Fernwood Primary and Nursery School

English Intent & Implementation Overview

Our Reading Intent

Intent

At Fernwood Primary and Nursery School, we foster a love of language and reading; we attach great importance to enabling our children to become fluent readers. All staff at Fernwood Primary and Nursery school have a desire for children to be able to read fluently, confidently and with expression to achieve age-related expectation. We aspire to enthuse all children to read for pleasure – read to gain information, read to test out ideas, read to entertain, read to perform poetry, read to seek out new language and to have a love of books. Each year group has a carefully selected reading spine. This is the children's entitlement for reading throughout the year and the texts are covered as part of shared reading, story time and English lessons.

Implementation

Phonics

Children are taught phonics from Nursery to Year 1 using the 'Little Wandle Letters and Sounds revised' systematic synthetic programme. All children receive daily phonics lessons. Those children who require keep-up support are identified early and receive either small group or 1:1 interventions. At the beginning of Year 2, we review and consolidate, moving on to teaching the rules of spelling using phonetic knowledge. Children in Year 2 and KS2 who do not pass the phonics screener check remain on small group or 1:1 interventions, assessing their progress regularly.

Group Reading Sessions

Children in F2 and Year 1 receive two reading practice sessions per week, linked to the progression of the 'Little Wandle Letters and Sounds Revised' SSP. In Year 2, children receive a weekly guided reading session, focussing on fluency, prosody and comprehension. In KS2, children receive a small group (approximately 6 pupils) reading session, led by the teacher. During this time, children continue to build on their fluency and comprehension, discussing their reading choices.

Reading Lesson and Shared Reading

Children receive regular reading lessons based on quality fiction, non-fiction or poetry texts. These lessons focus on the teaching of the skills of reading including prediction, summarising, inference and vocabulary acquisition. In KS2, these lessons are weekly; a progression document for teaching the reading skills at KS2 can be found in Appendix 1 (**KS2 Reading Lesson Progression**). As part of reading lessons, shared reading takes place. This is when the teacher is reading the children a quality text to the whole class. During shared reading, discussions about genre, author's approach and characterisation may take place.

Story Time

Story time takes place at the end of the day in all year groups; a teacher reads an age appropriate, high quality book or poem to the class. In KS1, story time takes place with the teacher reading a book to the children. In KS2, children and teachers share reading whole class reading of the same text. Each child has a copy of the text, led by the teacher. This models reading for pleasure and encourages children to engage with a wider range of books.

Reading for pleasure

We have many opportunities for reading for pleasure across the school. At the end of the school day, story time promotes reading for pleasure. Alongside this, a love of reading is fostered through World Book Day, reading/poetry competitions and reading sheds. To create a reciprocal reading community, children see school staff as readers with e.g. 'Mrs Dorrington is reading…' displayed outside all classrooms. Book talk between teachers and children enables discussions about book recommendations and behaviours. Many assemblies celebrate reading and poetry throughout the year. Annually, a group of Year 6 children are trained as Reading Buddies to listen to Year 3 and 4 children in KS2.

Reading books

In Nursery, children have a phonics reading book and choose a borrowed book to take home from the class library. In F2 and Year 1, children have a phonics reading book. Year 2 and 3 children have a banded book matched to their ability; some children will require a phonics reading book, if part of catch-up interventions. Children also choose a book from their class library to encourage reading for pleasure. Children in Year 4, 5 and 6 take home a borrowed book, monitored by their class teacher. Children in the lowest 20% are part of the Accelerated Reading Programme.

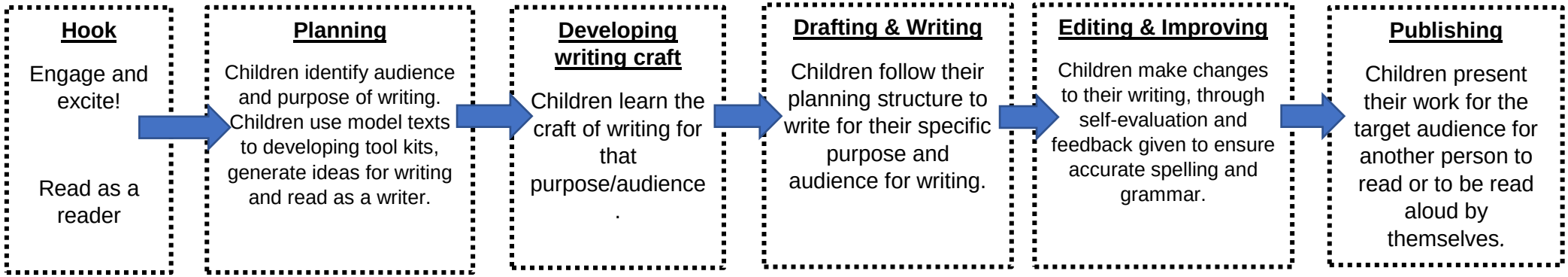
Reading Displays and Reading Areas

Reading displays in corridors celebrate the books on the reading spine of different year groups as well as work completed based on these books. Displays in the main entrance of both buildings celebrate the reading culture of Fernwood Primary and Nursery school and show the priority we give to reading. Welcoming reading areas in all classrooms reflect the children's reading preferences and promote reading and its importance.

Our Writing Intent

The Writing Process

Children at Fernwood Primary and Nursery School develop their writing composition using following the writing process**.**



Hook

Children are immersed into a writing unit using a hook (e.g. a crime scene, a letter from a character or an author visit). Children read as a reader to enjoy and familiarise themselves with the text. Story mapping is used as a tool to rehearse and embed the structure of a text and internalise vocabulary.

Planning

The use of a book-based writing curriculum allows children to engage with similar texts, look at and learn from their structures, presentation and vocabulary to help them gather ideas for their own writing. In KS1, children plan writing, focussing on sharing ideas orally and rehearsing sentences before writing using 'think it, say it, write it, read it and check it'. In KS2, children plan their writing by discussing writing similar to which they are planning to learn from its structure and noting ideas for their writing. In Year 5 & 6, children draw on reading and research to help with the planning process. When planning writing, children write for four different purposes: writing to entertain (KS1 & KS2), writing to build a picture in the reader's mind (KS1 & KS2), writing to inform (KS1 & KS2), writing to persuade (KS2) and writing to discuss (upper KS2). At the start of the planning process, collaboratively, a class will generate a writer's tool kit using an expanded box plan.

Developing writing craft

Children are taught grammatical structures and writing crafts (e.g. show not tell character description) specific to the audience and purpose.

Drafting and Writing

When drafting and writing, children will compose and rehearse sentences, specific to the year group, described in the overview in this document.

Revising and Editing

In KS1, children begin to proof-read and check their writing with support from adults and peers. In Years 3 and 4, children edit and improve their writing, first by proof-reading for errors then developing the ability to assess the effectiveness of their own and others' writing and suggesting improvements. In Year 5 and 6, children then develop the ability to ensure the consistent use of tenses throughout a piece of writing and propose changes to their writing that enhance effects and clarify meaning linked to the editing focus grid.

Publishing

Children perform their own compositions and read aloud their own writing as well as presenting writing to be read by others. In KS1, children begin by reading their writing aloud and develop the use of intonation to make the meaning of their writing clear. In Years 3 and 4, children also learn to control their tone and volume developing into using movement in Years 5 and 6. Children also present their work in written form, thinking specifically how to engage the audience that they are writing for.

Spelling

Children at KS1 follow the 'Little Wandle Letters and Sounds Revised' programme. Following from phonics, children at Fernwood Primary and Nursery School learn the spelling rules from the National Curriculum. See individual year group progression for the rules taught.

The Importance of Oracy

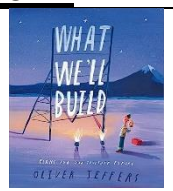
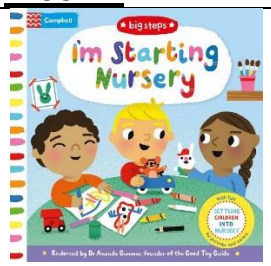
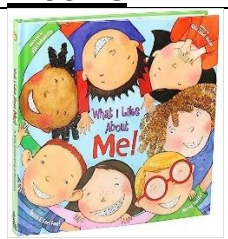
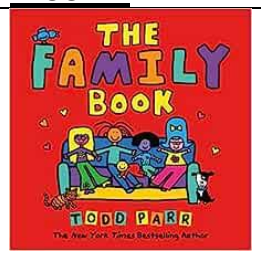
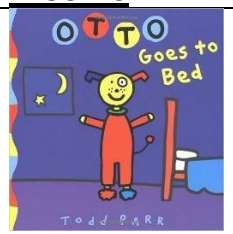
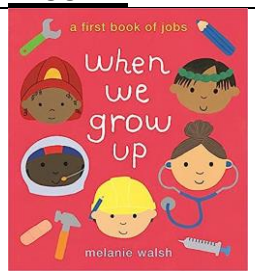
Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. In school, oracy is a vital tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. At Fernwood Primary and Nursery School, we believe that it is important for children to learn to communicate effectively and creatively through spoken language to equip them with the skills to be lifelong learners. Purposeful talk is modelled and practised in the classroom to support and enhance learning to enable all learners to develop the skills needed to talk effectively and with confidence. We make use of sentence stems displayed in each classroom to support classroom discussion and promote a talk-rich environment.

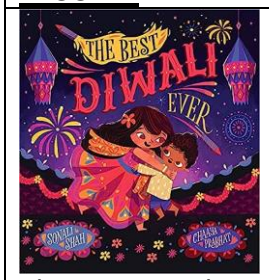
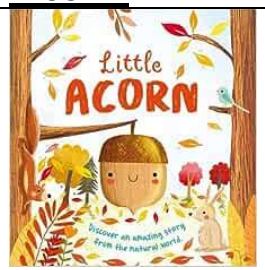
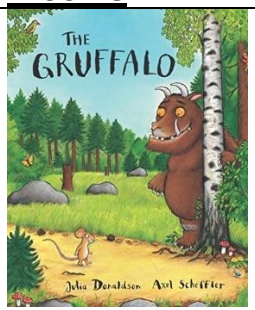
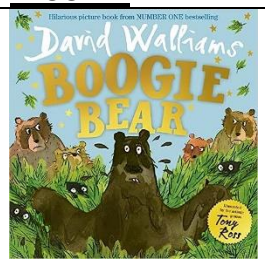
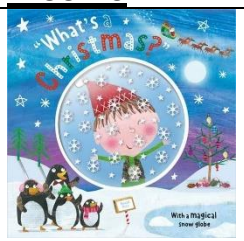
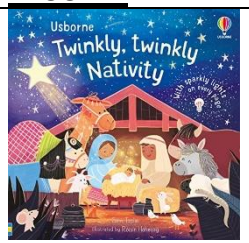
Spoken Language

From Years 1 to 6, children are taught to:

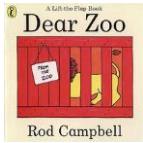
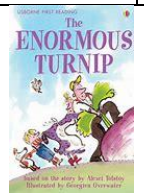
- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others

Nursery

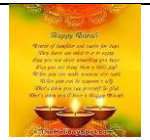
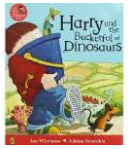
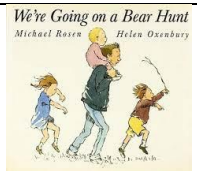
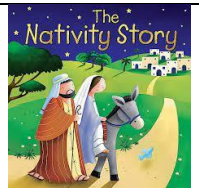
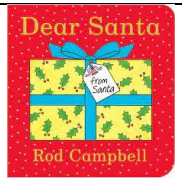
Autumn 1						
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
 What We'll Build by Oliver Jeffers	 I'm Starting Nursery (Campbell: 2018)	 What I Like About Me (Allia Zobel-Nola: 2005)	 The Family Book (Todd Parr: 2003) (Supported by Non-Fiction Books)	 Colour Monster (Anna Llenas: 2012) (Supported by Non-Fiction Books)	 Otto Goes To Bed (Todd Parr: 2001) (Supported by Non-Fiction Books)	 When We Grow Up (Melanie Walsh (2020) (Supported by Non-Fiction Books)
	To listen to and enjoy the story To understand key words from the story To say what happened in the text by looking at the pictures To contribute to a share sentence based on the text To talk about their favourite part of the story					

Autumn 2						
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
 The Best Diwali Ever (Sonali Shah: 2021) (Supported by Non-Fiction Books)	 Little Acorn (Nature Stories: 2020) (Supported by Non-Fiction Books)	 The Gruffalo (Julia Donaldson: 1999) (Supported by Non-Fiction Books)	 Boogie Bear by David Walliams	 Little Owls Night (Divya Srinivasan: 2011) (Supported by Non-Fiction Books)	 What's A Christmas (Hayley Down: 2015) (Supported by Non-Fiction Books)	 Twinkly, Twinkly Nativity (Sam Taplin: 2021) (Supported by Non-Fiction Books)
	To listen to and enjoy the story To understand key words from the story To say what happened in the text by looking at the pictures To contribute to a share sentence based on the text To talk about their favourite part of the story					

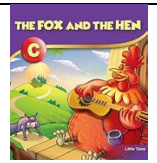
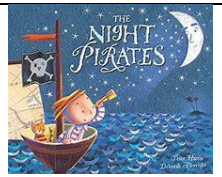
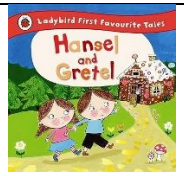
F2

Autumn 1							
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Stimulus for Writing	 Dear Zoo by Rod Campbell		 Mr Wiggle and Mr Waggle – Pie Corbett		 The Enormous Turnip		 What job could you do? By Catherine Barr
Writing purpose and genre	**Writing to entertain** • Fiction		**Writing to entertain** • Fiction		**Purpose: Writing to entertain** **Genre:** Traditional tale		**Writing to inform** • Fiction
Writing Objectives	-To begin to write their own name -To recognise words with the same initial sounds	- To begin to hear the initial sounds of words -To say a simple sentence orally	-To step and speak a story -To draw a story map including key events -To begin to write some lower case letters correctly	-To begin to recognise words with the same initial sounds -To match taught phonemes and graphemes -To begin to blend cvc words using taught letter sounds	-To draw a story map	-To write initial sounds for identified words -To say a sentence orally for writing and count the words	-To be able to write their own name -To be able to hear and write the initial sound of a word -To write some lowercase letters correctly
Reading objectives	To listen to and enjoy the story	-To listen to and reflect on the story	-To listen to a story and name the key events	-To spot rhymes in familiar stories	- To listen to and enjoy the story -To be able to talk about the key events in the story -To step and speak a story	-To read and reflect on the story -To answers questions about the story	-To begin to read some tricky words -To begin to blend sounds into words made up of known letter-sound correspondence
Comprehension Objectives	-To be able to talk about a favourite part of the story	-To say which part of the story is their favourite	-To retell a story using roleplay	-To begin to ask questions about the story	-To re-tell a story using role-play	- To repeat new vocabulary in the context of a story	-To draw and talk about their favourite part of the story/book

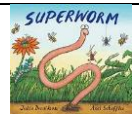
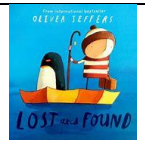
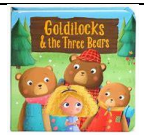
Phonics	Week 1 s a t p	Week 2 I n m d	Week 3 g o c k	Week 4 ck e u r	Week 5 h b f l	Week 6 – consolidation	Week 7 – assessment
Handwriting	Fine and gross motor activities to develop skills for writing		Fine and gross motor activities to develop skills for writing			Fine and gross motor activities to develop skills for writing	

Autumn 2							
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6 and 7**	
Stimulus for Writing	 Diwali poetry	 Harry and the bucketful of Dinosaurs by Ian Whybrow		 We're going on a bear hunt by Michael Rosen	 The Nativity Story	 Dear Santa by Rod Campbell	
Writing purpose and genre	**Writing to entertain** • **Poetry**	**Writing to entertain** • Fairy-tale narrative		**Writing to inform** • Fiction	**Writing to entertain** • **Fiction**	**Writing to entertain** • **Fiction**	
Writing Objectives	-To hear and write the initial sound of a word -To write cvc words using the sounds previously taught -To recognise words with the same initial/middle/end sounds	-To step and speak a story -To draw and write about their favourite part of the story	-To draw and label a story map including events -To say a simple sentence for writing (orally and then count the words) -To begin to spell words by identifying the sounds and graphemes	-To be able to write their own name -To be able to hear and write the initial sound of a word -To begin to blend sounds into words made up of known letter-sound correspondence -To begin to read some tricky words	-To say a simple sentence for writing (orally and then count the words) -To match taught graphemes and phonemes -To write some lowercase letters correctly	-To be able to write their own name -To begin to blend and write some sounds into words using known letter-sounds correspondence -To recognise words with the same initial sounds	-To spell words by identifying the sounds and writing the graphemes -To use some uppercase letters e.g. own name, mum, dad
Reading objectives	-To spot rhymes in familiar poems	-To listen to and enjoy the story			-To repeat new vocabulary in the context of a story	-To talk about the main events in the story	-To spot rhymes in familiar stories
Comprehension Objectives	-To repeat and use new vocabulary	-To predict what might happen in the story -To be able to talk about the key events in the story	- To re-tell a story using role-play and props -To ask and answer questions about the book	-To draw and talk about their favourite part of the story/book	-To predict what might happen in the story	-To step and speak a story	-To be able to talk about a favourite book and why -To repeat words and phrases from familiar stories

Phonics	Week 1 - ff ll ss j	Week 2 - v w x y	Week 3 - z zz qu s added to words, ch	Week 4 - sh th ng nk	Week 5 - words with s added and words ending with s/z	Week 6 and 7 – consolidation and assessment	
Handwriting	Lesson 1 – 3 – i, l	4, 5 and 6 u, w, t and e	7, 8, 9 u w t and e	10, 11, 12 C and o	13, 14, 15 C and o	16, 17, 18 A and d	19, 20 A and d

Spring 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Stimulus for Writing	What can you see in Winter? Nonfiction	 Drawing Club – The fox and the hen	Drawing club – Bagpuss (animation)	 Drawing club – The night pirates by Peter Harris	 Drawing club – Hansel and Gretel (traditional tale)	Drawing club – Banana man meets Dr Gloom (animation)
Writing purpose and genre	Writing to inform • Non-fiction	Writing to entertain • Traditional tale	Writing to entertain • Narratives	Writing to entertain • Narrative	Writing to entertain • Narrative	Writing to entertain • Narrative
Writing Objectives	-To spell some high frequency tricky words -To write shared sentences about the story -To begin to use capital letters and finger spaces.	-To write cvc words and labels using previously taught sounds -To write shared sentences about the story	-To start to write short sentences with known letter sound correspondences -To write some upper case letters correctly	-To use capital letters, finger spaces and full stops independently -To read and spell some high frequency tricky words -To start to write short sentences with words with known letter-sound correspondence	-To begin to use sound buttons to identify how many sounds are in a word -To write cvc words -To write short sentences about pop using known sounds, capital letters, finger spaces and full stops.	-To map and speak the story -To form lower-case letters correctly -To write short sentences using known letter sounds
Reading Objectives	-To blend sounds into words	-To listen to and enjoy the story --To read simple sentences containing known letter sounds	-To read and reflect on the story -To read sentences back to check	-To supply words with the same initial sound for phase 2 phonemes	-To complete a rhyming string	-To read sentences back to check

Phonics	Week 1 – ai, ee, igh, oa	Week 2 – oo, oo, ar, or	Week 3 – ur, ow, oi, ear	Week 4 – air, er, double letters dd mm tt bb rr gg ff	Week 5 – longer words	Week 6 – consolidate and assessment
Handwriting	Recap Lessons 19 and 20 – Loopies and waves	Lessons 21-23 – i, l, t	Lessons 24 and 25 – i, l, t Lesson 26 – u,w,e	Lessons 27-29 – u,w,e	Lessons 30 – u,w,e Lesson 31 and 32 – c and o	Lessons 33-35 – c and o

Spring 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Stimulus for Writing	 Drawing club – Superworm by Julia Donaldson	Drawing club - ?	Drawing club – Captain Pugwash (animation)	 Drawing club – Lost and found by Oliver Jeffers	 Drawing club – Goldilocks (traditional tales)	Drawing club – Willo the wisp (animation)
Writing purpose and genre	Writing to entertain • Traditional tale	Writing to	Writing to entertain • Cultural Narrative	Writing to entertain • Narrative	Writing to entertain • Narrative	Writing to entertain • Narrative
Writing Objectives	-To begin to use sounds buttons to identify how many sounds in a word -To begin to use modelled vocabulary during role play -To write shared sentences about the story	-To form lower case letters correctly -To begin to use capital letters, finger spaces and full stops -To spell some high frequency tricky words	-To supply words with the same initial sounds for phase 2 phonemes -To use sounds buttons to identify how many sounds in a word -To write short sentences using capital letters, spaces and full stops	-To write cvc words and spell some high frequency tricky words	-To write short sentences about pop using known sounds, capital letters, finger spaces and full stops -To write some uppercase letters correctly	-To recognise all taught sounds including digraphs -To write cvc words -To write shared sentences about the story
Reading Objectives	-To blend sounds into short words	-To be able to complete a rhyming string	-To blend sounds into words	-To read simple sentences containing known letter sounds -To read sentences back to check -To re-read phonetically decodable books to build up their fluency	-To read simple sentences containing known letter sounds -To blend sounds into words so that they can read short words made up of known sounds	-To read sentences back to check
Comprehension Objectives	-To map and speak the story	- To read and reflect on the story	-To map and speak the story	-To begin to predict what might happen next in a story	-To seek familiar texts or stories to re-read	-To answer questions about a text that has been read to them
Phonics	Week 1 - review phase 3 ai ee igh oa oo ar or ur oo ow oi ear	Week 2 - review phase 3 er air, words with double letters, longer words	Week 3 - words with two or more digraphs	Week 4 - longer words, words ending in -ing, compound words	Week 5 - longer words, words with s in the middle, words ending with	Consolidation and assessment

					s, words with es at the end	
Handwriting	Lessons 36-38 – a and d	Lessons 39 and 40 – a and d Lessons 41 – n,m,h	Lessons 42-44 – n, m, h	Lesson 45 – n, m, h Lesson 46 and 47 – j and y	Lessons 48-50 – j and y	Lessons 51-53 – g and q

Summer 1 – waiting for f2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Stimulus for Writing						
Writing purpose and genre	Writing to •	Writing to	Writing to •	Writing to •	Writing to •	Writing to •
Writing Objectives	-	-	-	-	-	-
Reading Objectives	-	-	-	-	-	-
Comprehension Objectives						-
Phonics	Week 1 – short vowel cvcc	Week 2 – short vowels cvc ccvc	Week 3 – short vowels ccvcc, cccvc, cccvcc, longer words	Week 4 – longer words, compound words	Week 5 – root words ending in ing, ed/t, ed/id, ed, est	Week 6 – consolidation and assessment
Handwriting	Recap, Lessons 54 and 55 – g and q	Lessons 56-58 – b, p, k	Lessons 59 and 60 – b, p, k Lessons 61 – v, s, r	Lessons 62-64 – v, s, r	Lessons 65 – v, s, r Lesson 66 and 67 – f, x, z	Lessons 68 - 70 – f, x, z

Summer 2								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Stimulus for Writing								
Writing purpose and genre	**Writing to**	**Writing to**	**Writing to**	Writing to	**Writing to**	**Writing to**	**Writing to**	Writing to
Writing Objectives	-		-		- .		-	
Reading Objectives								
Phonics	Week 1 – long vowel sounds cvcc ccvc	Week 2 – long vowel sounds ccvc, cccvc, ccv, ccvcc	Week 3 – phase 4 words ending –s/s, -s/z, -es, longer words	Week 4 – root words ending in ing, ed/t, ed/id, ed/d, ed	Week 5 – Phase 4 words ending in s/s, s/z, es and longer words	Week 6 – assessment	Week 7 – assessment/consolidation for year 1	Week 8 – consolidation for year 1

Implementation Overviews Years 1 - 6

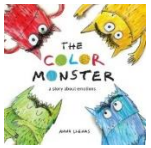
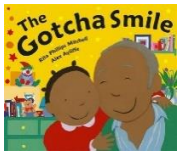
Year 1 National Curriculum Objectives

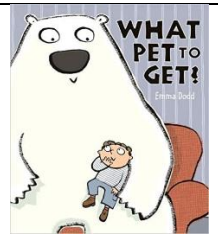
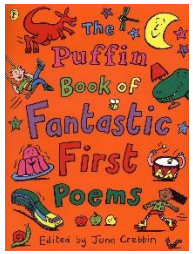
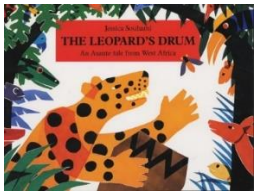
Reading

National Curriculum – Word reading	Pupils are taught to: • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) • for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have • been taught • read common exception words, noting unusual correspondences between spelling • and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the • apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic • knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading.
Year 1 National Curriculum - Reading comprehension	Pupils are taught to: • develop pleasure in reading, motivation to read, vocabulary and understanding by: - 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 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - recognising and joining in with predictable phrases - learning to appreciate rhymes and poems, and to recite some by heart - discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading - discussing the significance of the title and events - making inferences on the basis of what is being said and done - predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them.

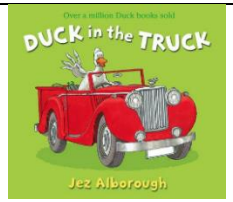
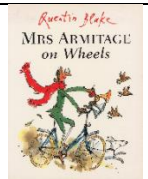
Writing

National Curriculum – Transcription and Handwriting	Pupils are taught to: • spell: - words containing each of the 40+ phonemes already taught - common exception words - the days of the week • name the letters of the alphabet: - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - using the prefix un– - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far Pupils are taught to: • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these
National Curriculum – Composition	Pupils are taught to: • write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read their writing aloud, clearly enough to be heard by their peers and the teacher
National Curriculum – Vocabulary,	Pupils are taught to develop their understanding of the concepts set out in English appendix 2 by: • 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' • learning the grammar for year 1 in English appendix 2 • and using the grammatical terminology in English English appendix 2 in discussing their writing
English Appendix 2	• Use -s or -es for the suffix of plural nouns. • Add suffixes -ing -ed and -er when no change is needed to the root word • Use the prefix un- to change the meaning of verbs and adjectives • Join words and clauses using and • Sequence sentences to form short narratives • Separate words with spaces • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Use capital letters for names and 'I'

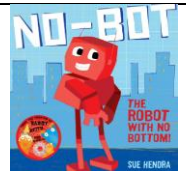
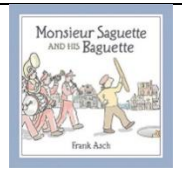
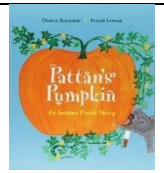
Autumn 1						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Stimulus for Writing	 The Colour Monster by Anna Llenas	 Gotcha Smile by Rita Philips	Funny Bones by Janet and Alan Ahlberg	Toy Story Video		After the storm By Nick Butterworth
Writing purpose. **Genre**	**Writing to entertain** Genre: Fiction - Story	**Writing to entertain** Genre: Fiction - Story	**Writing to entertain** **Genre:** Journey Story	**Writing to entertain** **Genre:** Descriptive narrative		**Writing to entertain** **Genre:** Descriptive narrative
Writing Objectives	• To leave spaces between words. • To begin to punctuate sentences with a full stop and capital letter. • To say out loud what they are going to write about.	• To leave spaces between words. • To write sentences by saying out loud what they are going to write about • To sequence sentences to retell short narratives • To read and write common exception words in a sentence. • To use adjectives to describe.	• To use drama • To begin form lower case correctly, starting and finishing in the correct place. • To sequence sentences to for a short narrative • To use adjectives to describe • To identify the main events and characters in a story.	• To make a story plan to stimulate writing ideas. • To say out loud what they are going to write about • To begin to punctuate sentences with a full stop and capital letter. • To join words and clauses using 'and' • To write sentences by saying out loud what they are going to write about	• -To use the suffix -ed for verbs that need to change needed to the root word. • -To begin to punctuate sentences with a full stop and capital letter. • -To add suffix –ed and know that it happened in the past • To use a capital letter correctly	• To use the suffix -ing to verbs that need no change to the root word. • To begin to punctuate sentences with a question mark. • To recognise a verb and a suffix • To use drama and drawings as a stimulus for writing • To write common exception words within a sentence
Reading Objectives	• To link what they read or hear read to their own experiences.	• To discuss word meanings, linking new meanings to those already known	• To recognise and join in with predictable phrases.	• To discuss the significance of the title and events.	• To make inferences on the basis of what is being said and done	To discuss the significance of the title and events in a book.
Phonics	LW- review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	LW - air er /z/ s –s –es words with two or more digraphs e.g. queen thicker	LW - Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	LW - Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	LW – To review longer words	Autumn 1 consolidation and assessments
Handwriting	To follow the progression of the letter joins scheme – warm ups and letter families		To follow the progression of the letter joins scheme – warm ups and letter families		To follow the progression of the letter joins scheme – warm ups and letter families	

Autumn 2							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Stimulus for Writing	 What Pet To Get? by Emma Dodd	 Animals Non-fiction writing	 Poems	 The Leopard's Drum by Jessica Souhami	 Christmas writing instructions	 Christmas writing instructions	 Rudolf is missing
Writing purpose and genre	**Writing to entertain** • Fiction	Writing to inform • List and labels	**Writing to entertain** • Poetry	**Writing to entertain** • Descriptive narrative	Writing to inform • Instruction writing	**Writing to inform** • Instruction writing	Writing to entertain • WANTED poster
Writing Objectives	• To use spaces between words. • To begin to punctuate sentences with a full stop and capital letter. • To write a sentence using the word 'but' • To plan a story with time words • To sequence sentences to form short narratives	• To list different types of animals • To write sentences (about an animal) by saying out loud what they are going to write about • To join words and clauses using 'and' • To write labels for the pictures • To link that they have read to their own experiences.	• To listen to and discuss rhymes and poems - to identify rhyming words. • To plan to write using rhyme in poetry • To write using rhyme in poetry. • To use adjectives with care to describe • To re-read what they have written to check that it makes sense	• To begin to write sentences using exclamation marks. • To recall the events of the story and use patterned language. • To explore story through drama • To describe characters using suitable adjectives • To write a speech bubble in the first person	• To recognise and use imperative verbs • To write instructions • To read their writing aloud, clearly to be heard by others • To understand what instructions are.	• To use time words in my writing. • To follow picture instructions • To read their writing aloud, clearly to be heard by others	• To work as a team to solve a problem. • To use capital letters for names • To say a sentence before I write it • To talk about what I've written
Reading Objectives	• To recognise and join in with predictable phrases.	• To listen to and discuss a wide range of non-fiction texts	• -To appreciate rhymes and poems and recite some from heart.	• To retell key stories and explain their characteristics.	• To explain clearly an understanding of what has been read to them.	• To be encouraged to link what they read or hear read to their own experiences	• To draw on what they already know and vocabulary provided.

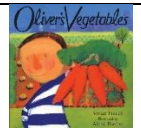
Phonics	Phase 5 graphemes - ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	Phase 5 graphemes - oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Phase 5 graphemes - ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	Phase 5 graphemes - ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	Phase 5 graphemes - Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	Phase 5 graphemes consolidation	Phase 5 graphemes autumn 2 assessment
Handwriting	21-23 F G H I J	24-26 F G H I J	27-29 K L M N O	30-32 P Q R S T	33-35 P Q R S T	36-38 U V W X Y Z	39-40 U V W X Y Z

Spring 1			
	Week 1 and 2	Week 3 and 4 - NFER	Week 5
Stimulus for Writing	 Duck in the Truck by Jez Alborough	 Mrs Armitage on Wheels by Quentin Blake	 Skateboarding video non-fiction writing
Writing purpose and genre	**Writing to entertain** • Fiction	**Writing to entertain** • Writing descriptive narrative	**Writing to inform** • Writing non-fiction lists
Writing Objectives	**<u>To retell a story</u>** -To recognise and join in with predictable phrases -To identify rhyming words -To sequence sentences in the correct order -To compose a sentence orally before writing it To write simple sentences using rhyme -To plan a story including a beginning, middle and ending. (box plan) -To join words and clauses using 'and' -To describe using adjectives. (To write a story using adjectives) -To retell a story including the key events -To add suffix –ing to words	**<u>To describe a character</u>** -To listen to and enjoy a story -To identify characters, setting and important events in the story -To discuss word meanings -To plan ideas for writing -To write descriptive sentences (adjectives) -To write from memory simple sentences dictated by teacher -To use the spelling rule for adding –s and –es NFER - To read words using taught GPCs -To draw on what they already know provided by the teacher -To check that the text makes sense to them as they read and correct inaccurate reading	**<u>To write a non-fiction text</u>** To use the suffix -s to make plurals -To write sentences about my own experiences. -To re read what I have written to check it makes sense -To write a list To write captions
Reading Objectives	-To listen to and discuss a wide range of non-fiction texts - To re-read familiar books to build fluency and confidence	-To explain clearly their understanding of what is read to them -To discuss word meanings and link new meanings.	- To make inferences on the basis of what is being said and done.

Phonics	ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	/l/ le al apple metal /s/ c ice /v/ ve give	u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	Phase 5 grapheme consolidation and assessment
Handwriting	41 42 43 a b c d e	44 45 46 a b c d e	47 48 49 f g h l j	50 51 52 k l m n o	53 54 55 k l m n o	56 57 58 p q r s t

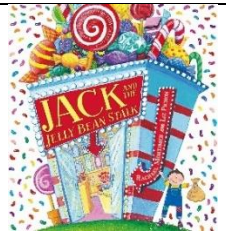
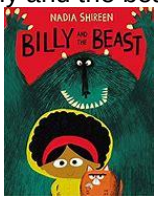
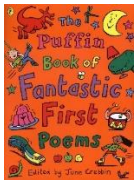
Spring 2				
	Week 1	Week 3 and 4	Week 2	Week 5 and 6
Stimulus for Writing	Recount on trip to the mosque	 Nobot: The Robot with no bottom by Sue Hindra	 Monsieur Sagette and this Baguette by Frank Aach	 Pattan's Pumpkin: An Indian Flood Story
Writing purpose and genre	**Writing to inform** - Recount an experience	**Writing to entertain** - Descriptive narrative	**Writing to entertain** - Writing descriptive narrative	**Writing to entertain** - Writing narrative (stories from other cultures)
Writing objectives	**<u>To write a recount</u>** -To say out loud what they are going to write about -To write simple sentences including capital letters and full stops. -To punctuate sentences using exclamation marks - To spell common exception words	**<u>To write an alternative ending</u>** -To sequence sentences to form short narratives -To identify questions -To begin to punctuate sentences with a question mark -To articulate and justify answers -To use –s and –es for the suffix of nouns -To plan a story. -To clearly read my writing out loud --To join in with discussions about what is being read -To write a story including learnt vocabulary -To understand that the apostrophe represents omitted letters.	**<u>To write a journey story</u>** -To include key events in a story map -To create and perform my own version of the story with a small group -To plan and compose a sentence orally before writing it -To join words and clauses using the 'but' conjunction	**<u>To retell a key event of the story (6 objectives due to play and Geography Day. Week 6 only 4 days)</u>** -To make predictions about the characters and events -To show a clear understanding of a story I have heard -To write sentences using the conjunction 'and' -To use the –ed suffix to write in the past tense -To use adjectives to describe an event -To discuss and learn word meanings

Reading objectives	-To participate in discussions about what is being read and listening to others. -To discuss word meanings and link new meanings.	To link what I have read to my own experiences	-To learn to appreciate rhymes and poems	-To draw on background knowledge and vocabulary.		
Phonics	Week 1 ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	Week 2 ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	Week 3 /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there		Weel 4 /ur/ ear learn /r/ wr wrist /s/ st sc whistle science schwa at the end of words: actor	
Handwriting	59 60 61 p q r s t	62 63 64 u v w x y z	65 66 67 numbers 0-9		68 69 70 numbers 0-9	

Summer 1			
	Week 1 and 2	Week 3 and 4	Week 5 and 6
Stimulus for Writing	 Eddie's Garden: and How to make things Grow by Sarah Garland	 Oliver's Vegetables by Vivian French	 The Boggart story video
Writing purpose and genre	**Writing to entertain** • Re-telling a narrative	**Writing to entertain** • Descriptive narrative	**Writing to entertain** • Fairytale narrative
Writing objectives	**<u>To retell a story</u>** -To listen to and discuss stories. -To share and respond through drama. -To write a simple sentence of speech relating to a story. -To explain clearly their understanding of what is read to them -To use capital letters for names of people and places -To create a plan for a story. -To describe using adjectives. -To use the prefix –un to change the meaning of verbs and adjectives -To sequence sentences to form a short narrative -To re-reading what they have written with the teacher or other pupils	**<u>To write a description</u>** -To use -s or -es to change nouns to plurals. -To use capital letters to spell days of the week. -To write simple sentences about a story -To answer questions about the story -To write descriptive sentences -To plan a story using a story map -To write the beginning of a story -To write the middle of a story -To write the ending of a story -To read their writing aloud to check it makes sense	**<u>To write an adventure story</u>** -To read, understand and answer questions about a story -To punctuate sentences using full stops and capital letters -To change characters or an event from the story -To use suffixes to spell words adding suffixes -er -To plan a short story To describe a setting using adjectives -To use suffixes to spell words adding suffixes –ing -To join clauses using 'and' -To re-read what they have written to check it makes sense

Reading Objectives	To answer questions about a story To make inferences on the basis of what is being said and done.	To retell familiar stories. To predict what might happen based on what has already been read.	To predict what might happen based on what has already been read. To link what they have read to their own experiences

Phonics	Week 1 ay play a-e shake ea each e he	Week 2 ie pie i-e time o go o-e home	Week 3 ue blue rescue ew chew new u-e rude cute aw claw	Week 4 ea head ir bird ou cloud oy toy	Week 5 i tiger a paper ow snow u unicorn	Week 6 ph phone wh wheel ie shield g giant
Handwriting	77 78 79 other symbols	Repeat letter families pre-cursive	Repeat letter families pre-cursive	Repeat letter families pre-cursive	Repeat letter families pre-cursive	Repeat letter families pre-cursive

Summer 2 – to be completed					
	Week 1 and 2	Week 3 and 4	Week 5 and 6	Week 7 and 8	Week 8
Stimulus for Writing	 Jack and the Jelly Beanstalk	 The Three Little Wolves	Billy and the beast 	Poems 	Robin Hood
Writing purpose and genre	**Writing to entertain** **Genre:** Alternative traditional tale	**Writing to entertain** **Genre:** Alternative traditional tale	**Writing to entertain** - Narrative	**Writing to entertain** **Genre: Poetry**	**Writing to entertain** **Genre:**
Writing objectives	-To decode speech bubbles To write their own speech bubbles -To use understanding of the story and characters to assign sentences to different characters -To compare a traditional tale with a mixed up traditional tale - To write sentences using the conjunction 'and'. -To choose options from pictures to help plan a new story	-To retell a story -To freeze frame to show understanding of a story -To create a word bank of descriptive words and phrases -To describe a setting using adjectives -To use suffixes to spell words adding suffixes -er, -ing and -ed,	-To plan my own version of a story -To act out a story including a beginning, middle and end -To independently write a story using a story plan -To sequence sentences to form short narratives. -To punctuate sentences using a question mark	-To orally rehearse sentences -To write descriptive sentences using capital letters and full stops -To compose a simple patterned poem. -To write poetry using adjectives to describe.	**Robin Hood**

	-To write sentences to sequence a short narrative - To use conjunction ‘so’ to compare sentences -to punctuate sentences correctly -To include newly taught vocabulary in their writing						-To use rhyme in their writing	
Reading Objectives	To discuss word meanings and link new meanings. To recognise and join in with predictable phrases		To retell familiar stories (traditional tales). To answer questions about what I have read.		To listen to and discuss a wide range of poems. To discuss the significance of the title and events**.**		To say out loud what they are going to write about	
Phonics	Week 1 Consolidation summer 1 and assessment	Week 2 /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	Week 3 sh/ ti ssi si ci potion mission mansion delicious	Week 4 /or/ augh our oar ore daughter pour oar more review	Week 5 Review	Week 6 Consolidation	Week 7 and 8 Assessment	
Handwriting	Repeat letter families pre-cursive	Days of the week	Tricky words	Tricky words	Months of the year	Months of the year	Consolidation	

Year 2 National Curriculum Objectives

Reading

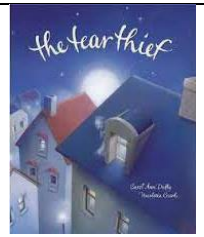
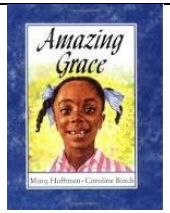
National Curriculum – Word reading	Pupils are taught to: • continue to apply phonic knowledge and skills as the route to decode words until • automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading.
National Curriculum - Reading comprehension	Pupils are taught to: • develop pleasure in reading, motivation to read, vocabulary and understanding by: -listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - discussing the sequence of events in books and how items of information are related - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - being introduced to non-fiction books that are structured in different ways - recognising simple recurring literary language in stories and poetry - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - discussing their favourite words and phrases - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: -drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading - making inferences on the basis of what is being said and done - answering and asking questions - predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

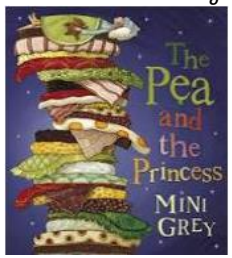
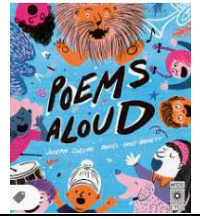
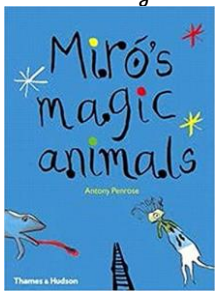
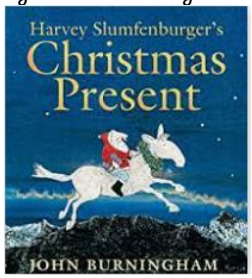
Writing

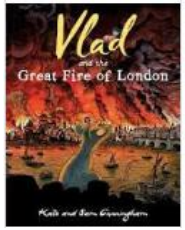
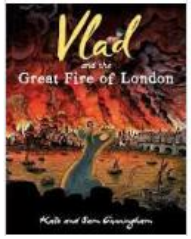
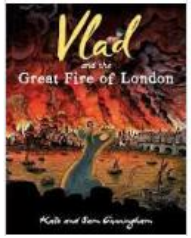
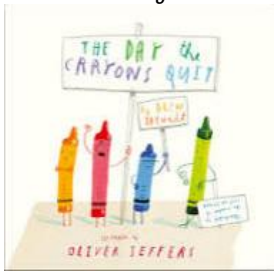
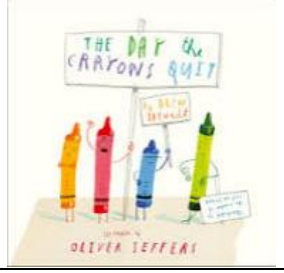
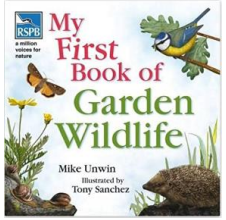
National Curriculum – Transcription and Handwriting	Pupils are taught to: • spell by: - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - learning to spell common exception words - learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl's book] - distinguishing between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Pupils are taught to: • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and • understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one

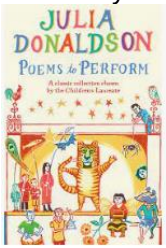
	• another and to lower case letters • use spacing between words that reflects the size of the letters
National Curriculum – Composition	Pupils are taught to: • develop positive attitudes towards and stamina for writing by: - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes • consider what they are going to write before beginning by: - 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 • make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils - 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 - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear
National Curriculum – Vocabulary, grammar and punctuation	Pupils are taught to: • develop their understanding of the concepts set out in English Appendix 2 by: - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify [for example, the blue butterfly] - the present and past tenses correctly and consistently including the progressive form - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - the grammar for year 2 in English Appendix 2 - some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
English Appendix 2	• Form nouns using the suffixes e.g. -ness -er • Form adjectives using the suffixes e.g. -ful and -less • Use suffixes -er and -est in adjectives and -ly to turn adjectives to adverbs • Use subordination (when, if, that, because) and coordination (or, and, but) • Use expanded noun phrases to describe • Write sentences as statements, questions, exclamation and commands. • Use the present tense and past tense consistently throughout writing. • Use capital letters, full stops, questions marks and exclamation marks to punctuate sentences. • Use commas separate items in a list • Use apostrophes to mark where letters are missing

Year 2 Autumn 1						
	Week 2	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Stimulus for Writing	Aliens Love Underpants by Claire Freedman		The Tear Thief by Caroline Duffy		Amazing Grace by Mary Hoffman	

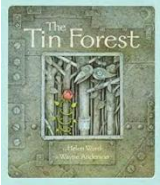
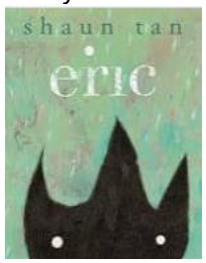
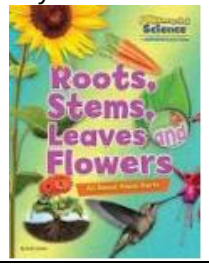
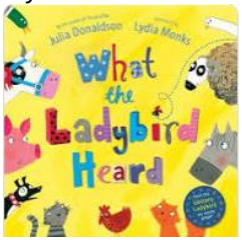
	Week 3 – NFER Reading tests		 Week 4: History Day		 Week 7: Careers Week	
Writing purpose: **Genre**	To entertain. Fiction – an adventure story with a focus on Characterisation.		To entertain. Fiction – focus on characterisation		To entertain the reader Fiction	
Writing Objectives Writing craft lessons (Toolkit)	To write a character description. To say out aloud what they are going to write about. To compose a sentence orally before writing it. To punctuate a sentence accurately using a full stop and a capital letter. To use expanded noun phrases to describe To choose adjectives carefully to help the reader picture the character. To look at the spelling patterns of the rhyming words.		To write a description of the Tear Thief. To punctuate a sentence accurately using a full stop and a capital letter. To build up description using sentences of three (e.g. The forest was cold, dark and silent). Use commas. To use simple similes to describe. To use the present and past tenses correctly and consistently including the progressive form: e.g. She **crept** along the rooftops, silent as smoke, listen**ing**, listen**ing**, until she heard the cry**ing** again. (past tense then progressive) To use the suffix –ly to turn adjectives into adverbs (silent – silently; careful – carefully) to add deatil to description		To retell the story To use time words as sentence openers to add detail for the reader. To learn how to use subordination (because) to describe (why Grace is so amazing!)	
Reading Objectives	To develop pleasure in reading. To recite some of the rhyming language by heart. To listen to, discuss and express views on what they have read. To discuss the sequence of events in books. To discuss and clarify the meanings of unknown words		To begin to predict what might happen. To identify phrases that add a storytelling voice to the narrative. Discuss meaning and what they add to the story (e.g. only if you happened to look…slippers that made no sound as she walked… Down the stairs, sly as steam, she crept…)		To answer and ask questions	
Year 2 Autumn 2						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**

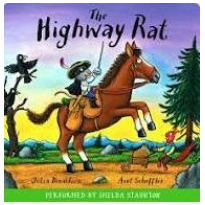
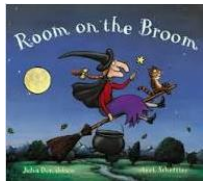
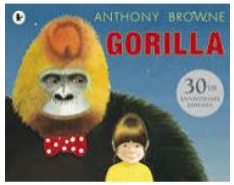
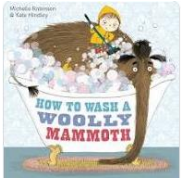
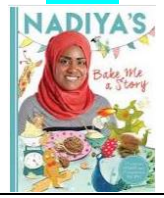
Stimulus for Writing	The Pea and the Princess by Mini Grey  	Poetry: Poems Aloud by Joseph Coelmo and Daniel Gray-Barnett  	Miro's Magic Animals by Anthony Penrose  	Harvey Slumfenburger by John Burningham. 
Writing purpose and genre	To entertain Genre: traditional tale	Poetry To entertain	To inform. Non-fiction	To entertain. Genre: Journey Story
Writing Objectives **Writing Craft objectives (toolkit)**	To write a traditional tale from a different perspective. To write sentences as statements, questions, exclamation and commands. To use the correct choice and consistent use of the past tense throughout writing. Use apostrophes to mark where letters are missing	To write poetry in different forms (adverb poem, acrostic poem). To recognise simple recurring literary language in poems. To continue to build up a repertoire of poems learnt by heart To write down ideas and/or key words, including new vocabulary	To write an information text about Joan Miro. (double page spread, using presentation ideas from the book) To practise using creative presentation features (as in the text e.g. embellished words) To organise information into sections/paragraphs.	To write a thank you letter. To understand the layout of a simple letter. To use subordination (when, if).
Reading Objectives	To ask and answer questions.	To develop pleasure in reading poetry. To explain and discuss their understanding of poems both those that they listen to and those that they read for themselves. To listen to, discuss and express views about a wide range of contemporary and classic poetry, at a level beyond that at which they can read independently.	To explain and discuss their understanding of books. To discuss their favourite words and phrases	To use inference. To give my thoughts and opinions about a story and characters.

Year 2 Spring 1						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Stimulus for Writing	2023-24: 2 days Vlad and the Great Fire of London 	Vlad and the Great Fire of London 	Vlad and the Great Fire of London 	The Day the Crayons Quit by Drew Daywalt. 	The Day the Crayons Quit by Drew Daywalt. 	Non-fiction My First Book of Wildlife by Mike Unwin 
Writing purpose and genre	Fiction To entertain			Fiction To inform (letter).		Non-fiction To inform.
Writing Objectives	To write a diary To plan or say aloud what they are going to write about. To use drama to understand what makes a diary a diary. To explore the writing craft of a diary (rhetorical questions, informal language, chronological order, adverbs). What makes a diary a diary? Drama – diff perspectives Adverbs Time words To make simple additions, revisions and corrections.			To write an informal letter. To know the layout and structure of a letter. What makes a letter a letter? What different kinds of letters are there? To explore the writing craft of a letter. To use informal language. To add suffixes to words To read aloud what they have written with appropriate intonation to make the meaning clear. To make simple additions, revisions and corrections. NFER test – 2 days		What is non-fiction? What makes a good non-fiction books? To write sentences as statements, questions, exclamation and commands. To plan a non-fiction piece of writing To engage a younger reader To write a page for a class non-fiction book To edit and improve my work
Reading Objectives	Sequencing Comprehension			To participate in discussions about books. To discuss their favourite words and phrases.		To be introduced to non-fiction books that are structured in different ways

Year 2 Spring 2						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Stimulus for Writing	The Magic Paintbrush by Julia Donaldson 		World Book Day this week. Poetry 	The Disgusting Sandwich by Gareth Edwards 	The Disgusting Sandwich By Gareth Edwards 	
Writing purpose and genre	To entertain Genre: an action story. (Story from another culture.)		Poetry To entertain.	Fiction. To entertain.	Fiction : To entertain	Non-fiction To inform.
Writing Objectives	To plan or say aloud what they are going to write about. What makes a good action story? To retell a story. To learn to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) To use the present tense and past tense consistently throughout writing. To make simple additions, revisions and corrections.		World Book Day	To use subordination (when if that because) and coordination (or and but). To form nouns using suffixes (e.g. ness and er). Form adjectives using the suffixes (ful and less).		To plan what they are going to write about. To write a non-chronological report. (about fictitious creatures and their habitats)

Reading Objectives	To become increasingly familiar with and retelling a wider range of **stories**, fairy stories and traditional tales	To participate in discussions about poems. To continue to build up a repertoire of poetry, learnt by heart, appreciating these and reciting some with appropriate intonation. To listen to, discuss and express views about a wide range of contemporary and classic poetry, at a level beyond that at which they can read independently		Explain and discuss their understanding of books.	Discussing and clarifying the meanings of words linking new meanings to known vocabulary.

Year 1 Summer 1						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Stimulus for Writing	The Tin Forest By Helen Ward and Wayne Anderson 	Eric by Shaun Tan 	Roots, Stems, Leaves and Flowers By Ruth Owen 	The Lost Thing (Animated short film).	Traction Man By Mini Grey 	What the Ladybird Heard on Holiday. By Julia Donaldson 
Writing purpose and genre	Fiction. To entertain.	Fiction To inform (letter writing).	Non-fiction. To inform.	Fiction: To entertain Non-fiction: To inform	Fiction To entertain	Fiction To entertain.
Writing Objectives	To describe similarities and differences (between a film and a story).	To write a letter (in the role of a character). To use the present and past tenses correctly and consistently	To make notes. To use notes to write an information text.	To use subordinating conjunctions. To write an explanatory text.	To discuss and clarify the meaning of words, linking new meanings to known vocabulary. To plan their writing.	To plan and retell their own version of a story.

	To learn how to use expanded noun phrases to describe and specify.	including the progressive form.			To write an alternative ending to a story.	
Reading Objectives	To make predictions as to what might happen.	To discuss and clarify the meanings of word, linking new meanings to known vocabulary. To make inferences on the basis of what is being said and done. To explain and discuss their understanding of books.	To listen to and discuss and express views about a wide range of non-fiction.	To listen to and discuss and express views about a wide range of fiction.	To make inferences on the basis of what is being said and done.	To recognise simple recurring literary language in stories. To discuss and clarify the meaning of words.
Handwriting	Practising diagonal join to an anticlockwise letter: ea, ear	Introducing horizontal join to and from f to ascender: ft, fl	Introducing horizontal join from f, no ascender: fu, fr	Introducing qu: (diagonal join, no ascender)	Introducing rr: (horizontal join, no ascender)	Introducing ss: (diagonal join, no ascender, to an anticlockwise letter)
Year 2 Summer 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Stimulus for Writing	Currently researching a non-fiction book to share. Link to History of Fernwood Primary School topic? Write an interview and interview someone?	A range of Julia Donaldson books 	A range of Julia Donaldson books 	Gorilla by Anthony Browne. 	How to Wash a Woolly Mammoth by Michelle Robinson. 	New recipe book: Nadiya's story and bake? 
Writing purpose and genre	Non-fiction. To inform	Fiction To entertain.	Fiction. Using fiction to write non-fiction: To inform (instructions and a fact file).	Fiction To entertain.	Fiction To entertain. To inform (writing instructions).	Non-fiction. To inform (instructions).
Writing Objectives	To write about a real-life event (visit). To write a non-chronological report.	To write a book review. To describe a character.	To write simple instructions. To use time words. To create a fact file.	To plan what they want to write. To write a sequel in the style of the author.	To write instructions. To use the suffix -ly to turn adjectives into adverbs (careful – carefully).	To write a clear recipe. To use the suffix -ly to turn adjectives into adverbs.

Reading Objectives	Listening to, discussing and expressing views about a wide range of non-fiction at a level beyond that at which they can read independently.	To make inferences about what we have already read.	To ask and answer questions.	To predict what might happen based on what we have read.		To be introduced to non-fiction books that are structured in different ways
Handwriting	Introducing ff (horizontal join to ascender)	Capital letter practice: height of ascenders and capitals.	Revisit tricky joins.	Revisit tricky joins.	Revisit tricky joins.	Revisit tricky joins.

Year 3 and 4 National Curriculum Objectives

Reading

National Curriculum – Word reading	• To apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, • To read aloud and to understand the meaning of new words they meet. • To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Year 3 National Curriculum - Reading comprehension	• To develop positive attitudes to reading and 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 texts • 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 one 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.

Writing

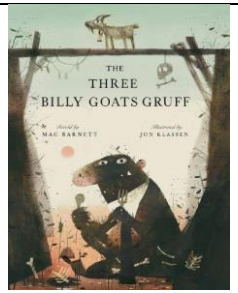
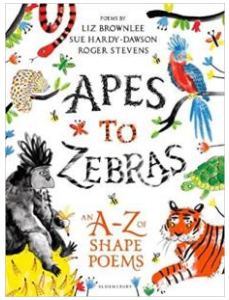
National Curriculum – Transcription and Handwriting	Pupils are taught to: • use further prefixes and suffixes and understand how to add them. • spell further homophones. • spell words that are often misspelt. • place the possessive apostrophe accurately in words with regular plurals (e.g. girls' and boys') and in words with irregular plurals (e.g. children's). • use the first two or three letters of a word to check its spelling in a dictionary. • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Pupils are 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 un-joined. • increase the legibility, consistence and quality of their handwriting (for example, that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
National Curriculum – Composition	Pupils are taught to: • plan their writing by: - discussing writing similar to that which they are planning in order to learn from its structure, vocabulary and grammar - discussing and recording ideas • draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. - organising paragraphs around a theme. - in narratives, creating settings, characters and plot. - in non-narrative material, using simple organisational devices (for example, headings and sub-headings). • evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements. - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in a sentence. • proof-read for spelling and punctuation errors.

	• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
National Curriculum – Vocabulary, grammar and punctuation	Pupils are taught to: • develop their understanding of the concepts in English Appendix 2 by: - extending the range of sentences it more than one clause by using a wider range of conjunctions (when, if, because, although) - using the present perfect form of verbs in contrast to the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. - use conjunctions, adverbs, and prepositions to expression time and cause. - using fronted adverbials. • indicate grammatical and other features by: - using commas after fronted adverbials. - indicating possession by using the possessive apostrophe with plural nouns. - using and punctuating direct speech. • use and understand the grammatical terminology in English Appendix accurately and appropriately when discussing their writing and reading.

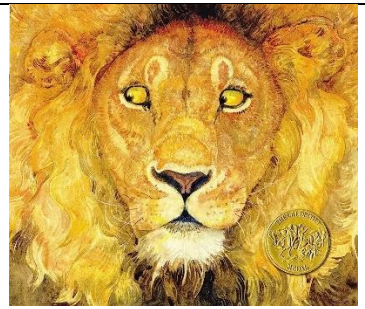
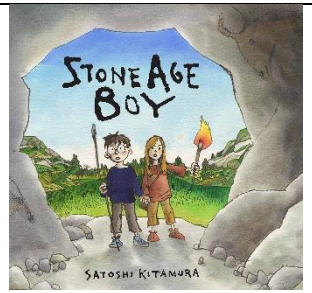
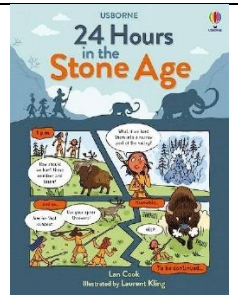
	Year 3	**Year 4**
English Appendix 2	• form nouns using a range of prefixes (e.g. super-, anti-, auto-) • Use a or an correctly to introduce nouns. • Identify word families based on common words. • Express time, place and cause using conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore) or prepositions. • Add subordinate clauses to sentences. • Use the present perfect form of verbs. • Introduce inverted commas to punctuate direct speech.	• Know the difference between the plural and possessive -s. • Use standard English forms of verb inflections (e.g. we were not we was) • Punctuate fronted adverbials correctly • Choose the correct pronoun or noun to create cohesion across sentences. • To use apostrophes to mark plural possession. • To identify and use a range of determiners. • To identify and use possessive pronouns.

Year 3

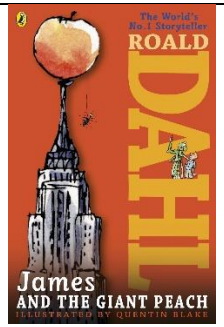
Autumn 1				
	Week 1 and 2	**Week 3 and 4**	**Week 5 and 6**	**Week 7**

Stimulus for Writing	 The Three Billy Goats Gruff by Mac Barnett and Jim Klassen						
Writing purpose and genre	**Writing to entertain** • Character description (the troll) • Characterisation		**Writing to entertain** • Re-telling a traditional tale • Openings/endings • Dialogue		**Writing poetry** • Animal poetry • Shape poetry		**Careers Week**
Writing Objectives Writing craft lessons (toolkit) Retrieval objectives	• To identify different types of nouns (proper and common nouns) • To explore the writing craft for character description.	• To identify different types of nouns (concrete and abstract nouns). • To use expanded noun phrases to describe (using adjectives). To write similes to describe. • To use adverbs to describe how a character moves. • To write a character description.	• To identify adjectives. • To create a story map for a traditional tale. • To use inverted commas to punctuate direct speech. • To use inverted commas to punctuate direct speech. • How do different Traditional tales end?	• To identify noun phrases. • To plan a traditional tale with an alternative ending. • To retell a story with an alternative ending. • To retell a story with an alternative ending. • To edit my writing by improving spelling and checking for fragments or run-ons.	• To identify expanded noun phrases. • To explore language used in animal poetry. • To plan a calligram poem. • To write a calligram poem.	• To identify word families based on common words. • To explore colour poetry. • To plan a colour poem. • To write a colour poem.	
Reading Objectives	To use dictionaries to check the meaning of words. (Vocabulary)	**NFER testing**	To retell a traditional tale orally (fluency).	To use a contents page and subheadings to locate information in a non-fiction text. (retrieval) **history day lesson**	To discuss the features of poetry (exploring and comparing).	To perform poetry fluently learned by heart (fluency).	
Spelling objectives	To spell common homophones	To spell common homophones correctly	To double consonants when	To spell words with the /i/ sound written	To add the prefix dis- to root words to	To add the prefix in- to root words to add	

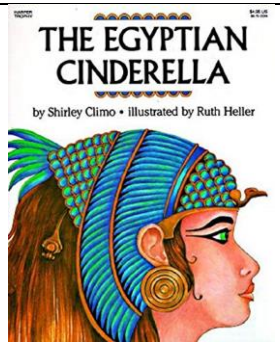
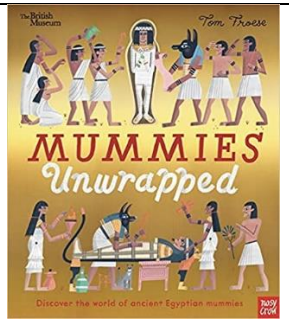
Words from the Year 3 / 4 list	correctly. (e.g. there/their/they're, here/hear, quite/quiet) accident, accidentally, address	(e.g. (to/too, be/bee blue/blue). answer, appear, arrive	adding the suffix -ing, -er or -ed (e.g. Forget, forgetting, forgotten, begin, beginner) believe, bicycle	as 'y' (e.g. myth, gym, Egypt, pyramid, mystery). busy, business, calendar, caught, centre	add a negative meaning (e.g. disappointment, disagree, disobey). century, certain	a negative meaning (e.g. inactive, incorrect, indecent, indefinite). consider, continue	

Autumn 2								
	Week 1 and 2		**Week 3, 4 and 5**			**Week 6 and 7**	
Stimulus for Writing	 The Lion and the Mouse by Jerry Pinkey		 Stone Age Boy by Satoshi Tamura			 24 hours in the Stone Age Lan Cook & Laurent Kling	
Writing purpose and genre	**Writing to entertain** • A fable • Characterisation • Opening and endings		**Writing to entertain** • Narrative with a historical setting • Settings • Opening and endings • Portal story			**Writing to inform** • An information page	
Writing Objectives Writing craft lessons (toolkit) Retrieval objectives	• To identify verbs. • What makes a fable a fable? (Read lots here e.g. Boy Who Cried Wolf, Hare and the Tortoise etc) • What makes a fable a fable? (Fill in box plan. Introduce the book) • To create a story map for 'The Lion and the Mouse' • To use prepositions and prepositions	• To understand present and past tense for to be. • To use repetition to add description about a character • To explore openings by describing time and location. (Use examples of fable openings) • To write a fable (over two days).	• To identify adverbs for different purposes (when, how, probability and frequency). • To explore the writing craft for a historical portal story. • To use a range of conjunctions to use subordination (because, when, although and if) to extend sentences. • To use prepositional phrases and adverbs as fronted adverbials. • To explore bringing a setting to life (carefully chosen verbs and adverbs, using senses and the rule of three).	• To use a and an to correctly introduce nouns. • To explore using similes, metaphors and alliteration to create an atmosphere. • To plan a portal story with a historical setting (using story mapping). • To explore characterisation (distinctive features and desires). •	• To understand present and past tense for to have. • To write a historical portal story (two/three days). • To edit my writing by improving spelling and checking for fragments or run-ons. • To publish a portal story.	• To identify sentence types (statement, question and exclamation). • To explore the writing craft of non-fiction as a graphic novel. • To use speech bubbles, captions and headings to re-tell non-fiction. • To role play a day in the stone age. • To plan a '24 hours in…'. graphic novel.	• To identify possessive pronouns. • To write a non-fiction • To publish a graphic novel '24 hours in The Stone Age'. • **Year 3 Christmas sing and toy day.**

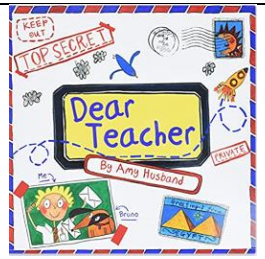
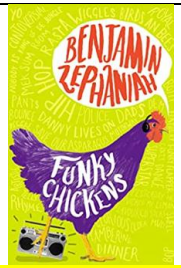
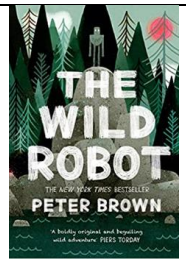
	phrases to describe location.						
Reading Objectives	• To infer characters thoughts and feelings from images (inference). Writing Objective: To show how a character is feeling through their actions. (Look at how the author has done this).	• To make predictions about what will happen next using an image (prediction).	• To create a written summary board for a story/text. (summarising)	• To use dictionaries to check the meaning of words with more than one meaning (vocabulary).	•	• To read non-fiction books that are structured in different ways. (exploring and comparing)	To identify the key points in one paragraph using the 5Ws. (summarising)
Spelling objectives **Words from the Year 3 / 4 list**	To add the prefix im- to root words that start with m or p. (e.g. immature, immortal, impossible). different, guard, notice, sentence	To spell words with split vowel digraphs. (e.g. hated, coped, cube, spine) earth, eight	To use the prefix sub- to mean underneath or lower (e.g. subtract, subject, subside, subway). eighth, heard, often	To add the prefix inter- to root words to mean between (e.g. interact, international, interval). experience, ordinary, special	To add the prefix super- to root words to mean over and above (e.g. supervise, supersonic, supernatural). height, peculiar, strange	To add the prefix 'anti-', meaning against (e.g. anticlockwise, antibiotics). famous, favourite, imagine, increase, popular, suppose	

	Spring 1					
	Week 1 and 2		**Week 3 and 4**		**Week 5 and 6**	
Stimulus for Writing	 James and the Giant Peach by Roald Dahl					
Writing purpose and genre	**Writing to inform** • Instruction writing		**Writing to reflect** • Recount (diary entry)		**Writing to entertain** • Fantasy narrative (re-write section) • Action • Description • Dialogue	
Writing Objectives Writing craft lessons (toolkit) Retrieval objectives	• To identify adverbs for time and cause (next, therefore, soon, then). • To explore the writing craft of instructional writing. • To use commas to indicate separate	• To use commas in a list. • To explore vocabulary used in instruction writing. • To openers used in instruction writing. • To plan a set of instructions.	• To identify the present perfect tense. • To explore the writing craft of a diary entry. • To use the present perfect tense to describe past actions that still affect the present.	• To identify coordinating conjunctions (and, for, but, or and so). • To write a diary entry (two days). • To edit and improve my writing, checking for improvements to sentence openers.	• To identify subordinating conjunctions (because, although, when and if). • To story map a section of narrative. • To use show not tell to describe a	• To identify the features of direct speech. • To plan and explore vocabulary choices to re-write a section of fantasy narrative. • To re-write a section of narrative, including

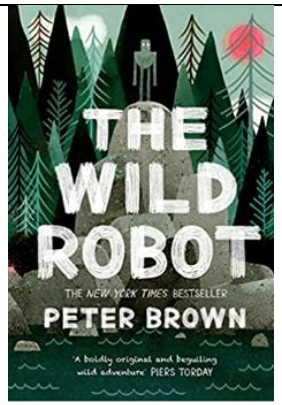
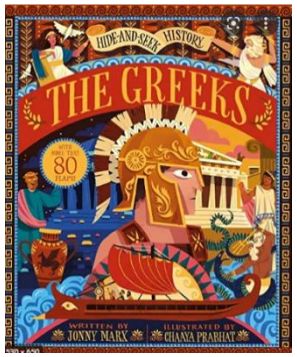
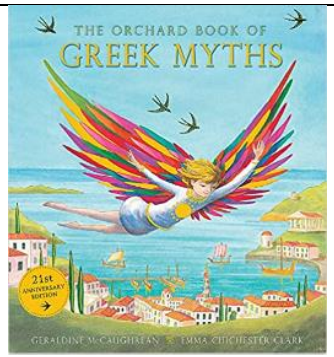
	adjectives, or nouns, in a list.	• To write a set of instructions using simple organisational devices.	• To use fronted adverbials to indicate time for a diary entry. • To plan a diary entry, organising paragraphs around a theme.	• **Sleeping beauty show**	character and their emotions. • To vary sentence length to build tension and pace in my writing. • To practise writing in the style of a fantasy narrative (spine writing).	action and dialogue (two days).
Reading Objectives	• **First week (2 days)**	• To find the meaning of words using substitution within a sentence. (vocabulary)	• To distinguish between the important and less important detail in a text. (summarising)	• To use quotations from the text when retrieving information.(retrieval)	• **NFER testing**	• To infer characters thoughts and feelings using videos/stimuli. (inference)
Spelling objectives **Words from the Year 3 / 4 list**	• To spell words using the prefix auto-, meaning self (e.g. autobiography, automatic, autograph) forward, important, mention, position	• To spell words using the suffix -ation to turn verbs into nouns (e.g. prepare, preparation) fruit, length	• To turn adjectives into averbs using the suffix -ly (e.g Sad, sadly, complete completely).	• To spell words ending in sure (e.g. measure, treasure, pleasure)r group	• To spell words ending in ture (e.g. Creature, furniture, picture) minute, possible	• To spell words using the -sion suffix to turn verbs into nouns (e.g, division, invasion, confusion) island, potatoes, purpose, therefore

	Spring 2					
	Week 1, 2 and 3			**Week 4 and 5**		**Week 6**
Stimulus for Writing	 The Egyptian Cinderella by Shirley Climo			 Mummies Unwrapped by Tom Froese		
Writing purpose and genre	**Writing to entertain** • Narrative (traditional tale from a different culture). • Openings/endings • Description • Characterisation			**Writing to inform** • Information text		**Writing to inform** • Playscript documentary
Writing Objectives Writing craft lessons (toolkit) Retrieval objectives	• To form adjectives using suffixes (e.g. ful and less). • To compare different versions of a traditional tale. • To explore the writing craft of traditional tales. • To orally re-tell 'The Egyptian Cinderella'. • To use comparative conjunctions to compare Rhodopsis and the slaves.	• To identify features of setting and character description. • To choose and describe an Ancient Egyptian setting (I am… writing). • To plan characterisation for my version of Egyptian Cinderella (comparative conjunctions, using show not tell – verb choices). • To plan my own version of Egyptian Cinderella. • **Science day**	• To identify coordination and subordination within sentences. • To write an Egyptian traditional tale (three days). • To improve my writing, focussing on looking for fragments and run-ons. • To publish an Egyptian tale for our class library.	• To explore word families based on common words. • To explore the writing craft of an information text. • To explore organisational devices in a non-fiction text. • To use subordination (when if that because, **after** and **before**) and coordination (and, or, but and **so**). • To organise paragraphs around a theme.	• To identify fronted adverbials. • To plan an information text about mummification. • To write an information text about mummification (two days). • To publish an information text about mummification for a museum.	• To identify nouns, adjectives, verbs, adverbs and conjunctions within a sentence. • To explore the writing craft of a playscript. • To role play a scene to plan a playscript. • To write using the features of a playscript. • **Explorer day**
Reading Objectives	• To create a written story board for a text (summarising).	• To infer characters thoughts and feelings	• **World book day**	• To learn the skill of 'skim and scan' to	• To find the meaning of words using	• To perform a playscript. (fluency)

		from their actions in the text. (inference)		retrieve details from a fiction text. (retrieval)	clues in the text (vocabulary).	
Spelling objectives **Words from the Year 3 / 4 list**	To spell further homophones (e.g. reign, material	To spell words ending with 'gue' (e.g. league, tongue, fatigue). island library early	To spell words with the /s/ sound spelt 'sc' (e.g. science, scene, discipline). build decide describe	To spell words with the /ai/ sound – ei, eigh or ey (e.g. they, sleigh, veil). breath breathe	To spell words using the plural possessive apostrophe (e.g. girls', boys', babies') imagine history	To spell homophones and near homophones (e.g. ball/bawl, grown/groan). February natural

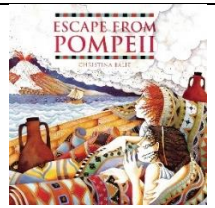
	Summer 1				
	Week 1, 2 and 3			**Week 4**	**Week 5 and 6**
Stimulus for Writing	 Dear Teacher by Amy Husband			 Funky Chickens by Benjamin Zephaniah	 The Wild Robot by Peter Brown
Writing purpose and genre	**Writing to inform** • Informal letter	**Writing** to persuade • Formal letter		**Poetry writing**	**Writing to entertain**
Writing Objectives	• To identify personal and possessive pronouns. • To explore a text including letters. • To explore the craft of informal letters. • To explore informal language to plan an informal letter. • To write an informal letter.	• To explore the writing craft of a persuasive letter. • To discuss persuasive arguments for a formal letter. • To explore persuasive openers for a formal letter. • Green day	• To plan a persuasive letter. • To write a formal persuasive letter (two days) • To edit and improve my letter, focussing on improving vocabulary choices. • To publish a formal letter.	• To • Bank holiday	• To discuss and record ideas • **To read aloud writing using appropriate intonation, tone and volume** • INSET day • **Wellbeing day**
Reading Objectives	• To infer a character's motives from their actions in the text (inference).	• To use prior knowledge to make predictions from a text (prediction).	To retrieve and record information from a fiction text. (retrieval)	• To perform a poem using tone, intonation and actions (fluency).	• To discuss words and phrases that capture the reader's interest and imagination. (vocabulary). • To describe a character's reactions to the same event in a book (exploring and comparing).
Spelling objectives					

Words from the Year 3 / 4 list			

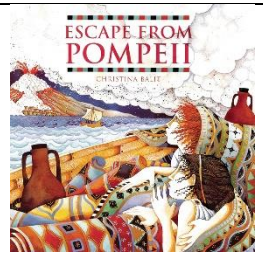
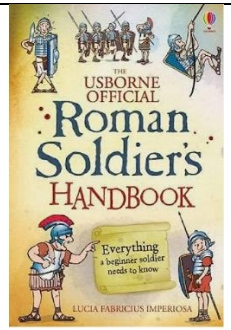
	Summer 2		
	Week 1 and 2	**Week 3 and 4**	**Week 5, 6 and 7**
Stimulus for Writing	 The Wild Robot by Peter Brown	 The Greeks by Jonny Marx	 The Orchard Book of Greek Myths by Geraldine McCaughrean
Writing purpose and genre	**Writing to entertain** • Narrative • Setting descriptions	**Writing to persuade** • Persuasive writing (linked to the best time in History)	**Writing to entertain** • Narrative writing (write own myth)
Writing Objectives	• To extend the range of sentences using a range of conjunctions (when, if , because, although) • To describe a setting from different viewpoints (The Robot and Otters) • To punctuate direct speech using inverted commas. • To use similes to describe. • To proof read for spelling and punctuation errors	• To use conjunctions, adverbs and prepositions to express time and cause • To organise paragraphs around a theme • **To propose changes to grammar and vocabulary and suggest improvement** • **To use the present perfect form of verbs in contrast to the past tense**	• To create characters, setting and plot • To plan what I want to write • To indicate singular possession with apostrophes. • **To begin sentences with adverbs and prepositions phrases as fronted adverbials**. • To choose nouns and pronouns to clarity and cohesion.
Reading Objectives	• To justify predictions using evidence from the text (prediction). • To justify inferences using evidence from the text. (inference)	• To discuss the author's choice of presentation in a non-fiction text. (exploring and comparing) • To retrieve and record information from a non-fiction (retrieval)	• To give a brief oral summary of a whole text (summarising). For these two lessons, use the Year 3 Reading Spine. • To identify themes across a range of books. (exploring and comparing) • To compare different genres of fiction texts (exploring and comparing).

Spelling objectives **Words from the Year 3 / 4 list**	• Here/hear, heel/heal/he'll, knot/not **Words from the yr3/4 end of yr list:** knowledge, learn, quarter **Words to revisit:** weigh, families • Missed/mist, peace/piece, plain/plane, scene/seen **Words from the yr3/4 end of yr list:** experiment, medicine **Words to revisit:** disappear, tongue • Because, improve, people, water, Christmas, beautiful, sure, clothes **Words from the yr3/4 end of yr list:** surprise, particular **Words to revisit:** confusion, mixture	• giant, ginger, genius, danger, emergency, imagine, intelligent, tragic **Words from the yr3/4 end of yr list:** thought, various **Words to revisit:** incorrect, gym • juice, recruit, suitable, build, guide, fruit, suitcase **Words from the yr3/4 end of yr list:** regular, probably, heart **Words to revisit:** ascend, grey	• write, wrapper, wreck, wrestle, wrinkle, wrong, wriggle, wrist **Words from the yr3/4 end of yr list:** through, history **Words to revisit:** division, preferred

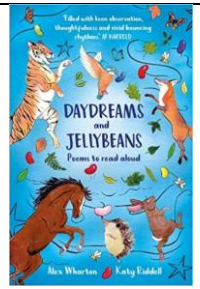
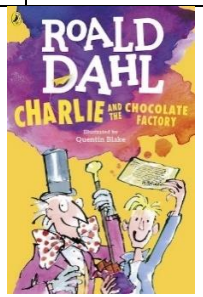
Year 4

Autumn 1							
	Week 1 and 2		**Week 3 and 4**		**Week 5, 6 and 7**		
Stimulus for Writing	 Escape from Pompeii by Christina Balit						
Writing purpose and genre	**Writing to paint a picture in the reader's mind** • Settings (Pompeii – before eruption)		**Writing to entertain** • Re-written section of historical suspense narrative, including dialogue		**Writing to entertain** • Dialogue • Suspense story • Openings/endings		
Writing Objectives Writing craft lessons (toolkit) Retrieval objectives	• To use the **determiners** a and an correctly to introduce nouns. • To create a story map for a narrative. 3x lessons – first week	• To identify prepositions and prepositional phrases. • To explore vocabulary used to describe the Pompeii setting. • To use expanded noun phrases with prepositional phrases to describe characters and settings. • To bring a setting to life using personification and similes to create an atmosphere. • To write a setting description.	• To understand the rules of punctuating direct speech. • To explore the writing craft of suspense narrative with dialogue. • To use direct speech to show how a character feels. • To add on what the character is doing after a piece of dialogue to advance action. • To use subordination in a sentence (because, when, before, after and while).	• To identify different types of adverbs (time, frequency and manner). • To use coordination to join main clauses (and, but, so and **yet**). • To choose verbs and adverbs effectively to show how a character is feeling. • To write a section of narrative with dialogue (two days).	• To identify fronted adverbials. • To explore the writing craft of a suspense story. • To use adverbs and prepositional phrases as fronted adverbials. • To build suspense in writing by using repetition, varied sentence length and rhetorical questions to make the reader worried. • **INSET day**	• To identify similes and metaphors. • To build suspense by moving the threat closer over a paragraph of writing and using vague vocabulary. • To use personification and similes to create an atmosphere. • To adapt and re-tell a story map for my suspense story. • To plan a suspense story.	• To identify personal and possessive pronouns. • To explore different openings for my suspense story. • To write a suspense story (over two days). • To edit my writing, checking for complete sentences, run-ons and vocabulary choices. • To publish a short narrative.

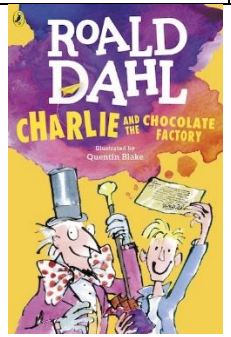
Reading Objectives	• To re-tell a story orally using a story map (fluency).		• **NFER testing**	• To use a dictionary to check the meaning of words, checking the correct word class and definition (vocabulary) **history day**	• To highlight key information in a text and record it in diagrams (summarising)	• To infer a character's feelings and thoughts using evidence from the text (inference).	**Careers Week**
Spelling objectives **Words from the Year 3 / 4 list**	• To spell homophones (e.g. see/sea, bear/bare). consider continue	• To use the il- prefix to have a negative meaning (e.g. illegal, illogical). century certain position	• To add suffixes to words than begin with a vowel (e.g. garden gardener gardening). breath breathe build	• To spell words with the /u/ sound spelt 'ou' (e.g. young). busy calendar caught centre	• To spell words with the mis- prefix (e.g. misbehave, mislead) believe bicycle	• To use the ir- prefix (e.g. irregular, irrelevant) accident accidentally address	

Autumn 2						
	Week 1 and 2		**Week 3 and 4**		**Week 5, 6 and 7**	
Stimulus for Writing	 Escape from Pompeii by Christina Balit		 Roman Soldier's Handbook by Lucia Fabricius Imperoisa		Boudicca Battles back! Historical Sources	
Writing purpose and genre	**Writing to reflect** • Diary entry (recount)		**Writing to inform** • Instruction writing (how to be a Roman soldier)		**Writing to inform** Recount (in the third person)	
Writing Objectives Writing craft lessons Retrieval objectives	• To use coordinating conjunctions to join words, phrases and clauses. • To explore the writing craft of a diary entry (recount). • To explore vocabulary to show facts, opinion and feelings in a diary entry. • To use adverbials of time, duration and location as fronted adverbials. • To explore the use of rhetorical questions and informal language in a diary entry.	• To use subordinating conjunctions to add a subordinate clause to a sentence. • To plan a diary entry. • To write a diary entry (two days) • To edit and improve my writing, checking for improvements to sentence openers.	• To identify imperative verbs and adverbs used to instruct. • To explore the writing craft of instructional writing. • To explore vocabulary to entertain the reader. • To use fronted adverbials to create cohesion between instructions. • To write instruction as a paragraph of text.	• To identify determiners that quantify (three, many, some). • To plan a set of instructions using a planning web. • To choose simple organisational devices in non-narrative material (captions, pictures and diagrams). • To write instructions 'how to be a roman soldier' (two days).	• To identify subordinate clauses and the beginning of a sentence. • To explore the writing craft of a historical recount. • To practise re-telling historical events using cohesive devices (time conjunctions, adverbs). • To sequence events of a recount using a story map.	• To identify determiners that show possession. • To plan a historical recount. • To write the introduction to a recount, using the 5Ws. • To write a historical recount (two days).

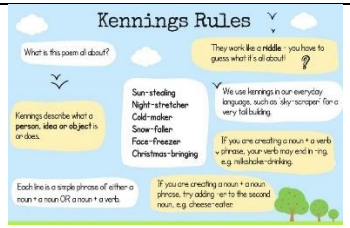
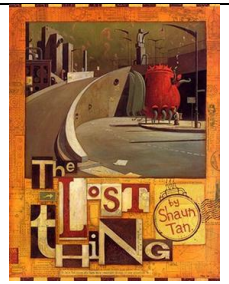
Reading Objectives	• To use a thesaurus to find synonyms (vocabulary).	• To use quotes to support answers to questions about the text (retrieval).	• To discuss how language, structure and presentation contribute to meaning in a non-fiction text (explore and compare).	To highlight key information in a text and record in bullet points (summarising).	• To use prior knowledge and details from the text to make predictions (prediction). Use extracts from Queen of Darkness for these lessons.	• To infer a character's motives using evidence from the text (inference).
Spelling objectives **Words from the Year 3 / 4 list**	• To spell words using the re- prefix (e.g. redo, refresh). early guide occasion occasionally separate	• To spell words, using split vowel digraphs (e.g. excuse, spite). enough	• To use the prefix sub- (e.g. subheadings, submarine) exercise heart opposite	• To use the prefix inter-, meaning between. straight particular	• To use the prefix super-, meaning over and above (e.g. superficial, superimpose) experiment extreme history perhaps strength	• To use the prefix anti-, meaning against (e.g. antifungal, antifreeze) February surprise medicine

Spring 1						
	Week 1 and 2		**Week 3**	**Week 4**	**Week 5 and 6**	
Stimulus for Writing	 Daydreams and Jellybeans by Alex Wharton		 Charlie and the Chocolate Factory by Roald Dahl			
Writing purpose and genre	**Writing poetry**		**Writing to build a picture in the reader's mind** • Character description (Charlie Bucket)	**Writing to build a picture in the reader's mind** • Setting description (the chocolate room)	**Writing to entertain** • Re-writing part of narrative (travelling down the river) • Dialogue • Action	
Writing Objectives Writing craft lessons (toolkit) Retrieval objectives	• To explore a range of poetry. • **Two-day week**	• To use precise nouns to describe (e.g. sparrow not brown bird). • To explore the writing craft of free-verse poetry. • To explore figurative language for poetry. • To write a free-verse poem, following a familiar structure. • To perform a poem that I have written.	• To identify the present perfect form of verbs. • To use verbs and adverbs to match your character's personality. • To use show not tell to describe a character's emotions. • To write a description of a character. • **Faith and culture day**	• To use apostrophes to mark singular possession. • To use adverbs, similes and prepositional phrases as fronted adverbials. • To use powerful and precise vocabulary (nouns, adjectives, verbs and adverbs) to match the atmosphere. • To show the setting through the character's eyes. • To write a setting description.	• To identify similes and personification used to create an atmosphere. • To explore the writing craft of an action scene. • To use conjunctions to add subordination to a sentence (because, when, before, after, although, if and while). • To use inverted commas to punctuate direct speech, including using the reporting clause at the beginning. • To use varied sentence length and repetition to build pace and tension.	• To use pronouns and to create cohesion across sentences. • To show how a character is feeling through their actions and reactions to the setting or other characters (verbs). • To write an action scene, including dialogue. (over two lessons) • To edit and improve an action scene, focussing on sentence openers and vocabulary choices.

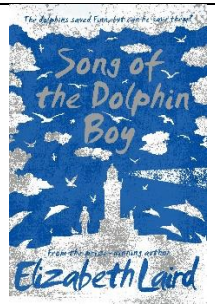
Reading Objectives	• To perform a poem learnt by heart (fluency)	• To find the meaning of new words using the context of the sentence (vocabulary). Charlie lesson is fine here	• To use more than one piece of evidence from a text (inference).	• **NFER testing**	• To retrieve and record information in a fiction text (retrieval).	• To write a brief summary of the main points of a paragraph, using important information (summarising).
Spelling objectives **Words from the Year 3 / 4 list**	• To spell words using the prefix dis-, meaning apart (e.g. disorder, disbelief) learn recent	• To spell words using ation to change words from verbs into nouns (e.g. determine determination) grammar library	• To spell using the suffix -ily to change adjectives into adverbs (e.g. happily angrily) interest which	• To spell words with the /k/ sound spelt using 'ch' (e.g. scheme chorus) natural quarter	• To spell words using the suffix -ture to turn verbs into nouns (e.g. signature departure) possess possession	

Spring 2						
	Week 1 and 2		**Week 3**	**Week 4, 5 and 6**		
Stimulus for Writing	 Charlie and the Chocolate Factory by Roald Dahl					
Writing purpose and genre	**Writing to persuade** • Persuasive letter (to Mr Willy Wonka)		**Writing to persuade** • Persuasive advert (sweet invention)	**Writing to entertain** • Characterisation • Settings • Suspense and tension • Wishing tale Writing using a made-up character and their journey to get something that they really want.		
Writing Objectives Writing craft lessons (toolkit) Retrieval objectives	• To understand and use the plural possessive apostrophe. • To explore the writing craft of a persuasive letter. • To use coordinating conjunctions to join words, phrases and clauses (and, but, so, or and **yet**) to link ideas. • To explore appealing adjectives and compliments to persuade. • To explore persuasive openers and rhetorical questions to persuade. Look at 2018-2019/Spring 1/Week3	• To use coordinating conjunctions to join words, phrases and clauses (and, but, so, or and **yet**). • To plan a persuasive letter. • To write a persuasive letter (two lessons). • To edit and improve my letter, looking at punctuation for persuasive techniques.	• To distinguish between adverbs of time, frequency and manner. • To plan a persuasive advert. • To write a persuasive advert (two days). • To perform a persuasive advert.	• **York (x3 days)** • To explore a wishing tale. Charlie finds the ticket	• To use prepositional phrases, similes and adverbs as fronted adverbials. • To build suspense and tension by showing the reader how my character is feeling rather than telling (actions and reactions). • To build suspense and tension (short-burst writing). • To create character, with a name to suggest something about them and reveal their desire or wish (short-burst writing).	• To identify features of character and setting descriptions. • To write a wishing tale (three days). • To edit and improve my tale, looking for fragments, run-ons and techniques to build suspense and tension. • **Explorer day**

					• To describe a setting (short-burst writing). • To plan a wishing tale.	
Reading Objectives	• To make and justify predictions using evidence from the text (prediction).	• To infer character's feelings and thoughts using evidence from the text (inference).	• **World Book Day**	• To discuss why words have been chosen and their effect on the reader (vocabulary).	• To compare two characters, discussing author's choice (explore and compare).	• To use the main ideas from more than one paragraph to create a summary (summarising).
Spelling objectives **Words from the Year 3 / 4 list**	• To spell words using the -ous suffix (our changes to or) e.g. humour humorous. material regular	• To spell word with the 'ous' ending (e.g. curious hideous) probably reign thought	• To spell words with the suffix -tion to change verbs into nouns (e.g. operate operation). weight	• To spell words using the -ssion suffix (e.g. possess possession) through various	• To spell words using the suffix -sion when a verb ends in 'de or se' (e.g. collide collision). accident accidentally	

Summer 1					
	Week 1 and 2		**Week 3**	**Week 4, 5 and 6**	
Stimulus for Writing	 The Book of Brilliant Bugs by Jess French		 Kenning Poems	 The Lost Thing by Shaun Tan	
Writing purpose and genre	**Writing to inform** • Non-chronological report (minibeast)		**Writing to entertain** • Poetry (Kenning)	**Writing to entertain**	
Writing Objectives	• To explore the writing craft of an information text. • To use coordinating conjunctions to join words, phrases and clauses (and, but, so, or and yet). • To use conjunctions to add subordination to a sentence (because, when, before, after, while, although and if). • To use a wide range of fronted adverbials (adverbs, similes, prepositional phrases, time adverbials and subordinate clauses).		• To follow a similar structure to write poetry. • To use the present and past perfect form of verbs. • To use plural possessive apostrophes correctly, for regular and **irregular** plurals.	• To explore the writing craft of	
Reading Objectives	• To monitor predictions and compare them with the text as you read on (prediction). • To discuss how language, structure and presentation contribute to meaning in a non-fiction text (non-chronological report – explore and compare).		• To retrieve and record information from a poetry text (retrieval).		
Spelling objectives **Words from the**	To spell homophones and near homophones (e.g. precede	To spell words ending with the /k/ sound with the que grapheme (e.g.	To spell words with the /s/ sound using the sc grapheme (e.g. muscle) with a Latin origin. bicycle famous favourite	To spell words using the /ey/ sound spelt using the graphemes ei	To spell words using the plural possessive apostrophe (e.g.	To spell words using the /sh/ sound, spelt using the grapheme ch

Year 3 / 4 list	and proceed). pressure	antique) with a French origin. century group popular		eight or ey (e.g. neighbour). heard peculiar	parents'). complete	(e.g. chef). answer appear arrive believe

Summer 2						
	Week 1	**Week 2**	**Week 3**	**Week 4, 5 and 6**		
Stimulus for Writing	 Song of the Dolphin Boy by Elizabeth Laird					
Writing purpose and genre		**Writing to entertain** • Narrative with dialogue 2x lessons Big Arts Week		**Writing to entertain** • Poetry • Narrative with dialogue		
Writing Objectives	• To use inverted commas to punctuate direct speech, **moving the position of the reporting clause** (beginning and end). To use coordinating conjunctions to join words, phrases and clauses (and, but, so, or and yet).	•	• To use plural possessive apostrophes accurately, including irregular plurals. • To use the present perfect form of verbs.	• To use inverted commas to punctuate direct speech. • To use coordinating conjunctions to join words, phrases and clauses (and, but, so, or and yet). • To use conjunctions to add subordination to a sentence (because, when, before, after, while, although and if). • To use a wide range of fronted adverbials (adverbs, similes, prepositional phrases, time adverbials and subordinate clauses). • To use a range of determiners to specify nouns. • To use pronouns and nouns to create cohesion across sentences. • To use similes and metaphors to describe. • To use apostrophes for singular are plural possession accurately.		
Reading Objectives	• To discuss new and unusual vocabulary and discuss the meaning of these (vocabulary).	• To compare characters, discussing author choice (explore and compare).	• To use more than one piece of information to justify an inference (inference).	• To prepare a poem to perform, showing understanding using intonation and tone. • To monitor predictions and compare them with the text as you read on (prediction). • To write a brief summary of the main points of a story, using important information (summarising).		
Spelling objectives	To spell homophones and near homophones (e.g.	To spell homophones and near homophones (e.g. there their they're). eighth eleven	To spell words ending in -ar (e.g. familiar). calendar	To spell words using cy at the start and end of	To spell words using the -cian suffix (e.g. beauty	To spell words using the oy and oi graphemes for

Words from the Year 3 / 4 list	meet and meat). ordinary consider			words (e.g. cylinder accuracy). imagine sentence	beautician). accident address	the /oi/ sound. woman women

Year 5 and 6 National Curriculum Objectives

Reading

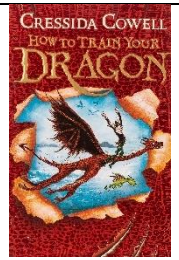
Writing

Word Reading	• To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
Year 5 National Curriculum Statements - Reading comprehension	• To 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 - 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 • To 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 one 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.

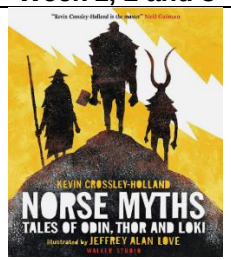
National Curriculum – Transcription and Handwriting	Pupils should be taught to: • use further prefixes and suffixes and understand guidance to add them. • spell some words with 'silent' letters (for example knight, psalm and solemn). • Continue to distinguish between homophones and other words which are often confused. • use knowledge of morphology and etymology in spelling and understand that the spelling of some words ned to be learnt specifically, a listed in English Appendix 1. • use dictionaries to check the spelling and meaning of words. • use the first three or four letters of a word to check selling, meaning or both of these in a dictionary. • use a thesaurus. Pupils are taught to: • write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when give choices and deciding whether or not to specific letters - choosing the writing implement that is best suited for a task.	
National Curriculum – Composition	Pupils are 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 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 enhance meaning. - in narratives, describing settings, characters, and atmosphere and integrating dialogue to convey character and advance the action. - précising longer passages. - using a wide range of devices to build cohesion within and across paragraphs. - using further organisational and presentational devices to structure text ad to guide the reader (for example headings, bullet points and underlining). • evaluate and edit by: - assessing the effectiveness of their own and others' writing. - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - ensuring the consistent and correct use of tense throughout a piece of writing. - ensuring correct subject and verb agreement when sing singular and plural, distinguishing between the language of speech and choosing the appropriate register. • proof-read for spelling and punctuation errors. • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	
National Curriculum – Vocabulary, grammar and punctuation	Pupils are taught to: • develop their understanding of the concepts in English Appendix 2 by: - recognising vocabulary and structures that are appropriate for formal speech, and writing, including subjunctive forms. - using passive verbs to affect the presentation of information in a sentence. - using the perfect form of verbs to mark relationships of time and clause. - use expanded noun phrases to convey complicated information concisely. - using modal verbs and adverbs to indicate degrees of possibility. - using relative clauses beginning with who, which, where, when, whose, that or an implied (i.e. omitted) relative pronoun. • indicate grammatical and other features by: - using commas to clarify meaning or avoid ambiguity in writing. - using hyphens to avoid ambiguity. - using brackets, dashes or commas to mark boundaries between independent clauses. - using colons to introduce a list. - punctuating bullet points consistently. • use and understand the grammatical terminology in English Appendix accurately and appropriately when discussing their writing and reading.	
E n gl is	**Year 5** • convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)	**Year 6** • know the difference between vocabulary for formal and informal.

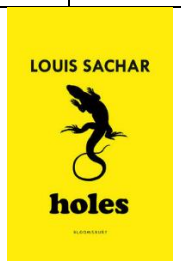
	• use prefixes for verbs (dis-, de-, mis-, over- and re-) • use relative clauses beginning with who, which, where, when, whose and that. • indicate degrees of possibility using adverbs or modal verbs. • link ideas across paragraphs using adverbials of time, place, and manner. • Use brackets, dashes or commas to indicate parenthesis. • Use commas to clarify the meaning or avoid ambiguity.	• know how words are related by meaning as synonyms and antonyms. • use the passive tense to affect the presentation of information in a sentence. • use the subjunctive forms (e.g. 'If I were…') • link ideas across paragraphs using a wider range of cohesive devise (repetition, adverbials, ellipsis) • use semi-colons, colons and dashes to mark the boundary between independent clauses. • to use colon to introduce lists and use semi-colons in lists. • punctuate bullet point to list information. • know how hyphens can be used to avoid ambiguity.

Year 5

	Autumn 1						
	Week 1 and 2		**Week 3**	**Week 4 and 5**		**Week 6 and 7**	
Stimulus for Writing	 How to Train your Dragon by Cressida Cowell						
Writing purpose and genre	**Writing to paint a picture in the reader's mind** • Characters (create a dragon)		**Writing to paint a picture in the reader's mind** • Settings (isle of Berk)	**Writing to inform** • Instruction writing		**Writing to entertain** • Dialogue • Narrative	
Writing Objectives Writing craft lessons (toolkit) Retrieval objectives	• To explore the writing craft of a character description. • To identify and use adverbials of time, place and manner. • To develop and use expanded noun phrases and repetition to add detail about a character.	• To use a range of adverbs in writing to indicate manner ('how'). • To use the appositive before or after a noun to describe detail. • To use figurative language techniques (similes, abstract similes and metaphors). • To create a character. • To write a character description. • **Editing focus teach**: EF1 and EF1	• To identify precise vocabulary that matches a setting. • To begin sentences with more than one fronted adverbial to zoom in to or out of a setting. • To plan a setting description, using the writing craft of description. • To write a setting description. • **Editing focus teach**: EF3 and 4	• To identify coordinating conjunctions to join words, phrases and clauses. • To explore the writing craft of instructions. • To use modal verbs to indicate degrees of possibility. • To use brackets to add **parenthesis** to a sentence. • To use adverbials for time to create cohesion in writing.	• To identify adverbs and modal verbs that define possibility. • To plan instructions for catching a dragon. • To write a set of instructions (two days). • To publish a set of instructions. • **INSET day**	• To identify the rules of punctuating dialogue. • To explore the writing craft of using dialogue to advance action in narrative. • To punctuate dialogue, including **split speech** to advance the action and show character's feelings. • To use **relative clauses** to add subordination using who, which and whose**.** • To introduce an adverbial clause (when, although, whilst, if etc.) in narrative.	• To identify relative clauses and relative pronoun within a sentence. • To story map a section of text to re-tell. • To write a section of narrative with dialogue. • **Editing focus teach**: EF 5 and 6. • **Careers Week**

Reading Objectives	• To discuss and evaluate the author's use of language, including figurative language, and the impact on the reader (explore and compare).	• To read a section of text before and after to retrieve information (retrieval).	• **NFER reading assessment**	• To explore the meaning of words in context, confidently using a dictionary (vocabulary).	• To infer a character's personality, using their behaviours as evidence (inference).	• To summarise the main ideas drawn from a section of test, identifying key details (summarising)	• **Careers Week**
Spelling objectives **Year 5/6 words**	• To spell words /ʃes/. If the root ends in -ce, then /ʃ/ sound is spelt as -c (e.g. gracious) accommodate available cemetery familiar necessary	• To spell words using -ant, -ance, -ancy and -ation (e.g. observant, observation). according awkward	• To turn adjectives ending in -able to abverbs ending in -ably (e.g. adorable and adorable). sufficient aggressive bruise community	• To add suffixes beginning with vowels to words ending in -fer. (e.g. refer and referring) ancient competition	• To spell words using 'ough' (e.g. nought, enough). appreciate conscious guarantee	• To spell nouns ending in -ce and verbs ending is -se (e.g. practice and practise). convenience hindrance occur	

<table>
<tr><th colspan="8">Autumn 2</th></tr>
<tr><th></th><th colspan="3">Week 1, 2 and 3</th><th colspan="2">Week 4 and 5</th><th colspan="2">Week 6 and 7</th></tr>
<tr><td>Stimulus for Writing</td><td colspan="3"> 

Norse myths</td><td colspan="4"> 

Holes by Louis Sachar</td></tr>
<tr><td>Writing purpose and genre</td><td colspan="3">Writing to entertain
• Norse myth (quest/journey story)
• Characterisation
• Openings/endings
• Dialogue</td><td colspan="2">Writing to persuade
• Formal letter</td><td colspan="2">Writing to reflect and inform
• Informal letter</td></tr>
<tr><td>Writing Objectives

Writing craft lessons (toolkit)

Retrieval objectives</td><td>• To identify commas for clarity.

• To explore the writing craft of a Norse myth.
• To create a story map for a Norse myth.
• To use -ed and -ing non-finite clauses to begin sentences to engage the reader.
• To explore vocabulary and descriptive techniques for my Norse myth.</td><td>• To identify different types of subordination (relative clause, non-finite clause and adverbial clause).

• To plan a Norse myth, following a structure.
• To explore characterisation, mirroring the character's feelings to the atmosphere.
• To explore different openings for my Norse myth.
• To role play a section of dialogue that explores a character's personality.</td><td>• To identify a range of fronted adverbials.

• To write a Norse myth (three days).
• To publish a Norse myth.</td><td>• To identify the present and past perfect tense.

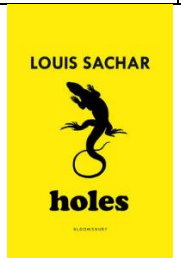
• To explore the writing craft of a persuasive letter.
• To use a range of coordinating conjunctions to join words, phrases and clauses (and, but, so, or, yet, for and nor).
• To explore formal, persuasive and emotive vocabulary for effect.
• To use conjunctive adverbs and the rule of three for cohesion to persuade.</td><td>• To understand commas for clarity to clarify meaning.

• To plan a persuasive letter.
• To write a persuasive letter (two days).
• To publish a persuasive letter.</td><td>• To identify conjunctive adverbs.

• To explore the writing craft of informal letter writing.
• To use commas, brackets and dashes to add parenthesis to the end of a sentence (an afterthought).
• To explore informal language and punctuation choices (contractions, exclamations and question marks).
• To plan an informal letter.</td><td>• To identify adverbial clauses at the beginning and end of sentences.

• To write an informal letter (two days)
• To publish an informal letter.
• Christmas coffee morning
• Toy day</td></tr>
</table>

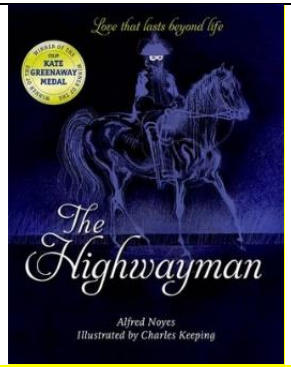
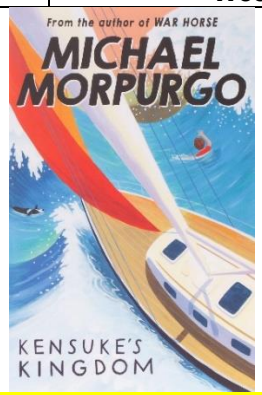
Reading Objectives	• To orally re-tell a norse myth (fluency)	• To explore themes in myth writing (explore and compare).	• To summarise the main ideas drawn from a whole text, identifying key details (summarising).	• To make predictions about details stated, using evidence from the text (prediction).	• To read around a word to explore its meaning n a section or paragraph of text (vocabulary).	• To infer a character's feelings and thoughts from a text using their actions (inference).	
Spelling objectives **Year 5/6 words**	• To spell further homophones (e.g. guessed and guest). critic criticise	• To spell adjectives with the suffix -able where the root word does not change. (e.g. comfort and comfortable). curiosity lightning signature	• To spell adjectives with the -ible suffix and adverbs with the -ibly suffix. (e.g. possible and possibly). develop parliament	• To spell words using the rule 'I before e except afte c' (e.g. friend). embarrass interfere relevant symbol	• To spell words using the rule 'I before e except afte c' (e.g. receipt) equip equipped equipment	• To spell homophones and near homophones (e.g. dessert and desert). existence privilege thorough	

	Spring 1					
	Week 1, 2 and 3			**Week 4 and 5**		**Week 6**
Stimulus for Writing	 Holes by Louis Sachar					William Shakespeare
Writing purpose and genre	**Writing to inform** • Information text			**Writing to entertain** • Characterisation • Settings • Flashback		**Performing playscripts**
Writing Objectives Writing craft lessons (toolkit) Retrieval objectives	• To identify brackets used for parenthesis within a sentence. • To explore the writing craft of an information text.	• To identify simple organisational devices (subheadings, headings and **bullet points**). • To punctuate bullet points consistently • To use hyphens to create compound adjectives. • To begin sentences with adverbial clauses. • To structure a topic themed paragraph.	• To identify hyphenated compound adjectives. • To plan an information text. • To write an information text (two days). • To publish an information text.	• To identify wide range of fronted adverbials, including more than one to begin a sentence. • To explore the writing craft of narrative with a flashback. • To explore characterisation, adding an embedded -ing or relative clause to suggest about the character. • To ensure that word choices earn their place in description. • **Sleeping beauty show**	• To identify subordinate (adverbial, relative and non-finite) clauses embedded within a sentence. • To plan a flashback narrative, mirroring the character's feelings with the setting. • To write a flashback narrative (two days). • To publish a flashback narrative	
Reading Objectives	• To investigate alternative word choices that could be	• To distinguish between fact and opinion in a text	• To infer characters feelings, thoughts from a	• **NFER papers**	• To make predictions about details implied, using	• To discuss themes and conventions from a chapter of text (summarising).

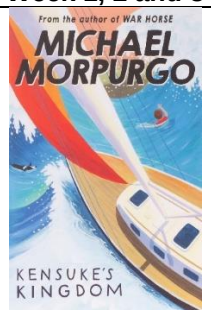
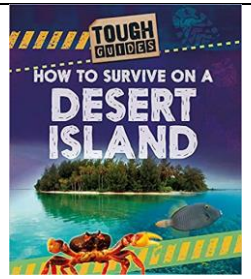
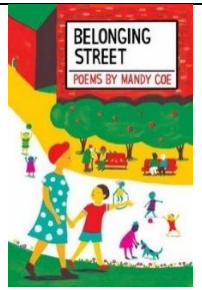
	made (vocabulary).	(explore and compare).	text and motives for their actions (inference).		evidence from the text (prediction).	• To understand an author from our literary heritage (William Shakespeare). • To explore archaic language in a text. • To prepare a play to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • To compare and discuss themes across two playscripts.
Spelling objectives **Year 5/6 words**	• To spell further homophones and near homophones (e.g. accept and except). explanation profession	• To spell words using split vowel (e.g. extreme). leisure programme	• To turn adjectives to adverbs by adding -ly or -lly when the word end in an l. (e.g. wonderful wonderfully). pronunciation restaurant	• To add the suffix -ly to words with more than one syllable (e.g. shabbily). muscle	• To use -cial (after vowel) and -tial (after consonant) endings (e.g. partial and facial). rhyme accompany definite guessed	• To use 'ph' digraph for the /f/ sound (e.g. paragraph). achieve average

	Spring 2					
	Week 1, 2 and 3			**Week 4, 5 and 6**		
Stimulus for Writing	 A Galaxy of her own by Libby Jackson			 Alma video		
Writing purpose and genre	**Writing to inform** • Biography (Helen Sharma)			**Writing to entertain** • Narrative • Settings • Building suspense and action		
Writing Objectives Writing craft lessons (toolkit) Retrieval objectives	• To identify the perfect tense within a sentence. • To explore a biography non-fiction text. • To role play an interview with a famous astronaut. • To write an interview as a playscript. • To understand how to write quotes and direct reported speech.	• To identify parenthesis embedded within a sentence. • To explore the craft of biography writing. • To explore adding detail to description using dashes, brackets commas to add parenthesis to sentences. • To use semicolons to link two main clause. • To research for a biography, making bullet point notes.	• To identify singular and plural apostrophes for possession. • To plan a biography. • To write a biography about a famous astronaut. • To publish a biography.	• To use commas and **dashes** to indicate parenthesis embedded in a sentence. • To explore narrative that build suspense and tension. • To create a story map for a short narrative. • To choose figurative language techniques (similes, metaphors and personification) to bring a setting to life. • To use a wide range of fronted adverbials to indicate when, where and how, including **non-finite clauses**.	• To identify relative clauses to add subordination using who, which, whose and **that**. • To explore features to use punctuation to build tension (ellipsis, semicolon). • To explore sentence structures to build tension (sentence of three with action, varied sentence length. • To explore repetition to build tension (anadiplosis and beginning and end of sentence. • To plan a narrative, building suspense.	• To identify hyphenated compound words. • To write a narrative, building suspense (two days). • To publish a short narrative with a soundtrack. • Explorer day

Reading Objectives	• To make connections between information across a text to write a summary (summarising).	• To retrieve information from a non-fiction text (retrieval).	• **World book day**	• To look at an author's use of figurative language (vocabulary).	• To understand how figurative language can infer meaning (inference).	• To support predictions with more than one piece of evidence (prediction). • To recommend books to my peers, in detail (explore and compare).
Spelling objectives **Year 5/6 words**	• To spell words with 'xc' (e.g. exceptional) . amateur neighbour nuisance	• To spell words ending in -ious (e.g. conscientious). bargain category	• To spell words adjectives the prefix un- to demonstrate a negative meaning (e.g. uncomfortable). apparent exaggerate	• To spell words ending in -ary (e.g. stationary). committee frequently	• To spell words using the suffix -ible (e.g. sensible). controversy foreign	• To spell adjectives ending in -al (e.g. sensational). government persuade.

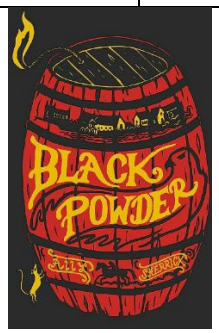
Summer 1				
	Week 1 and 2	**Week 3 and 4**	**Week 5 and 6**	
Stimulus for Writing	 The Highwayman by Alfred Noyes	 Kensuke's Kingdom by Michael Morpurgo		
Writing purpose and genre	**Writing to entertain** • Narrative poetry (from a character's perspective)	**Writing to discuss** • Balanced argument	**Writing to reflect** • Recount (ship's log) SEMI COLONS	**Writing to entertain** • Narrative (creating suspense and tension)
Writing Objectives	• To use adverbs to indicate manner, time and frequency and place. • To use commas and dashes to indicate parenthesis within a sentence. • To use a wider range of conjunctions to introduce a subordinate clause (when, although, whilst etc.), including the beginning, end and embedded within a sentence. • To use a wide range of fronted adverbials to indicate when, where and how, including non-finite clauses. • To use expanded noun phrases to describe **concisely**.	• To use a wider range of conjunctions to introduce a subordinate clause (when, although, whilst etc.), at the beginning, end and embedded within a sentence. • To use relative clauses to add subordination using who, which, whose and that. • To use modal verbs to indicate degrees of possibility. • To use vocabulary appropriate for formal writing.	• **To switch between the past and present tense to develop cohesion within writing.** • To use the present perfect tense.	• To use figurative language techniques. • To use dashes and commas to indicate parenthesis within a sentence. • To link ideas across paragraphs using adverbials of time, place, and number. • **To use techniques to**

							build cohesion in suspense writing (repetition, ellipsis, sentence length).
Reading Objectives	• To discuss how the author's/ poet's choice of language impacts the reader (vocabulary). • To perform poetry with intonation (fluency).		• To discuss understanding of a text, exploring the meaning of words in context (vocabulary).		• To confirm and modify predictions as I read on in a text (prediction).		• To draw evidence from more than one place in a text to make an inference (inferences). • To provide reasoned justifications for my views (explore and compare).
Spelling objectives **Year 5/6 words**	• To spell adverbs using the -ally suffix (e.g. annually). correspond dictionary desperate	• To spell adverbs using the suffix -fully (e.g. spitefully). disastrous embarrass environment	• To spell nouns ending in the suffix -ment (e.g. encouragement). excellent forty harass	• To spell progressive verbs with the suffix -ing where the l is doubled first (e.g. patrolling). identity immediate immediately	• To spell simple past tense verbs ending in the suffix -ed when the l is doubled first (e.g. appalled). individual rhythm suggest	• To make verbs into the past tense when only a 'd' needs to be added (e.g. acquire acquired). interrupt language marvellous	

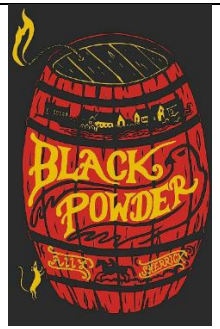
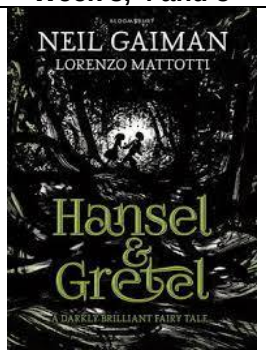
Summer 2						
	Week 1, 2 and 3		**Week 4 and 5**		**Week 6 and 7**	
Stimulus for Writing	 Kensuke's Kingdom by Michael Morpurgo Week 2: 2 x lessons linked to Big Art's Week.		 How to Survive on a Desert Island by Jim Pipe		 Belonging Street by Mandy Coe	
Writing purpose and genre	**Writing to entertain** • Characterisation and Settings • Action and suspense • Dialogue • Openings/endings		**Writing to inform** • Explanation (survival guide)		**Writing to entertain** • Poetry	
Writing Objectives	• To use a wider range of conjunctions to introduce a subordinate clause (when, although, whilst etc.), including the beginning, end and embedded within a sentence. • To use expanded noun phrases and describe concisely. • To use a wide range of fronted adverbials to indicate when, where and how, including non-finite clauses. • To use pronouns and the appositive to avoid repetition. • To use figurative language techniques.		• To use relative clauses to add subordination using who, which, whose and that. • To use modal verbs to indicate degrees of possibility. • **To use colons to introduce a list.** • To punctuate bullet points consistently.		• To use figurative language techniques (similes, metaphors and personification) in poetry.	
Reading Objectives	• To draw evidence from more than one place in a text to make an inference (inference). • To identify themes across a wide range of writing (summarising).		• To evaluate the author's use of language (vocabulary). • To draw evidence from more than one place in a text to make an inference (inference).		• To begin to challenge others' point of view (explore and compare). • To confirm and modify predictions as I read on in a text (prediction).	
Spelling objectives **Year 5/6 words**	• To spell progressive verbs using the suffix -ing (e.g. accelerating). communicate	• To spell adjectives using 'ci' for the /sh/ phoneme (e.g. suspicious). determined mischievous twelfth	• To spell words with letters that are not stressed (e.g. business). occupy physical variety	• To spell words using the dis- prefix to have a negative meaning (e.g. dishearten).	• To spell words using the prefix circum from the Latin 'round' (e.g. circumference). To spell words using	• To spell words with the prefix audi-, from the Latin to har (e.g. audible).

	conscience temperature			prejudice queue sincere	the prefix hypo- from Greek ‘under’ (e.g. hypothesis). recognise recommend	

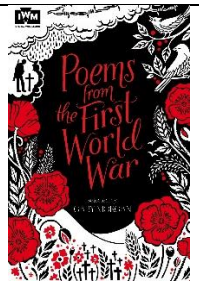
Year 6

Autumn 1							
	Week 1 and 2		**Week 3 and 4**		**Week 5 and 6**		**Week 7**
Stimulus for Writing	 Black Powder by Ally Sherrick						
Writing purpose and genre	**Writing to entertain** • Dialogue • Characterisation **Based on chapter 4.**		**Writing to reflect** • Diary entry **Based on chapter 11**		**Writing to build a picture in the reader's mind / to entertain** • Characterisation • Settings • Suspense and tension **Based on chapter 15 & 16**		
Writing Objectives Writing craft lessons (toolkit) Retrieval objectives	• To explore using the writing craft of using dialogue to convey character.	• To use pronouns and the appositive to avoid repetition. • To use show not tell to convey character in dialogue. • To use split speech and choose punctuation to convey character in dialogue. • To write a section of dialogue, conveying character.	• To use modal verbs to indicate degrees of possibility. • To explore the writing craft of a diary entry. • To choose vocabulary for informal, reflective writing. • To use parenthesis to add thoughts and reflections. • To plan a diary entry.	• To identify a wide range of fronted adverbials. • To write a diary entry (three days). • To publish a diary entry.	• To identify noun phrases and expanded noun phrases in a sentence. • To explore the writing craft of building suspense and tension in narrative. • To explore a range of techniques to build suspense. • To build a picture in the reader's mind using figurative language.	• To identify non-finite clauses to begin sentences. • To use techniques to in suspense writing (repetition, ellipsis, sentence length). • To use semi-colons to separate independent clauses to mirror the character's feelings with the setting. • To plan a section of narrative, building suspense and tension.	• To • To write a piece of narrative, building suspense and tension (two days). • To publish a section of narrative, building suspense and tension. • **Careers Week**

		• To edit and improve a section of dialogue.					
Reading Objectives	• LO: To make predictions and explore vocabulary in fiction text (prediction and vocabulary). • LO: To make inferences to help compare characters in a text (inference).	• **SATs paper testing**	• To read around a word to explore its meaning of words in context (vocabulary).	• To make inferences about a character's thoughts, feelings and motives using evidence from the text (inference).	• To summarise the main ideas from a text, identifying key details (summarising).	• To explore a character in a text (inference).	• To discuss and evaluate the author's use of language, including figurative language, and the impact on the reader (explore and compare).
Spelling objectives **Year 5/6 words**	• To spell words /ʃes/ ending it -tious (e.g. infectious). accompany average committee foreign neighbour stomach	• To spell words ending in -ent, -ence and -ency (e.g. decent decency). achieve bargain communicate forty nuisance	• To turn adjectives ending in -ible to adverbs ending in -ibly (e.g. forcible and forcibly). amateur category frequently	• To spell words using hyphens, joining prefixes to words beginning with a vowel (e.g. co-ordinate). apparent conscience government occupy suggest	• To spell words with silent letters, where the letters used to be pronounced historically (e.g. thistle). attached controversy harass	• To spell homophones and near homophones (e.g. effect and affect). correspond identity opportunity	

Autumn 2								
	Week 1 and 2		**Week 3, 4 and 5**			**Week 6 and 7**	
Stimulus for Writing	 Black Powder by Ally Sherrick		 Hansel and Gretel by Neil Gaiman			Blog entries	
Writing purpose and genre	**Writing to inform** • Explanation text • How were criminals treated through the ages?		**Writing to entertain** • Fairy tale narrative • Characterisation • Dialogue • Action and suspense			**Writing to discuss** • Pet peeves blog	
Writing Objectives Writing craft lessons (toolkit) Retrieval objectives	• To identify relative pronouns and relative clauses. • To explore the writing craft of an explanation text. • To use brackets, dashes and commas to add detail to sentences using parenthesis. • To use a range of conjunctions to introduce a subordinate clause. • To use colons to introduce a list and semicolons in lists.	• To identify adverbs to indicate manner, time and frequency and place. • To plan an explanation text. • To write an explanation text (two days). • To publish an explanation text.	• To identify conjunctions used to introduce a subordinate clause. • To explore the writing craft of a fairy tale narrative that uses suspense and dialogue. • To precis the main events in a story using story mapping. • To use repetition in a variety of ways to build tension.	• To use hyphenated adjectives. • To plan a version of a traditional tale. • To explore character description, using precise vocabulary and embedded clauses. • To describe two contrasting settings using figurative language. • To explore the use dialogue within narrative	• To identify coordinating conjunctions. • To write a fairy tale narrative (two days). • To publish a fairy tale narrative. • **SPaG paper in pairs and as a class**	• To identify modal verbs to indicate degrees of possibility. • To explore the writing craft of a blog entry. • To explore the use of formal and informal language used in a blog entry. • To understand how to use the passive voice. • To understand how to use semicolons in a list.	• To identify the active and passive voice. • To plan and write a blog entry (two days). • To publish a blog entry.

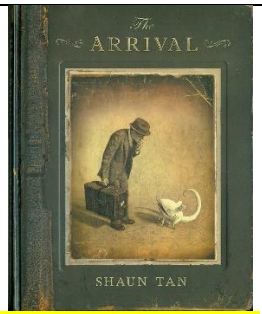
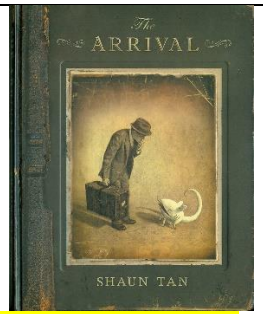
			• To explore openings to engage the reader.	to advance the action.			
Reading Objectives	• To use more than one piece of evidence to support an inference made about a character's thoughts, feelings or motive (inference).	• To explore and compare character's motives in a text (Falcon vs. Hunt) (explore and compare).	• To discuss how an author has used language and its impact on the reader – create an atmosphere (vocabulary).	• To make predictions from details stated and implied, using evidence from the text (prediction).	• **Reading assessment**	• To understand how vocabulary links to meaning of a text (vocabulary).	• **Christmas sing**
Spelling objectives **Year 5/6 words**	• To spell homophones and near homophones (e.g. morning and mourning). dictionary individual secretary	• To spell words with a + double consonant (e.g. assembly , anniversary). desperate language rhythm	• To spell words endng in -ance, -an and -ation using root words (e.g. expectant expectation). determined temperature	• To spell adjectives ending in -able (e.g. reasonable). especially marvellous interrupt persuade	• To spell adverbs ending in -ably (e.g. believably). definite environment	• To use the rule 'I' before 'e' except after 'c' and some exceptions (e.g. conceit). excellent prejudice system	

Spring 1						
	Week 1 and 2		**Week 3 and 4**		**Week 5 and 6**	
Stimulus for Writing	 Poems from the first World War		WW1 Historical Sources		Gas Mask! Portal Story	
Writing purpose and genre	**Poetry writing**		**Writing to paint a picture in the reader's mind** • Settings		**Writing to entertain** • Portal narrative • Settings • Characterisation • Openings/endings	
Writing Objectives Writing craft lessons (toolkit) Retrieval objectives	• To compare poems from WW1, looking at structure and language used.	• To identify nouns and noun phrases. • To explore vocabulary for war-time poetry. • To plan a poem linked to WW1. • To write a poem. • To publish and perform a poem linked to WW1.	• To identify different types of pronouns. • To explore the writing craft of setting descriptions. • To use punctuation to separate an independent clause (semicolons and colons). • To explore figurative language to bring a setting to life (similes, metaphors, adjectives, verb choices, **assonance,** alliteration and rhyme). • To choose adverbs, adverbial phrases and fronted adverbials to introduce sentences.	• To identify prepositions. • To plan a description of a battlefield. • To write a description. • To publish a setting description. • **Sleeping beauty show**	• To identify the subject and object of a sentence. • To explore the writing craft of a portal story. • To story map the structure of portal story. • To explore sentence structures to use in a narrative story. • **SPaG paper**	• To identify a range of fronted adverbials. • To plan a portal story. • To write a portal story (two days). • To publish a portal story.

Reading Objectives	• To perform a poem from WW1 (fluency).	• To find examples of figurative language and how it impacts the reader and contributes to meaning (vocabulary).	• To summarise a text by ordering its main plot points (summarise).	• To distinguish between fact and opinion in a text (explore and compare).	• **Reading paper**	• To use more than one piece of evidence to support an inference made about a character's thoughts, feelings or motives (inference).
Spelling objectives **Year 5/6 words**	• To spell words using the 'ough' letter string (e.g. afterthought). aggressive necessary leisure	• To turn adjectives to adverbs by using the -ly suffix to words ending with a consonant (e.g. vivid vividly). queue variety	• To turn adjectives to adverbs by using the -ly suffix to words ending with -ble, -ple, -tle, -gle (e.g. reasonable reasonably). sacrifice		• To spell words part of word families, showing words related in meaning (e.g. vary, variety, variation, variable). soldier vegetable • To add suffixes beginning with vowel letters to words ending in -fer (e.g. confer conferred). recognise recommend vehicle	• To spell words with the /s/ phoneme spelt with the c grapheme (e.g. cemetery). yacht accommodate community

Spring 2						
	Week 1 and 2		**Week 3 and 4**		**Week 5 and 6**	
Stimulus for Writing	WW2 historical sources					
Writing purpose and genre	**Writing to persuade** • Advert to join the war effort (Women's Land Army)		**Writing to explain** • How did Britain survive the Blitz? • How do animals adapt?		**Writing to reflect/inform** • Letter from an evacuee	
Writing Objectives Writing craft lessons (toolkit) Retrieval objectives	• To identify the progressive tense. • To explore the writing craft of a persuasive advert. • To use the subjunctive form to persuade. • To use the active and passive voice. • To explore persuasive devices (repetition, rhetorical questions etc.)	• To identify the perfect tense. • To plan a persuasive advert. • To write a persuasive advert (two days) • To publish a persuasive advert.	• To identify the active and passive voice. • To explore the writing craft of an explanation text. • To practise using a variety of punctuation choices. • To practise using conjunctions to extend sentences. • To choose formal and technical vocabulary.	• To identify subordinating and coordinating conjunctions. • To plan an explanation text. • To write an explanation text(two days). • To publish an explanation text.	• To identify phrases and clauses. • To explore the writing craft of an informal letter. • To explore emotive language to use in an informal letter. • To plan an informal letter. • **SPAG paper**	• To identify the active and passive voice. • To write an informal letter (two days) • To publish an informal letter. • **Explorer day**
Reading Objectives	Application of reading skills to practise and develop skills in comprehension questions involving retrieval, inference, prediction, summarising and exploring and comparing short extracts of text.					
Spelling objectives **Year 5/6 words**	To spell words using the ending in -cial (e.g. artificial). according ancient appreciate available	To spell words ending in -tial (e.g. potential). bruise awkward cemetery	To spell words with the long 'o' sound using the graphemes ou and ow. (e.g. smoulder). competition	To spell words that can be used as nouns and verbs (e.g. challenge). develop existence explanation	To spell words part of word families (e.g. accrue , accomplish). muscle signature	To spell words part of word families (e.g. assign assignment). relevant restaurant

			convenience curiosity conscious			

Summer 1			
	Week 1 and 2	**Week 4 and 5**	**Week 3 and 6**
Stimulus for Writing	 The Arrival by Shaun Tan	SATS revision and KS2 SATs tests	 The Arrival by Shaun Tan
Writing purpose and genre	**Writing to entertain**		**Writing to reflect** • Recount – diary entries
Writing Objectives	• • To switch formality between formal and informal language. • To use modal verbs to indicate degrees of possibility. • To use relative clauses, including where the relative pronoun has been omitted. • To use semicolons in lists. • To use the subjective mood. To use the perfect form of verbs.		• . To create imagery using figurative language (similes, metaphors, adjectives, verb choices, assonance**,** alliteration and personification). • To use a wide range of fronted adverbials to indicate when, where and how, including more than one to begin a sentence and non-finite clauses. • To use colons and semicolons to separate independent clauses.
Reading Objectives	Application of reading skills to practise and develop skills in comprehension questions involving retrieval, inference, prediction, summarising and exploring and comparing short extracts of text.		• To discuss themes within a text (explore and compare). More objectives in these weeks due to SATs being complete.

Spelling objectives **Year 5/6 words**	To spell words part of word families (e.g. telegram hologram). occur parliament privilege profession	To spell words part of word families (e.g. digest congestion). thorough symbol rhyme pronunciation		

Summer 2				
	Week 1 and 2	**Week 3**	**Week 4 and 5**	**Week 6 and 7**
Stimulus for Writing	 Sea storm narrative	Conwy residential		Research using fernwoodprimary.co.uk
Writing purpose and genre	**Writing to entertain** • Adventure narrative		**Writing to discuss** • Should tourism be allowed in North Wales?	**Writing to reflect** • Newsletter all about Fernwood Primary School
Writing Objectives	• To create imagery using figurative language (similes, metaphors, adjectives, verb choices, assonance**,** alliteration and personification). • To use a wide range of fronted adverbials to indicate when, where and how, including more than one to begin a sentence and non-finite clauses. • To use colons and semicolons to separate independent clauses.		• To use organisational devices in a non-fiction text. • To punctuate bullet points to list information. • To use hyphens to avoid ambiguity.	• To use the passive voice.

	• To link ideas across paragraphs using adverbials of time, place, and number. • To use a wider range of conjunctions to introduce a subordinate clause, including relative clauses. • To use dialogue to convey character and advance the action.			
Reading Objectives	• To discuss and compare inferences made with peers and justify my views (inference). • To make comparisons across different books (explore and compare).		•	•
Spelling objectives **Year 5/6 words**	• To spell words that can be used as nouns and verbs (e.g. produce). criticise identity • To spell words that are synonyms and antonyms (e.g. elated forlorn). embarrass • To spell words that are synonyms and antonyms (e.g. ambled sauntered). interfere			

National Curriculum – Word reading	• To apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, • To read aloud and to understand the meaning of new words they meet. • To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Year 3 National Curriculum - Reading comprehension	• To develop positive attitudes to reading and 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 texts • 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 one 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.

Appendix 1 – KS2 Reading Lesson Progression

Year 3 and 4

Year 3

Fluency strategies	**whisper reading**	When reading, hold fingers in ears. Allows children to hear words internally and listen carefully to what they've read.
	word stress	Draw what you read and explain your drawings using the text to support your thinking.
	draw and read	Have one sentence and see how stressing words changes the meaning of the meaning of the sentence. I asked **you** to by me a torch.
	choral reading	Everyone reads together, keeping at an appropriate pace.
	echo reading	The teacher models the reading and the children repeat.

	segmenting sentences	Emphasis on using cues in a sentence. Notice phrases that need to be read as a unit.
	busy brain reading	Reading and thinking aloud. Asking questions as you read e.g. why do you think she's looking at the sky?... etc.
Year 3 Retrieval	**Autumn 1**: To use a contents page and subheadings to locate information in a non-fiction text. **Autumn 2**: - **Spring 1**: To use quotations from the text when retrieving information. **Spring 2**: To learn the skill of 'skim and scan' to retrieve details from a fiction text. **Summer 1**: To retrieve and record information from a fiction text. **Summer 2**:. To retrieve and record information from a non-fiction text.	• Who are the characters in this text? • When/where is the story set? • Which part of the story best describes the setting? • What do you think is happening here? • What might this mean? • How might I find the information quickly? • What can I use to help me navigate this book? • How would you describe the story? • Whose perspective is the story told from?
Year 3 Vocabulary	**Autumn 1**: To use dictionaries to check the meaning of words. **Autumn 2**: To use dictionaries to check the meaning of words with more than one meaning. **Spring 1**: To find the meaning of words using substitution within a sentence. **Spring 2**: To find the meaning of words using clues from the text. **Summer 1**: To discuss words and phrases that capture the reader's interest and imagination. **Summer 2**: -.	• What does this word/phrase/sentence tell you about the character/setting/mood? • Can you find this word in the dictionary? • By writing this way, what effect has the author created? • What other words/phrases could the author have used here? • Which word tells you that…? • Find and highlight the word that is closest in meaning to…?
Year 3 Inference	**Autumn 1**: - **Autumn 2**: To infer characters thoughts and feelings from images. **Spring 1**: To infer characters thoughts and feelings using videos/stimuli. **Spring 2**: To infer characters thoughts and feelings from their actions in the text. **Summer 1**: To infer characters motives from their stated actions. **Summer 2**: To justify inferences using evidence from the text.	• What do you think…means? • Why do you think that? • Why do you think..? • Can you explain why…? • What do these words mean and why do you think that the author has chosen them? • Find and copy a group of words which show…? • How does the description of…show they are…? • Who is telling the story? • Why has the character done this at this time?
Year 3 Prediction	**Autumn 1**: - **Autumn 2**: To make predictions about what will happen next using an image. **Spring 1**: - **Spring 2**: - **Summer 1**: To use prior knowledge to make predictions from a text. **Summer 2**: To justify predictions using evidence from a text.	• Can you think of another story with a similar theme? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this setting? • What happened before this? What do you think will happen after? • Do you think the setting will have an impact on the plot moving forward?

Year 3 Summarising	**Autumn 1**: To identify the key points in one paragraph using the 5Ws. **Autumn 2**: To create an image summary board for a story/text. **Spring 1**: To distinguish between the important and less important detail in a text. **Spring 2**: To create a written summary board for a story/text. **Summer 2**: To give a brief verbal summary of a whole story. **Summer 2**: To identify themes across a range of books.	• What is the main point in this paragraph? • Sum up what has happened so far in X words or less. • Which is the most important part in these paragraphs? • Do any sections/paragraphs deal with the same themes? • Have you noticed notices any similarities between this text and any others you read? • What do I need to jot down to remember what I have read?
Year 3 Exploring and comparing	**Autumn 1**: To discuss the features of non-fiction books. **Autumn 2**: To discuss the features of poetry. **Spring 1**: - **Spring 2:** To perform a playscript (fluency). **Summer 2**: To discuss the author's choice of presentation for a non-fiction text. **Summer 2**: To describe different characters reactions to the same event in a book. **Summer 2**: To compare different genres of fiction texts.	• What is similar/different about two characters? • Explain why…did that • Describe different characters' reactions to the same event. • Is this as good as...? • Why do you think they chose to order the text this way? • What is the purpose of the text and why do you think it was written for? • Give one way … are similar/different to… • What is the author's viewpoint? How do you know? • How are these two sections in the text linked?

Year 4

Fluency strategies	**whisper reading**	When reading, hold fingers in ears. Allows children to hear words internally and listen carefully to what they've read.
	jotting notes/draw and read	Draw what you read and explain your drawings using the text to support your thinking. Jot down notes around a text to secure and explain understanding.
	word stress	Have one sentence and see how stressing words changes the meaning of the meaning of the sentence. I asked **you** to by me a torch.

	choral reading	Everyone reads together, keeping at an appropriate pace.
	echo reading	The teacher models the reading and the children repeat.
	segmenting sentences	Emphasis on using cues in a sentence. Notice phrases that need to be read as a unit.
	busy brain reading	Reading and thinking aloud. Asking questions as you read e.g. why do you think she's looking at the sky?... etc.
	alphabet fluency	Write out the alphabet. Read aloud A B C etc. Put in punctuation at varied spaces to break it up.
	from me to you	Working in pairs, children read a sentence of passage then swap with their partner. Partners give each other feedback on their fluency.
	repeated reading	Read again and again.

Year 4 Retrieval	**Autumn 1**: - **Autumn 2**: To use quotes to support answers to questions about the text. **Spring 1**: To retrieve and record information from a fiction text. **Spring 2**: To retrieve and record information from a non-fiction text. **Summer 1**: To retrieve and record information from a poetry text. **Summer 2**: -	• Find the …in this text. Is it anywhere else? • When/where is the story set? How do you know? • Find the part of the story that describes the setting. • What do you think is happening here? Why? • What might this mean? • How might I find the information quickly? • What can I use to help me navigate this book? • How can you use the subheading to help you here? • Whose perspective is the story told from? How do you know?
Year 4 Vocabulary	**Autumn 1**: To use dictionaries to check the meaning of words, checking the correct word class and definition. **Autumn 2**: To use a thesaurus to find synonyms. **Spring 1**: To find the meaning of new words using the context of the sentence. **Spring 2**: To discuss why words have been chosen and their effect on the reader. **Summer 1**: To explain how words and phrases capture the interest of the reader. **Summer 2**: To discuss new and unusual vocabulary and clarify the meaning of these.	• What does this word/phrase/sentence tell you about the character/setting/mood? • Can you find a word with a similar meaning in the dictionary or thesaurus? • By writing …, what effect has the author created? • What other words/phrases could the author have used here? • Which word tells you that…? • Find and highlight the word that is closest in meaning to…?
Year 4 Inference	**Autumn 1**: To infer character's feelings and thoughts using evidence from the text. **Autumn 2**: To infer characters motives using evidence from the text. **Spring 1**: To use more than one piece of evidence in a text to justify an inference. **Spring 2**: To infer character's feelings and thoughts using evidence from the text using poetry. **Summer 1**: To make inferences about a poetry text. **Summer 2**: To use	• What do you think…means? • Why do you think that? Could it be anything else • I think…do you agree? Why/ why not? • Can you explain why…? • Can you explain why using two pieces of evidence? • What do these words means and why do you think the author chose them? • Find and copy a group of words that show that… • What impression of … do you get from this paragraph?

Year 4 Prediction	**Autumn 1**: - **Autumn 2**: To use prior knowledge and details from the text to make predictions. **Spring 1**: - **Spring 2**: To make and justify predictions using evidence from the text. **Summer 1**: To monitor predictions and compare them with the text as you read on. **Summer 2**: To monitor predictions and compare them with the text as you read on.	• Can you think of another story with a similar theme? How do the plots differ? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this setting? • What does this paragraph suggest will happen next? • Do you think … will happen? Explain your answers using evidence from the text. • How accurate was your prediction? Why do you think the author chose to do it that way?
Year 4 Summarising	**Autumn 1**: To highlight key information in a text and record in diagrams. **Autumn 2**: To highlight key information in a text and record in bullet points. **Spring 1**: To write a brief summary of the main points of a paragraph, using important information. **Spring 2**: To use the main ideas from more than one paragraph to create a summary. **Summer 1**: To write a brief summary of the main points of a chapter, using important information. **Summer 2**: To write a brief summary of the main points of a story, using important information.	• What is the main point in this paragraph? Is it mentioned anywhere else? • When/where is this story set? How do you know? • Sum up what has happened so far in X words/seconds or less. • Which is the most important part in these paragraphs? • Do any sections/paragraphs deal with the same themes? • What will be the best way to record this summary? • What do I need to jot down to remember what I have read?
Year 4 Exploring and comparing	**Autumn 1**: - **Autumn 2**: To discuss how language, structure and presentation contribute to meaning in a non-fiction text. **Spring 1**: - **Spring 2:** To discuss how language, structure and presentation contribute to meaning in a non-fiction text. **Summer 1**: To compare characters, discussing the author's choice. **Summer 2**: To compare characters, discussing the author's choice.	• What is similar/different about two characters? • Explain why…did that • Describe different characters' reactions to the same event. • Is this as good as...? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • How does the author engage the reader here? • Which section was the most…? Why? • Give one way … are similar/different to…

Year 5 and 6

Year 5

Fluency strategies	**performance reading**	Read a passage of text, story or poem aloud to the class, focussing on how it should be performed, volume, prosody and intonation, pauses for dramatic effect and expression.

	text marking	Highlight and mark a passage of text to aid understanding and fluency.
	word stress	Have one sentence and see how stressing words changes the meaning of the meaning of the sentence. I asked **you** to by me a torch.
	choral reading	Everyone reads together, keeping at an appropriate pace.
	echo reading	The teacher models the reading and the children repeat.
	busy brain reading	Reading and thinking aloud. Asking questions as you read e.g. why do you think she's looking at the sky?... etc.
	alphabet fluency	Write out the alphabet. Read aloud A B C etc. Put in punctuation at varied spaces to break it up.
	from me to you	Working in pairs, children read a sentence of passage then swap with their partner. Partners give each other feedback on their fluency.
	repeated reading	Read again and again.
	timed reading	Teacher models reading a passage of text and times themselves doing it. Children then time themselves, trying t match the pace of the teacher.

Year 5 Retrieval	**Autumn 1**: To read a section of text before and after to retrieve information from a text. **Autumn 2**: - **Spring 1**: To retrieve and record information from a non-fiction text. **Spring 2**: To retrieve and record information from an archaic text. **Summer 1**: - **Summer 2**: -	• Find the …in this text. Is it anywhere else? • When/where is the story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • Find the paragraph where…
Year 5 Vocabulary	**Autumn 1**: To explore the meaning of words in context, confidently using a dictionary. **Autumn 2**: To read around a word to explore its meaning in a section or paragraph of text. **Spring 1**: To investigate alternative word choices that could be made. **Spring 2**: To look at an author's use of figurative language. **Summer 1**: To discuss how the author's choice of language impacts the reader. **Summer 2**: To evaluate the author's use of language.	• Can you find … in the dictionary or thesaurus? • What does this word/sentence/phrase tell you about the character/setting/plot? • By writing …, what effect has the author created? • What other words/phrases could the author have used here? • How has the author made you/this feel by writing…? Why? • Find a word which demonstrates… • Find and highlight the word which is closest in meaning to… • Can you re-write this in the style of the author using your own words? • How have similes and metaphors been used to enhance the text? • Find and highlight the word that is closest in meaning to…?
Year 5 Inference	**Autumn 1**: To infer and explain a character's personality, using their behaviours. **Autumn 2**: To infer character's feelings and thoughts from a text using their actions. **Spring 1**: To make inferences about a character's thoughts, feeling and motive using evidence from the text. **Spring 2**: To understand how figurative language can infer meaning. **Summer 1**: To draw evidence from more than one place in a text to make an inference. **Summer 2**: To draw evidence from more than one place in a text to make an inference.	• What do you think…means? Why do you think that? Could it be anything else? • I think…do you agree? Why/ why not? • Can you explain why…? • Why do you think the author decided to…? • Can you explain why? Can you find me evidence from somewhere else in the text? • What do these words means and why do you think the author chose them? • How does the author make you feel? • What impression do you get of … from these paragraphs?

Year 5 Prediction	**Autumn 1**: - **Autumn 2**: To make predictions about details stated, using evidence from the text. **Spring 1**: To make predictions about details implied, using evidence in the text. **Spring 2**: To support predictions with more than once piece of evidence in a text. **Summer 1**: To confirm and modify predictions as I read on in a text. **Summer 2**: To confirm and modify predictions as I read on in a text.	• Can you think of another story with a similar theme? How do the plots differ? • Which stories have openings like this? Do you think the story will develop in the same way? • Do you think that this story will develop the same way? • Why did the author choose this setting? Will it influence the story? • How do you think…will react? • Can you predict more than one outcome and justify them? • How accurate was your prediction? Why do you think the author chose to do it that way?
Year 5 Summarising	**Autumn 1**: To summarise the main ideas drawn from a section of text/chapter, identifying key details. **Autumn 2**: To summarise the main ideas drawn from a whole text, identifying key details. **Spring 1**: To discuss themes and conventions from a chapter of text. **Spring 2**: To make connections between information across a text to write a summary. **Summer 1**: To make connections between information across a text to answer summary questions. **Summer 2**: To identify themes across a wide range of writing.	• What is the main point in this paragraph? Is it mentioned anywhere else? • When/where is this story set? How do you know? • Sum up what has happened so far in … words/seconds or less. • Which is the most important part in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • Can you highlight the key information?
Year 5 Exploring and comparing	**Autumn 1**: To discuss and evaluate the author's use of language, including figurative language, and the impact on the reader. **Autumn 2**: To discuss themes in myth/legend writing. **Spring 1**: To distinguish between fact and opinion in a text. **Spring 2:** To recommend books to my peers in detail. **Summer 1**: To provide reasoned justifications for my views. **Summer 2**: To begin to challenge points of view.	• What is similar/different about two characters? • Explain why…did that • Describe different characters' reactions to the same event. • Is this as good as...? • Does the story have a moral? • How does the author engage the audience? • What can you tell me about how this text is organised? • Why is the text been written in this way? • Which section was the most…? Why? • Give one way … are similar/different to…

Year 6

Fluency strategies	**performance reading**	Read a passage of text, story or poem aloud to the class, focussing on how it should be performed, volume, prosody and intonation, pauses for dramatic effect and expression.
	text marking	Highlight and mark a passage of text to aid understanding and fluency.
	word stress	Have one sentence and see how stressing words changes the meaning of the meaning of the sentence. I asked **you** to by me a torch.
	choral reading	Everyone reads together, keeping at an appropriate pace.

	echo reading	The teacher models the reading and the children repeat.
	busy brain reading	Reading and thinking aloud. Asking questions as you read e.g. why do you think she's looking at the sky?... etc.
	peer tutoring	Peers listen to each other reading, offering advice about fluency.
	repeated reading	Read again and again.
	timed reading	Teacher models reading a passage of text and times themselves doing it. Children then time themselves, trying t match the pace of the teacher.

Year 6 Retrieval	**Autumn 1**: To use skim and scan as well as reading before and after retrieving information from a text. **Autumn 2**: **Spring 1**: To retrieve and record information from a non-fiction text. **Spring 2**: - **Summer 1**: To use evidence to retrieve information from a poetry text. **Summer 2**: To ask my own questions, following a line of enquiry.	• Find the …in this text. Is it anywhere else? • When/where is the story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • Find the paragraph where… • Match the events below to… • Who has… ? What is…?
Year 6 Vocabulary	**Autumn 1**: To read around a word to explore its meaning of words in context. **Autumn 2**: To evaluate the author's use of language and its impact on the reader. **Spring 1**: To find examples of figurative language and how it impacts the reader and contributes to meaning. **Spring 2**: -. **Summer 1**: - **Summer 2**: To evaluate and improve a poet's use of language and the impact on the reader.	• Can you find … in the dictionary or thesaurus? • What does this word/sentence/phrase tell you about the character/setting/plot? • By writing …, what effect has the author created? • What other words/phrases could the author have used here? • How has the author made you/this feel by writing…? Why? • Find a word which demonstrates… • Find and highlight the word which is closest in meaning to… • Can you re-write this in the style of the author using your own words? • How have similes and metaphors been used to enhance the text? • Find and highlight the word that is closest in meaning to…? • Explain two things the words _____ and _____ suggest. • Find and highlight the word which is closest in meaning to… • Can you re-write this in the style of the author using your own words? • How have similes and metaphors been used to enhance the text? • Find and highlight the word that is closest in meaning to…? • Find a word that demonstrates…
Year 6 Inference	**Autumn 1**: To make inferences about character's thoughts, feeling and motives using evidence from a text. **Autumn 2**: To use more than one piece of evidence to support an inference made about a character's thoughts, feelings or motive. **Spring 1**: **Spring 2**: - **Summer 1**: - **Summer 2**: To To discuss how character's change and develop throughout a text by drawing inferences from different parts of a text. discuss and compare inferences made with peers to justify my views.	• What do you think…means? Why do you think that? Could it be anything else? • I think…do you agree? Why/ why not? • Can you explain why…? • Why do you think the author decided to…? • Can you explain why? Can you find me evidence from somewhere else in the text? • What do these words means and why do you think the author chose them? • How does the author make you feel? • What impression do you get of … from these paragraphs? • How does _____ suggest that the characters are…? • How can you tell that…? • What evidence is there that …? • What does this paragraph tell you about _____'s character?

Year 6 Prediction	**Autumn 1**: - **Autumn 2**: To make predictions about details stated and implied, using evidence from the text. **Spring 1**: To support predictions using relevant evidence from a text. **Spring 2**: - **Summer 1**: - **Summer 2**: -	• Can you think of another story with a similar theme? How do the plots differ? • Which stories have openings like this? Do you think the story will develop in the same way? • Do you think that this story will develop the same way? • Why did the author choose this setting? Will it influence the story? • How do you think…will react? • Can you predict more than one outcome and justify them? • How accurate was your prediction? Why do you think the author chose to do it that way?
Year 6 Summarising	**Autumn 1**: To summarise the main ideas drawn from a text, identifying key details. **Autumn 2**: To summarise information across texts by analysing and evaluating ideas between sections of text. **Spring 1**: To summarise a text by ordering its main plot points. **Spring 2**: - **Summer 1**: - **Summer 2**: To make comparisons across different books.	• What is the main point in this paragraph? Is it mentioned anywhere else? • When/where is this story set? How do you know? • Sum up what has happened so far in … words/seconds or less. • Which is the most important part in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • Can you highlight the key information? • What is the main message of…? • Which statement is the best summary of…?
Year 5 Exploring and comparing	**Autumn 1**: To discuss and evaluate the author's use of language, including figurative language, and the impact on the reader. **Autumn 2**: To discuss and evaluate the author's structure to writing. **Spring 1**: To distinguish between fact and opinion in a text. **Spring 2:** - **Summer 1**: - **Summer 2**: To give recommendations to my peers, giving reasons for my choices.	• What is similar/different about two characters? • Explain why…did that • Describe different characters' reactions to the same event. • Is this as good as...? • Does the story have a moral? • How does the author engage the audience? • What can you tell me about how this text is organised? • Why is the text been written in this way? • Which section was the most…? Why? • Give one way … are similar/different to…