



# Toftwood Infant and Junior School Federation English Curriculum

# Toftwood Infant and Junior School Federation



English	
Term	
1	Autumn
	<p><b><u>Writing and SPAG</u></b></p> <p><b>Fiction and Non-fiction focus - Here we are by Oliver Jeffers</b></p> <ul style="list-style-type: none"> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>leaving spaces between words</li> <li>joining words and joining clauses using and</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul> <p><b>Fiction - Sentence writing linked to previous week phonics focus</b></p> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>leaving spaces between words</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> </ul> <p><b>Poetry - Alphabet animal poems</b></p> <ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining clauses using and</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>composing a sentence orally before writing it</li> <li>re-reading what they have written to check that it makes sense</li> </ul> <p><b>Fiction - The disgusting sandwich - DT linked to making a sandwich</b></p> <ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining clauses using and</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>composing a sentence orally before writing it</li> </ul> <p><b>Non-fiction - Writing about a visit from Wycomb Pastures Petting Farm</b></p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>joining words and joining clauses using and</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>leaving spaces between words</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>

**Instructions -The Snowflake Mistake** by Lou Treleaven & Maddie Frost

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- Leaving spaces between words
- Joining words and clauses using and
- Beginning to punctuate sentences using a capital letter and full stop, question and exclamation mark
- saying out loud what they are going to write about
- composing a sentence orally before writing it

**Fiction/non-fiction - Lily and the Snowman and The Snowman** by Raymond Briggs

- leaving spaces between words
- joining words and joining clauses using and beginning to punctuate sentences
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- using a capital letter and a full stop, question mark or exclamation mark

**Letter writing - Dear Dinosaur**

- leaving spaces between words
- joining words and joining clauses using and beginning to punctuate sentences
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- using a capital letter and a full stop, question mark or exclamation mark

**Phonics**

Following the Twinkl overview for each year group.

**Autumn 1**

Week 1 (4 days)    Week 1 ay

Week 2    Week 2 oy

Week 3    Week 3 ie

Week 4    Week 4 ea

Week 5    Week 5 a\_e

Week 6    Week 6 i\_e and o\_e

Week 7    Week 7 u\_e and e\_e

**Autumn 2**

Week 1    Week 8 ou

Week 2    Week 9 long vowels

Week 3    Week 10 ch as 'c' and ch as 'sh'

Week 4    Assessment (cover sounds missed in EYFS - zz, ur, ure, ow)

Week 5    Week 11 ir

Week 6    Week 12 ue (saying yoo and oo)

Week 7    Week 13 ew (saying yoo and oo)

**Other curriculum opportunities Autumn 1**

- KL grid at the beginning and end of the topic - punctuation/spelling/sentence writing focus
- Labelling human and animal body parts- linked to topic Animal Life
- Non-fiction text reading and sharing in class
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**Other curriculum opportunities Autumn 2**

- KL grid at the beginning and end of the topic - punctuation/spelling/sentence writing focus
- Reading, following and writing instructions to make a snowman biscuit
- Non-fiction report writing about Robert Falcon Scott

**Reading (whole class reading text per term)**

- **Aut 1 - Talk through stories** - A little bit brave

	<ul style="list-style-type: none"> <li>• <a href="#">Aut 2 - Talk through stories</a> - One Snowy Night</li> <li>• Archaic Texts - The Three Little Pigs (added 2022)</li> <li>• Archaic Texts - Peter Rabbit</li> <li>• Non-Fiction - Animal books</li> <li>• Poetry - I do not mind you winter wind</li> <li>• Poetry - Animal poems from Fantastic first poems (pages 2-16) (added 2022)</li> <li>• Complexity of Plot - Wanted: The Perfect Pet (added 2022)</li> <li>• Complexity of the narrator - Chester (added 2022)</li> <li>• </li> </ul>
1	<p style="text-align: center;"><b>Spring</b></p> <p style="text-align: center;"><u><b>Writing and SPAG</b></u></p> <p><b>Poetry - Winter Poetry</b></p> <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• using a capital letter and a full stop, question mark or exclamation mark</li> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul> <p><b>Non-fiction - Weather Reports and Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using and beginning to punctuate sentences</li> <li>• using a capital letter and a full stop, question mark or exclamation mark</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• spelling the days of the week</li> </ul> <p><b>Fiction - The Tiger Who Came to Tea</b></p> <ul style="list-style-type: none"> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using and</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p><b>Non-fiction/Fiction/letter writing - Way Back Home</b></p> <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using and beginning to punctuate sentences</li> <li>• using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> </ul> <p><b>Non-fiction/Fiction - Man on the Moon</b></p> <ul style="list-style-type: none"> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using and</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> </ul> <p><b>Non-Fiction/Fiction - Alan's Big Scary Teeth</b></p> <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using and beginning to punctuate sentences</li> </ul>

- using a capital letter and a full stop, question mark or exclamation mark
- re-reading what they have written to check that it makes sense

### Phonics

Week 1 (3 days)    Week 14 y as ee

Week 2    Week 15 aw and au (or)

Week 3    Week 16 ow and oe

Week 4    Week 17 wh

Week 5    Week 18 g as 'j' and c as 's'

Week 6    Week 19 ph

Spring 2

Week 1    Week 20 ea

Week 2    Assessment (cover sounds missed in EYFS - igh, air, ear)

Week 3    Week 21 ie as 'ee'

Week 4    Week 22 Adding ed

Week 5    Week 23 Adding s and es

Week 6    Week 24 Adding er and est

### Other curriculum opportunities Spring 1

- KL grid at the beginning and end of the topic - punctuation/spelling/sentence writing focus
- Writing a key on a map
- Sentence writing for science prediction and results
- Whole class research about climates and focused research about a country

### Other curriculum opportunities Spring 2

- KL grid at the beginning and end of the topic - punctuation/spelling/sentence writing focus
- Non-fiction fact writing about astronaut that went to space
- Research about Neil Armstrong - question writing

### Reading (whole class reading text per term)

- [Spr 1 - Talk through stories](#) - Rubi's worry
- [Spr 2 - Talk through stories](#) - Where the wild things are
- Archaic Texts - Little Red Riding Hood (added 2022)
- Non-Fiction - Season books/Space books
- Non-Linear time sequences - Voices in the park
- Poetry - At the zoo (pages 46,47) from When we were very young - AAMilne (added 2022)
- Complexity of plot - Animal explorers - Stella the astronaut (added 2022)
- Complexity of plot - Penguinaut! (added 2022)
- Complexity of the narrator - And the dish ran away with the spoon
- [Chapter book](#): Penguin pandemonium

Writing and SPAG**Non-fiction - Space booklet**

- listening to and discussing non-fiction at a level beyond that at which they can read independently
- drawing on what they already know or on background information and vocabulary provided by the teacher
- read aloud their writing clearly enough to be heard by their peers and the teacher
- saying out loud what they are going to write about
- discuss what they have written with the teacher or other pupils

**Fiction - Sentence focus**

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- composing a sentence orally before writing it
- re-reading what they have written to check that it makes sense

**Fiction/Letter writing - The Incredible Book Eating Boy**

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- composing a sentence orally before writing it
- re-reading what they have written to check that it makes sense

**Fiction/Letter writing - Beegu**

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- composing a sentence orally before writing it
- re-reading what they have written to check that it makes sense

**Non-Fiction - London**

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- composing a sentence orally before writing it
- re-reading what they have written to check that it makes sense

**Fiction - Own stories**

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- composing a sentence orally before writing it
- re-reading what they have written to check that it makes sense

**The Little Shoemaker**

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- composing a sentence orally before writing it
- re-reading what they have written to check that it makes sense

## Phonics

### Summer 1

Week 1 (4 days)    Week 25 tch as 'ch'  
Week 2    Week 26 adding ing and er  
Week 3 (4 days)    Week 27 are and ear as 'air'  
Week 4    Week 28 Unspoken 'e'  
Week 5    Week 29 ore as 'or'  
Week 6    Week 30 adding prefix un

### Summer 2 - revision

#### Other curriculum opportunities Summer 1

- KL grid at the beginning and end of the topic - punctuation/spelling/sentence writing focus
- Research about continents of the world - class holiday brochure
- Labelling and writing about habitats around the world

#### Other curriculum opportunities Summer 2

- KL grid at the beginning and end of the topic - punctuation/spelling/sentence writing focus
- Writing a diary entry as a Victorian child at school
- Science write up of enquiry questions

#### Reading (whole class reading text per term)

- [Sum 1 - Talk through stories](#) - The wall in the wild
- [Sum 2 - Talk through stories](#) - How to be a Viking
- Archaic Texts - The cat in the hat
- Non-Linear time sequences - One candle
- Poetry - Ning Nang Nong
- Complexity of the narrator - Good Little Wolf (added 2022)
- Fable - Waiting for Wolf - Sandra Dieckmann (added 2022)
- [Chapter book](#): Complexity of plot - Fantastic Mr Fox



Writing and SPAG**Fiction and Non-fiction focus – Here we are by Oliver Jeffers**

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- Spelling many common exception words
- Use spacing between words that reflects the size of the letters
- Writing narratives about personal experiences and those of others (real and fictional)
- Writing about real events
- Writing poetry
- Writing for different purposes
- Planning or saying out loud what they are going to write about
- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence
- Read aloud what they have written with appropriate intonation to make the meaning clear
- Using punctuation correctly, including full stops, capital letters, exclamation marks, question marks
- Sentences with different forms: statement, question, exclamation, command
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

**Instructions – Superhero related**

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning to spell common exception words
- writing about real events
- writing for different purposes
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

**Grammar focus objectives – sentence writing based around grammar skills taught during the half term**

- Write expanded noun phrases
- Write a statement that starts with a capital letter and finishes with a full stop
- Sentences with different forms: statement, question, exclamation, command
- Adding "-ly" to an adjective to make an adverb: quick - quickly
- Form simple past tense by adding "-ed":
- Command, using the imperative form of a verb: give...take...

**Fiction/Letter writing/Non-fiction – Meerkat Mail**

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- writing for different purposes
- planning or saying out loud what they are going to write about

**Fiction – Flood**

- Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking
- aloud as they collect ideas, drafting, and re-reading to check their meaning is clear
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence.
- Using some expanded noun phrases to describe and specify
- using co-ordination (or/and/but)
- using some subordination (when/if/that/because)
- adding suffixes to spell some words correctly in their writing e.g.- ment,-ness,-ful,-less,-ly\*



### **Non-fiction/Diary entry - Man on the Moon and Tim Peake**

- full stops, capital letters, exclamation marks, question marks, commas for lists
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- writing about real events
- writing for different purposes
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- read aloud what they have written with appropriate intonation to make the meaning clear

### **Non-fiction/Real event/Recount - How to Catch a Star**

- full stops, capital letters, exclamation marks, question marks, commas for lists
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- writing about real events
- writing for different purposes
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- read aloud what they have written with appropriate intonation to make the meaning clear

### **Poetry - Coming Home focus by Michael Morpurgo**

- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence
- Writing about real events
- Writing for different purposes
- Read aloud what they have written with appropriate intonation to make the meaning clear
- Sentences with different forms: statement, question, exclamation, command
- Using punctuation correctly, including full stops, capital letters, exclamation marks, question marks
- Re-reading to check that their writing makes sense
- Writing narratives about personal experiences and those of others (real and fictional)
- Using the present and past tenses correctly and consistently

### **Non-Fiction-Instructions for Speculaas Biscuits**

- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Writing down ideas and/or key words, including new vocabulary.
- Encapsulating what they want to say, sentence by sentence.
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Writing down ideas and/or key words, including new vocabulary.
- Encapsulating what they want to say, sentence by sentence.

### **Phonics**

#### **Autumn 1**

Week 1 (4 days) Week 1 'y' saying 'igh'

Week 2 Week 2 'dge' and 'ge' saying /j/

Week 3 Week 3 Adding -es to words ending in 'y'

Week 4 Week 4 'gn' saying /n/

Week 5 Week 5 'kn' saying /n/

Week 6 Week 6 n Adding -ing and -ed to words ending in 'y'

Week 7 Week 7 'wr' saying /r/

#### **Autumn 2**

Week 1 Week 8 'le' saying /l/

Week 2 Week 9 Adding -er and -est to words ending in 'y'

Week 3 Week 10 'el' saying /l/

	<p>Week 4 Assessment</p> <p>Week 5 Week 11 'al' and 'il' saying /l/</p> <p>Week 6 Week 12 Adding -ed and -er to words ending in e</p> <p>Week 7 Week 13 'eer' saying /ear/</p> <p style="text-align: center;"><b><u>Other curriculum opportunities Autumn 1</u></b></p> <ul style="list-style-type: none"> <li>• KL grid at the beginning and end of the topic - punctuation/spelling/sentence writing focus</li> <li>• Writing instructions for getting ready for home time - computing link to algorithms</li> <li>• Writing notes about William the conqueror and research</li> <li>• Science enquiry writing about growing a plant</li> </ul> <p style="text-align: center;"><b><u>Other curriculum opportunities Autumn 2</u></b></p> <ul style="list-style-type: none"> <li>• KL grid at the beginning and end of the topic - punctuation/spelling/sentence writing focus</li> <li>• Non-fiction research about Van Gogh</li> <li>• Labelling nocturnal animals with features and explaining how they have adapted</li> <li>• Writing up about Guy Fawkes guilty or not guilty argument</li> </ul> <p style="text-align: center;"><b><u>Reading (whole class reading text per term)</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Aut 1 - Talk through stories</a> - Perfectly Norman</li> <li>• <a href="#">Aut 2 - Talk through stories</a> - The owl who was afraid of the dark</li> <li>• Archaic Texts - Aesop's Fables <a href="http://read.gov/aesop/">http://read.gov/aesop/</a></li> <li>• Archaic Texts - The night before Christmas</li> <li>• Non-Fiction - Nocturnal animals/Castles</li> <li>• Non-Linear time sequences - Black and White (Footpath flowers)</li> <li>• Poetry - I know someone -Michael Rosen (Poems to perform Julia Donaldson) (added 2022)</li> <li>• Poetry - The Ghost Teacher (pages 16/17) from - Heard it in the playground (added 2022)</li> <li>• Complexity of plot - Gaspard the fox (added 2022)</li> <li>• <a href="#">Chapter book: Super loud Sam</a></li> </ul>
2	Spring
	<p style="text-align: center;"><b><u>Writing and SPAG</u></b></p> <p><b>Poetry - Poetry</b></p> <ul style="list-style-type: none"> <li>• writing poetry</li> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li> </ul> <p><b>Fiction/Non-fiction/letter writing - The Storm Whale</b></p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> </ul> <p><b>Fiction - Own stories based around the Federal Literacy Investigators</b></p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• the present and past tenses correctly and consistently, including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul> <p><b>Fiction/Non-fiction/letter writing/different perspectives - Based around Little Red Riding Hood</b></p> <ul style="list-style-type: none"> <li>• Planning or saying out loud what they are going to write about.</li> <li>• Writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence.</li> <li>• Using some expanded noun phrases to describe and specify</li> <li>• using co-ordination (or/and/but) using some subordination (when/if/that/because)</li> </ul>

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- use capital letters and full stops most of the time
- Different sentence types
- adding suffixes to spell some words correctly in their writing e.g.- *ment,-ness,-ful,-less,-ly\**

#### **Non-fiction/brochure/Non-chronological reports – Based around Disney's short clip Lava**

- Planning or saying out loud what they are going to write about.
- Writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence.
- Using some expanded noun phrases to describe and specify
- using co-ordination (or/and/but) using some subordination (when/if/that/because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- use capital letters and full stops most of the time
- Different sentence types
- adding suffixes to spell some words correctly in their writing e.g.- *ment,-ness,-ful,-less,-ly\**
- learning to spell common exception words
- writing for different purposes
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

#### **Phonics**

##### **Spring 1**

Week 1 (3 days) Week 14 'ture' saying /cher/

Week 2 Week 15 Adding -est and -y to words ending in e

Week 3 Week 16 'mb' saying /m/

Week 4 Week 17 'al' saying /or/

Week 5 Week 18 Adding -ing and -ed to CVC and CCVC words

Week 6 Week 19 'o' saying /u/

##### **Spring 2**

Week 1 Week 20 'ey' saying /ee/

Week 2 Assessment

Week 3 Week 21 Adding -er, -est and -y to CVCC and CVC words

Week 4 Week 22 Contractions

Week 5 Week 23 'war' saying /wor/ and 'wor' saying /wur/

Week 6 Week 24 Adding suffixes -ment and -ness to words

#### **Other curriculum opportunities Spring 1**

- KL grid at the beginning and end of the topic - punctuation/spelling/sentence writing focus
- Admiral Nelson chronological sequence of events
- Country research and non-fiction fact writing

#### **Other curriculum opportunities Spring 2**

- KL grid at the beginning and end of the topic - punctuation/spelling/sentence writing focus
- Science - writing lists and creating material word webs/writing up enquiries

#### **Reading (whole class reading text per term)**

- [Spr 1 - Talk through stories](#) - The bear and the piano
- [Spr 2 - Talk through stories](#) - There's a snake in school
- Archaic Texts - The three little kittens
- Non-Fiction - Cultures/Places (Resources room)
- Non-Linear time sequences - The Trouble with Trolls (added 2022)
- Poetry - The Dinosaur Rap by John Foster (Poems to perform Julia Donaldson) (added 2022)
- Poetry - Counting poems (pages 78-90) from Crazy Mayonnaisy Mum. (added 2022)
- Complexity of plot - Dinosaurs and all that rubbish
- Music and geographical link - Once upon a tune (one or two of the short stories) (added 2022)
- [Chapter book: Anisha the accidental detective](#)

Writing and SPAG**Fiction based instruction manual - Embarked**

- Writing for different purposes.
- Planning or saying out loud what they are going to write about.
- Writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence.
- using co-ordination (or/and/but)
- using some subordination (when/if/that/because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- use capital letters and full stops most of the time
- write statements
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing

**Non-Fiction/Hybrid text focus- Lifesize and Actual size**

- Planning or saying out loud what they are going to write about.
- Writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence.
- Writing narratives about personal experiences and those of others (real or fictional)
- Sentences with different forms: statement, command, exclamation, question
- writing for different purposes
- The present tenses correctly and consistently including the progressive form.
- Using some expanded noun phrases to describe and specify
- Make simple revisions, additions and corrections in their writing
- encapsulating what they want to say, sentence by sentence
- writing capital letters of the correct size and orientation to lower case letters
- proof-reading to check for errors in spelling, grammar and punctuation.

**Fiction - Leaf - environmental issues**

- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Co-ordinating conjunctions to create a compound sentence (or, and, but)
- To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.
- writing for different purposes
- Sentences with different forms: statement, question, exclamation, command
- Command, using the imperative form of a verb: give...take...
- Noun phrases that inform

**David Attenborough - Biography/Factfile**

- writing narratives about personal experiences and those of others (real and fictional)
- Writing for different purposes (note taking) the present and past tenses correctly and consistently including the progressive form
- writing narratives about personal experiences and those of others (real and fictional)
- encapsulating what they want to say, sentence by sentence
- read aloud what they have written with appropriate intonation to make the meaning clear.

## Phonics

### Summer 1

Week 1 (4 days) Week 25 's' saying /zh/

Week 2 Week 26 wa saying /wo/, qua saying /quo/

Week 3 (4 days) Week 27 'tion' saying /shun/

Week 4 Week 28 Adding the suffixes -ful, -less and -ly to words.

Week 5 Week 29 Homophones

Week 6 Week 30 Adding the prefix dis-

Summer 2 - Assessment

### Other curriculum opportunities Summer 1

- KL grid at the end of the topic - punctuation/spelling/sentence writing focus
- Science enquiry write up of polar experiment

### Other curriculum opportunities Summer 2

- KL grid at the beginning and end of the topic - punctuation/spelling/sentence writing focus
- Writing about different habitats
- Lifecycle of a ladybird and butterfly

### Reading (whole class reading text per term)

- [Sum 1 - Talk through stories](#) - Six dinner Sid
- [Sum 2 - Talk through stories](#) - The extraordinary gardener
- Non-Fiction - Habitats and Environments (added 2022)
- Poetry - A range of poems from the minibeast section (pages 74-88) from A first poetry book. (added 2022)
- Complexity of plot - The heart and the bottle
- Complexity of the narrator -
  - The Wolf Story what really happened to little red riding hood
  - The true story of the three little pigs
  - The three little wolves and the big bad pig
- [Chapter book: The boy who grew dragons](#)

English	
Term	
3	Autumn
	<p style="text-align: center;"><b><u>Half Term 1- Writing and SPAG:</u></b></p> <p><b><u>Handwriting and presentation IN ALL WRITING</u></b></p> <p><b><u>Pupils should be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul> <p style="text-align: center;"><b>Fiction: Descriptive writing</b>  <b>To describe a scene featuring the BFG and other giants</b></p> <ul style="list-style-type: none"> <li>• <b>Pupils should be taught the following SPAG objectives:</b> <ul style="list-style-type: none"> <li>-To use adjectives to describe nouns</li> <li>-To use conjunctions to extend sentences</li> <li>-To use prepositions to extend sentences</li> <li>-To use adverbs to describe verbs</li> <li>-To vary tense of verbs- past, present and future</li> </ul> </li> <li>• <b>Pupils should have the following writing opportunities:</b> <ul style="list-style-type: none"> <li>-To discuss models of the same genre</li> <li>-Plan their writing by discussing and recording their ideas</li> <li>-Draft and write by composing and rehearsing sentences orally</li> <li>-Build a varied and rich vocabulary</li> <li>-To use an increasing range of sentence structures</li> <li>-Organise paragraphs around a theme</li> <li>- Create settings and characters.</li> </ul> </li> </ul> <p style="text-align: center;"><b>Non Fiction: Instructional texts</b>  <b>To write a set of instructions for creating a stained glass window, relating to Autumn 1 RE topic of Christianity and upcoming Autumn 2 Science topic of Light</b></p> <ul style="list-style-type: none"> <li>• <b>Pupils should be taught the following SPAG objectives:</b> <ul style="list-style-type: none"> <li>-To use time conjunctions</li> <li>-To use imperative verbs</li> <li>-To use adverbs to describe verbs</li> <li>-To use prepositions to extend sentences, varying its position in the sentence.</li> </ul> </li> <li>• <b>Pupils should have the following writing opportunities</b> <ul style="list-style-type: none"> <li>-Plan their writing by discussing and recording their ideas</li> <li>-Draft and write by composing and rehearsing sentences orally</li> <li>-Build a varied and rich vocabulary</li> <li>-Increasing range of sentence structures</li> <li>-Organise paragraphs around a theme</li> <li>- To use simple organisational devices</li> <li>-To edit and improve their own and others' writing.</li> </ul> </li> </ul> <p style="text-align: center;"><b><u>Half Term 2- Writing and SPAG:</u></b></p> <p><b>Poetry: linked to George's Marvellous Medicine &amp; Shakespeare's Double, double toil and trouble.</b></p> <p><b>Pupils should have the following Speaking and Listening opportunities:</b></p> <ul style="list-style-type: none"> <li>-listening to and discussing a wide range of fiction, poetry, plays, non-fiction</li> <li>-To gain, maintain and monitor the interest of the listener, responding to comments</li> </ul>

- To participate in discussion and performances collaboratively
- To prepare poems to read aloud and perform to the whole class; Showing understanding through tone, intonation, volume and action.

- **Pupils should have the following Reading opportunities:**

- To listen to and discuss poetry
- To discuss the use of poetic devices (alliteration, onomatopoeia and rhyming couplets)

- **Pupils should have the following writing opportunities:**

- Plan their writing by discussing and recording their ideas
- Draft and write by composing and rehearsing sentences orally
- evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements
- preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination

### **Fiction: Descriptive writing**

#### **To create and describe a character using the Egyptian Cinderella**

- **Pupils should be taught the following SPAG objectives:**

- To vary tense of verb- past, present
- To use possessive apostrophes for singular and plural nouns
- To use adjectives to describe nouns

- **Pupils should have the following writing opportunities:**

- To discuss models of the same genre
- Plan their writing by discussing and recording their ideas
- Draft and write by composing and rehearsing sentences orally
- Build a varied and rich vocabulary
- To use an increasing range of sentence structures
- Create characters.

### **Non-Fiction: Information texts**

#### **A non-chronological report related to previous Egypt topic in history**

- **Pupils should be taught the following SPAG objectives:**

- To use conjunctions to extend sentences, varying the position in sentences.
- To use adverbs, including fronted adverbials (varying the position in sentences)
- To use adjectives to describe nouns
- Use headings and subheadings in non-narrative material

- **Pupils should have the following writing opportunities:**

- To discuss models of the same genre
- Plan their writing by discussing and recording their ideas
- Draft and write by composing and rehearsing sentences orally
- Build a varied and rich vocabulary
- To use an increasing range of sentence structures
- Organise paragraphs around a theme
- To edit and improve their own and others' writing.

### **Autumn Whole Class Reading**

#### **Half term 1:**

**Reading for pleasure: BFG – Roald Dahl**

**The Wishgranter– Literacy Shed**

<https://www.literacyshed.com>

- 2a: To identify and explain the meaning of words in context.
- 2c: To summarise main ideas from more than one paragraph.



- 2d: To make, explain and justify inferences using evidence from the text.
- 2e: To predict might happen from details stated and implied in the text.

#### **The Fox and the Star- Coralie Bickford-Smith**

- 2a: To identify and explain the meaning of words in context.
- 2b: To retrieve and record information/identify key details from fiction.
- 2c: To summarise main ideas from more than one paragraph.
- 2d: To make, explain and justify inferences using evidence from the text.
- 2e: To predict might happen from details stated and implied in the text.
- 2f: To identify/explain how narrative content is related and contributes to meaning as a whole.

#### **BFG- Roald Dahl**

- 2a: To identify and explain the meaning of words in context.
- 2b: To retrieve and record information/identify key details from fiction.
- 2c: To summarise main ideas from more than one paragraph.
- 2d: To make, explain and justify inferences using evidence from the text.
- 2e: To predict might happen from details stated and implied in the text.
- 2g: To identify/explain how meaning is enhanced through choice of words and phrases.

#### **Half term 2:**

##### **Reading for pleasure:**

#### **I am Neil Armstrong - Brad Meltzer**

- 2a: To identify and explain the meaning of words in context.
- 2b: To retrieve and record information/identify key details from fiction.
- 2d: To make, explain and justify inferences using evidence from the text.
- 2e: To predict might happen from details stated and implied in the text.

#### **Hansel and Gretel -Anthony Browne**

- 2a: To identify and explain the meaning of words in context.
- 2b: To retrieve and record information/identify key details from fiction.
- 2c: To summarise main ideas from more than one paragraph
- 2d: To make, explain and justify inferences using evidence from the text.

#### **The Egyptian Cinderella- Shirley Climo**

- 2a: To identify and explain the meaning of words in context.
- 2b: To retrieve and record information/identify key details from fiction.
- 2c: To summarise main ideas from more than one paragraph.
- 2d: To make, explain and justify inferences using evidence from the text.
- 2e: To predict might happen from details stated and implied in the text.
- 2f: To identify/explain how narrative content is related and contributes to meaning as a whole.

	<p><b>National Curriculum Reading Objectives Lower Key Stage 2-</b></p> <ul style="list-style-type: none"> <li>• develop positive attitudes to reading, and an understanding of what they read, by:</li> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>• understand what they read, in books they can read independently, by:</li> <li>• checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• retrieve and record information from non-fiction</li> <li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> <li>•</li> </ul>
<b>3</b>	<b>Spring</b>
	<p><b><u>Half Term 1- Writing and SPAG</u></b></p> <p><b><u>Handwriting and presentation IN ALL WRITING</u></b></p> <p><b><u>Pupils should be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul> <p><b>Non Fiction: Recount- Pebble in My Pocket – To write a recount about 'Stone-Age Day'</b></p> <ul style="list-style-type: none"> <li>• <b>Pupils should be taught the following SPAG objectives:</b> <ul style="list-style-type: none"> <li>-To use fronted adverbials and commas to demarcate</li> <li>-To use time conjunctions, varying position in the sentences</li> <li>-To use adjectives/expanded noun phrases</li> </ul> </li> <li>• <b>Pupils should have the following writing opportunities:</b> <ul style="list-style-type: none"> <li>-To discuss models of the same genre</li> <li>-Plan their writing by discussing and recording their ideas</li> <li>-Draft and write by composing and rehearsing sentences orally</li> <li>-Build a varied and rich vocabulary</li> <li>-To use an increasing range of sentence structures</li> <li>-Organise paragraphs around a theme</li> </ul> </li> </ul> <p><b>Non Fiction: Diary of a Stone Age Child-</b>  <b>To write a diary in role as a Stone-Age person.</b></p> <ul style="list-style-type: none"> <li>• <b>Pupils should be taught the following SPAG objectives:</b> <ul style="list-style-type: none"> <li>-To use expanded noun phrases.</li> </ul> </li> </ul>

- To use subordinating conjunctions to extend sentences, including varying the position in the sentence.
- To choose pronouns appropriately for clarity and cohesion and to avoid repetition

- **Pupils should have the following writing opportunities:**

- To discuss models of the same genre
- Plan their writing by discussing and recording their ideas
- Draft and write by composing and rehearsing sentences orally
- Build a varied and rich vocabulary
- To use an increasing range of sentence structures
- Organise paragraphs around a theme

### **Half Term 2- Writing and SPAG**

#### **Fiction: Fairy tales- Jack and the Beanstalk- To write a fairy tale**

- **Pupils should be taught the following SPAG objectives:**

- To use inverted commas to demarcate speech
- To use expanded noun phrases with commas to demarcate adjectives
- To use alliteration

- **Pupils should have the following writing opportunities:**

- To discuss models of the same genre
- Plan their writing by discussing and recording their ideas
- Draft and write by composing and rehearsing sentences orally
- Build a varied and rich vocabulary
- To use an increasing range of sentence structures
- Create characters, setting and plot
- To edit and improve their own writing, including a final draft.

#### **Poetry- Haiku - To write a Haiku based on Jack and the Beanstalk**

**Pupils should have the following Speaking and Listening opportunities:**

- To gain, maintain and monitor the interest of the listener
- To prepare poems to read aloud and perform; Showing understanding through tone, intonation, volume and action.

- **Pupils should have the following Reading opportunities:**

- To listen to and discuss poetry
- To recognise different forms of poetry
- To discuss the use of poetic devices (onomatopoeia)
- To identify syllables

- **Pupils should have the following writing opportunities:**

- Plan their writing by discussing and recording their ideas
- Draft and write by composing and rehearsing sentences orally

## Spring- Whole Class Reading

### **Half term 1:**

#### **Reading for pleasure:**

##### **Pebble in my Pocket- Meredith Hooper and Chris Coady**

- 2a: To identify and explain the meaning of words in context.
- 2b: To retrieve and record information/identify key details from fiction.
- 2c: To summarise main ideas from more than one paragraph.
- 2d: To make, explain and justify inferences using evidence from the text.
- 2e: To predict might happen from details stated and implied in the text.

##### **A Rock is Lively- Diana Hutts-Aston**

- 2a: To identify and explain the meaning of words in context.
- 2b: To retrieve and record information/identify key details from fiction.
- 2c: To summarise main ideas from more than one paragraph.
- 2d: To make, explain and justify inferences using evidence from the text.
- 2e: To predict might happen from details stated and implied in the text.
- 2f: To identify/explain how the information/narrative content is related and contributes to meaning as a whole.
- 2h: To make comparisons within the text.

##### **Stone Age Boy- Satoshi Kitamura**

- 2a: To identify and explain the meaning of words in context.
- 2c: To summarise main ideas from more than one paragraph.
- 2d: To make, explain and justify inferences using evidence from the text
- 2e: To predict might happen from details stated and implied in the text.
- 2f: To identify/explain how the information/narrative content is related and contributes to meaning as a whole.

##### **Stone Age Bone Age - Mick Manning & Brita Granstrom**

- 2a: To identify and explain the meaning of words in context.
- 2c: To summarise main ideas from more than one paragraph.
- 2d: To make, explain and justify inferences using evidence from the text
- 2e: To predict might happen from details stated and implied in the text.
- 2f: To identify/explain how the information/narrative content is related and contributes to meaning as a whole.

### **Half Term 2**

#### **Reading for pleasure: Revolting Rhymes -Roald Dahl**

##### **Revolting Rhymes- Goldilocks- Roald Dahl**

- 2a: To identify and explain the meaning of words in context.
- 2b: To retrieve and record information/identify key details from fiction.
- 2d: To make, explain and justify inferences using evidence from the text.
- 2e: To predict might happen from details stated and implied in the text.
- 2f: To identify/explain how the information/narrative content is related and contributes to meaning as a whole.
- 2h: To make comparisons within the text.

##### **The Water Horse - Dick King-Smith**

##### **The Water Horse - Dick King-Smith**

- 2a: To identify and explain the meaning of words in context.
- 2b: To retrieve and record information/identify key details from fiction.
- 2c: To summarise main ideas from more than one paragraph.
- 2d: To make, explain and justify inferences using evidence from the text.
- 2e: To predict might happen from details stated and implied in the text.

#### **National Curriculum Reading Objectives Lower Key Stage 2-**

- develop positive attitudes to reading, and an understanding of what they read, by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books

	<ul style="list-style-type: none"> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>• understand what they read, in books they can read independently, by:</li> <li>• checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• retrieve and record information from non-fiction</li> <li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>
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<b>3</b>	<b>Summer</b>
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	<p><b>Half Term 1- Writing and SPAG</b></p> <p><b><u>Handwriting and presentation IN ALL WRITING</u></b></p> <p><b><u>Pupils should be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul> <p style="text-align: center;"><b>Non-Fiction: Biographies – To write a biography</b></p> <ul style="list-style-type: none"> <li>• <b>Pupils should be taught the following SPAG objectives:</b> <ul style="list-style-type: none"> <li>-To use a range of subordinating conjunctions to extend sentences.</li> <li>-To use conjunctions and adverbs to express time, including at the beginning of sentences</li> <li>-To vary tense of verbs, past, present and future</li> <li>- To use appropriate pronouns to avoid repetition</li> </ul> </li> <li>• <b>Pupils should have the following writing opportunities:</b> <ul style="list-style-type: none"> <li>-To discuss models of the same genre</li> <li>-Plan their writing by discussing and recording their ideas</li> <li>-Draft and write by composing and rehearsing sentences orally</li> <li>-Build a varied and rich vocabulary</li> <li>-To use an increasing range of sentence structures</li> <li>-Organise paragraphs around a theme</li> <li>-To use simple organisational devices</li> <li>-To edit and improve their own writing.</li> </ul> </li> </ul> <p style="text-align: center;"><b>Non-Fiction: Persuasive writing To write a persuasive letter</b></p> <ul style="list-style-type: none"> <li>• <b>Pupils should be taught the following SPAG objectives:</b> <ul style="list-style-type: none"> <li>-To use persuasive language (exaggeration, emotive language, rhetorical questions, repetition)</li> <li>-To use conjunctions and adverbs to express time, including at the beginning of sentences <ul style="list-style-type: none"> <li>-To use adjectives/expanded noun phrases</li> <li>- To use appropriate pronouns to avoid repetition (first and third person)</li> </ul> </li> </ul> </li> <li>• <b>Pupils should have the following writing opportunities:</b> <ul style="list-style-type: none"> <li>-To discuss models of the same genre</li> <li>-Plan their writing by discussing and recording their ideas</li> <li>-Draft and write by composing and rehearsing sentences orally</li> <li>-Build a varied and rich vocabulary</li> <li>-To use an increasing range of sentence structures</li> </ul> </li> </ul>
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- Organise paragraphs around a theme
- To use simple organisational devices
- To edit and improve their own writing.

## **Half Term 2- Writing and SPAG**

### **Non-Fiction: Information texts**

#### **To write an explanation text linked to geography - volcanoes**

- **Pupils should be taught the following SPAG objectives:**

- To use fronted adverbials
- To use expanded noun phrases
- To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

- **Pupils should have the following writing opportunities:**

- To discuss models of the same genre
- Plan their writing by discussing and recording their ideas
- Draft and write by composing and rehearsing sentences orally
- Build a varied and rich vocabulary
- To use an increasing range of sentence structures
- Organise paragraphs around a theme
- To use simple organisational devices

#### **Fiction: Adventure story writing - The Velveteen Rabbit**

- **Pupils should be taught the following SPAG objectives:**

- To use fronted adverbials and commas to demarcate
- To use expanded noun phrases
- To use inverted commas to demarcate speech
- To use a range of subordinating conjunctions to extend sentences, including varying the position of the subordinate clause
- To use conjunctions and adverbs to express time

- **Pupils should have the following writing opportunities:**

- To discuss models of the same genre
- Plan their writing by discussing and recording their ideas
- Draft and write by composing and rehearsing sentences orally
- Build a varied and rich vocabulary
- To use an increasing range of sentence structures
- Create characters, setting and plot
- To edit and improve their own writing, including a final draft.

## Summer - Whole Class Reading

### Half term 1

Reading for pleasure: Kernowland- Jack Trelawny

#### Mrs Jarvis' Autobiography

- 2a: To identify and explain the meaning of words in context.
- 2b: To retrieve and record information/identify key details from fiction.
- 2c: To summarise main ideas from more than one paragraph.
- 2d: To make, explain and justify inferences using evidence from the text.
- 2e: To predict might happen from details stated and implied in the text.

#### I wanna Iguana - Karen Kaufman Orloff- 2a: To identify and explain the meaning of words in context.

- 2b: To retrieve and record information/identify key details from fiction.
- 2c: To summarise main ideas from more than one paragraph.
- 2e: To predict might happen from details stated and implied in the text.
- 2g: To identify/explain how meaning is enhanced through choice of words and phrases.

#### Daisy eat your peas - Kes Gray

- 2b: To retrieve and record information/identify key details from fiction.
- 2c: To summarise main ideas from more than one paragraph.
- 2g: To identify/explain how meaning is enhanced through choice of words and phrases.

### Half term 2

Reading for pleasure: Kernowland- Jack Trelawny

#### The Velveteen Rabbit

- 2a: To identify and explain the meaning of words in context.
- 2b: To retrieve and record information/identify key details from fiction.
- 2c: To summarise main ideas from more than one paragraph.
- 2d: To make, explain and justify inferences using evidence from the text.
- 2e: To predict might happen from details stated and implied in the text.

#### When disaster strikes, Extreme volcanoes - Non-fiction

- 2a: To identify and explain the meaning of words in context.
- 2c: To summarise main ideas from more than one paragraph.
- 2d: To make, explain and justify inferences using evidence from the text.
- 2f: To identify/explain how the information/narrative content is related and contributes to meaning as a whole.



## National Curriculum Reading Objectives Lower Key Stage 2-

- develop positive attitudes to reading, and an understanding of what they read, by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than 1 paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

English				
Term				
3	Autumn			
	Spelling - Half Term 1			
	Twinkle Spelling Scheme			
	Twinkle Code Breaker Interventions			
	Spelling- Half Term 2			
	Week 1	Lesson 1 Revise Statutory words learnt last half term Strategies at the point of writing: Have a go	Lesson 2 Revise Homophones	Lesson 3 Revise Year 2 prefixes and suffixes
	Week 2	Lesson 4 Teach Prefixes 'mis-' and 're-'	Lesson 5 Practise Prefixes 'mis-' and 're-'	
	Week 3	Lesson 6 Apply Prefixes 'mis-' and 're-'	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	
	Week 4	Lesson 8 Assess Words from statutory and personal spelling lists: pair-testing	Lesson 9 Teach The /ɪ/ sound spelt 'y'	Lesson 10 Practise/Apply The /ɪ/ sound spelt 'y'

		<b>Week 5</b>	Lesson 11 Teach <b>Proofreading</b>	Lesson 12 Practise <b>Proofreading</b>	
		<b>Week 6</b>	Lesson 13 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 14 Teach <b>Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)</b>	

## Spelling- Half Term 1

Week 1	Lesson 1 Revise/Teach From Year 2: suffixes '-ness' and '-ful' following a consonant	Lesson 2 Practise/Apply From Year 2: suffixes '-ness' and '-ful' following a consonant	
Week 2	Lesson 3 Teach Prefixes 'sub-' and 'tele-'	Lesson 4 Practise Prefixes 'sub-' and 'tele-'	Lesson 5 Apply Prefixes 'sub-' and 'tele-'
Week 3	Lesson 6 Practise From Year 2: apostrophe for contraction	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	
Week 4	Lesson 8 Apply Words from statutory and personal spelling lists: pair testing	Lesson 9 Teach Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'	Lesson 10 Practise Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'
Week 5	Lesson 11 Assess Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)': dictation	Lesson 12 Learn Strategies for learning words: words from statutory and personal spelling lists	
Week 6	Lesson 13 Revise/Teach Revise suffixes '-ness' and '-ful' Teach suffixes '-less' and '-ly'	Lesson 14 Practise Suffixes '-less', '-ness', '- and '-ly'	Lesson 15 Assess Suffixes '-less', '-ness', '-ful' and '-ly': spelling test

## Spelling- Half Term 2

Week 1	Lesson 1 Practise/Revise <b>Strategies at the point of writing: Have a go Elements from the previous half term that require practice</b>	Lesson 2 Practise/Revise <b>Strategies at the point of writing: Have a go Elements from the previous half term that require practice</b>	Lesson 3 Practise/Revise <b>Strategies at the point of writing: Have a go Elements from the previous half term that require practice</b>
Week 2	Lesson 4 Teach <b>Prefixes 'super-' and 'auto-'</b>	Lesson 5 Practise <b>Prefixes 'super-' and 'auto-'</b>	
Week 3	Lesson 6 Apply <b>Prefixes 'super-' and 'auto-'</b>	Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 8 Assess <b>Words from statutory and personal spelling lists: pair testing</b>
Week 4	Lesson 9 Teach <b>Strategies at the point of writing: homophones</b>	Lesson 10 Practise <b>Strategies at the point of writing: homophones</b>	
Week 5	Lesson 11 Apply <b>Homophones</b>	Lesson 12 Revise <b>Proofreading</b>	Lesson 13 Apply <b>Proofreading</b>
Week 6	Lesson 14 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 15 Teach/Apply <b>Words with the /k/ sound spelt 'ch' (Greek in origin)</b>	

## Spelling - Half Term 1

Week 1	Lesson 1 Revise Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')	Lesson 2 Practise Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')	Lesson 3 Apply Previously taught suffixes: dictation
Week 2	Lesson 4 Teach Suffix '-ly' with root words ending in 'le' and 'ic'	Lesson 5 Practise Suffix '-ly'	Lesson 6 Apply Suffix '-ly'
Week 3	Lesson 7 Revise From Year 2: Apostrophes for contractions	Lesson 8 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 9 Assess Words from statutory and personal spelling lists
Week 4	Lesson 10 Teach Rare GPCs (/i/ sound)	Lesson 11 Practise Rare GPCs (/i/ sound)	
Week 5	Lesson 12 Apply Rare GPCs (/i/ sound)	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 14 Practise Strategies for learning words: words from statutory and personal spelling lists
Week 6	Lesson 15 Apply/Assess Words from statutory and personal spelling lists	Lesson 16 Revise From Years 1 and 2: vowel digraphs	

## Spelling - Half Term 2

Week 1	Lesson 1 Revise <b>Strategies at the point of writing: Have a go Spellings learnt in the last half term</b>	Lesson 2 Revise <b>Spellings learnt in the last half term</b>	Lesson 3 Revise <b>Spellings learnt in the last half term</b>
Week 2	Lesson 4 Teach <b>The /ʌ/ sound spelt 'ou'</b>	Lesson 5 Practise <b>The /ʌ/ sound spelt 'ou'</b>	
Week 3	Lesson 6 Apply <b>The /ʌ/ sound spelt 'ou': dictation</b>	Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 8 Assess <b>Words from statutory and personal spelling lists: pair testing</b>
Week 4	Lesson 9 Teach <b>Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)</b>	Lesson 10 Practise <b>Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)</b>	
Week 5	Lesson 11 Apply <b>Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)</b>	Lesson 12 Teach <b>Proofreading</b>	Lesson 13 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>
Week 6	Lesson 14 Apply <b>Words from statutory and personal spelling lists</b>	Lesson 15 Revise <b>Aspects from this half term</b>	



English	
Term	
4	Autumn
<p><b><u>Handwriting and presentation IN ALL WRITING</u></b></p> <p><b><u>Pupils should be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Increase the legibility, consistency and quality of their handwriting</li> </ul> <p style="text-align: center;"><b><u>Half Term 1- Writing and SPAG:</u></b></p> <p><b>Fiction: Fantasy Stories- The Dreamgiver (Literacy Shed)-To write a fantasy story based on the text.</b></p> <ul style="list-style-type: none"> <li>• <b>Pupils should be taught the following SPAG objectives:</b> <ul style="list-style-type: none"> <li>-To use fronted adverbials and commas to demarcate</li> <li>-To use expanded noun phrases</li> </ul> </li> <li>• <b>Pupils should have the following writing opportunities:</b> <ul style="list-style-type: none"> <li>-To discuss models of the same genre</li> <li>-Plan their writing by discussing and recording their ideas</li> <li>-Draft and write by composing and rehearsing sentences orally</li> <li>-Build a varied and rich vocabulary</li> <li>-To use an increasing range of sentence structures</li> <li>-Organise paragraphs around a theme</li> <li>- Create settings, characters and plot.</li> <li>-To edit and improve their own and others' writing.</li> </ul> </li> </ul> <p><b>Newspapers-The Roman Record - To write a newspaper article about a gladiator fight.</b></p> <ul style="list-style-type: none"> <li>• <b>Pupils should be taught the following SPAG objectives:</b> <ul style="list-style-type: none"> <li>-To use inverted commas for direct speech</li> <li>-To use expanded noun phrases</li> <li>-To use Standard English</li> <li>-To use a range of subordinating conjunctions to create multi-clause sentences.</li> </ul> </li> <li>• <b>Pupils should have the following writing opportunities</b> <ul style="list-style-type: none"> <li>-Plan their writing by discussing and recording their ideas</li> <li>-Draft and write by composing and rehearsing sentences orally</li> <li>-Build a varied and rich vocabulary</li> <li>-Increasing range of sentence structures</li> <li>-Organise paragraphs around a theme</li> <li>- To use simple organisational devices</li> <li>-To edit and improve their own and others' writing.</li> </ul> </li> </ul> <p style="text-align: center;"><b><u>Half Term 2- Writing and SPAG:</u></b></p> <p><b>Fiction: Traditional Tales - Lost Happy Endings -To write an alternative ending to a traditional tale.</b></p> <ul style="list-style-type: none"> <li>• <b>Pupils should be taught the following SPAG objectives:</b> <ul style="list-style-type: none"> <li>-To use fronted adverbials and commas to demarcate</li> <li>-To use expanded noun phrases</li> <li>-To use figurative language (similes and metaphors)</li> </ul> </li> </ul>	

- **Pupils should have the following writing opportunities:**
  - To discuss models of the same genre
  - Plan their writing by discussing and recording their ideas
  - Draft and write by composing and rehearsing sentences orally
  - Build a varied and rich vocabulary
  - To use an increasing range of sentence structures
  - Organise paragraphs around a theme
  - Create settings, characters and plot.
  - To edit and improve their own and others' writing.

**Poetry: Performance Poetry- Gran Can you Rap? - To learn and perform a poem.**

- **Pupils should have the following Speaking and Listening opportunities:**
  - To gain, maintain and monitor the interest of the listener
  - To prepare poems to read aloud and perform. Showing understanding through tone, intonation, volume and action.
- **Pupils should have the following Reading opportunities:**
  - To listen to and discuss poetry
  - To recognise different forms of poetry
  - To discuss the use of poetic devices (onomatopoeia, consonance and assonance)

**Non-Fiction: Adverts - To write a persuasive advert for a Christmas Trifle**

- **Pupils should be taught the following SPAG objectives:**
  - To use fronted adverbials and commas to demarcate
  - To use using conjunctions and adverbs to express time and cause
  - To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - To use second person pronouns.
- **Pupils should have the following writing opportunities:**
  - To discuss models of the same genre
  - Plan their writing by discussing and recording their ideas
  - Draft and write by composing and rehearsing sentences orally
  - Build a varied and rich vocabulary
  - To use an increasing range of sentence structures
  - Organise paragraphs around a theme
  - To use simple organisational devices
  - To edit and improve their own and others' writing.

### **Autumn Whole Class Reading**

#### **Half term 1:**

#### **Reading for pleasure**

**one of the following: Woof - Alan Ahlberg, The Firemakers Daughter - Philip Pulman and The Lion, the Witch and the Wardrobe - C S Lewis, The Witches - Roald Dahl, A Bear Called Paddington - Michael Bond, Just William - Richmal Crompton**

**Horrible Histories - Roman Come Dine with me (Whole Class Reading)**

**Romans on the Rampage (Whole Class Reading)**

- 2a: To identify and explain the meaning of words in context.
- 2b: To retrieve and record information/identify key details from fiction.
- 2c: To summarise main ideas from more than one paragraph.
- 2g: To identify/explain how meaning is enhanced through choice of words and phrases.

## Half term 2:

**Romans on the Rampage** (Whole Class Reading)

**Reading for pleasure**

one of the following: *Woof* – Alan Ahlberg, *The Firemakers Daughter* – Philip Pulman and *The Lion, the Witch and the Wardrobe* – C S Lewis, *The Witches* – Roald Dahl, *A Bear Called Paddington* – Michael Bond, *Just William* – Richmal Crompton

- 2a: To identify and explain the meaning of words in context.
- 2b: To retrieve and record information/identify key details from fiction.
- 2c: To summarise main ideas from more than one paragraph.
- 2d: To make, explain and justify inferences using evidence from the text.
- 2e: To predict might happen from details stated and implied in the text.
- 2f: To identify/explain how narrative content is related and contributes to meaning as a whole.
- 2g: To identify/explain how meaning is enhanced through choice of words and phrases.

## National Curriculum Reading Objectives Lower Key Stage 2-

- develop positive attitudes to reading, and an understanding of what they read, by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than 1 paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

**Half Term 1- Writing and SPAG****Handwriting and presentation IN ALL WRITING****Pupils should be taught to:**

- 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 their handwriting

**Non Fiction: Explanation text 'The Butterfly Lion' -  
To write an explanation about escaping a dangerous predator**

- **Pupils should be taught the following SPAG objectives:**
  - To use fronted adverbials and commas to demarcate
  - To use conjunctions and adverbs to express time and cause
  - To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - To indicate possession by using the possessive apostrophe for singular and plural nouns.
- **Pupils should have the following writing opportunities:**
  - To discuss models of the same genre
  - Plan their writing by discussing and recording their ideas
  - Draft and write by composing and rehearsing sentences orally
  - Build a varied and rich vocabulary
  - To use an increasing range of sentence structures
  - Organise paragraphs around a theme
  - To use simple organisational devices
  - To edit and improve their own and others' writing.

**Poetry: Nonsense Poetry- The Michael Rosen Rap – To write and perform a Nonsense poem.**

- **Pupils should have the following Speaking and Listening opportunities:**
  - To gain, maintain and monitor the interest of the listener
  - To prepare poems to read aloud and perform. Showing understanding through tone, intonation, volume and action.
- **Pupils should have the following Reading opportunities:**
  - To listen to and discuss poetry
  - To recognise different forms of poetry
  - To discuss and explore the use of poetic devices (rhyme and rhythm)
- **Pupils should have the following writing opportunities:**
  - To discuss models of the same genre
  - Plan their writing by discussing and recording their ideas
  - Draft and write by composing and rehearsing sentences orally
  - Build a varied and rich vocabulary
  - To edit and improve their own and others' writing.

## Half Term 2- Writing and SPAG

**Fiction: Myths and Legends- The Dragon Slayer (Literacy Shed) - To write a legend based on the text.**  
<https://www.literacyshed.com/dragonslayer.html>

- **Pupils should be taught the following SPAG objectives:**
  - To use fronted adverbials and commas to demarcate
  - To use expanded noun phrases with post modification
  - To use figurative language (similes)
  - To use inverted commas for direct speech
  - To use a range of subordinating conjunctions to extend sentences.
- **Pupils should have the following writing opportunities:**
  - To discuss models of the same genre
  - Plan their writing by discussing and recording their ideas
  - Draft and write by composing and rehearsing sentences orally
  - Build a varied and rich vocabulary
  - To use an increasing range of sentence structures
  - Organise paragraphs around a theme
  - Create settings, characters and plot.
  - To edit and improve their own and others' writing.

### **Whole Class Reading**

#### **Spring half term 1**

**Reading for pleasure**

**one of the following: Woof - Alan Ahlberg, The Firemakers Daughter - Philip Pulman and The Lion, the Witch and the Wardrobe - C S Lewis, The Witches - Roald Dahl, A Bear Called Paddington - Michael Bond, Just William - Richmal Crompton**

#### **Butterfly Lion - Michael Morpurgo**

- 2a: To identify and explain the meaning of words in context.
- 2c: To summarise main ideas from more than one paragraph.
- 2d: To make, explain and justify inferences using evidence from the text.
- 2g: To identify/explain how meaning is enhanced through choice of words and phrases.
- 2h: To make comparisons within the text.

#### **Deadly 60 - Steve Backshall**

<https://www.youtube.com/watch?v=X3YFlan25LU&safe=true>

- 2a: To identify and explain the meaning of words in context.
- 2b: To retrieve and record information from the text.
- 2d: To make, explain and justify inferences using evidence from the text.
- 2g: To identify/explain how meaning is enhanced through choice of words and phrases.

#### **Spring half term 2**

**Reading for pleasure**

**one of the following: Woof - Alan Ahlberg, The Firemakers Daughter - Philip Pulman and The Lion, the Witch and the Wardrobe - C S Lewis, The Witches - Roald Dahl, A Bear Called Paddington - Michael Bond, Just William - Richmal Crompton**

#### **Beowulf - Kevin Crossley-Holland**

- 2a: To identify and explain the meaning of words in context.
- 2b: To retrieve and record information/identify key details from fiction.
- 2c: To summarise main ideas from more than one paragraph.
- 2d: To make, explain and justify inferences using evidence from the text.
- 2e: To predict might happen from details stated and implied in the text.
- 2f: To identify/explain how narrative content is related and contributes to meaning as a whole.
- 2g: To identify/explain how meaning is enhanced through choice of words and phrases.

### **National Curriculum Reading Objectives Lower Key Stage 2-**

- develop positive attitudes to reading, and an understanding of what they read, by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than 1 paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

**Half Term 1- Writing and SPAG****Handwriting and presentation IN ALL WRITING****Pupils should be taught to:**

- 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 their handwriting

**Fiction: Stories from Other Cultures- Journey to Jo'burg - Beverly Naidoo****To write a persuasive letter.**

- **Pupils should be taught the following SPAG objectives:**
  - To use fronted adverbials and commas to demarcate
  - To use expanded noun phrases with post modification
  - To use a range of subordinating conjunctions to extend sentences.
  - To use conjunctions and adverbs to express time and cause
  - To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- **Pupils should have the following writing opportunities:**
  - To discuss models of the same genre
  - Plan their writing by discussing and recording their ideas
  - Draft and write by composing and rehearsing sentences orally
  - Build a varied and rich vocabulary
  - To use an increasing range of sentence structures
  - Organise paragraphs around a theme
  - To use simple organisational devices
  - To edit and improve their own and others' writing.

**Poetry - To create a descriptive poem based on Africa**

- **Pupils should have the following Speaking and Listening opportunities:**
  - To gain, maintain and monitor the interest of the listener
  - To prepare poems to read aloud and perform. Showing understanding through tone, intonation, volume and action.
- **Pupils should have the following Reading opportunities:**
  - To listen to and discuss poetry
  - To recognise different forms of poetry
  - To discuss and explore the use of poetic devices
- **Pupils should be taught the following SPAG objectives:**
  - To use expanded noun phrases with post modification
  - To use figurative language (similes and metaphors)
  - To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - To indicate possession by using the possessive apostrophe for singular and plural nouns.

**Half Term 2- Writing and SPAG****Fiction: Stories in Familiar Settings- Voices in the Park and Zoo- Anthony Brown****To write a diary in role**

- **Pupils should be taught the following SPAG objectives:**
  - To use fronted adverbials and commas to demarcate
  - To use expanded noun phrases with post modification
  - To use a range of subordinating conjunctions to extend sentences.
  - To use conjunctions and adverbs to express time and cause



- To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- To use inverted commas for direct speech.

- **Pupils should have the following writing opportunities:**

- To discuss models of the same genre
- Plan their writing by discussing and recording their ideas
- Draft and write by composing and rehearsing sentences orally
- Build a varied and rich vocabulary
- To use an increasing range of sentence structures
- Organise paragraphs around a theme
- To use simple organisational devices
- To edit and improve their own and others' writing.

## Whole Class Reading

### Summer half term 1

#### Reading for pleasure

one of the following: *Woof* – Alan Ahlberg, *The Firemakers Daughter* – Philip Pulman and *The Lion, the Witch and the Wardrobe* – C S Lewis, *The Witches* – Roald Dahl, *A Bear Called Paddington* – Michael Bond, *Just William* – Richmal Crompton

#### Journey to Jo'Burg- Beverley Naidoo

##### Appendix -The History of the Apartheid and the Land Act Song

- 2a: To identify and explain the meaning of words in context.
- 2b: To retrieve and record information/identify key details from fiction.
- 2c: To summarise main ideas from more than one paragraph.
- 2d: To make, explain and justify inferences using evidence from the text.
- 2e: To predict might happen from details stated and implied in the text.
- 2f: To identify/explain how narrative content is related and contributes to meaning as a whole.
- 2g: To identify/explain how meaning is enhanced through choice of words and phrases.

### Summer half term 2

#### Reading for pleasure

one of the following: *Woof* – Alan Ahlberg, *The Firemakers Daughter* – Philip Pulman and *The Lion, the Witch and the Wardrobe* – C S Lewis, *The Witches* – Roald Dahl, *A Bear Called Paddington* – Michael Bond, *Just William* – Richmal Crompton

#### One Plastic Bag - Miranda Paul

- 2a: To identify and explain the meaning of words in context.
- 2b: To retrieve and record information/identify key details from fiction.
- 2c: To summarise main ideas from more than one paragraph.
- 2d: To make, explain and justify inferences using evidence from the text.
- 2e: To predict might happen from details stated and implied in the text.
- 2f: To identify/explain how narrative content is related and contributes to meaning as a whole.
- 2g: To identify/explain how meaning is enhanced through choice of words and phrases.

#### National Curriculum Reading Objectives Lower Key Stage 2-

- develop positive attitudes to reading, and an understanding of what they read, by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than 1 paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• retrieve and record information from non-fiction</li><li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li></ul> |
|--|--|

## Spelling - Half Term 1

Week 1	Lesson 1 Revise <b>Strategies at the point of writing: Have a go</b>	Lesson 2 Assess <b>Strategies for learning words: words from statutory spelling list</b>	Lesson 3 Learn <b>Words from statutory and personal spelling lists</b>
Week 2	Lesson 4 Teach <b>Words ending /ʒə/</b>	Lesson 5 Practise <b>Words ending /ʒə/</b>	
Week 3	Lesson 6 Assess <b>Words ending /ʒə/</b>	Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 8 Teach <b>From Year 2: possessive apostrophe with singular proper nouns</b>
Week 4	Lesson 9 Revise from Year 3 <b>From Year 2: possessive apostrophe with singular proper nouns</b>	Lesson 10 Teach <b>Homophones</b> ( <i>peace/piece, main/mane, fair/fare</i> )	
Week 5	Lesson 11 Practise <b>Homophones</b> ( <i>peace/piece, main/mane, fair/fare</i> )	Lesson 12 Apply <b>Strategies for learning words: homophones</b> ( <i>peace/piece, main/mane, fair/fare</i> )	Lesson 13 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>
Week 6	Lesson 14 Practise <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 15 Assess <b>Words from statutory and personal spelling lists: pair testing</b>	

## Spelling- Half Term 2

<b>Week 1</b>	Lesson 1 Revise <b>Strategies for learning words: words from statutory list learnt previously</b> <b>Strategies at the point of writing: Have a go</b>	Lesson 2 Revise <b>Strategies for learning words: words from statutory list learnt previously</b> <b>Strategies at the point of writing: Have a go</b>	Lesson 3 Teach <b>Proofreading</b>
<b>Week 2</b>	Lesson 4 Teach <b>Prefixes 'in-', 'il-', 'im-' and 'ir-'</b>	Lesson 5 Practise <b>Prefixes 'in-', 'il-', 'im-' and 'ir-'</b>	
<b>Week 3</b>	Lesson 6 Apply <b>Prefixes 'in-', 'il-', 'im-' and 'ir-'</b>	Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 8 Assess <b>Words from statutory and personal spelling lists: pair testing</b>
<b>Week 4</b>	Lesson 9 Revise <b>Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey'</b> <b>Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'</b>	Lesson 10 Practise/Apply <b>Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey'</b> <b>Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'</b>	
<b>Week 5</b>	Lesson 11 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 12 Assess <b>Words from statutory and personal spelling lists: pair testing</b>	
<b>Week 6</b>	Lesson 13 Teach <b>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</b>	Lesson 14 Practise <b>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</b>	Lesson 15 Apply <b>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</b>

## Spelling- Half Term 1

Week 1	Lesson 1 Teach <b>The /g/ sound spelt 'gu'</b>	Lesson 2 Practise <b>The /g/ sound spelt 'gu'</b>	Lesson 3 Learn <b>Strategies for learning words:</b> words from statutory and personal spelling lists
Week 2	Lesson 4 Teach <b>Words with endings sounding like /tʃə/ spelt '-ture'</b>	Lesson 5 Practise <b>Words with endings sounding like /tʃə/ spelt '-ture'</b>	
Week 3	Lesson 6 Assess <b>Words with endings sounding like /tʃə/ spelt '-ture':</b> dictation	Lesson 7 Learn <b>Strategies for learning words:</b> selected words from statutory and personal spelling lists	Lesson 8 Teach <b>Possessive apostrophe with plurals</b>
Week 4	Lesson 9 Practise <b>Possessive apostrophe with plurals</b>	Lesson 10 Teach <b>Homophones (scene/seen, mail/male, bawl/ball)</b>	
Week 5	Lesson 11 Practise <b>Strategies for learning words:</b> homophones (scene/seen, mail/male, bawl/ball)	Lesson 12 Apply <b>Homophones (scene/seen, mail/male, bawl/ball)</b>	Lesson 13 Assess <b>Words already learnt from the statutory spelling test</b>
Week 6	Lesson 14 Learn <b>Strategies for learning words:</b> words from statutory and personal spelling lists	Lesson 15 Assess <b>Error Analysis (teacher to do)</b>	

## Spelling- Half Term 2

<b>Week 1</b>	Lesson 1 Assess <b>Statutory spellings learnt so far</b>	Lesson 2 Revise <b>Strategies at the point of writing: Have a go</b>	Lesson 3 Teach <b>Proofreading</b>
<b>Week 2</b>	Lesson 4 Teach <b>Prefixes 'anti-' and 'inter-'</b>	Lesson 5 Practise <b>Prefixes 'anti-' and 'inter-'</b>	
<b>Week 3</b>	Lesson 6 Assess <b>Prefixes 'anti-' and 'inter-'</b>	Lesson 7 Learn <b>Strategies for learning words: selected words from statutory and personal spelling lists</b>	Lesson 8 Assess <b>Spellings learnt so far</b>
<b>Week 4</b>	Lesson 9 Teach <b>Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</b>	Lesson 10 Practise <b>Strategies at the point of writing: Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</b>	
<b>Week 5</b>	Lesson 11 Assess <b>Strategies at the point of writing: Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</b>	Lesson 12 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 13 Assess <b>Spellings learnt so far this term</b>
<b>Week 6</b>	Lesson 14 Revise/Assess <b>Spellings taught so far</b>	Lesson 15 Revise/Assess <b>Spellings taught so far</b>	

## Spelling - Half Term 1

Week 1	Lesson 1 Teach <b>Words with the /s/ sound spelt 'sc' (Latin in origin)</b>	Lesson 2 Practise <b>Words with the /s/ sound spelt 'sc' (Latin in origin)</b>	Lesson 3 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b> <b>Strategies at the point of writing: Have a go</b>
Week 2	Lesson 4 Teach <b>Endings that sound like /ʃən/ spelt 'sion'</b>	Lesson 5 Practise <b>Endings that sound like /ʃən/ spelt 'sion'</b>	
Week 3	Lesson 6 Assess <b>Endings that sound like /ʃən/ spelt 'sion'</b>	Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 8 Revise <b>Apostrophes for possession, including singular and plural</b>
Week 4	Lesson 9 Practise <b>Apostrophes for possession, including singular and plural</b>	Lesson 10 Teach <b>Homophones</b>	
Week 5	Lesson 11 Practise <b>Homophones</b>	Lesson 12 Apply <b>Homophones</b>	Lesson 13 Assess <b>Statutory words learnt during the year</b>
Week 6	Lesson 14 Revise/Learn <b>Strategies for learning words: words from statutory list that need further learning</b>	Lesson 15 Revise/Learn <b>Strategies for learning words: words from statutory list that need further learning</b>	



## Spelling - Half Term 2

<b>Week 1</b>	Lesson 1 Teach <b>Suffix '-ous'</b>	Lesson 2 Practise <b>Suffix '-ous'</b>	Lesson 3 Apply <b>Suffix '-ous'</b>
<b>Week 2</b>	Lesson 4 Practise <b>Proofreading</b>	Lesson 5 Revise <b>Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'</b>	Lesson 6 Practise/Apply <b>Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'</b>
<b>Week 3</b>	Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 8 Assess <b>Words learnt so far</b>	
<b>Week 4</b>	Lesson 9 Teach/Revise from Year3 <b>Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</b>	Lesson 10 Practise <b>Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</b>	
<b>Week 5</b>	Lesson 11 Assess <b>Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</b>	Lesson 12 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 13 Assess <b>Words learnt so far</b>
<b>Week 6</b>	Lesson 14 Revise <b>Work covered this term</b>	Lesson 15 Revise <b>Work covered this term</b>	

English	
	Term
5	Autumn
<p><b><u>Handwriting and presentation IN ALL WRITING</u></b></p> <p><b><u>Pupils should be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by:</li> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> </ul> <p><b><u>Writing and SPaG</u></b></p> <p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>• Advert</li> <li>• Persuasive letter</li> <li>• Science Fiction-narrative</li> </ul> <p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>• Descriptive writing</li> <li>• Instructions- to make a fruity kebab</li> <li>• Recount</li> <li>• Performance Poetry - comparing Benjamin Zephaniah and Pam Ayres</li> </ul> <p><b>NC</b></p> <p><b>Pupils should be taught to:</b></p> <p><b>Plan Their Writing By:</b></p> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p><b>Draft And Write By:</b></p> <ul style="list-style-type: none"> <li>• in narratives, describing settings, characters</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)</li> </ul> <p><b>Evaluate And Edit By:</b></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural.</li> </ul> <p><b>Proof-Read For Spelling And Punctuation Errors</b></p> <p><b><u>Grammar</u></b></p> <p><b>Narrative to entertain</b></p> <p>Speech punctuation</p> <p>Ellipses</p> <p>Short sentences</p> <p>Tenses correct</p> <p><b>Recount to inform</b></p> <p>Relative clauses to add detail</p> <p>Linking ideas across paragraphs using adverbials of time (later), place (nearby) and sequence (secondly)</p> <p>Parenthesis</p> <p>Conjunctions to build cohesion</p>	

	<p><b>Instructions to inform</b></p> <p>Colons Subordinating conjunctions Imperative Verbs</p> <p><b>NC</b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>• recognising vocabulary and structures that are appropriate</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• learning the grammar for years 5 and 6 in English Appendix 2</li> </ul>
<b>5</b>	<b>Autumn</b>
	<p><b>Reading</b></p> <p><b>Autumn 1</b> Reading for pleasure: <i>Kensuke's Kingdom</i> - Michael Morpurgo Kensuke's Kingdom - Guided Reading</p> <p><b>Autumn 2</b> Reading for pleasure: <i>How to Train your Dragon</i> - Cressida Cowell Guided Reading</p> <ul style="list-style-type: none"> <li>- <i>Jungle Book</i> - Rudyard Kipling</li> <li>- Poetry - Benjamin Zephania</li> </ul> <p><b>KPI</b> National Curriculum Reading Objectives Upper Key Stage 2-</p> <p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>- Work out the meaning of words from the context.</li> <li>- Evaluate how authors use language, including figurative language, considering the impact on reader.</li> <li>- Retrieval and exploration Retrieve information from NF texts</li> <li>- Prediction Predict what might happen from details stated and implied</li> </ul> <p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>- Work out the meaning of words from the context.</li> <li>- Evaluate how authors use language, including figurative language, considering the impact on reader.</li> <li>- Inference draw inferences and justify these with evidence.</li> <li>- Sequence and summarising</li> <li>- Summarise main ideas, identifying key details and using quotations for illustration.</li> </ul> <p><b>NC</b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- maintain positive attitudes to reading and an understanding of what they read by:</li> <li>- continuing to read and discuss an increasingly wide range of fiction</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- recommending books that they have read to their peers, giving reasons for their choices</li> <li>- making comparisons within and across books</li> </ul> <p><b>understand what they read by:</b></p> <ul style="list-style-type: none"> <li>- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>- asking questions to improve their understanding</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>

	<ul style="list-style-type: none"> <li>- predicting what might happen from details stated and implied</li> <li>- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>- identifying how language, structure and presentation contribute to meaning</li> <li>- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>- distinguish between statements of fact and opinion</li> <li>- retrieve, record and present information from non-fiction</li> <li>- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>- provide reasoned justifications for their views</li> </ul>
<b>5</b>	<b>Spring</b>
	<p><b><u>Handwriting and presentation IN ALL WRITING</u></b></p> <p><b><u>Pupils should be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by:</li> <li>• Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> </ul> <p><b><u>Writing and SPaG</u></b></p> <p><b><u>Writing</u></b></p> <p><b>Spring 1</b></p> <p>Biography Diary</p> <p><b>Spring 2</b></p> <p>Stories from other cultures Newspaper report Poem</p> <p><b>NC</b></p> <p><b><u>Pupils should be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• plan their writing by:</li> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b><u>Draft And Write By:</u></b></p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p><b><u>Evaluate And Edit By:</u></b></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul>

	<p><b>Proof-Read For Spelling And Punctuation Errors</b></p> <p><b><u>Grammar</u></b></p> <p><b>Biography/Newspaper report</b></p> <ul style="list-style-type: none"> <li>• Relative clauses to add detail or an omitted relative pronoun</li> <li>• Parenthesis</li> <li>• Subordinating conjunctions - when before after while because if although as</li> </ul> <p><b>Narrative/Diary</b></p> <ul style="list-style-type: none"> <li>• Developing fronted prepositional phrases for greater effect</li> <li>• Relative clauses</li> <li>• Conjunctions</li> <li>• Modal verbs</li> </ul> <p><b>NC</b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> <p><b>Indicate grammar by:</b></p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using brackets, to indicate parenthesis</li> </ul>
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5	Spring
	<p><b><u>Reading</u></b></p> <p><b>Reading for pleasure:</b> Kaspar Prince of Cats by Michael Morpurgo</p> <p>Spring 1</p> <ul style="list-style-type: none"> <li>- Hidden Figures by Margot Lee Shetterly - Guided Reading</li> </ul> <p><b>Spring 2</b></p> <p>Reading for pleasure: Wonder - R. J. Palacio</p> <ul style="list-style-type: none"> <li>• The Corn Grows Ripe</li> <li>•</li> </ul> <p><b>National Curriculum Reading Objectives Upper Key Stage 2-</b></p> <p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>• Vocab work out the meaning of words from the context.</li> <li>• Explain and discuss their understanding of what they have read</li> <li>• Retrieval and exploration</li> <li>• Retrieve information from NF texts</li> <li>• Predication</li> <li>• Predict what might happen from details stated and implied</li> <li>• Make comparisons within and across books</li> </ul> <p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>• Vocab work out the meaning of words from the context.</li> <li>• Explain and discuss their understanding of what they have read</li> <li>• Inference draw inferences and justify these with evidence.</li> <li>• Sequence and summarising</li> <li>• Summarise main ideas, identifying key details and using quotations for illustration.</li> </ul> <p><b>NC</b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and an understanding of what they read by:</li> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction</li> </ul>

	<p>and reference books or textbooks</p> <ul style="list-style-type: none"> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• 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</li> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> </ul> <p><b>Understand What They Read By:</b></p> <ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> <li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• provide reasoned justifications for their views</li> </ul>
<b>5</b>	<b>Summer</b>
	<p><b><u>Handwriting and presentation IN ALL WRITING</u></b></p> <p><b><u>Pupils should be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by:</li> <li>• Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> </ul> <p><b><u>Writing and SPaG</u></b></p> <p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>• Kenning Poems</li> <li>• Non chronological report - Titanic</li> <li>• Descriptive writing</li> </ul> <p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>• Modern classics - The Iron Man (linked to Guided Reading).</li> <li>• Play-scripts</li> </ul> <p><b><u>Pupils should be taught to:</u></b></p> <p><b><u>Plan Their Writing By</u></b></p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read.</li> </ul> <p><b><u>Draft And Write By:</u></b></p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhanced meaning</li> </ul>

	<ul style="list-style-type: none"> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p><b>Evaluate And Edit By:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul> <p><b>Grammar</b></p> <p><b>Non Chronological Report/ Non Fiction to inform</b>  Relative clauses to add detail or an omitted relative pronoun  Parenthesis  Subordinating conjunctions</p> <p><b>Narrative to entertain</b>  Developing fronted prepositional phrases for greater effect:  Throughout the stormy winter...  Parenthesis  Indefinite pronouns:  Start a sentence with an expanded "-ed" clause:  Relative clauses  Conjunctions - if when because while as until whenever once since although unless rather  Modal verbs</p> <p><b>NC</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using brackets, or commas to indicate parenthesis</li> <li>using semi-colons, colons to mark boundaries between independent clauses</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul>
<b>5</b>	<b>Summer</b>
	<p><b><u>Reading</u></b></p> <p><b>Reading for pleasure: Wonder - R. J. Palacio</b>  <b>Summer 1</b></p> <ul style="list-style-type: none"> <li>Local folk tales</li> </ul> <p><b>Summer 2</b>  <b>Reading for pleasure: Wonder - R. J. Palacio</b></p> <ul style="list-style-type: none"> <li>Iron Man</li> </ul> <p><b>Summer 1</b></p>



Vocab work out the meaning of words from the context.  
 Read appropriate books with confidence and fluency  
 Retrieval and exploration  
 Retrieve information from NF texts  
 Predication Predict what might happen from details stated and implied  
 Make comparisons within and across books

## Summer 2

Vocab Work out the meaning of words from the context.  
 Read appropriate books with confidence and fluency  
 Inference draw inferences and justify these with evidence.  
 Sequence and summarising  
 Summarise main ideas, identifying key details and using quotations for illustration.

## NC

### **Pupils should be taught to:**

- maintain positive attitudes to reading and an understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- 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
- understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views



English				
Term				
5	Autumn Spelling - Half Term 1			
	Week 1	Lesson 1 Revise <b>Strategies at the point of writing: Have a go</b>	Lesson 2 Teach <b>Words with the letter string 'ough'</b>	Lesson 3 Practise <b>Words with the letter string 'ough'</b>
	Week 2	Lesson 4 Apply <b>Words with the letter string 'ough'</b>	Lesson 5 Teach <b>Words with 'silent' letters</b>	
	Week 3	Lesson 6 Learn <b>Strategies for learning words: words with 'silent' letters from statutory and personal spelling lists</b>	Lesson 7 Assess <b>Words with 'silent' letters: dictation</b>	Lesson 8 Teach <b>Use of spelling journals for etymology</b>
	Week 4	Lesson 9 Teach <b>Words ending in '-able' and '-ible'</b>	Lesson 10 Practise <b>Words ending in '-able' and '-ible'</b>	
	Week 5	Lesson 11 Assess <b>Words ending in '-able' and '-ible'</b>	Lesson 12 Teach <b>Homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>)</b>	Lesson 13 Practise <b>Homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>)</b>
	Week 6	Lesson 14 Apply <b>Strategies for learning words: homophones (<i>isle/ aisle, aloud/allowed, affect/ effect, herd/heard, past/ passed</i>)</b>	Lesson 15 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	

## Spelling- Half Term 2

### Block 2 – Autumn second half term

<b>Week 1</b>	Lesson 1 Revise <b>Selected spellings taught last half term and new spellings for this half term</b>	Lesson 2 Revise <b>Selected spellings taught last half term and new spellings for this half term</b>	Lesson 3 Revise/Teach <b>Selected spellings taught last half term and new spellings for this half term</b>
<b>Week 2</b>	Lesson 4 Revise/Teach <b>From previous years: plurals (adding '-s', '-es' and '-ies')</b>	Lesson 5 Revise <b>From previous years: apostrophe for contraction and possession</b>	
<b>Week 3</b>	Lesson 6 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 7 Teach <b>Use of the hyphen</b>	Lesson 8 Practise <b>Use of the hyphen</b>
<b>Week 4</b>	Lesson 9 Assess <b>Use of the hyphen</b>	Lesson 10 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	
<b>Week 5</b>	Lesson 11 Teach <b>Proofreading, focusing on checking words from personal lists</b>	Lesson 12 Practise <b>Proofreading, focusing on checking words from personal lists</b>	Lesson 13 Teach <b>Using a dictionary to support learning word roots, derivations and spelling patterns</b>
<b>Week 6</b>	Lesson 14 Practise <b>Using dictionaries to create word webs</b>	Lesson 15 Assess <b>Strategies at the point of writing: building new words from known morphemes</b>	

## Spelling- Half Term 1

## Block 3 - Spring first half term

<b>Week 1</b>	Lesson 1 Revise <b>Strategies at the point of writing: Have a go</b>	Lesson 2 Revise <b>From Years 3 and 4: apostrophe for possession</b>	Lesson 3 <b>Strategies for learning words: words from personal spelling lists</b>
<b>Week 2</b>	Lesson 4 Assess <b>Words from statutory and personal spelling lists</b>	Lesson 5 Teach <b>Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>)</b>	
<b>Week 3</b>	Lesson 6 Teach <b>Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>)</b>	Lesson 7 Assess <b>Rare GPCs: dictation</b>	Lesson 8 Revise/Teach <b>Using spelling journals for etymology</b>
<b>Week 4</b>	Lesson 9 Teach <b>Words ending in '-ably' and '-ibly'</b>	Lesson 10 Practise <b>Words ending in '-ably' and '-ibly'</b>	
<b>Week 5</b>	Lesson 11 Assess <b>Words ending in '-ably' and '-ibly'</b>	Lesson 12 Teach <b>Homophones (<i>led/lead, steel/steal, alter/altar</i>)</b>	Lesson 13 Practise <b>Strategies for learning words: homophones</b>
<b>Week 6</b>	Lesson 14 Apply <b>Homophones</b>	Lesson 15 Learn/Assess <b>Strategies for learning words: words from statutory and personal spelling lists</b>	

## Spelling- Half Term 2

## Block 4 - Spring second half term

<b>Week 1</b>	Lesson 1 Revise <b>Spellings taught in previous half term</b>	Lesson 2 Revise <b>Spellings taught in previous half term</b>	Lesson 3 Assess <b>words from statutory and personal spelling lists</b>
<b>Week 2</b>	Lesson 4 Teach <b>Proofreading: checking from another source after writing</b>	Lesson 5 Practise <b>Proofreading</b>	
<b>Week 3</b>	Lesson 6 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 7 Revise <b>Building words from root words</b>	Lesson 8 Practise <b>Building words from root words</b>
<b>Week 4</b>	Lesson 9 Assess <b>Building words from root words</b>	Lesson 10 Revise <b>Homophones</b>	
<b>Week 5</b>	Lesson 11 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 12 Assess <b>Words from statutory and personal lists</b>	Lesson 13 Teach <b>Words with the /i:/ sound spelt 'ei'</b>
<b>Week 6</b>	Lesson 14 Teach <b>'ei' and 'ie' words</b>	Lesson 15 Assess <b>'ei' and 'ie' words</b>	

## Spelling - Half Term 1

## Block 5 - Summer first half term

<b>Week 1</b>	Lesson 1 Revise <b>Strategies at the point of writing: Have a go</b>	Lesson 2 Revise <b>Strategies for learning words: using a range of strategies</b>	Lesson 3 Revise <b>Strategies for learning words: using a range of strategies</b>
<b>Week 2</b>	Lesson 4 Assess <b>Words from statutory and personal spelling lists</b>	Lesson 5 Teach <b>Strategies at the point of writing: using etymological/ morphological strategies for spelling</b>	Lesson 6 Assess <b>Strategies at the point of writing: using etymological/ morphological strategies for spelling</b>
<b>Week 3</b>	Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 8 Assess <b>Words from statutory and personal spelling lists</b>	Lesson 9 Teach <b>Using spelling journals for etymology</b>
<b>Week 4</b>	Lesson 10 Teach <b>Proofreading for words on statutory list</b>	Lesson 11 Practise <b>Proofreading for words on statutory list</b>	
<b>Week 5</b>	Lesson 12 Apply <b>Proofreading for words on statutory list</b>	Lesson 13 Teach <b>Homophones (<i>cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose</i>)</b>	Lesson 14 Practise <b>Homophones</b>
<b>Week 6</b>	Lesson 15 Apply/Assess <b>Homophones</b>	Lesson 16 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	

## Spelling - Half Term 2

## Block 6 - Summer second half term

<b>Week 1</b>	Lesson 1 Revise <b>Spellings taught in the last half term</b>	Lesson 2 Revise <b>Spellings taught in the last half term</b>	Lesson 3 Revise/Assess <b>Spellings taught in the last half term: pair testing</b>
<b>Week 2</b>	Lesson 4 Teach <b>Proofreading: use of dictionary to check words, referring to first three or four letters</b>	Lesson 5 Practise <b>Proofreading: use of dictionary to check words</b>	
<b>Week 3</b>	Lesson 6 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 7 Revise <b>Strategies for learning words: problem suffixes</b>	Lesson 8 Practise <b>Strategies for learning words: problem suffixes</b>
<b>Week 4</b>	Lesson 9 Assess <b>Problem suffixes</b>	Lesson 10 Revise/Practise <b>Homophones</b>	
<b>Week 5</b>	Lesson 11 Revise/Practise <b>Homophones</b>	Lesson 12 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 13 Assess <b>Words from statutory and personal spelling lists: pair testing</b>
<b>Week 6</b>	Lesson 14 Revise <b>Spelling aspects from Year 5 that are not secure</b>	Lesson 15 Revise <b>Spelling aspects from Year 5 that are not secure</b>	

English	
	Term
6	Autumn
<p><b><u>Handwriting and presentation IN ALL WRITING</u></b></p> <p><b><u>Pupils should be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by:</li> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> </ul> <p><b><u>Writing and SPaG</u></b></p> <p><b><u>World War 2</u></b></p> <ul style="list-style-type: none"> <li>• Poetry-Beyond the Lines</li> <li>• Letter- Beyond the Lines</li> <li>• Evacuation narrative</li> <li>• Instructions - how to keep safe in an air raid</li> </ul> <p><b><u>Letter Writing</u></b></p> <ul style="list-style-type: none"> <li>• The Alchemist's Letter</li> </ul> <p><b><u>Poetry</u></b></p> <ul style="list-style-type: none"> <li>• Rap poetry of Karl Nova.</li> </ul> <p><b>NC</b></p> <p><b><u>Pupils should be taught to:</u></b></p> <p><b><u>Plan Their Writing By:</u></b></p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to.</li> </ul> <p><b><u>Draft And Write By:</u></b></p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)</li> </ul> <p><b><u>Evaluate And Edit By:</u></b></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p><b><u>Proof-Read For Spelling And Punctuation Errors</u></b></p> <p><b><u>Poetry- to entertain</u></b></p> <p>Expanded noun phrases</p> <p>Relative Clauses</p> <p>Conjunctions</p> <p>Pathetic fallacy</p> <p>Synonyms and metaphors</p> <p>Personification</p> <p><b>NC</b></p> <p><b><u>Pupils should be taught to:</u></b></p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul>	

	<ul style="list-style-type: none"> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> <p><b>Indicate Grammatical And Other Features By:</b></p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using brackets, or commas to indicate parenthesis using semi-colons, colons to mark boundaries between independent clauses</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>
<b>6</b>	<b>Autumn</b>
	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• WW2 Poems</li> <li>• Carrie's War</li> <li>• Non-fiction: Anne Frank; The Blitz newspaper report; World War 2 information text</li> </ul> <p><b>National Curriculum Reading Objectives Upper Key Stage 2-</b></p> <p><b>Autumn 1</b></p> <p>Vocab: Work out the meaning of words from the context.</p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Inference: Draw inferences and justify these with evidence.</p> <p>Prediction: Predict what might happen from details stated and implied</p> <p><b>Autumn 2</b></p> <p>Vocab: Work out the meaning of words from the context.</p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Retrieval and exploration: Retrieve information from NF texts</p> <p>Sequence and summarising: Summarise main ideas, identifying key details and using quotations for illustration.</p> <p><b>NC</b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• learning a wider range of poetry by heart preparing poems and plays to read aloud and to reform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>• understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> <li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> </ul>



	<ul style="list-style-type: none"> <li>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.</li> </ul>
<b>6</b>	<b>Spring</b>
	<p><b><u>Handwriting and presentation IN ALL WRITING</u></b></p> <p><b><u>Pupils should be taught to:</u></b></p> <ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed by:</li> <li>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> </ul> <p><b><u>Writing and SPaG</u></b></p> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>Evolution narrative</li> <li>Non Chronological Report- Pandora</li> <li>Holes Newspaper report</li> <li>Holes - letter of complaint</li> </ul> <p><b>NC</b></p> <p><b><u>Pupils should be taught to:</u></b></p> <ul style="list-style-type: none"> <li>plan their writing by:</li> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b><u>Draft And Write By:</u></b></p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p><b><u>Evaluate And Edit By:</u></b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p><b><u>Proof-Read For Spelling And Punctuation Errors</u></b></p> <p><b><u>Grammar</u></b></p> <p><b><u>Persuasion and Discussion- newspaper article</u></b></p> <p>Rhetorical Questions formal speech</p> <p>Use the subjunctive for formal writing: If I were you...It could be claimed that... Multi-clause sentence</p> <p>Linking ideas across paragraphs (ellipsis, adverbials - on the other hand, in contrast) Ellipsis - to show words missing from a quote</p> <p>Passive voice</p> <p>Colons Semi-colon</p> <p><b><u>Non Chronological report to inform</u></b></p> <p>Multi-clause sentences</p> <p>Expanded noun phrases to inform</p>

	<p>Relative clauses to add further detail</p> <p>Passive voice Colons and semi-colons</p> <p>Hyphens to avoid ambiguity Bullet points</p> <p><b>Narrative and description- to entertain</b></p> <p>Dashes to mark the boundary between clauses:</p> <p>Colons and semi-colons</p> <p>Expanded noun phrases</p> <p>Multi-clause sentences</p> <p>Ellipses to create suspense</p> <p>Relative Clauses</p> <p>Conjunctions</p> <p>Linking ideas across paragraphs (ellipsis, adverbials - on the other hand, in contrast)</p> <p>Pathetic fallacy</p> <p>Synonyms and metaphors</p> <p>Personification</p>
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	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> <p><b>Indicate grammar by:</b></p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> </ul>
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<b>6</b>	<b>Spring</b>
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	<p><b><u>Reading</u></b></p> <p><b>Reading for pleasure:</b> The Fossil Girl - Catherine Brighton and What Mr Darwin saw - Brita Granström and Mick Manning</p> <p><b>Guided Reading:</b></p> <ul style="list-style-type: none"> <li>• Holes</li> <li>• SATs revision extracts</li> </ul> <p><b>Spring 1</b> KPI Skills- from assessment grids used in class</p> <p>Vocab: Work out the meaning of words from the context.</p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Inference: Draw inferences and justify these with evidence.</p> <p>Prediction: Predict what might happen from details stated and implied</p> <p>Make comparisons within and across books</p> <p><b>Spring 2</b></p> <p>Vocab: Work out the meaning of words from the context.</p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Retrieval and exploration: Retrieve information from NF texts</p> <p>Sequence and summarising: Summarise main ideas, identifying key details and using quotations for illustration</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or</li> </ul>
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	<p>textbooks</p> <ul style="list-style-type: none"> <li>• learning a wider range of poetry by heart preparing poems and plays to read aloud and to reform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>• understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> <li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views</li> </ul>
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Summer

#### **Handwriting and presentation IN ALL WRITING**

##### **Pupils should be taught to:**

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

##### **Writing and SPaG**

- Diary- Replay

##### **Ancient Greeks**

- Diary Entry
- Non Chronological Report
- Instruction writing
- Argument and Debate (Athens and Sparta)
- The Trojan Wars - letter and description

##### **Pupils should be taught to:**

##### **Plan Their Writing By**

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

##### **Draft And Write By:**

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhanced meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

	<p><b>Evaluate And Edit By:</b></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proof-read for spelling and punctuation errors</li> </ul> <p><b>Grammar</b></p> <p><b>Diary to entertain and inform.</b>  Expanded noun phrases,  Multi-clause sentences  Relative Clauses Conjunctions- if when because while as until whenever once since although unless rather  Linking ideas across paragraphs (ellipsis, adverbials - on the other hand, in contrast)  Modal verbs</p> <p><b>Argument and debate to inform and persuade</b>  Rhetorical Questions  Formal language  Use the subjunctive for formal writing: If I were you...It could be claimed that...  Multi-clause sentence  Linking ideas across paragraphs ( adverbials - on the other hand, in contrast)</p> <p><b>Non- chronological report and instructions to inform</b>  Passive voice  Multi-clause sentences  Expanded noun phrases to inform  Relative clauses to add further detail  Bullet Points and headings  Imperative verbs  Parenthesis for added information</p>
6	Summer
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• SATs Revision texts</li> <li>• Who Let the Gods Out?</li> </ul> <p><b>Summer 1</b>  National Curriculum Reading Objectives Upper Key Stage 2-</p> <p>Vocab: Work out the meaning of words from the context.</p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader.  Inference: Draw inferences and justify these with evidence.  Prediction: Predict what might happen from details stated and implied  Make comparisons within and across books</p> <p><b>Summer 2</b>  Vocab: Work out the meaning of words from the context.  Evaluate how authors use language, including figurative language, considering the impact on the reader.  Retrieval and exploration: Retrieve information from NF texts  Sequence and summarising: Summarise main ideas, identifying key details and using quotations for illustration</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• learning a wider range of poetry by heart preparing poems and plays to read aloud and to reform,</li> </ul>

	<p>showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <ul style="list-style-type: none"> <li>• understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> <li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.</li> </ul>
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English	
	Term
6	Autumn

## Spelling - Half Term 1

### Block 1 - Autumn first half term

<b>Week 1</b>	Lesson 1 Revise/Learn <b>Words from statutory word lists</b>	Lesson 2 Revise/Learn <b>Words from statutory word lists</b>	Lesson 3 Revise <b>Strategies at the point of writing: Have a go</b>
<b>Week 2</b>	Lesson 4 Practise <b>Strategies at the point of writing: Have a go</b>	Lesson 5 Revise <b>Words ending '-able'/'-ably', and '-ible'/'-ibly'</b>	
<b>Week 3</b>	Lesson 6 Practise <b>Strategies for learning words: words ending '-able' and '-ible'</b>	Lesson 7 Assess <b>Words ending '-able' and '-ible'</b>	Lesson 8 Teach <b>Adding suffixes beginning with vowels to words ending in '-fer'</b>
<b>Week 4</b>	Lesson 9 Practise <b>Adding suffixes beginning with vowels to words ending in '-fer'</b>	Lesson 10 Assess <b>Adding suffixes beginning with vowels to words ending in '-fer'</b>	
<b>Week 5</b>	Lesson 11 Practise <b>SATS practice</b>	Lesson 12 Practise <b>SATS practice</b>	Lesson 13 Practise <b>SATS practice</b>
<b>Week 6</b>	Lesson 14 Teach <b>Proofreading in smaller chunks (sentences, paragraphs)</b>	Lesson 15 Practise <b>Proofreading in smaller chunks (sentences, paragraphs)</b>	

### Block 2 - Autumn second half term

	<b>Week 1</b>	Lesson 1 Revise/Assess <b>Words from statutory word lists</b>	Lesson 2 Revise/Assess <b>Words from statutory word lists</b>	Lesson 3 Learn <b>Strategies for learning words: words from statutory word list</b>
	<b>Week 2</b>	Lesson 4 Learn <b>Homophones ('ce'/'se')</b>	Lesson 5 Practise <b>Homophones ('ce'/'se')</b>	
	<b>Week 3</b>	Lesson 6 Assess <b>Homophones ('ce'/'se'): dictation</b>	Lesson 7 Learn <b>Strategies for learning words: words from personal spelling lists</b>	Lesson 8 Assess <b>Words from personal spelling lists</b>
	<b>Week 4</b>	Lesson 9 Teach <b>Endings that sound like /ʃəs/ spelt '-cious' or '-tious'</b>	Lesson 10 Practise <b>Endings that sound like /ʃəs/ spelt '-cious' or '-tious'</b>	
	<b>Week 5</b>	Lesson 11 Assess <b>Endings that sound like /ʃəs/ spelt '-cious' or '-tious': dictation</b>	Lesson 12 Learn <b>Strategies for learning words: words from statutory word list</b>	Lesson 13 Learn <b>Strategies for learning words: words from statutory word list</b>
	<b>Week 6</b>	Lesson 14 Assess/Learn <b>Words from statutory word lists</b>	Lesson 15 Revise <b>Spelling learning from this term</b>	

**Block 3 - Spring first half term**

<b>Week 1</b>	Lesson 1 Revise <b>Words with 'ough' letter string</b>	Lesson 2 Practise <b>Words with 'ough' letter string</b>	Lesson 3 Assess <b>Words with 'ough' letter string: pair testing</b>
<b>Week 2</b>	Lesson 4 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 5 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	
<b>Week 3</b>	Lesson 6 Assess <b>Words from statutory and personal spelling lists: pair testing</b>	Lesson 7 Teach <b>Words ending '-cial' and '-tial'</b>	Lesson 8 Practise <b>Words ending '-cial' and '-tial'</b>
<b>Week 4</b>	Lesson 9 Apply <b>Words ending '-cial' and '-tial'</b>	Lesson 10 Teach <b>Proofreading someone else's writing</b>	
<b>Week 5</b>	Lesson 11 Learn <b>Strategies for learning words: words from personal spellings lists</b>	Lesson 12 Assess <b>Words from personal spellings lists: pair testing</b>	Lesson 13 Revise <b>Generating words from prefixes</b>
<b>Week 6</b>	Lesson 14 Learn <b>Strategies for learning words: words from statutory and personal</b>	Lesson 15 Assess <b>All statutory words learnt so far this term</b>	



## Spelling- Half Term 2

## Block 4 – Spring second half term

Week 1	Lesson 1 Revise <b>Spelling learning from the previous half term</b>	Lesson 2 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 3 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>
Week 2	Lesson 4 Assess <b>Words from statutory and personal spelling lists</b>	Lesson 5 Teach <b>Homophones (<i>dessert/desert, stationery/stationary, complement/compliment, principle/principal, prophet/profit</i>)</b>	
Week 3	Lesson 6 Revise <b>Homophones covered in KS2</b>	Lesson 7 Assess <b>Homophones covered in KS2: dictation</b>	Lesson 8 Practise <b>Proofreading</b>
Week 4	Lesson 9 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 10 Assess <b>Words from statutory and personal spelling lists</b>	
Week 5	Lesson 11 Revise <b>Generating words from prefixes and roots</b>	Lesson 12 Practise/Apply <b>Generating words from prefixes and roots</b>	
Week 6	Lesson 13 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 14 Assess <b>Words from statutory spelling lists</b>	

## Block 5 – Summer first half term

<b>Week 1</b>	Lesson 1 Teach <b>Strategies for learning words: rare GPCs from statutory word list</b>	Lesson 2 Practise <b>Strategies for learning words: rare GPCs from statutory word list</b>	Lesson 3 Apply/Assess <b>Rare GPCs from statutory word list</b>
<b>Week 2</b>	Lesson 4 Revise <b>Strategies at the point of writing: Have a go</b>	Lesson 5 Practise/Apply <b>Strategies at the point of writing: Have a go</b>	
<b>Week 3</b>	Lesson 6 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 7 Assess <b>Words from statutory and personal spelling lists</b>	
<b>Week 4</b>	Lesson 8 Teach <b>Words ending in 'ant', '-ance and '-ancy'</b>	Lesson 9 Practise <b>Words ending in 'ant', '-ance and '-ancy'</b>	
<b>Week 5</b>	Lesson 10 Practise <b>Words ending in 'ant', '-ance and '-ancy'</b>	Lesson 11 Teach <b>Proofreading own writing independently</b>	Lesson 12 Practise/Apply <b>Proofreading own writing independently</b>
<b>Week 6</b>	Lesson 13 Revise <b>Root words and meaning</b>	Lesson 14 Practise <b>Root words and meaning</b>	

## Block 6 - Summer second half term

<b>Week 1</b>	Lesson 1 Revise <b>Spellings taught last half term</b>	Lesson 2 Revise <b>Spellings taught last half term</b>	Lesson 3 Assess <b>Spellings taught last half term</b>
<b>Week 2</b>	Lesson 4 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 5 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 6 Assess <b>Words from statutory and personal spelling lists: pair testing</b>
<b>Week 3</b>	Lesson 7 Teach <b>Words ending '-ent', '-ence' and '-ency'</b>	Lesson 8 Practise <b>Words ending '-ent', '-ence' and '-ency'</b>	Lesson 9 Practise <b>Words ending '-ent', '-ence' and '-ency'</b>
<b>Week 4</b>	Lesson 10 Assess <b>Words ending '-ent', '-ence' and '-ency'</b>	Lesson 11 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 12 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>
<b>Week 5</b>	Lesson 13 Assess <b>Words from statutory and personal spelling lists</b>	Lesson 14 Teach <b>Homophones (<i>draught/draft, dissent/descent, precede/proceed, wary/weary</i>)</b>	Lesson 15 Practise <b>Homophones (<i>draught/draft, dissent/descent, precede/proceed, wary/weary</i>)</b>
<b>Week 6</b>	Lesson 16 Apply <b>Homophones (<i>draught/draft, dissent/descent, precede/proceed, wary/weary</i>): dictation</b>	Lesson 17 Learn <b>Strategies for learning words: commonly misspelt homophones</b>	Lesson 18 Apply <b>Strategies for learning words: commonly misspelt homophones</b>