and rehearse sentences orally	Choose nouns or pronouns appropriately for	Choose nouns or pronouns app
Use and punctuate direct speech	Organise paragraphs around a theme	Progressively build a varied and rich vocabulary	clarity and cohesion and to avoid repetition	for clarity and cohesion and to
	(using fronted adverbials to introduce or	and an increasing range of sentence structures	Build a varied and rich vocabulary	repetition
	connect paragraphs	Assess the effectiveness of their own and others'	Discuss and record ideas	Discuss and record ideas
	Use present and past tenses correctly and	writing and suggest improvements	Compose and rehearse sentences orally	Compose and rehearse sentene
	consistently including the progressive		Progressively build a varied and rich vocabulary	Progressively build a varied and
	form and the present perfect form	Punctuation	and an increasing range of sentence structures	vocabulary and an increasing ra
	Discuss writing similar to that which they are	Indicate possession by using the possessive	Assess the effectiveness of their own and others'	sentence structures
	planning to write	apostrophe with plural nouns	writing and suggest improvements	Assess the effectiveness of the
	Discuss and record ideas	The grammatical difference between plural		others' writing and suggest imp
	Oral rehearsal, use of rich vocabulary, and	and possessive 's'	Punctuation	
	increasing range of sentence structures		Use commas after fronted adverbials	Punctuation
	Assess own and other's writing		Indicate possession by using the possessive	Use and punctuate direct spee
			apostrophe with plural nouns.	Use commas after fronted adve
	Punctuation		The grammatical difference between plural	
	Indicate possession by using the		and possessive 's'	
	possessive apostrophe with plural nouns			
	The grammatical difference between			
	plural and possessive 's'			
	Use and punctuate direct speech			

	Autumn A	Spring A	Summer A	Autumn B	Spring B
English	Year 5		•	Year 5	· · · · · · · · · · · · · · · · · · ·
	Word Reading			Word Reading	
Pathways to Write	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words			Apply growing knowledge of root words, prefix	xes and suffixes (etymology and m
Wordsmith	Reading Comprehension			Reading Comprehension	
Literacy Shed +		nging stories, poems, plays, non-fiction and refer	ence books myths legends and fairy stories	Continue to read/discuss a wide range of chall	enging stories poems plays non-
Twinkl Phonics	Read books that are structured in different way		ence books, myens, regenus and rany scores	Read books that are structured in different wa	
Twinkl SPaG	· · · · · · · · · · · · · · · · · · ·	gends, traditional stories, modern fiction, fiction	from literary heritage and books from other	Increase familiarity with wide range of myths,	,
Comprehension +	cultures	·····, ······, ······, ·····,		cultures	
VIPERS	Recommend books to peers and give reasons			Recommend books to peers and give reasons	
Twinkl Handwriting	Identify and discuss themes and conventions			Identify and discuss themes and conventions	
i winki nanawitting	Make comparisons within and across books			Make comparisons within and across books	
	Perform poems and playscripts for audience (us	ing appropriate intonation, tone, volume to conv	vey meaning)	Perform poems and playscripts for audience (u	using appropriate intonation, tone
	Discuss and explore meanings of words in conte	xt		Discuss and explore meanings of words in cont	text
	Ask questions to improve understanding of text			Ask questions to improve understanding of tex	ĸt
	Infer characters' feelings, thoughts and motives	and justify using evidence		Infer characters' feelings, thoughts and motive	es and justify using evidence
	Summarise main ideas identifying key details			Summarise main ideas identifying key details	
	Identify how language, structure and presentati	on contribute to meaning		Identify how language, structure and presenta	tion contribute to meaning
	Evaluate authors' use of figurative language			Evaluate authors' use of figurative language	
	Distinguish between fact and opinion			Distinguish between fact and opinion	
	Retrieve, record and present information			Retrieve, record and present information	
	Discuss books and courteously challenge others	' opinions		Discuss books and courteously challenge others' opinions	
	Explain their understanding through discussions	, formal presentations and debates		Explain their understanding through discussion	ns, formal presentations and deba
	Writing Transcription			Writing Transcription	
	Use a further range of suffixes and prefixes			Use a further range of suffixes and prefixes	

nanner for verb	<u>Sentences</u> Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although					
e addition of and a theme orrectly and ogressive and uppropriately to avoid ences orally and rich g range of heir own and mprovements eech dverbials	Text Build a varied and rich vocabulary Organise paragraphs around a theme Use present and past tenses correctly and consistently including the progressive form and the present perfect form Discuss and record ideas Compose and rehearse sentences orally Progressively build a varied and rich vocabulary and an increasing range of sentence structures Assess the effectiveness of their own and others' writing and suggest improvements Punctuation Indicate possession by using the possessive apostrophe with plural nouns Recognise the grammatical difference between plural and possessive 's'					
3	Summer B					
morphology) to read aloud and understand new words n-fiction and reference books, myths, legends and fairy stories dern fiction, fiction from literary heritage and books from other						
ne, volume to convey meaning)						

bates

	Spell some words with silent letters			Spell some words with silent letters			
	Continue to distinguish between homophones and other words that are often confused			Continue to distinguish between homophones	s and other words that are often confused		
	Use knowledge of morphology and etymology as a strategy for spelling			Use knowledge of morphology and etymology as a strategy for spelling			
	Use dictionaries to check spelling and meaning			Use dictionaries to check spelling and meaning of new words (using first 3 letters)			
	Use a thesaurus			Use a thesaurus	······		
		d			ad		
	Write legibly, fluently and with increasing speed			Write legibly, fluently and with increasing spee			
	Choose the writing implement best suited to the	ie task		Choose the writing implement best suited to the task			
	No. of C			No.			
	Year 6			Year 6			
	Word Reading			Word Reading			
	Apply growing knowledge of root words, prefix	es and suffixes (etymology and morphology) to re	ead aloud and understand new words	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words <u>Reading Comprehension</u>			
	Reading Comprehension						
	Continue to read/discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories Read books that are structured in different ways			Continue to read/discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories			
				Read books that are structured in different wa	ays		
	Increase familiarity with wide range of myths, lo	egends, traditional stories, modern fiction, fiction	from literary heritage and books from other	Increase familiarity with wide range of myths,	legends, traditional stories, modern fiction, fiction	on from literary heritage and books from other	
	cultures			cultures			
	Recommend books to peers and give reasons			Recommend books to peers and give reasons			
	Identify and discuss themes and conventions			Identify and discuss themes and conventions			
	Make comparisons within and across books			Make comparisons within and across books			
		using appropriate intonation, tone, volume to conv	vev meaning)		using appropriate intonation, tone, volume to co	nvev meaning)	
	Discuss and explore meanings of words in conte		-,	Discuss and explore meanings of words in con			
	Ask questions to improve understanding of text						
				Ask questions to improve understanding of tex			
	Infer characters' feelings, thoughts and motives	and justify using evidence		Infer characters' feelings, thoughts and motive	es and justify using evidence		
	Summarise main ideas identifying key details			Summarise main ideas identifying key details			
	Identify how language, structure and presentat	ion contribute to meaning		Identify how language, structure and presenta	ation contribute to meaning		
	Evaluate authors' use of figurative language			Evaluate authors' use of figurative language			
	Distinguish between fact and opinion			Distinguish between fact and opinion			
	Retrieve, record and present information			Retrieve, record and present information			
	Discuss books and courteously challenge others	s' opinions		Discuss books and courteously challenge other	rs' opinions		
	Explain their understanding through discussion	s, formal presentations and debates		Explain their understanding through discussions, formal presentations and debates Writing Transcription Use a further range of suffixes and prefixes Spell some words with silent letters Continue to distinguish between homophones and other words that are often confused Use knowledge of morphology and etymology as a strategy for spelling Use dictionaries to check spelling and meaning of new words (using first 3 letters) Use a thesaurus			
	Writing Transcription						
	Use a further range of suffixes and prefixes						
	Spell some words with silent letters						
	Continue to distinguish between homophones	and other words that are often confused					
	Use knowledge of morphology and etymology a	as a strategy for spelling					
	Use dictionaries to check spelling and meaning	of new words (using first 3 letters)					
	Use a thesaurus						
	Write legibly, fluently and with increasing speed			Write legibly, fluently and with increasing speed			
	Write legibly, fluently and with increasing spee	u li		while legibly, nuently and with increasing spee	eu		
	Write legibly, fluently and with increasing speed Choose the writing implement best suited to the			Choose the writing implement best suited to t			
			The Brilliant Deep by Kate Messner.			Manfish by Jennifer Berne.	
	Choose the writing implement best suited to the	ne task	The Brilliant Deep by Kate Messner,	Choose the writing implement best suited to t	the task	Manfish by Jennifer Berne, Great Adventurers by Alastair Humphreys	
	Choose the writing implement best suited to th Queen Of The Falls by Chris Van Allsburg,	ne task Kai And The Monkey King by Joe Todd-	Coral Reefs by Jason Chin	Choose the writing implement best suited to t Star Of Fear, Star Of Hope by Jo	the task Shackleton's Journey by William Grill	Great Adventurers by Alastair Humphreys	
	Choose the writing implement best suited to th Queen Of The Falls by Chris Van Allsburg, Good Night Stories For Rebel Girls by Elena	he task Kai And The Monkey King by Joe Todd- Stanton Outcome Fiction: write a myth Animals On The Move by Pearson	Coral Reefs by Jason Chin Outcome Persuasion/ information: write	Choose the writing implement best suited to t Star Of Fear, Star Of Hope by Jo Hoestlandt,	the task Shackleton's Journey by William Grill Outcome Recount: write a journal entry	Great Adventurers by Alastair Humphreys Outcome Fiction: write a biography	
	Choose the writing implement best suited to the Queen Of The Falls by Chris Van Allsburg, Good Night Stories For Rebel Girls by Elena Favilli & Francesca Cavallo Outcome Recount: diary entries Anglo-Saxon Boy by Tony Bradman	ne task Kai And The Monkey King by Joe Todd- Stanton Outcome Fiction: write a myth	Coral Reefs by Jason Chin Outcome Persuasion/ information: write an information leaflet	Choose the writing implement best suited to t Star Of Fear, Star Of Hope by Jo Hoestlandt, Erika's Story by Ruth Vander Zee Outcome Fiction: write a story with a flashback	the task Shackleton's Journey by William Grill Outcome Recount: write a journal entry from the expedition Cosmic by Frank Cottrell Boyce Outcome Information and Fiction:	Great Adventurers by Alastair Humphreys Outcome Fiction: write a biography Holes by Louis Sachar	
	Choose the writing implement best suited to the Queen Of The Falls by Chris Van Allsburg, Good Night Stories For Rebel Girls by Elena Favilli & Francesca Cavallo Outcome Recount: diary entries Anglo-Saxon Boy by Tony Bradman Outcome Information: letters and	Mai And The Monkey King by Joe Todd- Stanton Outcome Fiction: write a myth Animals On The Move by Pearson Outcome Information: non-chronological report	Coral Reefs by Jason Chin Outcome Persuasion/ information: write an information leaflet Greek Myths by Geraldine McCaughrean	Choose the writing implement best suited to t Star Of Fear, Star Of Hope by Jo Hoestlandt, Erika's Story by Ruth Vander Zee Outcome Fiction: write a story with a flashback Friend Or Foe by Michael Morpurgo	the task Shackleton's Journey by William Grill Outcome Recount: write a journal entry from the expedition Cosmic by Frank Cottrell Boyce Outcome Information and Fiction: information texts and character-based	Great Adventurers by Alastair HumphreysOutcome Fiction: write a biographyHoles by Louis SacharOutcome Information and Recount:	
	Choose the writing implement best suited to the Queen Of The Falls by Chris Van Allsburg, Good Night Stories For Rebel Girls by Elena Favilli & Francesca Cavallo Outcome Recount: diary entries Anglo-Saxon Boy by Tony Bradman Outcome Information: letters and persuasive writing	Kai And The Monkey King by Joe Todd- Stanton Outcome Fiction: write a myth Animals On The Move by Pearson Outcome Information: non-chronological report The Darkest Dark by Chris Hadfield	Coral Reefs by Jason Chin Outcome Persuasion/ information: write an information leaflet Greek Myths by Geraldine McCaughrean Outcome Fiction: myth writing	Choose the writing implement best suited to t Star Of Fear, Star Of Hope by Jo Hoestlandt, Erika's Story by Ruth Vander Zee Outcome Fiction: write a story with a flashback Friend Or Foe by Michael Morpurgo Outcome Fiction: character focussed	the task Shackleton's Journey by William Grill Outcome Recount: write a journal entry from the expedition Cosmic by Frank Cottrell Boyce Outcome Information and Fiction: information texts and character-based writing	Great Adventurers by Alastair Humphreys Outcome Fiction: write a biography Holes by Louis Sachar Outcome Information and Recount: persuasive writing, information texts	
	Choose the writing implement best suited to the Queen Of The Falls by Chris Van Allsburg, Good Night Stories For Rebel Girls by Elena Favilli & Francesca Cavallo Outcome Recount: diary entries Anglo-Saxon Boy by Tony Bradman Outcome Information: letters and persuasive writing Beowulf by Michael Morpurgo	Kai And The Monkey King by Joe Todd- Stanton Outcome Fiction: write a myth Animals On The Move by Pearson Outcome Information: non-chronological report The Darkest Dark by Chris Hadfield Outcome Recount: write a biography	Coral Reefs by Jason Chin Outcome Persuasion/ information: write an information leaflet Greek Myths by Geraldine McCaughrean Outcome Fiction: myth writing Bold And Brave Women from Shakespeare	Choose the writing implement best suited to t Star Of Fear, Star Of Hope by Jo Hoestlandt, Erika's Story by Ruth Vander Zee Outcome Fiction: write a story with a flashback Friend Or Foe by Michael Morpurgo Outcome Fiction: character focussed narratives	the task Shackleton's Journey by William Grill Outcome Recount: write a journal entry from the expedition Cosmic by Frank Cottrell Boyce Outcome Information and Fiction: information texts and character-based writing Jemmy Button by Alix Barzelay,	Great Adventurers by Alastair HumphreysOutcome Fiction: write a biographyHoles by Louis SacharOutcome Information and Recount: persuasive writing, information textsSky Chasers by Emma Carroll	
	Choose the writing implement best suited to the Queen Of The Falls by Chris Van Allsburg, Good Night Stories For Rebel Girls by Elena Favilli & Francesca Cavallo Outcome Recount: diary entries Anglo-Saxon Boy by Tony Bradman Outcome Information: letters and persuasive writing Beowulf by Michael Morpurgo Outcome Fiction: write an adventure	Kai And The Monkey King by Joe Todd- Stanton Outcome Fiction: write a myth Animals On The Move by Pearson Outcome Information: non-chronological report The Darkest Dark by Chris Hadfield Outcome Recount: write a biography Tell Me A Story	Coral Reefs by Jason Chin Outcome Persuasion/ information: write an information leaflet Greek Myths by Geraldine McCaughrean Outcome Fiction: myth writing Bold And Brave Women from Shakespeare by Shakespeare Birthplace Trust,	Choose the writing implement best suited to t Star Of Fear, Star Of Hope by Jo Hoestlandt, Erika's Story by Ruth Vander Zee Outcome Fiction: write a story with a flashback Friend Or Foe by Michael Morpurgo Outcome Fiction: character focussed narratives Can We Save The Tiger? by Martin Jenkins	the task Shackleton's Journey by William Grill Outcome Recount: write a journal entry from the expedition Cosmic by Frank Cottrell Boyce Outcome Information and Fiction: information texts and character-based writing Jemmy Button by Alix Barzelay, Island by Jason Chin	 Great Adventurers by Alastair Humphreys Outcome Fiction: write a biography Holes by Louis Sachar Outcome Information and Recount: persuasive writing, information texts Sky Chasers by Emma Carroll Outcome Fiction: write an adventure story 	
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Apostrophes Expanded Noun Phrases Adverbs Degrees of Possibility - Modal Verbs Verb Prefixes dis-, de-, mis-, over-, re-Verb Inflections & Standard English Using Inverted Commas

Year 5

Spelling Patterns Words ending in '-tious' and '-ious' Words ending in '-cious' Words ending in '-cial' Words ending in '-tial' Words ending in '-cial' and '-tial' Words ending in '-ant' Words ending in '-ance' and '-ancy' Words ending in '-ent' and '-ence' Words ending in '-able' and '-ible' Words ending in '-ably' and '-ibly'

Sentence

Use expanded noun phrases to convey complicated information concisely

Text

Plan writing by identifying audience and purpose Organise paragraphs around a theme Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Identify audience/purpose of writing and select appropriate form Note and develop initial ideas Assess effectiveness of own and others' writing Perform own compositions

Punctuation Use commas to clarify meaning or avoid ambiguity in writing

Year 6

Spelling Patterns Words with short vowel sound i spelled y Words with the long vowel sound /igh/ spelled ay Words with the prefix over Words with /o/ as ou & ow Words with soft c spelled /ce/ List 18: prefixes dis- un- over- and im-Words ending ent & ence Words ending ible

Sentences Use passive verbs

Text Plan writing by identifying audience and purpose Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Identify audience/purpose of writing and select appropriate form Note and develop initial ideas Assess effectiveness of own and others' writing Perform own compositions

Punctuation Use hyphens to avoid ambiguity

Direct & Indirect Speech

Year 5

Spelling Patterns Words ending able Words ending fer Silent letters Words with ie after c Words with ei after c Words with ough as /aw/ Words with ough as /ow/

Sentence Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun

Link ideas across paragraphs using adverbials Link ideas across paragraphs using adverbials and tense choices Variety of verb forms used correctly and consistently including the present perfect form Assess effectiveness of own and others' writing Draft and write, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Punctuation Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis Use commas to clarify meaning or avoid ambiguity in writing

Year 6

writing

Spelling Patterns Words ending ibly Words ending ably Words ending ful Words with unstressed vowels Words with /shul/ Words with /f/ as ph Words starting acc Words ending er. or & ar

Sentence Use passive verbs Recognise vocabulary and structures for formal speech and writing, including subjunctive forms

Text Enhance meaning through selecting appropriate grammar and vocabulary Use a wider range of devices to build cohesion Variety of verb forms used correctly and consistently including the present perfect form Assess effectiveness of own and others'

Punctuation Use semi-colons to mark boundaries between independent clauses

Writing Cohesive Paragraphs Parenthesis - Commas Homophones Adverbials/Fronted Adverbials Dictionary Work Relative Clauses Editing & Evaluating Parenthesis – Dashes

Year 5

Spelling Patterns Homophones Hyphenated words Sentence

Use modal verbs to indicate degrees of possibility Enhance meaning through selecting appropriate grammar and vocabulary Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility

Use devices to build cohesion within a paragraph Choose the appropriate register Use a wide range of devices to build cohesion across paragraphs Link ideas using tense choices Note and develop initial ideas Consider how authors develop characters/setting when writing narratives Describe settings/characters/atmosphere and integrate dialogue in narratives Assess effectiveness of own and others' writing Proof-read for spelling and punctuation errors

Punctuation

Use brackets, dashes or commas to indicate parenthesis

Year 6

Spelling Patterns Words used to describe Revision

Sentence

Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Use a wider range of devices to build cohesion Choose the appropriate register Note and develop initial ideas Consider how authors develop characters/setting when writing narratives Describe settings/characters/atmosphere and integrate dialogue in narratives Assess effectiveness of own and others' writing Proof-read for spelling and punctuation errors Punctuation

Punctuate bullet points consistently

Prefixes Colons in Lists Subordinating Conjunctions and Clauses

Year 5

Spelling Patterns Words ending in '-tious' and '-ious' Words ending in '-cious' Words ending in '-cial' Words ending in '-tial' Words ending in '-cial' and '-tial' Words ending in '-ant' Words ending in '-ance' and '-ancy' Words ending in '-ent' and '-ence' Words ending in '-able' and '-ible' Words ending in '-ably' and '-ibly'

Sentence

pronoun

complicated information cond Use modal verbs or adverbs t degrees of possibility

Link ideas across paragraphs using adverbials Link ideas across paragraphs using adverbials and tense choices Variety of verb forms used correctly and consistently including the present perfect form Note and develop initial ideas Assessing effectiveness of own and others' writing Identify audience/purpose of writing and select appropriate form Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Perform own compositions Propose changes to improve consistency

Punctuation

Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis Use commas to clarify meaning or avoid ambiguity in writing

Year 6

Text

Spelling Patterns Words with short vowel sound i spelled y Words with the long vowel sound /igh/ spelled ay Words with the prefix over Words with /o/ as ou & ow Words with soft c spelled /ce/ List 18: prefixes dis- un- over- and im-Words ending ent & ence Words ending ible

Use passive verbs formal speech and writing, including subjunctive forms

Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative Link ideas across paragraphs u

Sentences Recognise vocabulary and structures for

Words ending ibly Words ending ably Words ending ful Words with unstressed vowe Words with /shul/

Words with /f/ as ph Words starting acc

Hyphenated Compound Words Bullet Points	Parenthesis - Brackets,
Bullet Points Perfect Form of Verbs to Mark Relationships	Commas and Dashes
of Time and Cause	Formal and Informal Writing
of fille and cause	Cohesion Across Paragraphs
Year 5	
Spelling Patterns	Year 5
Words ending able	Spelling Patterns
Words ending fer	Homophones
Silent letters	Hyphenated words
Words with ie after c	
Words with ei after c	Sentence
Words with ough as /aw/	Use relative clauses beginning with who, which,
Words with ough as /ow/	where, when, whose, that or an omitted
	relative pronoun
Sentence	Use adverbs to indicate degrees of possibility
Use expanded noun phrases to convey	
complicated information concisely	Text
Use modal verbs or adverbs to indicate	Use devices to build cohesion within a
degrees of possibility	paragraph
	Enhance meaning through selecting
Text	appropriate grammar and vocabulary
Link ideas across paragraphs using adverbials	Describe characters, settings and atmosphere
Integrate dialogue to convey character and	Identify audience/purpose of writing and select
advance the action	appropriate form
Plan writing by identifying audience and	Note and develop initial ideas
purpose	Selecting appropriate grammar and
Identify audience/purpose of writing and	vocabulary, understanding how such choices
select appropriate form	can change and enhance meaning
Draft and write, selecting appropriate	Assess effectiveness of own and others' writing
grammar and vocabulary, understanding how	Propose changes to improve consistency
such choices can change and enhance	, 0 ,,
meaning	Punctuation
Assess effectiveness of own and others'	Use brackets, dashes or commas to indicate
writing	parenthesis
0	Use of the hyphen (to join a prefix to a root
Propose changes to improve consistency Proof road for spalling and punctuation errors	word)
Proof-read for spelling and punctuation errors	Use commas to clarify meaning or avoid
Punctuation	ambiguity in writing
Punctuation	
Use brackets, dashes or commas to indicate parenthesis	Year 6
יר ביות ופאג איז ביות ופאג	Spelling Patterns
Vear 6	Words used to describe
Year 6 Spolling Pattorns	Revision
Spelling Patterns Words and ing ibly	
Words ending ably	Sentence
Words ending ably	Recognise vocabulary and structures for formal
Words ending ful	speech and writing, including subjunctive forms
Words with unstressed vowels	specer and writing, merading subjunctive forms
Words with /shul/	Text
Words with /f/ as ph	Use a wider range of devices to build cohesion
Words starting acc	Identify the audience and purpose for writing
Words ending er, or & ar	Choose the appropriate register
	Identify audience/purpose of writing and select
Sentence	appropriate form
Use passive verbs	Note and develop initial ideas
Use modal verbs or adverbs to indicate	Selecting appropriate grammar and
degrees of possibility	vocabulary, understanding how such choices
Text	can change and enhance meaning
Integrate dialogue to convey character and	Assess effectiveness of own and others' writing
advance the action	Propose changes to improve consistency
Enhance meaning through selecting	Dunstustion
appropriate grammar and vocabulary	Punctuation
Identify audience/purpose of writing and	Use a colon to introduce a list and use of
select appropriate form	semi-colons within lists
Draft and write, selecting appropriate	Use hyphens to avoid ambiguity
grammar and vocabulary, understanding how	Use semi-colons, colons or dashes to mark
such choices can change and enhance	boundaries between independent clauses
meaning	
Assess effectiveness of own and others'	
writing	

Use	e brackets, dashes or commas to	Use colons or dashes to mark boundaries	Use a colon to introduce a list and use of	Enhance meaning through selecting	Propose changes to improve consistency	
indic	icate parenthesis	between independent clauses	semi-colons within lists	appropriate grammar and vocabulary	Proof-read for spelling and punctuation errors	
			Use semi-colons, colons or dashes to mark	Use a wider range of devices to build		
			boundaries between independent clauses	cohesion	Punctuation	
				Variety of verb forms used correctly and	Use brackets, dashes or commas to indicate	
				consistently including the present perfect		
				form	Punctuation	
				Note and develop initial ideas	Punctuate bullet points consistently	
				Assessing effectiveness of own and others'	Use brackets, dashes or commas to	
				writing	indicate parenthesis	
				Identify audience/purpose of writing and select		
				appropriate form		
				Selecting appropriate grammar and vocabulary,		
				understanding how such choices can change and		
				enhance meaning		
				Perform own compositions		
				Propose changes to improve consistency		
				Punctuation		
				Use semi-colons to mark boundaries		
				between independent clauses		
				Use colons or dashes to mark boundaries		
				between independent clauses		