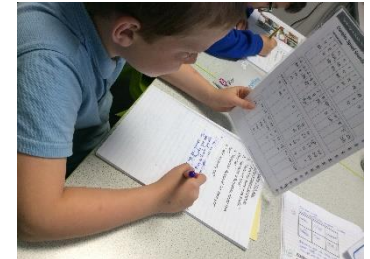


Whipton Barton Federation English Long-Term Curriculum Map

At Whipton Barton Federation, we endeavour to create a love for writing. We want every child to leave the Federation with the skills of an excellent writer who:

- 🌍 Has the ability to write with fluency and has an author's voice;
- 🌍 Thinks about the impact they want their writing to have on the reader and knows how they will achieve this;
- 🌍 Has a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description;
- 🌍 Can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures;
- 🌍 Displays excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neatly;
- 🌍 Re-reads, edits and improves their writing so every piece of writing they produce is to the best of their ability and better than the last.



Throughout their time at Whipton Barton Federation, children develop their writing skills by exploring a whole range of different genres. We expect the highest standards of writing every time a child writes in any subject, not just in English lessons, and place great importance on the planning, drafting, editing and rewriting process when writing at length. Teachers plan their writing sessions using Babcock 'Texts that Teach', No Nonsense Literacy, No Nonsense Grammar and Hamilton Trust resources.

Some of the genres that the children will experience are as follows:









FICTION

Adventure
Fantasy
Classic fiction
Plays and dialogue
Myths / Legends
Fairy tales
Fables / Traditional tales
Stories from other cultures

NON-FICTION

Letters
Information texts
Explanation texts
Instructions
Persuasion texts
Non-chronological reports
Recounts
Argument and debate

Year 1						
TERM	Autumn 1 Term 1	Autumn 2 Term 2	Spring 1 Term 3	Spring 2 Term 4	Summer 1 Term 5	Summer 2 Term 6
MAIN TOPIC	Dinosaurs 	Location, Location, Location 	Ancient Egypt 	To Exeter and Beyond! 	Significant Sport Stars 	Wonderful Weather 
Fiction Texts	Fantasy The Day Louis Got Eaten by John Fardell	Fairy Stories and Traditional Tales The Little Red Hen	Stories with Repeating Patterns It's My Birthday by Helen Oxenbury	Poems About Nature I Love Bugs! by Emma Dodd	Stories in Familiar Settings Stuck by Oliver Jeffers	Stories with Repeating Patterns Fatou, Fetch the Water by Neil Griffiths
Links to Wider Curriculum	<p>An exciting story for children starting in Year 1, containing pictures that tell more of the story than the text, providing a fantastic opportunity for children to fill in the gaps. Children can easily innovate the story using dinosaurs that they learn about in their History lessons.</p>	<p>This popular story, captures the children's imagination and is based on the Russian folk tale of a hen who works hard to make some bread; unlike the animals around her, who are too lazy to help...</p>	<p>A simple cumulative story about creating a birthday cake with a little help from your friends. Use this to create food for any celebratory occasion. As part of this unit, the children celebrate the birthday of the class bear.</p>	<p>A poem about a whole host of different creepy crawlies to link in to the children's Science this term on invertebrates.</p>	<p>A very funny cumulative story where a kite gets stuck in the tree and then other things are thrown up to try and release it. A good text to use to teach structure.</p>	<p>This is a journey story, similar to Handa's Surprise, with more detail and a slightly more patterned text. A charming tale of the joys of both giving and receiving, which includes a fun facts section about the culture and traditions of The Gambia where the story is set, providing opportunities for children to link to their Geography learning on climates around the world.</p>
Reading	Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to and 	Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to and 	Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to and discussing 	Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to and 	Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to and discussing 	Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to and discussing

	<p>discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.</p> <ul style="list-style-type: none"> • being encouraged to link what is read or heard read to his/her own experiences. • joining in with predictable phrases. <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by:</p> <ul style="list-style-type: none"> • drawing on what is already known or on background information and vocabulary provided by the teacher. • discussing the significance of the title and events. • making inferences on the basis of what is being said and done. • predicting what might happen on the basis of what has been read so far. <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p>	<p>discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.</p> <ul style="list-style-type: none"> • being encouraged to link what is read or heard read to his/her own experiences. • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • joining in with predictable phrases. <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by:</p> <ul style="list-style-type: none"> • drawing on what is already known or on background information and vocabulary provided by the teacher. • discussing the significance of the title and events. • making inferences on the basis of what is being said and done. <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p>	<p>a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.</p> <ul style="list-style-type: none"> • being encouraged to link what is read or heard read to his/her own experiences. • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • joining in with predictable phrases. • learning to appreciate rhymes and poems, and to recite some by heart. • discussing word meanings, linking new meanings to those already known. <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by:</p> <ul style="list-style-type: none"> • drawing on what is already known or on background information and vocabulary provided by the teacher. • discussing the significance of the title and events. • making inferences on the basis of what is being said and done. <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p>	<p>discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.</p> <ul style="list-style-type: none"> • being encouraged to link what is read or heard read to his/her own experiences. • joining in with predictable phrases. • learning to appreciate rhymes and poems, and to recite some by heart. • discussing word meanings, linking new meanings to those already known. <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by:</p> <ul style="list-style-type: none"> • drawing on what is already known or on background information and vocabulary provided by the teacher. • discussing the significance of the title and events. • making inferences on the basis of what is being said and done. <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p>	<p>a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.</p> <ul style="list-style-type: none"> • being encouraged to link what is read or heard read to his/her own experiences. <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by:</p> <ul style="list-style-type: none"> • drawing on what is already known or on background information and vocabulary provided by the teacher. • discussing the significance of the title and events. • making inferences on the basis of what is being said and done. • predicting what might happen on the basis of what has been read so far. <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p>	<p>a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.</p> <ul style="list-style-type: none"> • being encouraged to link what is read or heard read to his/her own experiences. • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by:</p> <ul style="list-style-type: none"> • drawing on what is already known or on background information and vocabulary provided by the teacher. • discussing the significance of the title and events. • making inferences on the basis of what is being said and done. • predicting what might happen on the basis of what has been read so far. <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p>
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			Explain clearly his/her understanding of what is read to him/her.			
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including understanding the effects of these suffixes on the meaning of the noun. <ul style="list-style-type: none"> Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper. Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation (for example, unkind, or undoing); untie the boat. <ul style="list-style-type: none"> Understand how words can combine to make sentences. <ul style="list-style-type: none"> Join words and clauses using and. Separate words with spaces. Use capital letters and full stops to demarcate sentences in some of his/her writing. 					
	• Use a capital letter for names of people	<ul style="list-style-type: none"> Begin to punctuate work using question marks and exclamation marks Use a capital letter for names of people, places, the days of the week, and the personal pronoun I. 	• Begin to punctuate work using question marks or exclamation marks	• Begin to punctuate work using question marks and exclamation marks	• Begin to punctuate work using question marks and exclamation marks	<ul style="list-style-type: none"> Begin to punctuate work using question marks and exclamation marks Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.
Key Terminology	capital letter full stop sentence	letter capital letter word sentence punctuation full stop exclamation mark	word sentence full stop question mark exclamation mark	letter capital letter word sentence punctuation full stop	sentence capital letter full stop exclamation mark	sentence full stop exclamation mark question mark
Independent Purposeful Writing Outcomes	Children write a story following the pattern of the text, changing the monsters to dinosaurs. Stories could be sent to Torquay's Dinosaur World.	To write a traditional tale based on the wordless picture book. Stories could be shared with another year group.	To write a story based on the structure of It's My Birthday.	To write a descriptive poem or an invertebrate of their choice.	To write a story based on the pattern of Stuck. Children's stories could be sent to author, Oliver Jeffers.	Children will write a story using this pattern and a setting that is familiar to them.
Non-Fiction Texts	Information Text Dino-Dinners by Mick Manning and Brita	Letters Funny Stories How to Catch Santa by	Information Texts Creature Features: Dinosaurs by Natasha	Labels, Lists and Signs Transport by Ruth Thomson (Your Local Area series)	Instructions 'Dress up as...an Egyptian Pharaoh'	Information Texts Hot and Cold by Terry Jennings and

	Granström	Jean Reagan	Durley			Honor Head (Now You Know Science series)
Links to Wider Curriculum	A dual-voiced book using a poetic and an information text voice. Dinosaur theme links to History topic.	An inventive and funny story to link to Christmas.	This is a vibrant information book about dinosaurs, organised according to their common features. Children will be able to recall their History learning from Term 1 about dinosaurs and use their knowledge to support their understanding of the text.	A non-chronological text with a range of features and presentation that children can choose to use in their own writing. Links well to their Geography learning for this term about Exeter.	A set of instruction on how to dress up as an Egyptian Pharaoh for children to use their previous History learning to support their understanding of the text. Children could then go on to write their own instructions for how to dress up like an athlete for a sport of their choice.	A science based text that looks at how we use hot and cold things every day, how we keep warm and how we keep cool. Children can make links to their Term 6 Geography learning and also Science learning from previous terms, e.g. Polar Adventures and Holiday.
Reading	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently • discussing word meanings, linking new meanings to those already known. <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by:</p> <ul style="list-style-type: none"> • drawing on what is already known or on background information and vocabulary provided by the teacher. • discussing the significance of the title and events. <p>Participate in discussion about what is read to him/her, taking turns and</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. • being encouraged to link what is read or heard read to his/her own experiences. • joining in with predictable phrases • discussing word meanings, linking new meanings to those already known. 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. • being encouraged to link what is read or heard read to his/her own experiences. • discussing word meanings, linking new meanings to those already known. <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by:</p> <ul style="list-style-type: none"> • drawing on what is already known or on background information and vocabulary provided by the teacher. • discussing the significance of the title and events. 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. • being encouraged to link what is read or heard read to his/her own experiences. • discussing word meanings, linking new meanings to those already known. <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by:</p> <ul style="list-style-type: none"> • drawing on what is already known or on background information and vocabulary provided by the teacher. • discussing the significance of the title and events. 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. • being encouraged to link what is read or heard read to his/her own experiences. • discussing word meanings, linking new meanings to those already known. <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by:</p> <ul style="list-style-type: none"> • drawing on what is already known or on background information and vocabulary provided by the teacher. • discussing the significance of the title and events. 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. • being encouraged to link what is read or heard read to his/her own experiences. • discussing word meanings, linking new meanings to those already known. <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by:</p> <ul style="list-style-type: none"> • drawing on what is already known or on background information and vocabulary provided by the teacher. • discussing the significance of the title and events.

	<p>sentences in some of his/her writing.</p> <ul style="list-style-type: none"> • Begin to punctuate work using question marks and exclamation marks • Use a capital letter for names of people, places, the days of the week, and the personal pronoun I. 	<p>sentences in some of his/her writing.</p> <ul style="list-style-type: none"> • Begin to punctuate work using question marks and exclamation marks • Use a capital letter for names of people, places, the days of the week, and the personal pronoun I. 	<p>sentences in some of his/her writing.</p> <ul style="list-style-type: none"> • Begin to punctuate work using question marks and exclamation marks • Use a capital letter for names of people, places, the days of the week, and the personal pronoun I. 	<p>sentences in some of his/her writing.</p> <ul style="list-style-type: none"> • Begin to punctuate work using question marks and exclamation marks • Use a capital letter for names of people, places, the days of the week, and the personal pronoun I. 	<p>sentences in some of his/her writing.</p> <ul style="list-style-type: none"> • Use a capital letter for names of people, places, the days of the week, and the personal pronoun I. 	<p>sentences in some of his/her writing.</p> <ul style="list-style-type: none"> • Begin to punctuate work using question marks and exclamation marks • Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.
Key Terminology	<p>letter</p> <p>capital letter</p> <p>word</p> <p>sentence</p> <p>punctuation</p> <p>full stop</p>	<p>capital letter</p> <p>word</p> <p>sentence</p> <p>punctuation</p> <p>full stop</p> <p>question mark</p> <p>exclamation mark</p>	<p>letter</p> <p>capital letter</p> <p>word, sentence</p> <p>punctuation</p> <p>full stop</p> <p>question mark</p> <p>exclamation mark</p>	<p>capital letter</p> <p>sentence</p> <p>punctuation</p> <p>full stop</p> <p>question mark</p>	<p>sentence</p> <p>capital letter</p> <p>full stop</p>	<p>sentence</p> <p>punctuation</p> <p>full stop</p> <p>question mark</p>
Independent Purposeful Writing Outcomes	<p>To create a dual-voice text about polar animals to link to the children's Science learning this term. These will be put together to make a class book to show Mrs Williams.</p>	<p>To write a letter to the Head Elf about how to catch Santa. These will be posted to the Head Elf at the North Pole.</p>	<p>To make their own information book based on any topic they are knowledgeable about. The best content will be topics where it is easy to identify common features, e.g. birds, fish, buildings, toys, trees, etc.</p>	<p>To create a page for a class book about your local area, which could be sent to the Visit Exeter for visitors to read when they come to Exeter. Or have it on display in the school foyer for visitors to read.</p>	<p>Children could write their own instructions for how to dress up like an athlete for a sport of their choice. These could be sent or tweeted to real athletes.</p>	<p>To write simple pages for a class information book about scientific knowledge from experience.</p>
Spoken Language	<ul style="list-style-type: none"> • Participate in discussions, performances, role-play and improvisations • Ask relevant questions to extend their understanding and build vocabulary and knowledge • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Listen and respond appropriately to their peers and adults. 					
Spelling	<ul style="list-style-type: none"> • Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others. • Spell words containing each of the 40+ phonemes already taught. • Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes. • Spell a few common exception words (e.g. I, the, he, said, of). • Spell some common exception words. • Spell the days of the week. • Name the letters of the alphabet in order. • Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. 					

	<ul style="list-style-type: none"> • Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. <ul style="list-style-type: none"> • Add prefixes and suffixes using the prefix un-. • Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest. <ul style="list-style-type: none"> • Apply simple spelling rules and guidance, as listed in English Appendix 1. • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash). 					
Handwriting	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. <ul style="list-style-type: none"> • Form most lower-case letters correctly. • Form lower-case letters in the correct direction, starting and finishing in the right place. <ul style="list-style-type: none"> • Form capital letters. • Form digits 0-9. • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these. 					
Composition	<ul style="list-style-type: none"> • Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher <ul style="list-style-type: none"> • Write down one of the sentences that he/she has rehearsed • Compose and write sentences independently to convey ideas • Write sentences, sequencing them to form short narratives (real or fictional) • Write sentences by re-reading what he/she has written to check that it makes sense. <ul style="list-style-type: none"> • Discuss what he/she has written with the teacher or other pupils. • Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher. 					
Understand how words can combine to make sentences.	✓	✓	✓	✓	✓	✓
Join words and clauses using 'and'.	✓	✓	✓	✓	✓	✓
Separate words with spaces.	✓	✓	✓	✓	✓	✓
Use capital letters and full stops to demarcate sentences in some of his/her writing.	✓	✓	✓	✓	✓	✓
Begin to punctuate work using question marks and exclamation marks.		✓	✓	✓		✓
Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.	names personal pronoun 'I'	names places days of the week personal pronoun 'I'	names places days of the week personal pronoun 'I'	names places	names places	names places days of the week personal pronoun 'I'

Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark.	letter capital letter word sentence punctuation full stop	letter capital letter word sentence punctuation full stop question mark exclamation mark	letter capital letter word sentence punctuation full stop question mark exclamation mark	letter capital letter word sentence punctuation full stop question mark	capital letter sentence full stop	sentence punctuation full stop question mark exclamation mark
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Year 2						
TERM	Autumn 1 Term 1	Autumn 2 Term 2	Spring 1 Term 3	Spring 2 Term 4	Summer 1 Term 5	Summer 2 Term 6
MAIN TOPIC	Vile Victorians 	What a Wonderful World 	The Great Fire of London 	Let's Go to China 	World War II VE Day 	Our Food, Our World 
Fiction Texts	Stories in Familiar Settings Stories by the Same Author 'No-Bot, The Robot With No Bottom' 'No-Bot the Robot's New Bottom' by Sue Hendra	Stories Involving Fantasy Daisy Doodles by Michelle Robinson et al.	Fiction: Traditional Tales Little Red Riding Hood (Nosy Crow; illustrated by Ed Bryan)	Stories by the Same Author and Postcards and Letters The Day the Crayons Quit by Drew Daywalt	Poetry: Zim Zam Zoom by James Carter	Traditional Tales from a Variety of Cultures Don't Spill the Milk! by Christopher Corr and Stephen Davies
Links to Wider Curriculum	A very funny story about a robot who loses his bottom and then loses his arm. The book invites the reader to create their own story about finding his arm. Children will also look at the sequel by the same author. A simple text for the start of Year 2.	This is a great picture book about a little girl who is bored on a wet day. She doodles and enters an imaginary world and then returns. The images are part photo and part drawn making them very replicable for children.	A re-telling of the traditional fairy tale, simply told with appealing illustrations. This follows on from the children learning another version of this tradition tale in Guided Reading last term – The Deep Dark Wood.	A playful and imaginative story that will have children laughing while learning about the basics of letter writing and developing character.	A collection of poems especially written for performance. With delightful illustrations, this is a brilliant introduction to poetry for young children, making it more accessible and enjoyable for a young audience. Great topics including rockets, dragons, monsters, colours and fireworks.	A journey story about a little girl carrying milk to her father out in the fields watching the goats. A very similar plot to 'Fatou, Fetch the Water' which the children learnt about in Year 1.
Reading	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by: • drawing on what he/she	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by: • drawing on what he/she	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by: • drawing on what he/she	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by: • drawing on what he/she	Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by: • drawing on what he/she

	<p>already knows or on background information and vocabulary provided by the teacher.</p> <ul style="list-style-type: none"> • answering questions and making inferences on the basis of what is being said and done. • answering and asking questions and making links. • predicting what might happen on the basis of what has been read so far. <p>Explain what has happened so far in what he/she has read.</p>	<p>already knows or on background information and vocabulary provided by the teacher.</p> <ul style="list-style-type: none"> • answering questions and making inferences on the basis of what is being said and done. • answering and asking questions and making links. • predicting what might happen on the basis of what has been read so far. <p>Explain what has happened so far in what he/she has read.</p>	<p>already knows or on background information and vocabulary provided by the teacher.</p> <ul style="list-style-type: none"> • answering questions and making inferences on the basis of what is being said and done. • answering and asking questions and making links. • predicting what might happen on the basis of what has been read so far. <p>Explain what has happened so far in what he/she has read.</p>	<p>already knows or on background information and vocabulary provided by the teacher.</p> <ul style="list-style-type: none"> • answering questions and making inferences on the basis of what is being said and done. • answering and asking questions and making links. • predicting what might happen on the basis of what has been read so far. <p>Explain what has happened so far in what he/she has read.</p>	<p>these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by:</p> <ul style="list-style-type: none"> • drawing on what he/she already knows or on background information and vocabulary provided by the teacher. • answering and asking questions and making links. 	<p>already knows or on background information and vocabulary provided by the teacher.</p> <ul style="list-style-type: none"> • answering questions and making inferences on the basis of what is being said and done. • answering and asking questions and making links. • predicting what might happen on the basis of what has been read so far. <p>Explain what has happened so far in what he/she has read.</p>
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. • Form adjectives using suffixes such as -ful, -less. • Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest. 					
	<ul style="list-style-type: none"> • Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. • Use question marks and exclamation marks appropriately. 	<ul style="list-style-type: none"> • Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. • Use question marks and exclamation marks appropriately. 	<ul style="list-style-type: none"> • Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. • Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • Use present and past tense mostly correctly and consistently. • Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. • Use question marks and exclamation marks appropriately. 	<ul style="list-style-type: none"> • Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. • Form adjectives using suffixes such as -ful, -less. • Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest. • Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. • Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. • Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or 	<ul style="list-style-type: none"> • Write poetry to develop positive attitudes toward and stamina for writing. • Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. • Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. 	<ul style="list-style-type: none"> • Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. • Form adjectives using suffixes such as -ful, -less. • Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest. • Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. • Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. • Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or

				<p>command.</p> <ul style="list-style-type: none"> • Use present and past tense mostly correctly and consistently. • Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting. • Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. • Use question marks and exclamation marks appropriately. • Use commas to separate items in a list. <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.</p>		<p>command.</p> <ul style="list-style-type: none"> • Use present and past tense mostly correctly and consistently. • Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting. • Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. • Use question marks and exclamation marks appropriately. • Use commas to separate items in a list. • Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.
Key Terminology	<p>question exclamation</p>	<p>noun verb adverb adjective compound comma apostrophe question exclamation</p>	<p>noun noun phrase statement question exclamation command adjective verb suffix tense (past and present) comma</p>	<p>noun noun phrase statement question exclamation command adjective verb suffix tense (past and present) comma apostrophe</p>	<p>noun noun phrase adjective adverb verb question exclamation</p>	<p>noun noun phrase statement question exclamation command adjective verb suffix tense (past and present) comma apostrophe</p>
Independent Purposeful Writing Outcomes	<p>To write a story about a robot who loses a body part. Stories could be sent or tweeted to the author, Sue Hendra.</p>	<p>To write their own story using real and imaginary characters.</p>	<p>To rewrite the story of Little Red Riding Hood, changing some key details or adding a twist. Children can take inspiration from their Guided Reading books from last term, The Deep Dark Wood and Little Red.</p>	<p>To tell a story through a series of letters.</p>	<p>This sequence culminates in a poetry recital for parents or other classes.</p> <ul style="list-style-type: none"> • To perform some poems as part of the class/group for an audience, using expression, intonation and rhythm appropriately. 	<p>To tell the story of a journey with a twist at the end.</p>

					<ul style="list-style-type: none"> Write their own Kenning poem based on a model from the text. Some children may also write poems based on other models. 	
Non-Fiction Texts	Poetry Recounts The Train Ride by June Crebbin	Information Texts Could a Penguin Ride a Bike? by Camilla Bedoyere			Instructions How to Wash a Woolly Mammoth by Michelle Robinson	Information Text This Is How We Do It by Matt Lamothe
Links to Wider Curriculum	A patterned journey on a train. An enjoyable but simple text, ideal for the start of Year 2. Children can use the structure to write a recount of what they see on the bus journey to Powderham Castle for their History trip.	A really funny book which uses questions and answers to inform readers about the special features of the penguin. Children's independent writing can link to their Science learning this term about living things, habitats and food chains.			A funny and imaginary set of instructions that are quite sparse and so leave room for the children to write the parts that are not included.	This is a fantastic information text which follows the lives of seven children from around the world. The book includes detail about their everyday lives, providing a genuine window into lives and traditions that may differ from our own. This will link in well with the children's Geography learning about food around the world.
Reading	Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by: <ul style="list-style-type: none"> drawing on what he/she 	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by: <ul style="list-style-type: none"> drawing on what he/she already knows or on background information and vocabulary provided by the teacher. answering and asking questions and making links. Participate in discussion about books, poems and other works that are read to him/her and those that			Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by: <ul style="list-style-type: none"> drawing on what he/she already knows or on background information and vocabulary provided by the teacher. answering questions and making inferences on the basis of what is being said and done. answering and asking questions and making links. 	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by: <ul style="list-style-type: none"> drawing on what he/she already knows or on background information and vocabulary provided by the teacher. answering questions and making inferences on the basis of what is being said and done. answering and asking questions and making links. predicting what might

	<p>already knows or on background information and vocabulary provided by the teacher.</p> <ul style="list-style-type: none"> • answering and asking questions and making links. <p>Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.</p> <p>Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.</p> <p>Explain what has happened so far in what he/she has read.</p>	<p>he/she can read for himself/herself, taking turns and listening to what others say.</p> <p>Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.</p> <p>Explain what has happened so far in what he/she has read.</p>			<p>Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.</p> <p>Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.</p> <p>Explain what has happened so far in what he/she has read.</p>	<p>happen on the basis of what has been read so far.</p> <p>Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.</p> <p>Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.</p> <p>Explain what has happened so far in what he/she has read.</p>
Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> • Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. • Form adjectives using suffixes such as -ful, -less. • Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest. 					
	<ul style="list-style-type: none"> • Write about real events, recording these simply and clearly. • Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. • Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. • Understand how the grammatical patterns in a sentence indicate its 	<ul style="list-style-type: none"> • Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. • Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • Use present and past tense mostly correctly and consistently. • Use capital letters and full stops to demarcate most sentences in his/her 			<ul style="list-style-type: none"> • Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. • Form adjectives using suffixes such as -ful, -less. • Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest. • Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. • Use expanded noun 	<ul style="list-style-type: none"> • Write about real events, recording these simply and clearly. • Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. • Form adjectives using suffixes such as -ful, -less. • Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest. • Use co-ordination (using or, and, but) and some subordination (using

	<p>function as a statement, question, exclamation or command.</p> <ul style="list-style-type: none"> • Use present and past tense mostly correctly and consistently. • Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting. • Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. • Use question marks and exclamation marks appropriately. • Use commas to separate items in a list. 	<p>writing and use question marks correctly when required.</p> <ul style="list-style-type: none"> • Use question marks and exclamation marks appropriately. • Use commas to separate items in a list. 			<p>phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.</p> <ul style="list-style-type: none"> • Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • Use present and past tense mostly correctly and consistently. • Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting. • Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. • Use question marks and exclamation marks appropriately. • Use commas to separate items in a list. • Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name. 	<p>when, if, that, because) to join clauses.</p> <ul style="list-style-type: none"> • Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. • Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • Use present and past tense mostly correctly and consistently. • Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting. • Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. • Use question marks and exclamation marks appropriately. • Use commas to separate items in a list. • Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.
Key Terminology	<p>question exclamation adjective verb adverb tense (past, present)</p>	<p>statement question compound</p>			<p>statement question exclamation command verb</p>	<p>noun noun phrase compound adjective verb adverb tense (present) comma</p>
Independent Purposeful Writing	Children can use the structure to write a	To write a page or pages for a class book about an			Write a set of instructions about caring for an	To add yourself to the seven children in the book

Outcomes	recount of what they see on the bus journey to Powderham Castle for their History trip.	animal. Children can link to their Science learning this term about living things, habitats and food chains.			imaginary pet.	and write how you live.
Spoken Language	<ul style="list-style-type: none"> • Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently. <ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related. • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. <ul style="list-style-type: none"> • Discuss his/her favourite words and phrases. • Answer and ask questions. • Participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say. • Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself. 					
Spelling	<ul style="list-style-type: none"> • Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others. • Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. <ul style="list-style-type: none"> • Spell many common exception words. • Spell most common exception words. • Spell some words with contracted forms. • Spell most words with contracted forms. • Spell by learning the possessive apostrophe (singular) e.g. the girl's book. • Spell by distinguishing between homophones and near-homophones. • Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly. • Add suffixes to spell most longer words correctly, including -ment, -ness, -ful, -less, -ly. • Apply spelling rules and guidance, as listed in English Appendix 1. • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 					
Handwriting	<ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another in some of his/her writing. • Form lower-case letters of the correct size relative to one another in most of his/her writing. • Use the diagonal and horizontal strokes needed to join letters in some of his/her writing. <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes needed to join letters. • Understand which letters, when adjacent to one another, are best left unjoined. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • Use spacing between words that reflects the size of the letters. 					
Composition	<ul style="list-style-type: none"> • Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional). • Write poetry to develop positive attitudes toward and stamina for writing. • Write for different purposes to develop positive attitudes toward and stamina for writing. • Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing. <ul style="list-style-type: none"> • Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about. • Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary. • Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence. • Make simple additions, revisions and corrections to his/her own writing by evaluating his/her writing with the teacher and other pupils. • Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. • Make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly. 					

• Read aloud what he/she has written with appropriate intonation to make the meaning clear.

	• Read aloud what he/she has written with appropriate intonation to make the meaning clear.					
Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.				✓		✓
Form adjectives using suffixes such as -ful, -less.				✓		✓
Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.				✓		✓
Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses.				✓		✓
Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.			✓	✓	✓	✓
Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	✓		✓	✓		✓
Use present and past tense mostly correctly and			✓	✓		✓

consistently.						
Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.				✓		✓
Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.	✓	✓	✓	✓	✓	✓
Use question marks and exclamation marks appropriately.	✓	✓	✓	✓		✓
Use commas to separate items in a list.				✓		✓
Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name	✓	✓				
Understand the following terminology: Noun, noun phrase. Statement, question, exclamation, command. Compound, suffix. Adjective, adverb, verb. Tense (past, present). Apostrophe, comma.	question exclamation adjective verb adverb tense (past, present)	noun verb adverb adjective compound comma apostrophe statement question exclamation	noun noun phrase statement question exclamation command adjective verb suffix tense (past and present) comma	noun noun phrase statement question exclamation command adjective verb suffix tense (past and present) comma apostrophe	noun noun phrase adjective adverb verb question exclamation statement command	noun noun phrase statement question exclamation command compound adjective verb adverb suffix tense (past and present) comma apostrophe

	<ul style="list-style-type: none"> • increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • discussing words that capture the reader's interest and imagination. <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> • drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • predicting what might happen from details stated. 	<ul style="list-style-type: none"> • increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • identifying themes in books. <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> • drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 	<ul style="list-style-type: none"> • increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • reading books that are structured in different ways. <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> • identifying main ideas drawn from within one paragraph and summarise these. • identifying how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech. 	<ul style="list-style-type: none"> • reading books that are structured in different ways. • increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • identifying themes in books. • reading aloud poems and perform play scripts. • discussing words that capture the reader's interest and imagination. <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to him/her, discussing his/her understanding of words. • asking questions to improve his/her understanding of a text. • drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • predicting what might happen from details stated. • identifying main ideas drawn from within one paragraph and summarise these. • identifying how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech. 	<ul style="list-style-type: none"> • reading books that are structured in different ways. <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> • identifying main ideas drawn from within one paragraph and summarise these. • identifying how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech. 	<ul style="list-style-type: none"> • reading books that are structured in different ways. <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to him/her, discussing his/her understanding of words. • drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
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				Retrieve and record information from non-fiction.		
Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> • Form nouns using a range of prefixes e.g. super-, anti-, auto-. • Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box. • Identify word families based on common root words e.g. solve, solution, solver, dissolve, insoluble. 					
	<ul style="list-style-type: none"> • Begin to use paragraphs as a way to group related material. • Begin to use inverted commas to punctuate direct speech. • Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. 	<ul style="list-style-type: none"> • Begin to use paragraphs as a way to group related material. • Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. • Begin to use inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> • Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. 	<ul style="list-style-type: none"> • Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. • Begin to use paragraphs as a way to group related material. • Use headings and sub-headings to aid presentation. • Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play. • Begin to use inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> • Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. • Begin to use paragraphs as a way to group related material. 	<ul style="list-style-type: none"> • Begin to use paragraphs as a way to group related material. • Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. 1. Begin to use inverted commas to punctuate direct speech.
Key Terminology	conjunction subordinate clause direct speech inverted commas (or speech marks)	direct speech inverted commas (or speech marks) conjunction preposition clause	conjunction clause subordinate clause	conjunction word family prefix clause subordinate clause direct speech inverted commas (or 'speech marks')	preposition clause subordinate clause	clause inverted commas (or 'speech marks') direct speech
Independent Purposeful Writing Outcomes	To write the middle and ending of a story.	To write a story about a monster that might be responsible for natural disasters.	To create a story, information and a poem about a dragon to include	To write a story about how a precious stone was created.	Choose an inventor and/or invention and create a portfolio and/or an invention	To write a Paddington Bear story based on one of the old films.

			in a class book.		timeline.	
Non-Fiction Texts	Letters Ask Dr K Fisher About Animals/Minibeasts/Dinosaurs/Reptiles by Claire Llewellyn	Recounts Beatrice's Dream by Karen Lynne Williams	Fiction: Poetry Poetry Pie by Roger McGough		Instructions Grow Your Own Lettuce by Helen Lanz	Chronological Reports The Great Fire of London by Emma Adams
Links to Wider Curriculum	A non-chronological text based on letters between Dr K Fisher and animals with problems. Very funny! This can be substituted with other books in the same series.	This recount allows for exploration of another culture with a description of Kibera at the end of the book. Strong, uncomplicated sentences that allow children to see different constructions clearly. This text demonstrates the value of only incorporating relevant information.	Wonderful word play from Roger McGough with puns and observations on life in this book of poetry. The sequence is focused around the poem Poetry Pie and the range of poems that children have access to.		A set of instructions about growing lettuce surrounded by other information such as types of lettuce, harvesting and a calendar. There is a set of instructions about sowing lettuce seed but in fact the whole book is a set of extended instructions. A really useful book for moving away from the one page set of simple instructions.	Information on the historic events of 1666 told through different sections: an introduction to set the scene; dated reports; charted changes to firefighting; significant people and places. Set off by dramatic illustrations in a palette of oranges and blues.
Reading	Maintain positive attitudes to reading and understanding of what he/she reads by: <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays and non-fiction. reading books that are structured in different ways. increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. 	Maintain positive attitudes to reading and understanding of what he/she reads by: <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays and non-fiction. reading books that are structured in different ways. discussing words that capture the reader's interest and imagination. Understand what he/she	Maintain positive attitudes to reading and understanding of what he/she reads by: <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays and non-fiction. reading books that are structured in different ways. reading aloud poems and perform play scripts. discussing words that capture the reader's interest and imagination. Understand what he/she		Maintain positive attitudes to reading and understanding of what he/she reads by: <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays and non-fiction. reading books that are structured in different ways. Understand what he/she reads independently by: <ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to 	Maintain positive attitudes to reading and understanding of what he/she reads by: <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays and non-fiction. reading books that are structured in different ways. Understand what he/she reads independently by: <ul style="list-style-type: none"> checking that the text makes sense to him/her, discussing his/her







	<p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> • drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 	<p>reads independently by:</p> <ul style="list-style-type: none"> • drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • identifying main ideas drawn from within one paragraph and summarise these. 	<p>reads independently by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to him/her, discussing his/her understanding of words. • asking questions to improve his/her understanding of a text. • drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • predicting what might happen from details stated. 		<p>meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech.</p>	<p>understanding of words.</p> <ul style="list-style-type: none"> • language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech. <p>Retrieve and record information from non-fiction.</p>
Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> • Form nouns using a range of prefixes e.g. super-, anti-, auto-. • Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box. • Identify word families based on common root words e.g. solve, solution, solver, dissolve, insoluble. 					
	<ul style="list-style-type: none"> • Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. 	<ul style="list-style-type: none"> • Begin to use paragraphs as a way to group related material. • Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. • Begin to use inverted commas to punctuate direct speech. 			<ul style="list-style-type: none"> • Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. • Begin to use paragraphs as a way to group related material. • Use headings and sub-headings to aid presentation. • Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. 	
Key Terminology	<p>conjunction clause subordinate clause</p>	<p>clause subordinate clause direct speech inverted commas (or 'speech marks')</p>			<p>conjunction preposition clause</p>	<p>preposition conjunction clause subordinate clause</p>
Independent Purposeful Writing	<p>To write a letter to an agony aunt and a reply. This could be about</p>	<p>To write an account of an imagined day in the life of a character from a</p>	<p>To perform and write poetry.</p>		<p>To write a set of instructions with a detailed</p>	<p>To write a chronological sequence of reports on an historic event (which</p>

Outcomes	animals or about a character from history etc.	favourite book, or a day in their own life.			introduction.	could be personal), with the option of writing one or more linked sections: an introduction to 'set the scene'; information on a feature that changed over time; short biographical entries; short entries on places of significance to the event.
Spoken Language	<ul style="list-style-type: none"> • Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action. <ul style="list-style-type: none"> • Discuss words and phrases that capture the reader's interest and imagination. • Ask questions to improve his/her understanding and knowledge of a text. • Participate in reasoned discussion about books, poems and other materials that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say. • Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures (english appendix 2). <ul style="list-style-type: none"> • Read aloud his/her own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear. <ul style="list-style-type: none"> • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <ul style="list-style-type: none"> • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of standard English. 					
Spelling	<ul style="list-style-type: none"> • Use the prefixes un-, dis-, mis-, re-, pre-. • Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited. <ul style="list-style-type: none"> • Use the suffix -ly. • Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature. <ul style="list-style-type: none"> • Spell words with endings which sound like 'zhun' e.g. division, decision. • Spell the homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane. <ul style="list-style-type: none"> • Spell words that are often misspelt with reference to English Appendix 1. • Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of word e.g. myth, gym. <ul style="list-style-type: none"> • Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double. <ul style="list-style-type: none"> • Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo. • Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine. • Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they. • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 					
Handwriting	<ul style="list-style-type: none"> • Increasingly use the diagonal and horizontal strokes that are needed to join letters, and begin to understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 					
Composition	<ul style="list-style-type: none"> • Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary. <ul style="list-style-type: none"> • Plan his/her writing by discussing and recording ideas within a given structure. • Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and using sentences structure from English Appendix 2. <ul style="list-style-type: none"> • Draft and write by organising writing into paragraphs as a way of grouping related material. 					

	<ul style="list-style-type: none"> • Draft and write narratives, creating settings, characters and plot. • Draft and write non-narrative material, using headings and sub-headings to organise texts. • Evaluate and edit by assessing the effectiveness of his/her own writing. • Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. • Proof-read for spelling errors and for punctuation – including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly. • Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 					
Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.	✓	✓	✓	✓	✓	✓
Begin to use paragraphs as a way to group related material.	✓	✓		✓	✓	✓
Use headings and sub-headings to aid presentation.				✓	✓	✓
Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.				✓		
Begin to use inverted commas to punctuate direct speech.	✓	✓		✓		✓
Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct	conjunction clause subordinate clause direct speech inverted commas (or 'speech marks')	conjunction clause subordinate clause direct speech inverted commas (or speech marks) preposition	conjunction clause subordinate clause	preposition conjunction word family prefix clause subordinate clause direct speech inverted commas (or	conjunction preposition clause subordinate clause	preposition conjunction clause subordinate clause inverted commas (or 'speech marks') direct speech

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

'speech marks')

Year 4						
TERM	Autumn 1 Term 1	Autumn 2 Term 2	Spring 1 Term 3	Spring 2 Term 4	Summer 1 Term 5	Summer 2 Term 6
MAIN TOPIC	Roman Britain 	Rivers 	Anglo-Saxons and Scots 	Migration 	Vikings 	Natural Resources 
Fiction Texts	Stories with Humour Meerkat Mail by Emily Gravett	Stories in Familiar Settings Poetry A River by Marc Martin	Fairy Stories Rapunzel (Animal Fairy Tales) by Charlotte Guillain		Myths and Legends Arthur and the Golden Rope by Joe Todd Stanton	Stories from Other Cultures Gregory Cool by Caroline Binch
Links to Wider Curriculum	This book looks simple but it isn't really. How to create postcards showing feelings about a place that get worse and worse as the week goes on. Fabulous!	A beautiful book with incredible illustrations that add significantly to the message.	A simple retelling of Rapunzel but with an animal twist. Very useful if you have groups of children who are not familiar with common fairy stories/traditional tales.		Told through text and images, this book is a wonderful quest story. Arthur sets off to save the town from the encroaching cold and ice when The Wolf puts out the fire. There are many obstacles for Arthur to overcome on his journey but Arthur is a born adventurer. The sequence teaches layout for presentation and meaning, present perfect, dialogue, adverbials, possessive apostrophe and multi-clause sentences.	This book allows children to explore a different place through the eyes of Gregory who visits his grandparents in Tobago. Very well written.
Reading	Maintain positive attitudes to reading and understanding of what he/she reads by:	Maintain positive attitudes to reading and understanding of what he/she reads by:	Maintain positive attitudes to reading and understanding of what he/she reads by:		Maintain positive attitudes to reading and understanding of what he/she reads by:	Maintain positive attitudes to reading and understanding of what he/she reads by:

	<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • using dictionaries to check the meaning of words that he/she has read. <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> • drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text. • predicting what might happen from details stated and implied. • discussing words and phrases that capture the reader's interest and imagination. • recognising some different forms of poetry e.g. free verse, narrative poetry. • identifying themes and conventions in a wide range of books. <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> • drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text. 	<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • reading for a range of purposes. • reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • using dictionaries to check the meaning of words that he/she has read. 	<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • reading for a range of purposes. • reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • discussing words and phrases that capture the reader's interest and imagination. • using dictionaries to check the meaning of words that he/she has read <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context. • drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text. • identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. 		<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • reading for a range of purposes. • using dictionaries to check the meaning of words that he/she has read. • reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • discussing words and phrases that capture the reader's interest and imagination. • identifying themes and conventions in a wide range of books. <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context. • drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text. • identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. 	<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • reading for a range of purposes. • using dictionaries to check the meaning of words that he/she has read. • reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • identifying themes and conventions in a wide range of books. <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> • identifying main ideas drawn from more than one paragraph and summarise these.
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Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> • Understand the grammatical difference between the plural and the possessive -s. • Use Standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done. • Use apostrophes to mark plural possession e.g. the girl's name, the girls' names. 					
	<ul style="list-style-type: none"> • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'. • Use fronted adverbials e.g. Later that day, I heard the bad news. • Use paragraphs to organise ideas around a theme. • Use commas after fronted adverbials. 	<ul style="list-style-type: none"> • Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition. • Use fronted adverbials e.g. Later that day, I heard the bad news. • Use commas after fronted adverbials. 	<ul style="list-style-type: none"> • Use fronted adverbials e.g. Later that day, I heard the bad news. • Use commas after fronted adverbials. • Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!' - a comma after the reporting clause, end punctuation within inverted commas. 		<ul style="list-style-type: none"> • Use fronted adverbials e.g. Later that day, I heard the bad news. • Use commas after fronted adverbials. • Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!' - a comma after the reporting clause, end punctuation within inverted commas. 	<ul style="list-style-type: none"> • Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!' - a comma after the reporting clause, end punctuation within inverted commas. • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'.
Key Terminology	pronoun possessive pronoun Revision of Y2: simple sentence compound sentence verb past tense present tense progressive form	determiner adverbial	adverbial		adverbial	Revision of Y3 terminology: direct speech inverted commas (or speech marks)
Independent Purposeful Writing Outcomes	To write a book based on a voyage-and-return plot pattern.	To write about a journey through different landscapes.	To write an expanded, animal version of a traditional tale and read it to younger pupils.		To write a quest story as one of the Brownstone adventures.	To write a story based on the blueprint of Gregory Cool.
Non-Fiction Texts	Biographies	Non-Chronological Report Rainforest Rough Guide by Paul Mason		Chronological Reports A Walk in London by Salvatore Rubbino	Explanations Book of Bones 10 Record-breaking Animals by Gabrielle Balkan and Sam	Persuasive Writing Charity letter

	Fantastically Great Women Who Changed The World by Kate Pankhurst				Brewster	(persuasion text)
Links to Wider Curriculum	This very accessible and fascinating book contains 13 biographies of women from different periods of history. It includes well-known people such as Anne Frank and Amelia Earhart but also other less known women such as Agent Fifi and Sacagawea. The layout invites and intrigues the reader with visual details and pathways through the text.	A text organised around a diary but also including letters, fact files and emails. A good text to use if you want to see how children handle a hybrid text.		This is a dual-voiced text about a trip around London. The main voice is the excited child, the second voice being information about the various places. Great for securing dialogue and comparing different types of writing.	This book holds truly amazing information about the bones of animals. It is written as a 'Who am I?' guessing game, almost like a riddle, and then a page of information about the animal providing a connection between animal bones and behaviour. It is also very funny!	A persuasive letter written by the RSPB to inspire children to write their own persuasive text.
Reading	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. reading for a range of purposes. identifying themes and conventions in a wide range of books. using dictionaries to check the meaning of words that he/she has read. <p>Retrieve and record information from non-fiction over a wide range</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. reading for a range of purposes. using dictionaries to check the meaning of words that he/she has read. <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> checking that the text makes sense to him/her, discussing his/her understanding, and 		<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. reading for a range of purposes. using dictionaries to check the meaning of words that he/she has read. <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, 	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. reading for a range of purposes. using dictionaries to check the meaning of words that he/she has read. discussing words and phrases that capture the reader's interest and imagination. <p>Understand what he/she reads independently by:</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. reading for a range of purposes. using dictionaries to check the meaning of words that he/she has read. reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally. discussing words and phrases that capture the reader's interest and imagination.







	of subjects.	<p>explaining the meaning of words in context.</p> <ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarise these. identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. 		<p>and justifying inferences with evidence clearly taken from the text.</p> <ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. 	<ul style="list-style-type: none"> checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context. asking questions to improve his/her understanding of texts of increasing complexity. identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. <p>Retrieve and record information from non-fiction over a wide range of subjects.</p>	<p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarise these.
Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> Understand the grammatical difference between the plural and the possessive -s. Use Standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done. Use apostrophes to mark plural possession e.g. the girl's name, the girls' names. 					
	<ul style="list-style-type: none"> Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'. Use fronted adverbials e.g. Later that day, I heard the bad news. Use paragraphs to organise ideas around a theme. Use commas after fronted adverbials. 	<ul style="list-style-type: none"> Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition. 		<ul style="list-style-type: none"> Use fronted adverbials e.g. Later that day, I heard the bad news. Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!' - a comma after the reporting clause, end punctuation within inverted commas. Use commas after fronted adverbials. 	<ul style="list-style-type: none"> Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition. 	<ul style="list-style-type: none"> Use paragraphs to organise ideas around a theme. Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'. Use fronted adverbials e.g. Later that day, I heard the bad

						<ul style="list-style-type: none"> news. Use commas after fronted adverbials.
Key Terminology	determiner adverbial pronoun possessive pronoun Revision of Y2: simple sentence compound sentence verb past tense present tense progressive form	determiner pronoun		adverbial	pronoun possessive pronoun	adverbial
Independent Purposeful Writing Outcomes	To write a biography of a famous person, choosing elements of layout, presentation and language to match the chosen personality and their achievements.	To create a class rough guide to a particular environment which could be real or imagined.		To write an information text about a place visited.	To write own pages to create a class book about an amazing group of something.	To write own persuasive letter about an issue of importance to the children.
Spoken Language	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. <ul style="list-style-type: none"> Discuss words and increasingly complex phrases that capture the reader's interest and imagination. Ask reasoned questions to improve his/her understanding of a text. Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say. Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). Read aloud his/her own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 					
Spelling	<ul style="list-style-type: none"> Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-. Understand and add the suffixes -ation, -ous. 					

	<ul style="list-style-type: none"> • Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician. • Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique. • Spell homophones such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's. • Spell more complex words that are often misspelt with reference to (English Appendix 1). • Spell words with the 's' sound spelt 'sc' e.g. science, scene. • Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's. • Use the first three or four letters of a word to check its spelling in a dictionary. • Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far. 					
Handwriting	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters, and understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 					
Composition	<ul style="list-style-type: none"> • Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar. • Plan his/her writing by discussing and recording ideas. • Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures with reference to English Appendix 2. • Draft and write by organising paragraphs around a theme. • Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose. • Draft and write non-narrative material, using simple organisational devices. • Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements. • Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials. • Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials. • Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear. 					
Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'.	✓					✓
Use fronted adverbials e.g. Later that day, I heard the bad news.	✓	✓	✓	✓	✓	✓
Use paragraphs to organise ideas around a theme.	✓					✓
Make the appropriate choice		✓			✓	

of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.						
Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!' - a comma after the reporting clause, end punctuation within inverted commas.			✓	✓	✓	✓
Use commas after fronted adverbials.	✓	✓	✓	✓	✓	✓
Understand the following terminology: determiner, pronoun, possessive pronoun, adverbial.	pronoun possessive pronoun determiner adverbial Revision of Y2: simple sentence compound sentence verb past tense present tense progressive form	determiner adverbial pronoun	adverbial	adverbial	adverbial pronoun possessive pronoun	adverbial Revision of Y3 terminology: direct speech inverted commas (or speech marks)

Year 5

Year 5						
TERM	Autumn 1 Term 1	Autumn 2 Term 2	Spring 1 Term 3	Spring 2 Term 4	Summer 1 Term 5	Summer 2 Term 6
MAIN TOPIC	Benin Kingdom 	Slums 	Medieval Monarchs 	Earth's Biomes 	Local History Study – Exeter 	Energy and Sustainability 
Fiction Texts	Fantasy and Magic Weslandia by Paul Fleischman	Classic Fiction Jonathan Swift's Gulliver by Martin Jenkins	Classic Drama Mr William Shakespeare's Plays by Marcia Williams		Faraway Fiction Cloud Tea Monkeys by Mal Peet and Elspeth Graham	Modern Classic Fiction Shackleton's Journey by William Grill
Links to Wider Curriculum	<p>The story of a child creating his own civilisation as a response to being an outsider. Clear, colourful images with different framing devices. Some sophisticated themes such as non-conformists conforming. Spend some time cracking the code on the end papers to find a message from the illustrator.</p>	<p>A voyage and return story used to create a new story path.</p>	<p>Take your place in the Globe Theatre of Shakespeare's day to see seven of his best-loved plays in performance. Romeo and Juliet, Hamlet, A Midsummer Night's Dream, Macbeth, Julius Caesar, The Winter's Tale and The Tempest are all brought vividly to life in Marcia Williams' gloriously accessible comic-strip versions, which include the bard's own dialogue and the rowdy remarks of the audience. An essential classic from our literary heritage.</p>		<p>A delightful story enriched by the beautiful illustration, which tells us much about how legend develops. Children are exposed to range of language activities to stimulate grammatical development and reading comprehension skills.</p>	<p>A chronological report with incredibly powerful images. A great book to use if you have the topic theme Explorers or for writing in a different way about a residential visit.</p>

<p>Reading</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. <p>Understand what he/she reads by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context. • asking questions to improve his/her understanding of complex texts. <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. <p>Understand what he/she reads by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context. • asking questions to improve his/her understanding of complex texts. 	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • identifying and discussing themes and conventions in writing. • making comparisons within a book. • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. <p>Understand what he/she reads by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context. • asking questions to improve his/her understanding of complex texts. • drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, 		<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. <p>Understand what he/she reads by:</p> <ul style="list-style-type: none"> • asking questions to improve his/her understanding of complex texts. • drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • predicting what might happen from details stated and implied. <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Retrieve, record and present information from non-fiction.</p>
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			<p>and justifying inferences with evidence.</p> <ul style="list-style-type: none"> • predicting what might happen from details stated and implied. <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>			
Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> • Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify. <ul style="list-style-type: none"> • Understand verb prefixes e.g. dis-, de-, mis-, over- and re-. 					
	<ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. • Use commas to clarify meaning or avoid ambiguity. • Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. • Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. 	<ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. • Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. • Use brackets, dashes or commas to indicate parenthesis. • Use commas to clarify meaning or avoid ambiguity. 	<ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. • Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. • Use commas to clarify meaning or avoid ambiguity. 		<ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. • Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. • Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. • Use commas to clarify meaning or avoid ambiguity. 	<ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. • Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. • Use brackets, dashes or commas to indicate parenthesis.
Key Terminology	relative pronoun relative clause ambiguity	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity.	relative pronoun relative clause ambiguity		relative pronoun relative clause cohesion ambiguity	modal verb relative clause bracket dash parenthesis

Independent Purposeful Writing Outcomes	To write a short story about a character's time in an invented civilisation.	To create a story path around a blueprint and write a narrative based on one pattern.	Write their own playscript.		Write a story with a faraway setting.	To create a book about a significant event/s in a person's life.
Non-Fiction Texts	Instructions Jungle Survival Handbook by Jen Green	Information Texts The Secrets of Stonehenge by Mick Manning and Brita Granström		Letters and Correspondence Letters of Note: Correspondence Deserving of a Wider Audience compiled by Shaun Usher	Blogs and Reports My Secret War Diary by Flossie Albright by Marcia Williams	Non-Chronological Reports Dragonology: The Complete Book of Dragons by Dugald Steer, Helen Ward and Douglas Carre
Links to Wider Curriculum	This book contains a range of text types but is organised chronologically around the preparation and trip to the jungle. The information is presented in a range of different ways, e.g. comic strip.	This information text has a variety of text types on each page, making it ideal to use to consider managing shifts in formality. It tells the story of Stonehenge through the ages and models the use of modal verbs particularly well. A good sequence to link to the History curriculum.		A collection of over one hundred of the world's most entertaining, inspiring and unusual letters, Children will delve into letter-writing, revising conventions, purpose, and register, and analyse fascinating historical texts.	This diary provides a good revision of some key areas taught in Y3 and 4 but is an extended text. It contains different bits of information presented in letter/poster/card formats, which enables an exploration of shifts in formality.	This book is a formal, non-chronological text about an imaginary animal. The format would allow pupils to choose how they present information in their own text.
Reading	Maintain positive attitudes to reading and understanding of what he/she reads by: <ul style="list-style-type: none">continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.making comparisons within a book. Discuss and evaluate how authors use language, including figurative language, considering	Maintain positive attitudes to reading and understanding of what he/she reads by: <ul style="list-style-type: none">continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.		Maintain positive attitudes to reading and understanding of what he/she reads by: <ul style="list-style-type: none">continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.identifying and discussing themes and conventions in writing.making comparisons within a book. Understand what he/she	Maintain positive attitudes to reading and understanding of what he/she reads by: <ul style="list-style-type: none">continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.identifying and discussing themes and conventions in writing. Discuss and evaluate how authors use language, including figurative language, considering the	Maintain positive attitudes to reading and understanding of what he/she reads by: <ul style="list-style-type: none">continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Understand what he/she reads by: <ul style="list-style-type: none">checking that the book makes sense to him/her, discussing his/her understanding and







	<p>the impact on the reader.</p> <p>Retrieve, record and present information from non-fiction.</p>			<p>reads by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context. • asking questions to improve his/her understanding of complex texts. • drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p>	<p>impact on the reader.</p>	<p>exploring the meaning of words in context.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>
Vocabulary, Grammar &	<ul style="list-style-type: none"> • Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify. • Understand verb prefixes e.g. dis-, de-, mis-, over- and re-. 					

Punctuation	<ul style="list-style-type: none"> • Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. • Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. • Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. 	<ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. • Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. • Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. • Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. 		<ul style="list-style-type: none"> • Use commas to clarify meaning or avoid ambiguity. • Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. • Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. • Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. 	<ul style="list-style-type: none"> • Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. • Use brackets, dashes or commas to indicate parenthesis. 	<ul style="list-style-type: none"> • Use brackets, dashes or commas to indicate parenthesis.
Key Terminology	modal verb cohesion	modal verb cohesion		modal verb cohesion ambiguity	dash parenthesis	dash bracket parenthesis
Independent Purposeful Writing Outcomes	Write instructions about how to survive, either in a familiar setting (e.g. how to survive Christmas) or in an extreme environment (link to wider curriculum).	To create a book about the secrets of a local place and its history over time.		Write a formal and informal letter.	To write a sequence of diary entries related to a time in history.	To write an '–ology' book about an area of personal interest.
Spoken Language	<ul style="list-style-type: none"> • Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Ask questions to improve his/her understanding. • Identify and discuss themes and conventions in and across a wide range of writing. <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously.</p> <ul style="list-style-type: none"> • Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear. 					
Spelling	<ul style="list-style-type: none"> • Spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious. • Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial. 					

	<ul style="list-style-type: none"> • Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency., tolerant/tolerance. • Spell words ending in -able and -ible, and also -ably and -ibly e.g. adorable, possible, adorably, possibly. • Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough. • Spell some words with 'silent' letters e.g. knight, psalm, solemn. • Spell some of the year 5 and 6 words correctly (English Appendix 1). • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1). • Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary. • Use a thesaurus. 					
Handwriting	<ul style="list-style-type: none"> • Write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices, and deciding whether or not to join specific letters. • Write increasingly legibly. 					
Composition	<ul style="list-style-type: none"> • Plan his/her writing by identifying the audience for, and purpose of the writing, using other similar writing as models for his/her own. • Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary. • Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed. • Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2). • Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character. • Draft and write by précising longer passages. • Draft and write by using devices to build cohesion within a paragraph e.g. then, after that, this, firstly. • Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. • Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining. • Use different verb forms mostly accurately with consideration for audience and purpose. • Evaluate and edit by assessing the effectiveness of his/her own and others' writing. • Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2). • Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing. • Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. • Proof-read for spelling errors linked to spelling statements for year 5. • Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. • Perform his/her own compositions, using appropriate intonation, volume and movement so that meaning is clear. 					
Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.		✓	✓		✓	✓
Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.	✓	✓		✓		✓
Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.	✓	✓	✓	✓	✓	

Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.	✓	✓		✓	✓	
Use brackets, dashes or commas to indicate parenthesis.		✓			✓	✓
Use commas to clarify meaning or avoid ambiguity.	✓	✓	✓	✓		
Understand the following terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.	modal verb cohesion relative pronoun relative clause ambiguity	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity.	relative pronoun relative clause ambiguity	modal verb cohesion ambiguity	dash parenthesis relative pronoun relative clause cohesion ambiguity	dash bracket parenthesis modal verb relative clause



Year 6						
TERM	Autumn 1 Term 1	Autumn 2 Term 2	Spring 1 Term 3	Spring 2 Term 4	Summer 1 Term 5	Summer 2 Term 6
MAIN TOPIC	Industrial Revolution 	Local Field Work 	Civil Rights 	Population 	Twentieth Century Conflict 	Globalisation 
Fiction Texts	Non-Fiction: Reports and Journalistic Writing Cogheart by Peter Bunzl	Classic Novels Significant Authors Beowulf by Michael Morpurgo	Classic Fiction Significant Authors Kensuke's Kingdom by Michael Morpurgo			Biographies and Autobiographies Charles Dickens: Scenes from an Extraordinary Life by Mick Manning and Brita Granström



<p>Links to Wider Curriculum</p>	<p>Murder, mayhem and mystery meet in this gripping Victorian adventure. Children will be able to relate the story to their History learning this term about the Industrial Revolution. Packed full of vibrant characters, including the strong, female heroine, Lily, who will inspire all children. Cogheart is perfect for getting year 5 or 6 engaged.</p>	<p>This classic story sequence focuses around a fight and the highly patterned language and constructions.</p>	<p>This sequence focuses on one chapter where the island is explored. Description is a key element to this writing along with its relationship to the character's feelings and the plot.</p>			<p>This biography provides a perfect model for an author study. Within the text there are snippets of information and comic strips. Children could consider the best ways to present the information in their own text.</p>
<p>Reading</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes. • identifying and discussing themes and conventions in and across a wide range of writing. <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes. • increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions. • identifying and discussing themes and conventions in and across a wide range of writing. <p>Discuss and evaluate</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes. • increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions. • identifying and discussing themes and conventions in and across a wide range of writing. 			<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes. • increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions. <p>Understand what he/she reads by:</p> <ul style="list-style-type: none"> • identifying how language, structure and presentation contribute to meaning.



		how authors use language, including figurative language, considering the impact on the reader.	<p>Understand what he/she reads by:</p> <ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning. <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>			Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Vocabulary, Grammar & Punctuation	•					
	<ul style="list-style-type: none"> Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types. Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of 	<ul style="list-style-type: none"> Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses. Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover. Use expanded noun phrases to convey complicated information concisely. 	<ul style="list-style-type: none"> Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis. Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses. Use the colon to 	•		<ul style="list-style-type: none"> Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types. Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of



	<p>question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.</p> <ul style="list-style-type: none"> • Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text. 		<p>introduce a list and use semi-colons within lists.</p> <ul style="list-style-type: none"> • Use bullet points to list information. 			<p>question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.</p> <ul style="list-style-type: none"> • Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis. • Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses. • Use the colon to introduce a list and use semi-colons within lists.
Key Terminology	bullet points	hyphen semi-colon	colon bullet point			<p>ellipsis</p> <p>hyphen</p> <p>colon</p> <p>semi-colon</p>



Independent Purposeful Writing Outcomes	Write a newspaper article about the zeppelin crash.	To write a story about overcoming a monster.	To write an extended story based on Chapter 4.			To write a hybrid text with three distinct styles, focusing on a time in an author's life, to produce a class or group book/exhibition.
Non-Fiction Texts	Instructions and Explanations Wallace and Gromit: Cracking Contraptions (Haynes Manual)	Argument and Debate Non-Chronological Reports Are Humans Damaging the Atmosphere? by Catherine Chambers	Fiction: Fantasy Chitty Chitty Bang Bang and the Race Against Time by Frank Cottrell Boyce	Modern Classic Fiction Fantasy Stories Significant Authors Harry Potter and the Philosopher's Stone and other Harry Potter Books by J.K. Rowling		Reports and Journalistic Writing Tuesday by David Wiesner
Links to Wider Curriculum	A fabulous explanatory text, formal and impersonal in contrast with the contraptions!	This is a detailed information text with a very clear structure and layout which could be used to write about anything pupils are interested in. Questions are used for a variety of purposes throughout the text.	This is a great adventure story where the Tooting family go backwards and forwards in time. There is, of course, a villain in the form of Tiny Jack who has captured Nanny. A funny, fast-paced book which takes the family to the time of dinosaurs, the 1920s and 1966.	Children will be immersed in the exciting and stimulating world of Harry Potter, a modern classic that all children should read. This is a revision unit that contains different writing foci, each linked to a genre and there is great emphasis on formal comprehension, grammar and punctuation. Children read Book 1 in the series in Year 5 for Guided Reading and in this unit, they will focus on that book and will also touch on other books in the series.		An almost wordless picture book from a picture book great. The unpredictable events of a particular Tuesday unroll before the reader with the precision and clarity of a silent movie. Tuesday is a beautiful, humorous picture book, with lots of scope for building inference and other reading and writing skills.
Reading	Maintain positive attitudes to reading and understanding of what he/she reads by:	Maintain positive attitudes to reading and understanding of what he/she reads by:	Maintain positive attitudes to reading and understanding of what he/she reads by:	Maintain positive attitudes to reading and understanding of what he/she reads by: • reading books that are structured in different ways and reading for a range of purposes.		Maintain positive attitudes to reading and understanding of what he/she reads by:



	<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes. <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes. <p>Understand what he/she reads by:</p> <ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration. identifying how language, structure and presentation contribute to meaning. <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes. increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions. <p>Understand what he/she reads by:</p> <ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration. identifying how language, structure and presentation contribute to meaning. 	<ul style="list-style-type: none"> increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions. identifying and discussing themes and conventions in and across a wide range of writing. making comparisons within and across books. <p>Understand what he/she reads by:</p> <ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration. identifying how language, structure and presentation contribute to meaning. <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes. increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions. identifying and discussing themes and conventions in and across a wide range of writing. making comparisons within and across books. <p>Understand what he/she reads by:</p> <ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration. identifying how language, structure and presentation contribute to meaning. <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>
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					on the reader.
Vocabulary, Grammar & Punctuation					
	<ul style="list-style-type: none"> Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me). Use expanded noun phrases to convey complicated information concisely. 	<ul style="list-style-type: none"> Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types. Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech. Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me). 	<ul style="list-style-type: none"> Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types. Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech. Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me). Use expanded noun 	<ul style="list-style-type: none"> Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types. Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little. Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me). Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech. Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis. Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text. Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses. Use the colon to introduce a list and use semi-colons within lists. 	<ul style="list-style-type: none"> Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types. Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech. Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.



		<ul style="list-style-type: none"> Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis. Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text. 	phrases to convey complicated information concisely.	<ul style="list-style-type: none"> Use bullet points to list information. Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover. Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points. Use the perfect form of verbs to mark relationships of time and cause. Use expanded noun phrases to convey complicated information concisely. Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity. 	
Key Terminology	active passive	subject object active passive	Revision of Y5 terminology: relative pronoun relative clause parenthesis bracket dash cohesion ambiguity	Subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points	synonym antonym
Independent Purposeful Writing Outcomes	Devise and write about a cracking contraption to create a class Haynes Manual.	To write an information text based on a topic of interest.	To write a chapter for the book in which Chitty visits another place in time.	Children will write an extended piece of writing each week, covering a range of genres.	Write a newspaper article about the incident.
Spoken	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear 				



<p>Language</p>	<p>to an audience.</p> <ul style="list-style-type: none"> • Discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader. <ul style="list-style-type: none"> • Ask specific reasoned questions to improve his/her understanding. • Identify and discuss themes and conventions in and across a wide range of writing with reasoning. • Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning. • Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary. • Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear. <ul style="list-style-type: none"> • Pronounce mathematical vocabulary correctly and confidently. • Use the whole number system, including saying, reading and writing numbers accurately. • Describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements. <ul style="list-style-type: none"> • Describe positions on the full coordinate grid (all four quadrants). • Report and present findings and evidence from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas, separating opinion from fact, and talk about how scientific ideas have developed over time.
<p>Spelling</p>	<ul style="list-style-type: none"> • Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference. <ul style="list-style-type: none"> • Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter. • Distinguish between homophones and other words which are often confused with reference to (English Appendix 1). <ul style="list-style-type: none"> • Use dictionaries to check the spelling and meaning of words. • Spell most of the year 5 and 6 words correctly (English Appendix 1). • Use a dictionary to check the spelling of uncommon or more ambitious vocabulary. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1). <ul style="list-style-type: none"> • Use a thesaurus with confidence.
<p>Handwriting</p>	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined. • Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.
<p>Composition</p>	<ul style="list-style-type: none"> • Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). <ul style="list-style-type: none"> • Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary. • Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed. • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure). • Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2). <ul style="list-style-type: none"> • Draft and write narratives, describing settings, characters and atmosphere.



	<ul style="list-style-type: none"> • Integrate dialogue to convey character and advance the action. <ul style="list-style-type: none"> • Draft and write by accurately précisising longer passages. • Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis. • Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables. <ul style="list-style-type: none"> • Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning. • Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2). <ul style="list-style-type: none"> • Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. • Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural. • Distinguish between the language of speech and writing and choosing the appropriate register. • Proof-read for spelling errors linked to spelling statements for year 6. • Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens. • Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 				
Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types.	✓	✓	✓	✓	✓
Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.				✓	✓
Use the passive to affect the presentation of	✓	✓	✓	✓	



information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).					
Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.	✓	✓	✓	✓	✓
Exercise an assured and conscious control over levels of formality, particularly through manipulating				✓	



grammar and vocabulary to achieve this.					
Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis.		✓	✓	✓	✓
Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.	✓	✓		✓	
Use the semi-colon, colon and dash e.g. when writing lists or as the boundary between independent clauses.		✓	✓	✓	✓
Use the colon to introduce a list and use semi-		✓	✓	✓	✓



colons within lists.					
Use bullet points to list information.			✓	✓	
Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover.		✓		✓	
Use the perfect form of verbs to mark relationships of time and cause.				✓	
Use expanded noun phrases to convey complicated information concisely.	✓	✓	✓	✓	
Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and				✓	



avoid ambiguity.					
<p>Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points.</p>	<p>active passive bullet points</p>	<p>subject object active passive hyphen semi-colon</p>	<p>Revision of Y5 terminology: relative pronoun relative clause parenthesis bracket dash cohesion ambiguity colon bullet point</p>	<p>Subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points</p>	<p>synonym antonym ellipsis hyphen colon semi-colon</p>