



# Fernwood Primary and Nursery School

## English Intent & Implementation Overview

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## 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.

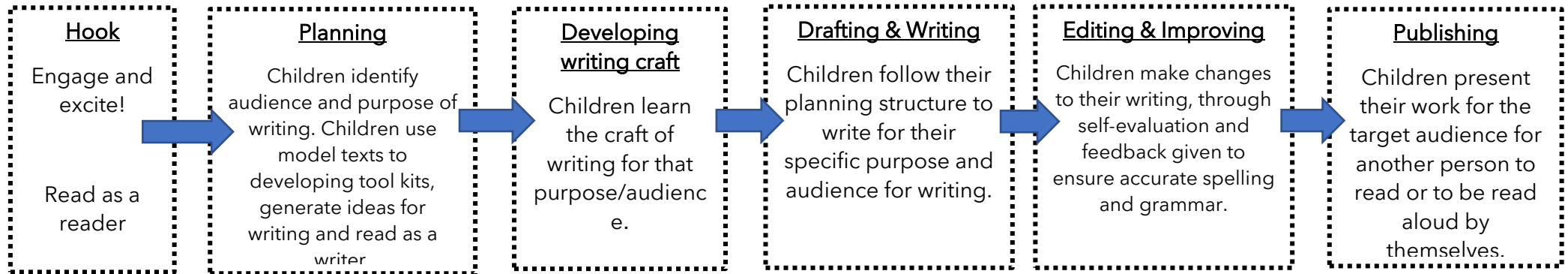
### Reading Displays and Reading Areas

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

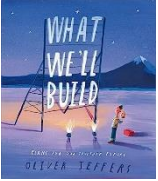
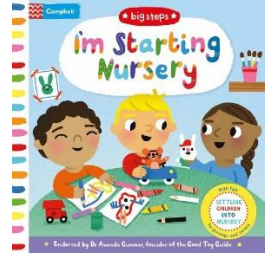
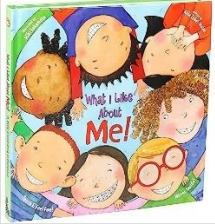
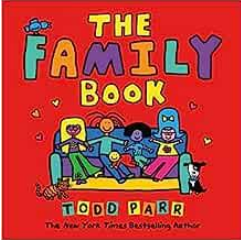

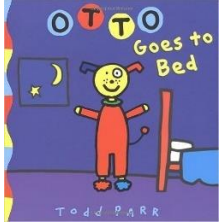
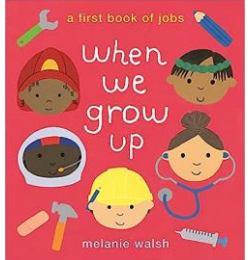
From Years 1 to 6, children are taught to:

- 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

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- 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
 <p>What We'll Build by Oliver Jeffers</p>	 <p>I'm Starting Nursery (Campbell: 2018)</p>	 <p>What I Like About Me (Allia Zobel-Nola: 2005)</p>	 <p>The Family Book (Todd Parr: 2003) (Supported by Non-Fiction Books)</p>	 <p>Colour Monster (Anna Llenas: 2012) (Supported by Non-Fiction Books)</p>	 <p>Otto Goes To Bed (Todd Parr: 2001) (Supported by Non-Fiction Books)</p>	 <p>When We Grow Up (Melanie Walsh (2020) (Supported by Non-Fiction Books)</p>
<p><u>Objectives taught each week</u></p>	<p>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</p>					




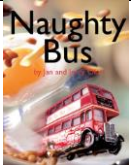
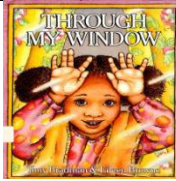
## Autumn 2

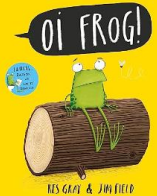
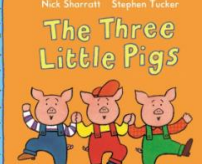
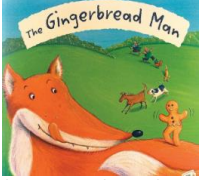
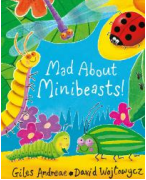

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
						
<p>The Best Diwali Ever (Sonali Shah: 2021) (Supported by Non-Fiction Books)</p>	<p>Little Acorn (Nature Stories: 2020) (Supported by Non-Fiction Books)</p>	<p>The Gruffalo (Julia Donaldson: 1999) (Supported by Non-Fiction Books)</p>	<p>Boogie Bear by David Walliams</p>	<p>Little Owls Night (Divya Srinivasan: 2011) (Supported by Non-Fiction Books)</p>	<p>What's A Christmas (Hayley Down: 2015) (Supported by Non-Fiction Books)</p>	<p>Twinkly, Twinkly Nativity (Sam Taplin: 2021) (Supported by Non-Fiction Books)</p>
<p><b>Objectives taught each week</b></p>	<p>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</p>					

## Spring 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
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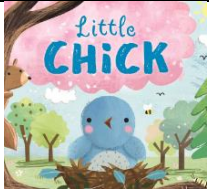
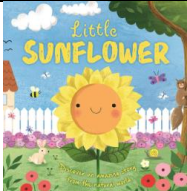
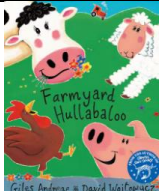
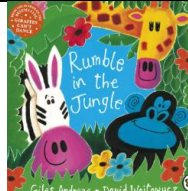
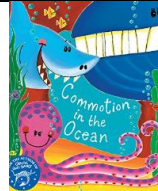
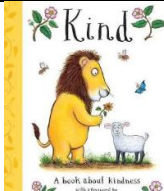


 Little Snowflake (Nature Stories: 2020) 2 days	 Little Snowflake (Nature Stories: 2020)	 Polar Bear Island (Lindsay Bonilla: 2018)	 Whose Hat Is This? (Katz Cooper: 2006)	 The Naughty Bus (Jan Oke: 2004)	 Through My Window (Tony Bradman: 1986)
<b>Objectives taught each week</b>	To listen to and enjoy 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				

Spring 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
 Oi Frog (Kes Gray: 2014)	 The Three Little Pigs (Nick Sharratt: 2001)	*World Book Week Text	 The Gingerbread Man (Estelle Corke: 2007)	 Mad About Mini-Beasts (Giles Andreae: 2011)	 We're Going On An Egg Hunt (Laura Hughes: 2016)
<b>Objectives taught each week</b>	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				

Summer 1					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6



 Little Chick (Nature Stories: 2020)	 Little Sunflower (Nature Stories: 2020)	 Farmyard Hullabaloo (Giles Andreae: 1999)	 Rumble in the Jungle (Giles Andreae: 1996)	 Commotion in the Ocean (Giles Andreae: 1996)	 Kind (Axel Scheffler: 2019)
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<b>Objectives taught each week</b>	<ul style="list-style-type: none"> <li>To listen to and enjoy the story</li> <li>To understand key words from the story</li> <li>To say what happened in the text by looking at the pictures</li> <li>To contribute to a share sentence based on the text</li> <li>To talk about their favourite part of the story</li> </ul>
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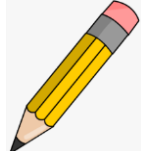
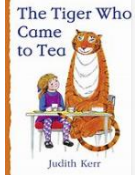


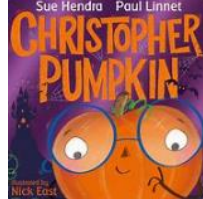
## Summer 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
 Amazing Aeroplanes (Tony Mitton: 2002)	 Look What I Found (Moirra Butterfield: 2021)	 Mad About Dinosaurs (Giles Andreae: 2014)	*Big Arts Week Text	 My First Artists (Sanchez Vagara: 2021)	 Summer (Ailie Busby: 2015)	 Colour Monster Goes To School (Anna Llenas: 2018)	 Super Duper You (Sophy Henn: 2019)

<b>Objectives taught each week</b>	<ul style="list-style-type: none"> <li>To listen to and enjoy the story</li> <li>To understand key words from the story</li> <li>To say what happened in the text by looking at the pictures</li> <li>To contribute to a share sentence based on the text</li> <li>To talk about their favourite part of the story</li> </ul>
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## Foundation 2 (Reception)

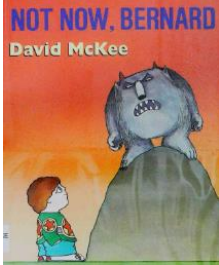

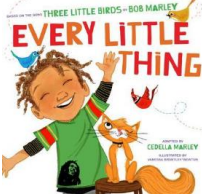



*Additional English objectives are developed within different workshop areas.*

	Autumn 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Stimulus for Writing	 Reading spine books	 Reading spine books	 Name writing	 The Tiger who came to tea	 Goldilocks	 Meg and Mog	 Christopher pumpkin
Writing purpose and genre	Writing to entertain <ul style="list-style-type: none"> <li>Fiction</li> </ul>		Writing to inform -Non-fiction	Writing to entertain <ul style="list-style-type: none"> <li>Fiction</li> </ul>	Writing to entertain <ul style="list-style-type: none"> <li>Traditional tale</li> </ul>	Writing to entertain <ul style="list-style-type: none"> <li>Fiction</li> </ul>	Writing to entertain <ul style="list-style-type: none"> <li>Fiction</li> </ul>

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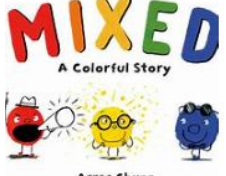

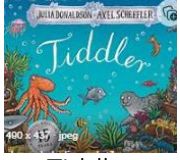


<b>Reading and comprehension Objectives</b>	To listen to and enjoy the story  -To be able to talk about a favourite part of the story  -To recognise words with the same initial sounds	-To listen to and reflect on the story  - To begin to hear the initial sounds of words  -To begin to say a simple sentence orally  -To say which part of the story is their favourite	-To listen to and enjoy a story  -To make links to their own lives  -To say what letters are in their name  -To say their name in a sentence	-To listen to a story and name the main character  -To retell a story through play  -To use newly learnt vocabulary  -To begin to ask questions about the story	-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 wonder about and share ideas about the story.	- To listen to and enjoy the story  -To be able to talk about the key events in the story  -To say a sentence orally  -To verbally join simple phrases using 'and'	-To repeat and use new vocabulary  To identify the characters in the story  -To recognise words with the same initial/middle/end sounds  -To begin to blend sounds into words made up of known letter-sound correspondence
<b>Writing objective</b>	-To make marks and share their meaning	-To make marks and give meaning to them	-To begin to write their own name	- To begin to write the initial sounds of words	-To begin to write some lower case letters correctly	-To write initial sounds for identified words	-To write some lowercase letters correctly
<b>Phonics</b>	Week 1 s a t p	Week 2 l n m d		Week 3 g o c k	Week 4 c k e u r	Week 5 h b f l	Week 6 - consolidation
<b>Handwriting</b>		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
<b>Stimulus for Writing</b>	 <p>Not now Bernard</p>	 <p>Room on the Broom</p>	 <p>Every little thing by Cedella Marley</p>	 <p>Roadrunner</p>	 <p>Gingerbread Man</p>	 <p>The Christmas Pine</p>
<b>Writing purpose and genre</b>	Writing to entertain -Fiction	Writing to entertain -Fiction	Writing to entertain -Animation	Writing to entertain - Animation	Writing to entertain -Traditional tale	Writing to entertain - Fiction
<b>Reading and comprehension objectives</b>	<ul style="list-style-type: none"> <li>-To recognise words with the same initial sounds</li> <li>-To wonder about the characters in the story</li> <li>-To begin to say a simple sentence orally and count the words</li> <li>-To begin to verbally join sentences using 'and'</li> </ul>	<ul style="list-style-type: none"> <li>-To listen to and enjoy the story</li> <li>-To match an action to newly learnt vocabulary</li> <li>-To wonder what might happen in the story</li> <li>-To be able to talk about the key events in the story</li> </ul>	<ul style="list-style-type: none"> <li>-To use newly learnt vocabulary when talking about the story</li> <li>-To say a sentence using and</li> <li>-To talk about the characters and setting of the clip</li> <li>-To spell words by identifying the sounds</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to hear the initial sound of a word</li> <li>-To say what will happen next in the story</li> <li>-To begin to read some tricky words</li> <li>- To repeat and use newly learnt vocabulary in the story</li> </ul>	<ul style="list-style-type: none"> <li>-To say a simple sentence orally and then count the words</li> <li>-To match taught graphemes and phonemes</li> <li>-To repeat new vocabulary in the context of a story</li> <li>-To predict what might happen in the story</li> </ul>	<ul style="list-style-type: none"> <li>-To talk about the main events in the story</li> <li>-To recognise words with the same initial sounds</li> <li>-To verbally join two simple sentences using 'and'</li> <li>-To say what will happen next in the story</li> </ul>
<b>Writing objectives</b>	-To hear and write the initial sound of a word	-To draw and write about their favourite part of the story	-To begin to spell words by identifying the sounds and graphemes	-To be able to write their own name	-To write some lowercase letters correctly	-To begin to blend and write some sounds into words using known letter-sounds correspondence
<b>Phonics</b>	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

<b>Handwriting</b>	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
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## Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Stimulus for Writing</b>	 Lost and Found	 Mixed	 The Colour Monster	 Tiddler	 A little bit brave	 The magic roundabout
<b>Writing purpose and genre</b>	Writing to entertain <ul style="list-style-type: none"> <li>Fiction</li> </ul>	Writing to entertain <ul style="list-style-type: none"> <li>Fiction</li> </ul>	Writing to entertain <ul style="list-style-type: none"> <li>Fiction</li> </ul>	Writing to entertain <ul style="list-style-type: none"> <li>Journey story</li> </ul>	Writing to entertain <ul style="list-style-type: none"> <li>Fiction</li> </ul>	Writing to entertain <ul style="list-style-type: none"> <li>Fiction</li> </ul>
<b>Reading and comprehension objectives</b>	<ul style="list-style-type: none"> <li>-To identify the characters in the story</li> <li>-To wonder what will happen next</li> <li>-To blend sounds into words</li> <li>-To explain their understanding using 'because'</li> </ul>	<ul style="list-style-type: none"> <li>-To listen to and enjoy the story</li> <li>--To read simple sentences containing known letter sounds</li> <li>-To predict what will happen</li> <li>-To make marks and give meaning to those marks</li> </ul>	<ul style="list-style-type: none"> <li>-To read and reflect on the story</li> <li>-To read sentences back to check</li> <li>-To say and write words with the same initial sound for phase 2 phonemes</li> <li>-To ask questions about the story</li> </ul>	<ul style="list-style-type: none"> <li>-To read and spell some high frequency tricky words</li> <li>-To share read sentences</li> <li>-To name and talk about the setting of the story</li> <li>-To wonder about their ideas</li> </ul>	<ul style="list-style-type: none"> <li>-To begin to use sound buttons to identify how many sounds are in a word</li> <li>-To talk about the story in correct order</li> <li>-To talk about the characters in the story</li> <li>-To blend sounds into words</li> </ul>	<ul style="list-style-type: none"> <li>-To use newly learnt vocabulary in context</li> <li>-To read short sentences using known letter sounds</li> <li>-To read sentences back to check</li> <li>-To begin to predict what will happen next</li> </ul>
<b>Writing objective</b>	-To write shared sentences about the story	-To write cvc words and labels using previously taught sounds	-To write cvc words	-To begin to use capital letters, finger spaces and full stops	-To write simple sentences including tricky words	-To form lower-case letters correctly
<b>Phonics</b>	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
<b>Handwriting</b>	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






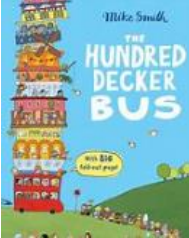

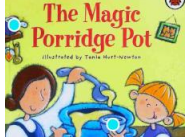
## Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Stimulus for Writing</b>	 <p><i>We're Going on a Bear Hunt</i></p> <p>We're going on a bear hunt</p>	 <p>WHERE THE WILD THINGS ARE</p> <p>STORY AND PICTURES BY MAURICE SENDAK</p> <p>Where the wild things are</p>	 <p>Ladybird First Favourite Tales</p> <p>Hansel and Gretel</p> <p>Hansel and Gretel</p>	 <p>John Burningham</p> <p>Would You Rather...</p> <p>Would you rather?</p>	 <p>Little Rabbit Foo Foo</p> <p>Little Rabbit Foo Foo</p>	 <p>Emily Gravett</p> <p>The Odd Egg</p> <p>The Odd Egg</p>
<b>Writing purpose and genre</b>	Writing to entertain -Traditional tale	Writing to entertain -Fiction	Writing to entertain -Traditional tale	Writing to entertain -Narrative	Writing to entertain -Narrative	Writing to entertain -Narrative
<b>Reading and Comprehension Objectives</b>	<ul style="list-style-type: none"> <li>-To use sounds buttons to identify how many sounds in a word</li> <li>- To blend sounds into short words</li> <li>-To answer questions about the characters</li> <li>-To retell the story using repeated phrases</li> </ul>	<ul style="list-style-type: none"> <li>-To read words back to check</li> <li>-To use talk in play to practice new vocabulary</li> <li>-To blend sounds into words</li> <li>-To imagine what would happen next</li> </ul>	<ul style="list-style-type: none"> <li>-To supply words with the same initial sounds for phase 2 phonemes</li> <li>-To listen to and talk about a story</li> <li>- To blend sounds into longer words</li> <li>-To share read code from the story</li> </ul>	<ul style="list-style-type: none"> <li>-To predict what might happen next in a story</li> <li>- To read simple sentences about the story containing known letter sounds</li> <li>-To match actions to correct vocabulary</li> <li>-To answer questions about the story</li> </ul>	<ul style="list-style-type: none"> <li>-To say a simple sentence about the story</li> <li>-To ask and questions about the character</li> <li>-To talk about the setting of the story</li> <li>-To use newly learnt vocabulary in context</li> </ul>	<ul style="list-style-type: none"> <li>- To blend sounds into words</li> <li>-To use sounds buttons to identify how many sounds in a word</li> <li>-To ask questions about the story to gain more information</li> <li>- To re-read phonetically decodable books to build up their fluency</li> </ul>
<b>Writing Objectives</b>	-To write shared sentences about the story	-To spell some high frequency tricky words	-To write short sentences using capital letters, spaces and full stops	-To write cvc words and spell some high frequency tricky words	-To write some uppercase letters correctly	-To write shared sentences about the story
<b>Phonics</b>	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 s, words with es at the end	Consolidation and assessment

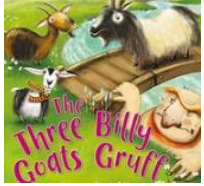

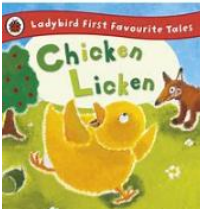
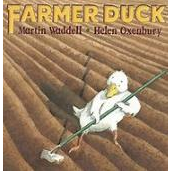

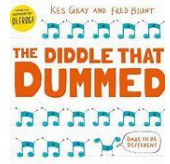


<b>Handwriting</b>	Lessons 36-38 - a and d	Lessons 39 and 40 - a and d Lessons 41 - n,m,h	Lessons 42-44 - n, m, h	Lesson 45 - n, m, h Lesson 46 and 47 - j and y	Lessons 48-50 - j and y	Lessons 51-53 - g and q
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## Summer 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Stimulus for Writing</b>	 Jack and the beanstalk	 Superworm	 The story of the little mole	 The hundred decker bus	 Wacky Races	 The Magic Porridge Pot
<b>Writing purpose and genre</b>	Writing to entertain -Traditional tale	Writing to entertain -Fantasy	Writing to entertain -journey story	Writing to entertain -Fiction	Writing to entertain -Animation	Writing to entertain -Traditional tale
<b>Reading and Comprehension Objectives</b>	-To share a favourite book with a peer -To read and reflect on the story -To wonder what will happen next in the story -To identify words containing the same graphemes	-To listen to and enjoy a story -To name the characters in the story -To name and talk about the setting -To retell a story in their own way repeating known phrases from the text	-To listen to and talk about the story -To say their own sentences about the story - Use sound buttons to segment and read words -To use newly learnt vocabulary in the correct context	-To talk about the settings in the story using learnt vocabulary - To re-tell the story to show understanding -To answer questions about the characters -To read their sentence to check it makes sense	-To join phrases with 'and' or 'but' -To ask questions. -To wonder about ideas. -To use 'because' to develop their ideas.	- To listen to and talk about the story -To talk about the characters in the story -To share their opinion of the story using because -To use newly learnt vocabulary in the correct context
<b>Writing objective</b>	- To write shared extended sentences about the story	-To write recognisable letters, most of which are correctly formed	-To form letters correctly following handwriting scheme	-To write sentences using capital letters and full stops	-To write a repetitive phrase	-To write a sentence about the beginning, middle and end
<b>Phonics</b>	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
<b>Handwriting</b>	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
<b>Stimulus for Writing</b>	 <p>Three Billy Goats gruff</p>	 <p>Hen and the fox</p>	 <p>Chicken Licken</p>	 <p>Farmer Duck</p>	 <p>Mr Benn the zookeeper</p>	 <p>The Giant Jam sandwich</p>	 <p>Tom and Jerry</p>	 <p>The diddle that dummed</p>
<b>Writing purpose and genre</b>	Writing to entertain -Traditional tale	Writing to entertain -Traditional tale	Writing to entertain -Traditional tale	Writing to entertain -Narrative	Writing to entertain -Narrative	Writing to entertain -Journey story	Writing to -Animation	Writing to -Narrative
<b>Reading and Comprehension Objectives</b>	<ul style="list-style-type: none"> <li>-To identify the main characters</li> <li>-To re-read a sentence to check</li> <li>-To spell words by identify sounds in them and representing the sounds with a letter/s,</li> <li>-To name the main events of the story</li> </ul>	<ul style="list-style-type: none"> <li>-To verbally join two sentences using 'and'</li> <li>-To read some common exception words</li> <li>- To verbally sequence the beginning, middle and ending of the story</li> <li>-To say a sound for each letter in the alphabet and at least 10 digraphs,</li> </ul>	<ul style="list-style-type: none"> <li>- To read the names of the characters</li> <li>- To read and blend newly learnt graphemes</li> <li>-To anticipate the key events in the story</li> <li>-To read aloud simple sentences that are consistent with their phonic knowledge</li> </ul>	<ul style="list-style-type: none"> <li>-To listen to and talk about the story</li> <li>-To read newly learnt vocabulary</li> <li>-To read words consistent with their phonic knowledge by sound blending,</li> <li>-To use because to develop their ideas</li> </ul>	<ul style="list-style-type: none"> <li>-To demonstrate an understanding of what has been read to them</li> <li>-To ask questions about the story</li> <li>-To join phrases with 'and' and 'but'</li> <li>-To match actions to newly learnt vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-To listen to and talk about the story</li> <li>-To read some common exception words in a sentence</li> <li>-To use and understand newly learnt vocabulary</li> <li>- To read and blend newly learnt graphemes</li> </ul>	<ul style="list-style-type: none"> <li>-To say a sentence orally for writing and count the words</li> <li>- To repeat new vocabulary in the context of a story</li> <li>-To read and reflect on the story</li> <li>-To answers questions about the story</li> </ul>	<ul style="list-style-type: none"> <li>-To say what they think might happen next in the story</li> <li>-To ask questions about the story</li> <li>-To answer questions about the story</li> <li>-To read aloud simple sentences linked to the story</li> </ul>
<b>Writing objective</b>	-To write a sentence	-To write sentences	-To write a sentence for the	-To write phrases by	-To write newly learnt	-To write sentences using	-To write phonetically plausible sentences	-To write a sentence to

	including key vocabulary	including capital letters and full stops	beginning, middle and end	identify sounds within	vocabulary within a sentence	capital letters and full stops		match an image
<b>Phonics</b>	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

## Early learning goals

**Writing** – Write recognisable letters, most of which are correctly formed, spell words by identify sounds in them and representing the sounds with a letter/s, write simple phrases and sentences that can be read by others, to hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases (fine motor).

**Reading** – To say a sound for each letter in the alphabet and at least 10 digraphs, read words consistent with their phonic knowledge by sound blending, read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**Comprehension** – Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary, to anticipate, where appropriate, key events in the story, to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.

## Implementation Overviews Years 1 - 6

### Year 1 National Curriculum Objectives

#### Reading

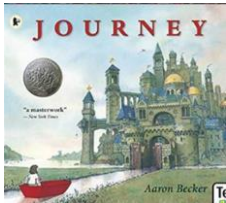
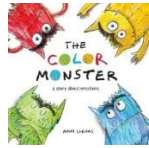
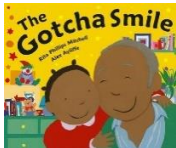


<p style="writing-mode: vertical-rl; transform: rotate(180deg);">National Curriculum - Word reading</p>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• ☐ respond speedily with the correct sound to graphemes (letters or groups of letters)</li> <li>• for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• ☐ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• ☐ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• ☐ read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>• ☐ read other words of more than one syllable that contain taught GPCs</li> <li>• ☐ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• ☐ 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</li> <li>• ☐ re-read these books to build up their fluency and confidence in word reading.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 1 National Curriculum - Reading comprehension</p>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:             <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- being encouraged to link what they read or hear read to their own experiences</li> <li>- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>- recognising and joining in with predictable phrases</li> <li>- learning to appreciate rhymes and poems, and to recite some by heart</li> </ul> </li> <li>- discussing word meanings, linking new meanings to those already known</li> <li>• ☐ understand both the books they can already read accurately and fluently and those they listen to by:             <ul style="list-style-type: none"> <li>-☐ drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>-☐ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>- discussing the significance of the title and events</li> <li>- making inferences on the basis of what is being said and done</li> <li>- predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>• ☐ participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• ☐ explain clearly their understanding of what is read to them.</li> </ul>

## Writing

National Curriculum - Transcription and Handwriting	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>• spell:           <ul style="list-style-type: none"> <li>- words containing each of the 40+ phonemes already taught</li> <li>- common exception words</li> <li>- the days of the week</li> </ul> </li> <li>• name the letters of the alphabet:           <ul style="list-style-type: none"> <li>- naming the letters of the alphabet in order</li> <li>- using letter names to distinguish between alternative spellings of the same sound</li> </ul> </li> <li>• add prefixes and suffixes:           <ul style="list-style-type: none"> <li>- using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>- using the prefix un-</li> <li>- 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]</li> </ul> </li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul> <p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</li> </ul>
National Curriculum - Composition	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>• write sentences by:           <ul style="list-style-type: none"> <li>- saying out loud what they are going to write about</li> <li>- composing a sentence orally before writing it</li> <li>- sequencing sentences to form short narratives</li> <li>- re-reading what they have written to check that it makes sense</li> </ul> </li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read their writing aloud, clearly enough to be heard by their peers and the teacher</li> </ul>
National Curriculum - Vocabulary, Grammar	<p>Pupils are taught to develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using 'and'</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• learning the grammar for year 1 in English appendix 2</li> <li>• and using the grammatical terminology in English English appendix 2 in discussing their writing</li> </ul>
English	<ul style="list-style-type: none"> <li>• Use -s or -es for the suffix of plural nouns.</li> <li>• Add suffixes -ing -ed and -er when no change is needed to the root word</li> </ul>

- 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'

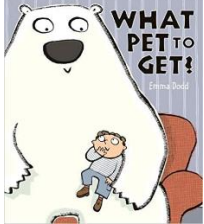

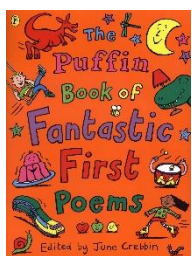
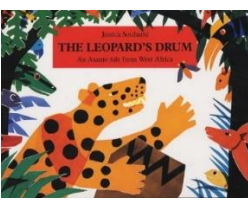
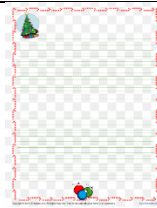


## Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 and 7	
<b>Stimulus for Writing</b>	 Journey by Aaron Becker	 The Colour Monster by Anna Llenas DRAWING CLUB	 Gotcha Smile by Rita Philips DRAWING CLUB	 Funny Bones by Janet and Alan Ahlberg DRAWING CLUB	 After the storm By Nick Butterworth DRAWING CLUB		
<b>Writing purpose. Genre</b>	<b>Writing to entertain</b> Genre: Fiction - Story	<b>Writing to entertain</b> Genre: Fiction - Story	<b>Writing to entertain</b> <b>Genre:</b> Journey Story	<b>Writing to entertain</b> <b>Genre:</b> Descriptive narrative		<b>Writing to entertain</b> <b>Genre:</b> Descriptive narrative	
<b>Writing Objectives</b>	<ul style="list-style-type: none"> <li>• To leave spaces between words.</li> <li>• To begin to punctuate sentences with a full stop and capital letter.</li> <li>• To say out loud what they are going to write about.</li> </ul>	<ul style="list-style-type: none"> <li>• To leave spaces between words.</li> <li>• To write sentences by saying out loud what they are going to write about</li> <li>• To sequence sentences to retell short narratives</li> <li>• To read and write common exception words in a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• To use drama</li> <li>• To begin form lower case correctly, starting and finishing in the correct place.</li> <li>• To sequence sentences to for a short narrative</li> <li>• To use adjectives to describe</li> </ul>	<ul style="list-style-type: none"> <li>• To make a story plan to stimulate writing ideas.</li> <li>• To say out loud what they are going to write about</li> <li>• To begin to punctuate sentences with a full stop and capital letter.</li> <li>• To write sentences by saying out loud what they are going to write about</li> </ul>	<ul style="list-style-type: none"> <li>• -To use the suffix -ed for verbs that need to change to the root word.</li> <li>• -To begin to punctuate sentences with a full stop and capital letter.</li> <li>• -To add suffix -ed and know that it happened in the past</li> <li>• To use a capital letter correctly</li> </ul>	<ul style="list-style-type: none"> <li>• To use the suffix -ing to verbs that need no change to the root word.</li> <li>• To begin to punctuate sentences with a question mark.</li> <li>• To recognise a verb and a suffix</li> <li>• To write common exception words within a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• To identify the main events and characters in a story</li> <li>• To use drama and drawings as a stimulus for writing</li> <li>• To use adjectives to describe.</li> <li>• To join words and clauses using 'and'</li> </ul>



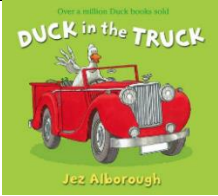
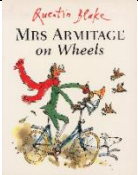

<b>Reading Objectives</b>	<ul style="list-style-type: none"> <li>To link what they read or hear read to their own experiences.</li> </ul>	<ul style="list-style-type: none"> <li>To discuss word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and join in with predictable phrases.</li> </ul>	<ul style="list-style-type: none"> <li>To discuss the significance of the title and events.</li> </ul>	<ul style="list-style-type: none"> <li>To make inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>To discuss the significance of the title and events in a book.</li> </ul>	<ul style="list-style-type: none"> <li>To orally retell the main events in order</li> </ul>
<b>Phonics</b>	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	

## Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Stimulus for Writing</b>	 <p>What Pet to Get? by Emma Dodd</p>	 <p>Animals Non-fiction writing</p>	 <p>Poems</p>	 <p>The Leopard's Drum by Jessica Souhami</p>	 <p>Christmas writing instructions</p>	 <p>Christmas writing instructions</p>	 <p>Rudolf is missing</p>
<b>Writing purpose and genre</b>	<p><b>Writing to entertain</b></p> <ul style="list-style-type: none"> <li>Fiction</li> </ul>	<p>Writing to inform</p> <ul style="list-style-type: none"> <li>List and labels</li> </ul>	<p><b>Writing to entertain</b></p> <ul style="list-style-type: none"> <li>Poetry</li> </ul>	<p><b>Writing to entertain</b></p> <ul style="list-style-type: none"> <li>Descriptive narrative</li> </ul>	<p>Writing to inform</p> <ul style="list-style-type: none"> <li>Instruction writing</li> </ul>	<p><b>Writing to inform</b></p> <ul style="list-style-type: none"> <li>Instruction writing</li> </ul>	<p>Writing to entertain</p> <ul style="list-style-type: none"> <li>poster</li> </ul>
<b>Writing Objectives</b>	<ul style="list-style-type: none"> <li>To use spaces between words.</li> <li>To begin to punctuate sentences with a full stop and capital letter.</li> <li>To write a sentence using the word 'but'</li> <li>To plan a story with time words</li> <li>To sequence sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>To list different types of animals</li> <li>To write sentences (about an animal) by saying out loud what they are going to write about</li> <li>To join words and clauses using 'and'</li> <li>To write labels for the pictures</li> <li>To link that they have read to their own experiences.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to and discuss rhymes and poems - to identify rhyming words.</li> <li>To plan to write using rhyme in poetry</li> <li>To write using rhyme in poetry.</li> <li>To use adjectives with care to describe</li> <li>To re-read what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>To begin to write sentences using exclamation marks.</li> <li>To recall the events of the story and use patterned language.</li> <li>To explore story through drama</li> <li>To describe characters using suitable adjectives</li> <li>To write a speech bubble in the first person</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and use imperative verbs</li> <li>To write instructions</li> <li>To read their writing aloud, clearly to be heard by others</li> <li>To understand what instructions are.</li> </ul>	<ul style="list-style-type: none"> <li>To use time words in my writing.</li> <li>To follow picture instructions</li> <li>To read their writing aloud, clearly to be heard by others</li> </ul>	<ul style="list-style-type: none"> <li>To work as a team to solve a problem.</li> <li>To use capital letters for names</li> <li>To say a sentence before I write it</li> <li>To talk about what I've written</li> </ul>

<b>Reading Objectives</b>	<ul style="list-style-type: none"> <li>To recognise and join in with predictable phrases.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to and discuss a wide range of non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>-To appreciate rhymes and poems and recite some from heart.</li> </ul>	<ul style="list-style-type: none"> <li>To retell key stories and explain their characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>To explain clearly an understanding of what has been read to them.</li> </ul>	<ul style="list-style-type: none"> <li>To be encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>To draw on what they already know and vocabulary provided.</li> </ul>
<b>Phonics</b>	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	Phase 5 graphemes consolidation	Phase 5 graphemes autumn 2 assessment



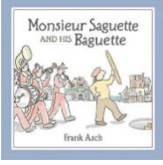
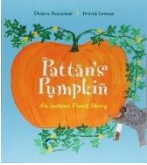
## Spring 1

	Week 1 and 2	Week 3 and 4 - NFER	Week 5
<b>Stimulus for Writing</b>	 <p>Duck in the Truck by Jez Alborough</p>	 <p>Mrs Armitage on Wheels by Quentin Blake</p>	 <p>Skateboarding video non-fiction writing</p>
<b>Writing purpose and genre</b>	<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>Fiction</li> </ul>	<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>Writing descriptive narrative</li> </ul>	<b>Writing to inform</b> <ul style="list-style-type: none"> <li>Writing non-fiction lists</li> </ul>
<b>Writing Objectives</b>	<p><b><u>To retell a story</u></b></p> <ul style="list-style-type: none"> <li>-To recognise and join in with predictable phrases</li> <li>-To identify rhyming words</li> <li>-To sequence sentences in the correct order</li> <li>-To compose a sentence orally before writing it</li> <li>To write simple sentences using rhyme</li> <li>-To plan a story including a beginning, middle and ending. (box plan)</li> <li>-To join words and clauses using 'and'</li> <li>-To describe using adjectives. (To write a story using adjectives)</li> <li>-To retell a story including the key events</li> <li>-To add suffix -ing to words</li> </ul>	<p><b><u>To describe a character</u></b></p> <ul style="list-style-type: none"> <li>-To listen to and enjoy a story</li> <li>-To identify characters, setting and important events in the story</li> <li>-To discuss word meanings</li> <li>-To plan ideas for writing</li> <li>-To write descriptive sentences (adjectives)</li> <li>-To write from memory simple sentences dictated by teacher</li> <li>-To use the spelling rule for adding -s and -es</li> <li>NFER</li> <li>- To read words using taught GPCs</li> <li>-To draw on what they already know provided by the teacher</li> <li>-To check that the text makes sense to them as they read and correct inaccurate reading</li> </ul>	<p><b><u>To write a non-fiction text</u></b></p> <ul style="list-style-type: none"> <li>To use the suffix -s to make plurals</li> <li>-To write sentences about my own experiences.</li> <li>-To re read what I have written to check it makes sense</li> <li>-To write a list</li> <li>To write captions</li> </ul>
<b>Reading Objectives</b>	-To listen to and discuss a wide range of non-fiction texts	-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.

	- To re-read familiar books to build fluency and confidence		
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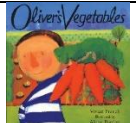

<b>Phonics</b>	ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	/l/ le al apple metal /s/ c ice /v/ ve give	u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /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
<b>Handwriting</b>	41 42 43 a b c d e	44 45 46 a b c d e	47 48 49 f g h i 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

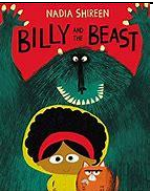


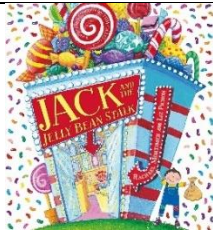


	Week 1	Week 3 and 4	Week 2	Week 5 and 6
<b>Stimulus for Writing</b>	 Recount on trip to the mosque	 Nobot: The Robot with no bottom by Sue Hindra	 Monsieur Saguette and this Baguette by Frank Aach	 Pattan's Pumpkin: An Indian Flood Story
<b>Writing purpose and genre</b>	<b>Writing to inform</b> - Recount an experience	<b>Writing to entertain</b> - Descriptive narrative	<b>Writing to entertain</b> - Writing descriptive narrative	<b>Writing to entertain</b> - Writing narrative (stories from other cultures)
<b>Writing objectives</b>	<b><u>To write a recount</u></b> -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	<b><u>To write an alternative ending</u></b> -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	<b><u>To write a journey story</u></b> -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	<b><u>To retell a key event of the story (6 objectives due to play and Geography Day. Week 6 only 4 days)</u></b> -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 write a story including learnt vocabulary -To understand that the apostrophe represents omitted letters.			-To discuss and learn word meanings	
<b>Reading objectives</b>	-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.	
<b>Phonics</b>	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	Week 5 c/ ch school /sh/ ch chef /z/ ze freeze	Week 6 Assessment and Consolidation
<b>Handwriting</b>	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	71 72 73 punctuation and maths symbols	74 75 76 punctuation and maths symbols

## Summer 1

	Week 1 and 2		Week 3 and 4		Week 5 and 6	
<b>Stimulus for Writing</b>	 Eddie's Garden: and How to make things Grow by Sarah Garland		 Oliver's Vegetables by Vivian French		 The Boggart story video	
<b>Writing purpose and genre</b>	<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>Re-telling a narrative</li> </ul>		<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>Descriptive narrative</li> </ul>		<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>Fairytale narrative</li> </ul>	
<b>Writing objectives</b>	<u><b>To retell a story</b></u> <ul style="list-style-type: none"> <li>-To listen to and discuss stories.</li> <li>-To share and respond through drama.</li> <li>-To write a simple sentence of speech relating to a story.</li> <li>-To explain clearly their understanding of what is read to them</li> <li>-To use capital letters for names of people and places</li> <li>-To create a plan for a story.</li> <li>-To describe using adjectives.</li> <li>-To use the prefix -un to change the meaning of verbs and adjectives</li> <li>-To sequence sentences to form a short narrative</li> <li>-To re-reading what they have written with the teacher or other pupils</li> </ul>		<u><b>To write a description</b></u> <ul style="list-style-type: none"> <li>-To use -s or -es to change nouns to plurals.</li> <li>-To use capital letters to spell days of the week.</li> <li>-To write simple sentences about a story</li> <li>-To answer questions about the story</li> <li>-To write descriptive sentences</li> <li>-To plan a story using a story map</li> <li>-To write the beginning of a story</li> <li>-To write the middle of a story</li> <li>-To write the ending of a story</li> <li>-To read their writing aloud to check it makes sense</li> </ul>		<u><b>To write an adventure story</b></u> <ul style="list-style-type: none"> <li>-To read, understand and answer questions about a story</li> <li>-To punctuate sentences using full stops and capital letters</li> <li>-To change characters or an event from the story</li> <li>-To use suffixes to spell words adding suffixes -er</li> <li>-To plan a short story</li> <li>To describe a setting using adjectives</li> <li>-To use suffixes to spell words adding suffixes -ing</li> <li>-To join clauses using 'and'</li> <li>-To re-read what they have written to check it makes sense</li> </ul>	
<b>Reading Objectives</b>	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	
<b>Phonics</b>	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
<b>Handwriting</b>	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

	Week 1	Week 2	Week 3 and 4	Week 5 and 6	Week 7	Week 8
<b>Stimulus for Writing</b>	 <p>Billy and the beast</p>	 <p>Kindness is my superpower</p>	 <p>The Three Little Wolves</p>	 <p>Jack and the jelly beanstalk</p>	 <p>Robin Hood and the Silver Arrow</p>	 <p>Poetry</p>
<b>Writing purpose and genre</b>	<b>Writing to entertain</b> Genre: Narrative	<b>Writing to inform:</b> non-fiction	<b>Writing to entertain</b> Genre: Alternative traditional tale	<b>Writing to entertain</b> Genre: Alternative traditional tale	<b>Writing to inform:</b> myth story	<b>Writing to entertain</b> Genre: Poetry
<b>Writing objectives</b>	<p><b><u>To write an alternative story</u></b></p> <ul style="list-style-type: none"> <li>-To plan my own version of a story</li> <li>-To act out a story including a beginning, middle and end</li> <li>-To independently write a story using a story plan</li> <li>-To sequence sentences to form short narratives.</li> <li>-To punctuate sentences using a question mark</li> </ul>	<p><b><u>To describe characters</u></b></p> <ul style="list-style-type: none"> <li>- To identify key events in the story</li> <li>-To describe characters using adjectives</li> <li>--To use suffixes to spell words adding suffixes -er</li> <li>-To make links between stories</li> <li>-To write sentences to sequence key events</li> </ul>	<p><b><u>To write an alternative story</u></b></p> <ul style="list-style-type: none"> <li>-To retell a story</li> <li>-To freeze frame to show understanding of a story</li> <li>-To create a word bank of descriptive words and phrases</li> <li>-To describe a setting using a word bank</li> <li>-To use suffixes to spell verbs adding suffixes -ing</li> <li>-To answer questions about the story</li> <li>-To write labels to inform</li> <li>-To plan and describe a character</li> <li>-To write an alternative version of the story</li> </ul>	<p><b><u>To write an alternative story</u></b></p> <ul style="list-style-type: none"> <li>-To decode speech bubbles</li> <li>-To write their own speech bubbles</li> <li>-To use understanding of the story and characters to assign sentences to different characters</li> <li>-To compare a traditional tale with a mixed up traditional tale</li> <li>- To write sentences using the conjunction 'and'.</li> <li>-To choose options from pictures to help plan a new story</li> <li>-To write sentences to sequence a short narrative</li> </ul>	<p><b><u>To write a story</u></b></p> <ul style="list-style-type: none"> <li>- To identify characters and act out a role</li> <li>-To spell common exception words correctly within sentences</li> <li>-To write a description in the first person</li> <li>-To plan an alternative story</li> <li>-To write a story including character, setting and key events</li> </ul>	<p><b><u>To write a poem</u></b></p> <ul style="list-style-type: none"> <li>-To orally rehearse sentences</li> <li>-To write descriptive sentences using capital letters and full stops</li> <li>-To compose a simple patterned poem.</li> <li>-To write poetry using adjectives to describe.</li> <li>-To use rhyme in their writing</li> </ul>



				-To review and make changes to their writing	- To use conjunction 'so' to compare sentences		
					-To punctuate sentences correctly		
					-To include newly taught vocabulary in their writing		
<b>Reading Objectives</b>	To discuss word meanings and link new meanings.	To retell familiar stories (traditional tales).	To discuss the significance of the title and events.  To answer questions about what I have read.	To say out loud what they are going to write about  To recognise and join in with predictable phrases	To make links between what they've read and their own experiences	To listen to and discuss a wide range of poems.	
<b>Phonics</b>	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 Assessment	Week 8 Assessment	
<b>Handwriting</b>	Repeat letter families pre-cursive	Days of the week	Tricky words	Tricky words	Months of the year	Months of the year	Consolidation  Consolidation

## Year 2 National Curriculum Objectives

### Reading

National Curriculum - Word reading	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read words containing common suffixes</li> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul>
National Curriculum - Reading comprehension	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>- 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</li> <li>- discussing the sequence of events in books and how items of information are related</li> <li>- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>- being introduced to non-fiction books that are structured in different ways</li> <li>- recognising simple recurring literary language in stories and poetry</li> <li>- discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>- discussing their favourite words and phrases</li> <li>- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> </li> <li>• understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>- making inferences on the basis of what is being said and done</li> <li>- answering and asking questions</li> <li>- predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>• 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</li> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>


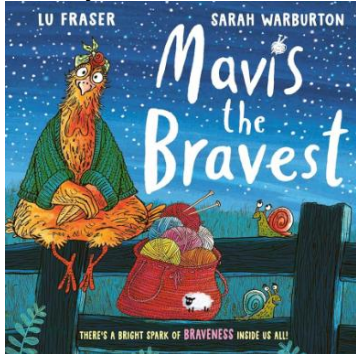
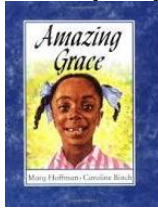
### Writing

National Curriculum - Transcription	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>• spell by: <ul style="list-style-type: none"> <li>- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>- 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</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>- learning to spell common exception words</li> <li>- learning to spell more words with contracted forms</li> <li>- learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>- distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> </ul> <p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start using some of the diagonal and horizontal strokes needed to join letters and</li> <li>• understand which letters, when adjacent to one another, are best left unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul>
National Curriculum - Composition	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>• develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> <li>- writing narratives about personal experiences and those of others (real and fictional)</li> <li>- writing about real events</li> <li>- writing poetry</li> <li>- writing for different purposes</li> </ul> </li> <li>• consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>- planning or saying out loud what they are going to write about</li> <li>- writing down ideas and/or key words, including new vocabulary</li> <li>- encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li>• make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> <li>- evaluating their writing with the teacher and other pupils</li> <li>- 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</li> <li>- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> </li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>
National Curriculum - Vocabulary, grammar and punctuation	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>- 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)</li> </ul> </li> <li>• learn how to use: <ul style="list-style-type: none"> <li>- sentences with different forms: statement, question, exclamation, command</li> <li>- expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>- the present and past tenses correctly and consistently including the progressive form</li> <li>- subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> <li>- the grammar for year 2 in English Appendix 2</li> <li>- some features of written Standard English</li> </ul> </li> <li>• use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>
English Appendix 2	<ul style="list-style-type: none"> <li>• Form nouns using the suffixes e.g. -ness -er</li> <li>• Form adjectives using the suffixes e.g. -ful and -less</li> <li>• Use suffixes -er and -est in adjectives and -ly to turn adjectives to adverbs</li> <li>• Use subordination (when, if, that, because) and coordination (or, and, but)</li> <li>• Use expanded noun phrases to describe</li> <li>• Write sentences as statements, questions, exclamation and commands.</li> </ul>

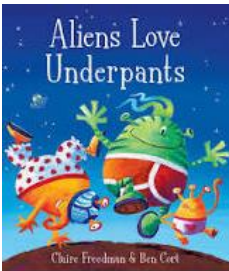
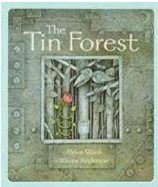
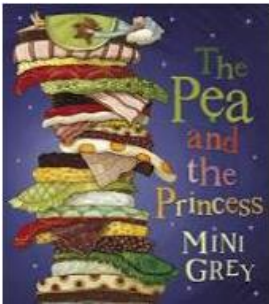
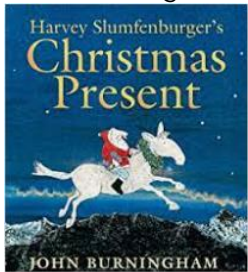
- Use the present tense and past tense consistently throughout writing.
- Use capital letters, full stops, questions marks and exclamation marks to punctuate sentences.
- Use commas separate items in a list
- Use apostrophes to mark where letters are missing

## Year 2 Autumn 1

	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Stimulus for Writing</b>	Poetry: The Moon's Gorgonzola by Debra Bertulis 	Mavis the Bravest by Lu Fraser 	Amazing Grace by Mary Hoffman 			
		Week 3 - NFER Reading tests	Week 4: History Day			Week 7: Careers Week
<b>Writing purpose:</b>	Poetry To entertain	To entertain Fiction	To entertain the reader			
<b>Genre</b>			Fiction			
<b>Writing Objectives</b>	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	What is the moral of the story?  To write a simple retell of a story  To identify rhyme  To identify word classes - What is a noun? What is an adjective? What is a verb?	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!)			
<b>Writing craft lessons (Toolkit)</b>	To write down ideas and/or key words, including new vocabulary  To identify word classes - adjectives and verbs					

<p><b>Reading Objectives</b></p>	<p>To recite some of the rhyming language by heart.          To listen to, discuss and express views on what they have read.          To discuss and clarify the meanings of unknown words          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 <b>contemporary and classic poetry</b>, at a level beyond that at which they can read independently.</p>	<p>To explain and discuss their understanding of books.           To discuss their favourite words and phrases</p>	<p>To answer and ask questions</p>
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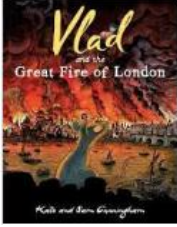
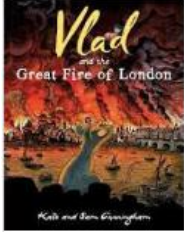
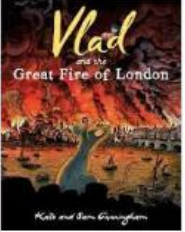
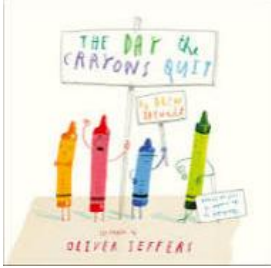
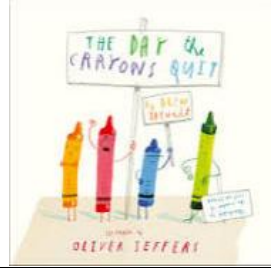
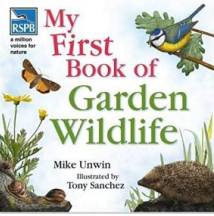
Year 2 Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Stimulus for Writing</b>	Aliens Love Underpants by Claire Freedman 		 The Tin Forest By Helen Ward and Wayne Anderson		The Pea and the Princess by Mini Grey 		Harvey Slumfenburger by John Burningham. 
<b>Writing purpose and genre</b>	To entertain. Fiction - an adventure story with a focus on Characterisation.		To entertain. Fiction - focus on characterisation		To entertain Genre: traditional tale		To entertain. Genre: Journey Story
<b>Writing Objectives</b>  <b>Writing Craft objectives (toolkit)</b>	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 use expanded noun phrases to describe. To use conjunctions to compare. To identify persuasive features of a poster, leaflet and a letter.  To design a persuasive poster. To use persuasive features e.g slogan, eye-catching images, commands. To edit and improve writing.		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 a thank you letter.  To understand the layout of a simple letter.  To use subordination (when, if).
<b>Reading Objectives</b>	To develop pleasure in reading.		To begin to predict what might happen.		To ask and answer questions.		To use inference.

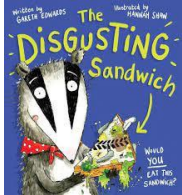
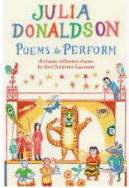

		<p>To identify phrases that add a storytelling voice to the narrative. Discuss meaning and what they add to the story (e.g. only if you happened to look...slippers that made no sound as she walked... Down the stairs, sly as steam, she crept...)</p>		<p>To give my thoughts and opinions about a story and characters.</p>
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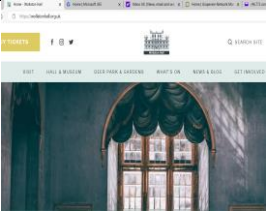
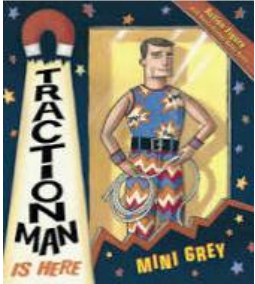
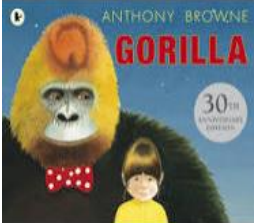
Year 2 Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Stimulus for Writing</b>	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 
<b>Writing purpose and genre</b>	Fiction To entertain			Fiction To inform (letter).		Non-fiction To inform.
<b>Writing Objectives</b>	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
<b>Reading Objectives</b>	To discuss the sequence of events in books To understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions.			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


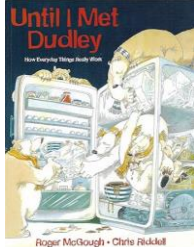
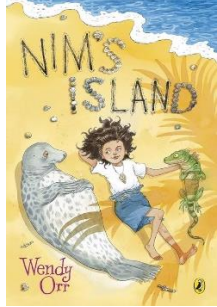
## Year 2 Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Stimulus for Writing</b>	The Disgusting Sandwich by Gareth Edwards 		World Book Day this week. 2025: <b>Poetry?</b> 	The Magic Paintbrush by Julia Donaldson 		
<b>Writing purpose and genre</b>	Fiction. To entertain.		Poetry To entertain.	To entertain  Genre: an action story. (Story from another culture.)		
<b>Writing Objectives</b>	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 use expanded noun phrases to describe To write a new event for the story To write in the style of the author		World Book Day - Visiting author tbc To use Roger McGough's Sound Collector as a starting point to write our own poems in the same style.	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.		
<b>Reading Objectives</b>	Discussing and clarifying the meanings of words linking new meanings to known vocabulary.		To learn about some poets. 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.  To become increasingly familiar with and retell a wider range of <b>stories</b> , fairy stories and traditional tales		

Year 2 Summer 1

	Week 1	Week 2	Week 3	Week 4	Week 5
<b>Stimulus for Writing</b>	 <p>Wollaton Hall and Park website  <a href="http://wollatonhall.org.uk">http://wollatonhall.org.uk</a></p>		<p>Traction Man By Mini Grey</p> 		<p>Gorilla by Anthony Browne</p> 
<b>Writing purpose and genre</b>	Non-fiction. To inform		Fiction: To entertain (video his new adventure)		Fiction To entertain
<b>Writing Objectives</b>	<p>What are exclamations, statements and questions?</p> <p>To research a topic by answering key questions.</p> <p>To create a poster 'Come to Wollaton'.</p>		<p>To orally rehearse a story. To plan their writing.</p> <p>To write a new adventure for Traction Man in the style of Mini Grey.</p> <p>To discuss and clarify the meaning of words, linking new meanings to known vocabulary. (To discuss the meanings of new vocabulary) To use adjectives to describe a character. To use verb tenses in the style of Mini Grey. To video my new adventure!</p>		<p>To use commas in a list.</p> <p>(SATs papers)</p>
<b>Reading Objectives</b>	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 on the basis of what is being said and done.		To make inferences based on what you have read.

## Year 2 Summer 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	
<b>Stimulus for Writing</b>	The Tear Thief by Caroline Duffy 		 Until I met Dudley By Roger McGough		Nim's Island by Wendy Orr 				
<b>Writing purpose and genre</b>	Fiction. To entertain.		Non-fiction and fiction book To entertain		Fiction To entertain. To inform.				
<b>Writing Objectives</b>	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 <b>crept</b> along the rooftops, silent as smoke, <b>listening</b> , <b>listening</b> , until she heard the <b>crying</b> again. (past tense then progressive) To use the suffix -ly to turn adjectives into adverbs (silent - silently; careful - carefully) to add detail to description		To discuss a book. To plan my writing. To practise my sentences orally. To write an explanatory text. To practise using subordination in sentences.		To orally describe a setting of a story To discuss and clarify the meanings of words. To make ask questions and make inferences. (hotseating Nim) To know the format of and tone of an informal letter. To write an email/letter. To use and understand imperative verbs. (bossy verbs) To plan and write instructions.				

Reading Objectives	To make predictions as to what might happen.  To discuss and clarify the meanings of words, linking new meanings to known vocabulary.		To predict what might happen on the basis of what has been read so far
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## Year 3 and 4 National Curriculum Objectives

### Reading

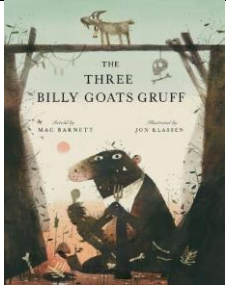
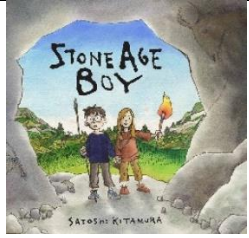
National Curriculum - Word reading	<ul style="list-style-type: none"> <li>• To apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1,</li> <li>• To read aloud and to understand the meaning of new words they meet.</li> <li>• To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>
Year 3 National Curriculum - Reading comprehension	<ul style="list-style-type: none"> <li>• To develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- using dictionaries to check the meaning of words that they have read</li> <li>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>- identifying themes and conventions in a wide range of texts</li> </ul> </li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• recognising some different forms of poetry (for example, free verse, narrative poetry).</li> <li>• understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>- asking questions to improve their understanding of a text</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> <li>- identifying main ideas drawn from more than one paragraph and summarising these</li> <li>- identifying how language, structure, and presentation contribute to meaning</li> </ul> </li> <li>• retrieve and record information from non-fiction</li> <li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>

### Writing

National Curriculum - Transcription and Handwriting	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them.</li> <li>• spell further homophones.</li> <li>• spell words that are often misspelt.</li> <li>• 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).</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li> <li>• 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).</li> </ul>	
National Curriculum - Composition	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>- discussing writing similar to that which they are planning in order to learn from its structure, vocabulary and grammar</li> <li>- discussing and recording ideas</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>- organising paragraphs around a theme.</li> <li>- in narratives, creating settings, characters and plot.</li> <li>- in non-narrative material, using simple organisational devices (for example, headings and sub-headings).</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in a sentence.</li> </ul> </li> <li>• proof-read for spelling and punctuation errors.</li> <li>• 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.</li> </ul>	
National Curriculum - Vocabulary, grammar and punctuation	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts in English Appendix 2 by: <ul style="list-style-type: none"> <li>- extending the range of sentences it more than one clause by using a wider range of conjunctions (when, if, because, although)</li> <li>- using the present perfect form of verbs in contrast to the past tense</li> <li>- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>- use conjunctions, adverbs, and prepositions to expression time and cause.</li> <li>- using fronted adverbials.</li> </ul> </li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>- using commas after fronted adverbials.</li> <li>- indicating possession by using the possessive apostrophe with plural nouns.</li> <li>- using and punctuating direct speech.</li> </ul> </li> <li>• use and understand the grammatical terminology in English Appendix accurately and appropriately when discussing their writing and reading.</li> </ul>	
English Appendix 2	<p style="text-align: center;"><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• form nouns using a range of prefixes (e.g. super-, anti-, auto-)</li> <li>• Use a or an correctly to introduce nouns.</li> <li>• Identify word families based on common words.</li> <li>• Express time, place and cause using conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore) or prepositions.</li> </ul>	<p style="text-align: center;"><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• Know the difference between the plural and possessive -s.</li> <li>• Use standard English forms of verb inflections (e.g. we were not we was)</li> <li>• Punctuate fronted adverbials correctly</li> <li>• Choose the correct pronoun or noun to create cohesion across sentences.</li> <li>• To use apostrophes to mark plural possession.</li> <li>• To identify and use a range of determiners.</li> </ul>

<ul style="list-style-type: none"> <li>• Add subordinate clauses to sentences.</li> <li>• Use the present perfect form of verbs.</li> <li>• Introduce inverted commas to punctuate direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and use possessive pronouns.</li> </ul>
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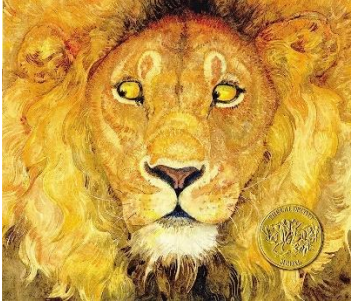
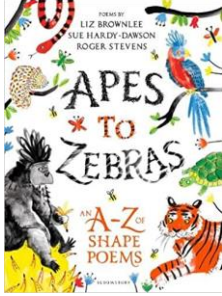

## Year 3

Autumn 1						
	Week 1 and 2		Week 3 and 4		Week 5, 6 and 7	
Stimulus for Writing	 <p>The Three Billy Goats Gruff by Mac Barnett and Jim Klassen</p>		 <p>Stone Age Boy by Satoshi Kitamura</p>			
Writing purpose and genre	<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>• Character description (the troll) <ul style="list-style-type: none"> <li>• Characterisation</li> </ul> </li> </ul>		<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>• Re-telling a traditional tale</li> <li>• Openings/endings</li> </ul>		<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>• Portal story</li> <li>• Settings</li> <li>• Dialogue</li> <li>• Opening and endings</li> </ul>	
Writing Objectives	<ul style="list-style-type: none"> <li>• To identify different types of nouns (proper and common nouns)</li> <li>• To story map a traditional tale.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify different types of nouns (concrete and abstract nouns).</li> <li>• To explore the writing craft for character description.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify adjectives.</li> <li>• To create a story map for my own alternate traditional tale.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify noun phrases.</li> <li>• To plan a traditional tale with an alternative ending.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify fragments and main clauses.</li> <li>• To explore the writing craft for a historical portal story.</li> <li>• To use a range of conjunctions to use subordination (because,</li> </ul>	<ul style="list-style-type: none"> <li>• To use a and an to correctly introduce nouns.</li> <li>• To use adverbs as fronted adverbials.</li> <li>• To explore bringing a setting to</li> </ul>
Retrieval objectives (words of the week,					<ul style="list-style-type: none"> <li>• To find conjunctions that join main clauses.</li> <li>• To write a historical portal story (two/three days).</li> </ul>	

<p>spelling and grammar)</p>	<ul style="list-style-type: none"> <li>To retell a traditional tale orally (fluency).</li> </ul>	<ul style="list-style-type: none"> <li>To use expanded noun phrases to describe (using adjectives).</li> <li>To write similes to describe.</li> <li>To use adverbs to describe how a character moves.</li> <li>To write a character description.</li> </ul>	<ul style="list-style-type: none"> <li>How do different Traditional tales end?</li> <li>To sequence sentences for cohesion.</li> <li>To use conjunctions to join two main clauses.</li> </ul>	<ul style="list-style-type: none"> <li>To retell a story with an alternative ending.</li> <li>To retell a story with an alternative ending.</li> <li>To edit my writing by improving spelling and checking for fragments (EF1 teach).</li> </ul>	<p>when, while and if) to extend sentences.</p> <ul style="list-style-type: none"> <li><b>INSET day</b></li> </ul>	<p>life (carefully chosen verbs and adverbs, using senses and the rule of three).</p> <ul style="list-style-type: none"> <li>To plan a portal story with a historical setting (using story mapping).</li> <li><b>history day lesson</b></li> </ul>	<ul style="list-style-type: none"> <li>To edit my writing by improving spelling and checking for fragments (EF1 teach).</li> <li>To publish a portal story.</li> </ul>
<p><b>Reading Objectives</b></p>	<p>To explore the features of traditional tales (explore and compare).</p>	<p>No reading lesson</p>	<p>To use dictionaries to check the meaning of words. (Vocabulary)</p>	<p>To use a contents page and subheadings to locate information in a non-fiction text. (retrieval)</p>	<p><b>NFER testing (two lessons)</b></p>	<p>To summarise the key points in one paragraph (using the 5Ws).</p>	
<p><b>Spelling objectives</b></p> <p><b>Words from the Year 3 / 4 list</b></p>	<p>To spell common homophones correctly. (e.g. there/their/they're, here/hear, quite/quiet)</p> <p><b>accident, accidentally, address</b></p>	<p>To spell common homophones correctly (e.g. (to/too, be/bee blue/blue). <b>answer, appear, arrive</b></p>	<p>To double consonants when adding the suffix -ing, -er or -ed (e.g. Forget, forgetting, forgotten, begin, beginner)</p> <p><b>believe, bicycle</b></p>	<p>To spell words with the /i/ sound written as 'y' (e.g. myth, gym, Egypt, pyramid, mystery). <b>busy, business, calendar, caught, centre</b></p>	<p>To add the prefix dis- to root words to add a negative meaning (e.g. disappointment, disagree, disobey). <b>century, certain</b></p>	<p>To add the prefix in- to root words to add a negative meaning (e.g. inactive, incorrect, indecent, indefinite). <b>consider, continue</b></p>	

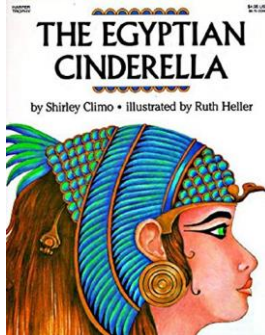
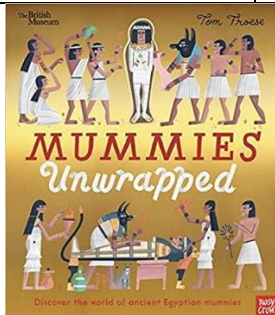


## Autumn 2

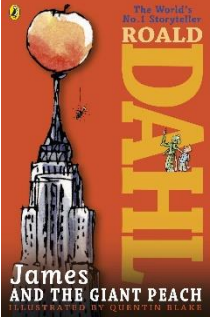
	Week 1, 2 and 3			Week 4 and 5		Week 6 and 7	
Stimulus for Writing	 <p style="text-align: center;">The Lion and the Mouse by Jerry Pinkey</p>					 <p style="text-align: center;">The bear and the hare animation</p>	
Writing purpose and genre	<p style="text-align: center;"><b>Writing to entertain</b></p> <ul style="list-style-type: none"> <li>• A fable</li> <li>• Characterisation</li> <li>• Opening and endings</li> </ul>			<p style="text-align: center;"><b>Writing to entertain</b></p> <ul style="list-style-type: none"> <li>• Poetry</li> </ul>		<p style="text-align: center;"><b>Writing to entertain</b></p> <ul style="list-style-type: none"> <li>• Dialogue</li> </ul>	
Writing Objectives	<p><b>To identify verbs.</b></p> <ul style="list-style-type: none"> <li>• To explore the writing craft of a fable. (Read lots here e.g. Boy Who Cried Wolf, Hare and the Tortoise etc)</li> <li>• To explore a fable picture book. (Fill in box plan. Introduce the book)</li> <li>• To create a story map for 'The Lion and the Mouse'.</li> <li>• <b>Careers Day</b></li> </ul>	<p><b>To identify prepositions.</b></p> <ul style="list-style-type: none"> <li>• To use prepositions and prepositions phrases to describe location.</li> <li>• To describe two contrasting characters (use repetition to add description about a character, similes, verbs, adverbs and noun phrases).</li> <li>• To use a varied sentence length to build suspense.</li> <li>• To explore narrative openings by describing time and location.</li> </ul>	<p><b>To identify prepositional phrases.</b></p> <ul style="list-style-type: none"> <li>• To plan a fable.</li> <li>• To write a fable (over two days).</li> <li>• To publish a fable.</li> </ul>	<p><b>To identify word families</b></p> <ul style="list-style-type: none"> <li>• To explore language in animal poetry.</li> <li>• <b>??</b></li> <li>• To plan a calligram poem.</li> <li>• To write a calligram poem.</li> </ul>	<p><b>To understand present and past tense for to be.</b></p> <ul style="list-style-type: none"> <li>• To explore colour poetry.</li> <li>• To choose vocabulary for colour poetry.</li> <li>• To plan a colour poem.</li> <li>• To write a colour poem.</li> </ul>	<p><b>To understand present and past tense for to have.</b></p> <ul style="list-style-type: none"> <li>• To use speech bubble to show dialogue.</li> <li>• To use inverted commas to show dialogue.</li> <li>• To use synonyms for said.</li> <li>• To write a short conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• To perform a conversation (oracy).</li> <li>• <b>Christmas performance practice</b></li> <li>• <b>Christmas performance</b></li> <li>• <b>Toy day</b></li> </ul>
Reading Objectives	To infer characters thoughts and feelings from images (inference).	<ul style="list-style-type: none"> <li>• To use dictionaries to check the meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>• To make predictions about what will happen next using an image</li> </ul>	<ul style="list-style-type: none"> <li>• To explore the features of calligram poems</li> </ul>	<ul style="list-style-type: none"> <li>• To perform a poem learned by heart</li> </ul>	<ul style="list-style-type: none"> <li>• To infer characters' thoughts and feelings from an</li> </ul>	<ul style="list-style-type: none"> <li>• To retrieve information from a non-fiction text (retrieval)</li> </ul>

		with more than one meaning (vocabulary).	(prediction). Tunnel book.	(explore and compare).	(fluency).	animation (inference).	
<b>Spelling objectives</b>  <b>Words from the Year 3 / 4 list</b>	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	


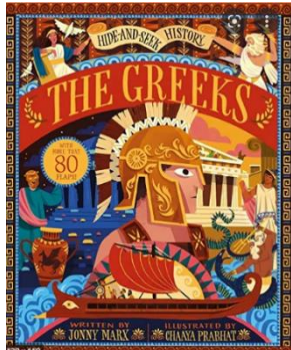
## Spring 1

	Week 1, 2 and 3			Week 4 and 5		Week 6
Stimulus for Writing	 <p style="text-align: center;">The Egyptian Cinderella by Shirley Climo</p>			 <p style="text-align: center;">Mummies Unwrapped by Tom Froese</p>		
Writing purpose and genre	<p style="text-align: center;"><b>Writing to entertain</b></p> <ul style="list-style-type: none"> <li>• Narrative (traditional tale from a different culture).</li> <li>• Openings/endings</li> <li>• Description</li> <li>• Characterisation</li> </ul>			<p style="text-align: center;"><b>Writing to inform</b></p> <ul style="list-style-type: none"> <li>• Information text</li> </ul>		<p style="text-align: center;"><b>Writing to inform</b></p> <ul style="list-style-type: none"> <li>• Playscript</li> <li>• documentary</li> </ul>
<p><b>Writing Objectives</b></p> <p>Retrieval objectives</p>	<ul style="list-style-type: none"> <li>• To form adjectives using suffixes (e.g. ful and less).</li> <li>• To compare different versions of a traditional tale.</li> <li>• To explore the writing craft of traditional tales.</li> <li>• To use comparative conjunctions to compare Rhodopsis and the slaves.</li> <li>• To use adverbs and prepositional phrases as fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify features of setting and character description.</li> <li>• To use inverted commas to show dialogue.</li> <li>• To choose and describe an Ancient Egyptian setting (I am... writing).</li> <li>• To plan characterisation for my version of Egyptian Cinderella (comparative conjunctions, using show not tell - verb choices).</li> <li>• To plan my own version of Egyptian Cinderella.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify coordination and subordination within sentences.</li> <li>• To write an Egyptian traditional tale (two days).</li> <li>• To improve my writing, focussing on looking for fragments and run-ons (EF2 teach).</li> <li>• <b>Pantomime</b></li> </ul>	<ul style="list-style-type: none"> <li>• To explore word families based on common words.</li> <li>• To explore the writing craft of an information text.</li> <li>• To explore organisational devices in a non-fiction text.</li> <li>• To use subordination (when if that because, <b>after</b> and <b>before</b>).</li> </ul>	<ul style="list-style-type: none"> <li>• To identify fronted adverbials.</li> <li>• To plan an information text about mummification .</li> <li>• To write an information text about mummification (two days).</li> <li>• To publish an information text about mummification for a museum.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify nouns, adjectives, verbs, adverbs and conjunctions within a sentence.</li> <li>• To explore the writing craft of a playscript.</li> <li>• To role play a scene to plan a playscript.</li> <li>• To write using the features of a playscript (group writing).</li> <li>• <b>Faith and Culture Day</b></li> </ul>

<b>Reading Objectives</b>	<ul style="list-style-type: none"> <li>To create a story board to re-tell Egyptian Cinderella orally (summarising).</li> </ul>	<ul style="list-style-type: none"> <li>To infer characters thoughts and feelings from their actions in the text. (inference)</li> </ul>	<ul style="list-style-type: none"> <li>To learn the skill of 'skim and scan' to retrieve details from a fiction text. (retrieval)</li> </ul>	<ul style="list-style-type: none"> <li><b>NFER testing (two days).</b></li> </ul>	<ul style="list-style-type: none"> <li>To find the meaning of words using clues in the text (vocabulary).</li> </ul>	<ul style="list-style-type: none"> <li>To perform a playscript. (fluency/explore and compare)</li> </ul>
<b>Spelling objectives</b>  <b>Words from the Year 3 / 4 list</b>	To spell further homophones (e.g. <b>reign, material</b> )	To spell words ending with 'gue' (e.g. league, tongue, fatigue). <b>island library early</b>	To spell words with the /s/ sound spelt 'sc' (e.g. science, scene, discipline). <b>build decide describe</b>	To spell words with the /ai/ sound - ei, eigh or ey (e.g. they, sleigh, veil). <b>breath breathe</b>	To spell words using the plural possessive apostrophe (e.g. girls', boys', babies') <b>imagine history</b>	To spell homophones and near homophones (e.g. ball/bawl, grown/groan). <b>February natural</b>

Spring 2							
Week 1 and 2		Week 3 and 4			Week 5 and 6		
Stimulus for Writing	 <p>James and the Giant Peach by Roald Dahl</p>						
Writing purpose and genre	<b>Writing to inform</b> <ul style="list-style-type: none"> <li>Instruction writing</li> </ul>		<b>Writing to reflect</b> <ul style="list-style-type: none"> <li>Recount (diary entry)</li> </ul>			<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>Fantasy narrative (re-write section)</li> <li>Action</li> <li>Dialogue</li> </ul>	
<b>Writing Objectives</b>  Retrieval objectives	<ul style="list-style-type: none"> <li>To identify adverbs for time and cause (e.g. next, soon, then).</li> <li>To explore the writing craft of instructional writing.</li> <li>To use commas to indicate separate adjectives, or nouns, in a list.</li> <li>To explore vocabulary used in instruction writing.</li> <li><b>Science Day</b></li> </ul>	<ul style="list-style-type: none"> <li>To use commas in a list.</li> <li>To explore sentence openers used in instruction writing.</li> <li>To plan a set of instructions.</li> <li>To write a set of instructions using simple organisational devices.</li> <li>To publish a set of instructions.</li> </ul>	<ul style="list-style-type: none"> <li>To identify coordinating conjunctions (and, for, but, or and so).</li> <li>To explore the writing craft of a diary entry.</li> <li>To use the present perfect tense to describe past actions that still affect the present.</li> <li>To use fronted adverbials to indicate time for a diary entry.</li> <li>To explore informal language for a diary entry.</li> </ul>	<ul style="list-style-type: none"> <li>To identify the present perfect tense.</li> <li>To plan a diary entry, organising paragraphs around a theme. To write a diary entry (two days).</li> <li>To edit and improve my writing, checking for improvements in punctuation (EF3 teach).</li> </ul>	<ul style="list-style-type: none"> <li>To identify subordinating conjunctions (because, although, when and if).</li> <li>To story map a section of narrative.</li> <li>To use show not tell to describe a character and their emotions.</li> <li>To vary sentence length and use rhetorical questions to build tension.</li> </ul>	<ul style="list-style-type: none"> <li>To identify the features of direct speech.</li> <li>To plan and explore vocabulary choices to re-write a section of fantasy narrative.</li> <li>To re-write a section of narrative, including action and dialogue.</li> <li><b>Explorer day</b></li> </ul>	

					<ul style="list-style-type: none"> <li>To use dialogue to show character's feelings.</li> </ul>	
<b>Reading Objectives</b>	<ul style="list-style-type: none"> <li>To ask questions about what I am reading. (explore and compare)</li> </ul>	<ul style="list-style-type: none"> <li><b>World Book Day</b></li> </ul>	<ul style="list-style-type: none"> <li>To distinguish between the important and less important detail in a text. (summarising)</li> </ul>	<ul style="list-style-type: none"> <li>To use quotations from the text when retrieving information.(retrieval)</li> </ul>	<ul style="list-style-type: none"> <li>To infer characters thoughts and feelings using details from the text. (inference)</li> </ul>	<ul style="list-style-type: none"> <li>To find the meaning of words using a dictionary (vocabulary)..</li> </ul>
<b>Spelling objectives</b>  <b>Words from the Year 3 / 4 list</b>	<ul style="list-style-type: none"> <li>To spell words using the prefix auto-, meaning self (e.g. autobiography, automatic, autograph)</li> </ul> <p>forward, important, mention, position</p>	<ul style="list-style-type: none"> <li>To spell words using the suffix -ation to turn verbs into nouns (e.g. prepare, preparation)</li> </ul> <p>fruit, length</p>	<ul style="list-style-type: none"> <li>To turn adjectives into averbs using the suffix -ly (e.g Sad, sadly, complete completely).</li> </ul>	<ul style="list-style-type: none"> <li>To spell words ending in sure (e.g. measure, treasure, pleasure)r</li> </ul> <p>group</p>	<ul style="list-style-type: none"> <li>To spell words ending in ture (e.g. Creature, furniture, picture)</li> </ul> <p>minute, possible</p>	<ul style="list-style-type: none"> <li>To spell words using the -sion suffix to turn verbs into nouns (e.g, division, invasion, confusion)</li> </ul> <p>island, potatoes, purpose, therefore</p>

Summer 1					
Week 1, 2 and 3			Week 4 and 5		
Stimulus for Writing	 <p>Dear Teacher by Amy Husband</p>		 <p>The Greeks by Jonny Marx</p>		
Writing purpose and genre	<p><b>Writing to inform</b></p> <ul style="list-style-type: none"> <li>Informal letter</li> </ul>	<p><b>Writing to persuade</b></p> <ul style="list-style-type: none"> <li>Formal letter</li> </ul>		<p><b>Writing to persuade</b></p> <ul style="list-style-type: none"> <li>Persuasive writing - Visit Ancient Greece!</li> </ul>	
Writing Objectives	<p>To identify personal and possessive pronouns.</p> <ul style="list-style-type: none"> <li>To explore the craft of informal letters.</li> <li>To explore informal language to plan an informal letter.</li> <li>To write an informal letter.</li> <li><b>Bank holiday</b></li> </ul>	<p>To identify conjunctions to link ideas.</p> <ul style="list-style-type: none"> <li>To explore the writing craft of a persuasive letter.</li> <li>To discuss persuasive arguments for a formal letter.</li> <li>To explore persuasive openers, formal language and rhetorical questions.</li> </ul>	<p>To identify the present perfect tense.</p> <ul style="list-style-type: none"> <li>To write a formal persuasive letter.</li> <li>To edit and improve my letter, focussing on improving vocabulary choices (use EF1-3 too).</li> <li>To publish a formal letter.</li> <li><b>Bank holiday</b></li> </ul>	<p>To use a or an correctly to introduce nouns.</p> <ul style="list-style-type: none"> <li>To explore the writing craft of a persuasive advert.</li> <li>To use conjunctions to explain a point (coordinating and subordinating).</li> <li>To use interesting adjectives to persuade.</li> </ul>	<p>To identify word families.</p> <ul style="list-style-type: none"> <li>To plan a persuasive advert.</li> <li>To write a persuasive advert (two days)</li> <li>To present and publish a persuasive advert.</li> </ul>

		<ul style="list-style-type: none"> <li>To plan a persuasive letter.</li> </ul>			
<b>Reading Objectives</b>	<ul style="list-style-type: none"> <li>To make predictions based on what is stated in a text (prediction).</li> </ul>	<ul style="list-style-type: none"> <li>To infer a character's motives from their actions in the text (inference).</li> </ul>	<ul style="list-style-type: none"> <li>To read non-fiction books that are structured in different ways. (exploring and comparing)</li> </ul>	<ul style="list-style-type: none"> <li><b>NFER x 2</b></li> </ul>	<ul style="list-style-type: none"> <li><b>INSET</b></li> </ul>

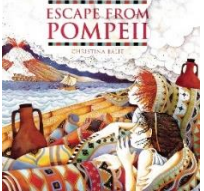
<b>Spelling objectives</b>	To spell homophones (e.g. here hear)	To spell homophones (e.g. missed and mist)	Common misconception words.	g grapheme that sounds like /j/ (e.g. giant).	Words with the /oo/ sound that are spelt ui (e.g. fruit)
<b>Words from the Year 3 / 4 list</b>	knowledge, learn, quarter, weigh, families	Experiment, medicine, disappear, tongue	Surprise, particular, confusion, mixture	hought, various, incorrect, gym	regular, probably, heart, ascend, grey



Summer 2															
Week 1 and 2		Week 3 and 4		Week 5 and 6		Week 7									
Stimulus for Writing		<p>The Wild Robot by Peter Brown</p>													
Writing purpose and genre		Writing to entertain Setting Description (using chapter 1 and 2) • Settings		Writing to entertain Setting Description • Settings		Writing to entertain • Narrative writing (write own piece of robot meeting a character) Remind children of characters he has met. Who is he meeting? Why?									
Writing Objectives		<ul style="list-style-type: none"> <li>To identify conjunctions.</li> <li>To explore the writing craft of a setting description.</li> <li>To choose vocabulary to describe using the senses. (include power of three)</li> <li>To write similes and alliteration to describe.</li> <li>To use when, where and how fronted adverbials.</li> </ul>		<ul style="list-style-type: none"> <li>To identify conjunctions.</li> <li>To plan a setting description from a character's perspective.</li> <li>To write a setting description (two days)</li> <li>To edit and improve my writing.</li> </ul>		<ul style="list-style-type: none"> <li>To identify fronted adverbials.</li> <li>To explore the writing craft of narrative.</li> <li>To extend the range of sentences using a range of conjunctions (when, if, because, although).</li> <li>To use subordination at the beginning of a sentence.</li> <li>To use show not tell for a character's emotions.</li> </ul>		<ul style="list-style-type: none"> <li>To identify prepositions.</li> <li>To plan a narrative from a character's point of view. (use story mapping).</li> <li>To re-write narrative from a character's point of view (two days).</li> <li>To publish a narrative scene with illustrations.</li> </ul>		<ul style="list-style-type: none"> <li>To identify apostrophes for singular possession.</li> <li>To explore the writing craft of dialogue within narrative.</li> <li>To use inverted commas to punctuate dialogue, including action.</li> <li>Transition morning</li> <li>INSET day</li> </ul>		<ul style="list-style-type: none"> <li>To improve sentences by adding fronted adverbials.</li> <li>To plan a section of narrative, including dialogue and suspense.</li> <li>To use repetition, varied sentence length and rhetorical questions to build tension.</li> <li>To write the action scene,</li> </ul>		<ul style="list-style-type: none"> <li>To improve sentences by adding subordinate clauses.</li> <li>To write an action scene, including dialogue</li> <li>To publish a section of narrative.</li> <li>Fernwood Festival</li> </ul>	
Reading Objectives															

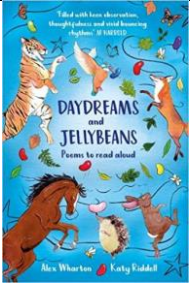
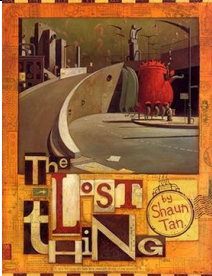

						including dialogue.	
	<ul style="list-style-type: none"> <li>To justify predictions using evidence from the text (prediction).</li> </ul>	<ul style="list-style-type: none"> <li>To justify inferences using evidence from the text. (inference)</li> </ul>	<ul style="list-style-type: none"> <li>To discuss words and phrases that capture the reader's interest and imagination (vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>To retrieve and record information from a non-fiction text (retrieval).</li> </ul>	<ul style="list-style-type: none"> <li>To summarise key findings from a text (summarising).</li> </ul>	<ul style="list-style-type: none"> <li>To identify themes across a range of books. (exploring and comparing)</li> </ul>	<ul style="list-style-type: none"> <li>To perform a poem using tone, intonation and actions.</li> </ul>
<b>Spelling objectives</b>  <b>Words from the Year 3 / 4 list</b>	Words with the /r/ sound that are spelt 'wr'; (e.g. write, wrapper).  <b>through, history division, preferred</b>	To spell homophones.  Here/hear, heel/heal/he'll, knot/not  <b>knowledge, learn, quarter</b>	To spell homophones.  Missed/mist, peace/piece, plain/plane, scene/seen  <b>experiment, medicine</b>	To spell common exception words.  <b>Because, improve, people, water, Christmas, beautiful, sure, clothes, surprise, particular</b>	To spell words where the 'g' grapheme is used for the /j/ sound. giant, ginger, genius, danger, emergency, imagine, intelligent, tragic  <b>thought, various</b>	To spell words using the 'ui' grapheme for the /oo/ sound. juice, recruit, suitable, build, guide, fruit, suitcase  <b>regular, probably, heart</b>	To spell words using the 'wr' grapheme for the /r/ sound. write wrapper, wreck, wrestle, wrinkle, wrong, wriggle, wrist  <b>through, history</b>

# Year 4

Autumn 1							
	Week 1 and 2		Week 3 and 4		Week 5, 6 and 7		
Stimulus for Writing	 <p>Escape from Pompeii by Christina Balit</p>						
Writing purpose and genre	<b>Writing to paint a picture in the reader's mind</b> <ul style="list-style-type: none"> <li>Settings (Pompeii - before eruption)</li> </ul>		<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>Re-written section of historical suspense narrative, including dialogue</li> </ul>		<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>Dialogue</li> <li>Suspense story (based on a different natural disaster)</li> <li>Openings/endings</li> </ul>		
Writing Objectives	<ul style="list-style-type: none"> <li>To use the determiners a and an correctly to introduce nouns.</li> <li>To create a story map for a narrative.</li> <li>To explore the writing craft of setting description.</li> </ul>	<ul style="list-style-type: none"> <li>To identify prepositions and prepositional phrases.</li> <li>To explore vocabulary used to describe the Pompeii setting.</li> <li>To use expanded noun phrases with prepositional phrases to describe characters and settings.</li> <li>To bring a setting to life using personification and similes to create an atmosphere.</li> <li>To write a setting description.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the rules of punctuating direct speech.</li> <li>To explore the writing craft of suspense narrative with dialogue.</li> <li>To use direct speech to show how a character feels.</li> <li>To add on what the character is doing after a piece of dialogue to advance action.</li> <li>To use subordination in a sentence (because, when, before, after and while).</li> </ul>	<ul style="list-style-type: none"> <li>To identify different types of adverbs (time, frequency and manner).</li> <li>To use coordination to join main clauses (and, but, so and yet).</li> <li>To choose verbs and adverbs effectively to show how a character is feeling.</li> <li>To write a section of narrative with dialogue (two days).</li> </ul>	<ul style="list-style-type: none"> <li>To identify fronted adverbials.</li> <li>To research ideas for a natural disaster suspense story.</li> <li>To use adverbs and prepositional phrases as fronted adverbials.</li> <li>To build suspense in writing by using repetition, varied sentence length and rhetorical questions to make the reader worried.</li> <li><b>INSET day</b></li> </ul>	<ul style="list-style-type: none"> <li>To identify similes and metaphors.</li> <li>To build suspense by moving the threat closer over a paragraph of writing and using vague vocabulary.</li> <li>To use personification and similes to create an atmosphere.</li> <li>To adapt and re-tell a story map for my suspense story.</li> <li>To plan a suspense story.</li> </ul>	<ul style="list-style-type: none"> <li>To identify personal and possessive pronouns.</li> <li>To explore different openings for my suspense story.</li> <li>To write a suspense story (over two days).</li> <li>To edit my writing, checking for complete sentences (EF1 teach).</li> <li>To publish a short narrative.</li> </ul>

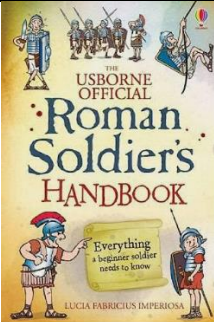
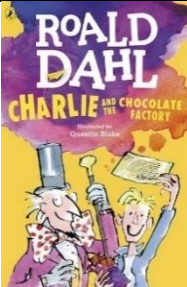
<b>Reading Objectives</b>	<ul style="list-style-type: none"> <li>To re-tell a story orally using a story map (fluency).</li> </ul>	<ul style="list-style-type: none"> <li>To use a dictionary to check the meaning of words, checking the correct word class and definition (vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>To use skim and scan to retrieve information from a text (retrieval)</li> </ul>	To highlight key information in a text and record it in diagrams (summarising)	<ul style="list-style-type: none"> <li><b>NFER testing</b></li> </ul>	<ul style="list-style-type: none"> <li><b>History day</b></li> </ul>	To infer a character's feelings and thoughts using evidence from the text (inference).
<b>Spelling objectives</b>  <b>Words from the Year 3 / 4 list</b>	<ul style="list-style-type: none"> <li>To spell homophones (e.g. see/sea, bear/bare)</li> </ul> <p>consider continue</p>	<ul style="list-style-type: none"> <li>To use the il- prefix to have a negative meaning (e.g. illegal, illogical).</li> </ul> <p>century certain position</p>	<ul style="list-style-type: none"> <li>To add suffixes to words than begin with a vowel (e.g. garden gardener gardening).</li> </ul> <p>breath breathe build</p>	<ul style="list-style-type: none"> <li>To spell words with the /u/ sound spelt 'ou' (e.g. young).</li> </ul> <p>busy calendar caught centre</p>	<ul style="list-style-type: none"> <li>To spell words with the mis- prefix (e.g. misbehave, mislead)</li> </ul> <p>believe bicycle</p>	<ul style="list-style-type: none"> <li>To use the ir- prefix (e.g. irregular, irrelevant)</li> </ul> <p>accident accidentally address</p>	

## Autumn 2

	Week 1 and 2		Week 3, 4 and 5			Week 6 and 7	
<b>Stimulus for Writing</b>	 <p>Daydreams and Jellybeans by Alex Wharton</p>		 <p>The Lost Thing by Shaun Tan</p>			 <p>Edgar - video animation</p>	
<b>Writing purpose and genre</b>	<b>Writing poetry</b>		<b>Writing to entertain</b>			<b>Writing to reflect</b>	
			<ul style="list-style-type: none"> <li>• Settings</li> <li>• Characterisation</li> </ul>			<ul style="list-style-type: none"> <li>• Diary entry (recount)</li> </ul>	
<b>Writing Objectives</b>	<ul style="list-style-type: none"> <li>• To identify adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• To use precise nouns to describe (e.g. sparrow not brown bird).</li> </ul>	<ul style="list-style-type: none"> <li>• To identify verbs and adverbs.</li> </ul>	<ul style="list-style-type: none"> <li>• To use the present and past perfect form of verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify expanded noun phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• To use coordinating conjunctions to join words, phrases and clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• To use subordinating conjunctions to add a subordinate clause to a sentence.</li> </ul>
<b>Retrieval objectives</b>	<ul style="list-style-type: none"> <li>• To explore a range of poetry.</li> <li>• To explore the writing craft of free-verse poetry.</li> <li>• To explore figurative language for poetry.</li> <li>• <b>Careers Fair</b></li> </ul>	<ul style="list-style-type: none"> <li>• To write a free-verse poem, following a familiar structure.</li> <li>• To write a free-verse poem (free writing).</li> <li>• To perform a poem that I have written.</li> </ul>	<ul style="list-style-type: none"> <li>• To make inferences based on a picture.</li> <li>• To explore the writing craft of a dystopian/science fiction narrative.</li> <li>• To describe a character, showing their reactions to settings and other characters. (NARRATOR)</li> <li>• To design and describe a dystopian character (CREATURE)</li> </ul>	<ul style="list-style-type: none"> <li>• To plan a first-person narrative as a story map</li> <li>• To use dialogue to advance action.</li> <li>• To write a first- person narrative. (2 lessons)</li> </ul>	<ul style="list-style-type: none"> <li>• To edit and improve writing, looking for run-ons (EF2 teach).</li> <li>• To publish a first-person dystopian narrative (two days).</li> </ul>	<ul style="list-style-type: none"> <li>• To explore the writing craft of a diary entry.</li> <li>• To explore vocabulary to show facts, opinion and feelings in a diary entry.</li> <li>• To use adverbials of time, duration and location as fronted adverbials.</li> <li>• To explore the use of rhetorical questions and informal language.</li> </ul>	<ul style="list-style-type: none"> <li>• To plan a diary entry.</li> <li>• To write a diary entry (two days).</li> <li>• <b>Toy day.</b></li> </ul>

<b>Reading Objectives</b>	<ul style="list-style-type: none"> <li>To perform a poem learnt by heart (fluency).</li> </ul>	<ul style="list-style-type: none"> <li>To use a thesaurus to find synonyms (vocabulary).</li> </ul>	<ul style="list-style-type: none"> <li>To use prior knowledge and details from the text to make predictions (prediction).</li> </ul>	<ul style="list-style-type: none"> <li>To infer characters' motives using evidence from the text (inference).</li> </ul>	<ul style="list-style-type: none"> <li>To write a brief summary of a story, using the main points.</li> </ul>	<ul style="list-style-type: none"> <li>To use quotes to support answers to questions about the text (retrieval).</li> </ul>	<ul style="list-style-type: none"> <li><b>Christmas performance.</b></li> </ul>
<b>Spelling objectives</b>  <b>Words from the Year 3 / 4 list</b>	<ul style="list-style-type: none"> <li>To spell words using the re-prefix (e.g. redo, refresh). early guide occasion occasionally separate</li> </ul>	<ul style="list-style-type: none"> <li>To spell words, using split vowel digraphs (e.g. excuse, spite). enough</li> </ul>	<ul style="list-style-type: none"> <li>To use the prefix sub- (e.g. subheadings, submarine) exercise heart opposite</li> </ul>	<ul style="list-style-type: none"> <li>To use the prefix inter-, meaning between. straight particular</li> </ul>	<ul style="list-style-type: none"> <li>To use the prefix super-, meaning over and above (e.g. superficial, superimpose) experiment extreme history perhaps strength</li> </ul>	<ul style="list-style-type: none"> <li>To use the prefix anti-, meaning against (e.g. antifungal, antifreeze) February surprise medicine</li> </ul>	

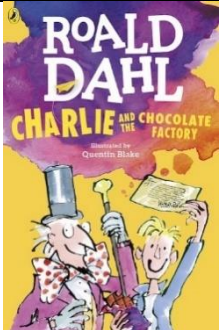
## Spring 1

	Week 1 and 2		Week 3	Week 4	Week 5 and 6	
Stimulus for Writing	 <p>Roman Soldier's Handbook by Lucia Fabricius Imperiosa</p>			 <p>Charlie and the Chocolate Factory by Roald Dahl</p>		
Writing purpose and genre	<p><b>Writing to inform</b></p> <ul style="list-style-type: none"> <li>• Instruction writing (how to be a Roman soldier)</li> </ul>		<p><b>Writing to build a picture in the reader's mind</b></p> <ul style="list-style-type: none"> <li>• Character description (Charlie Bucket)</li> <li>• Chapter 1</li> </ul>	<p><b>Writing to persuade</b></p> <ul style="list-style-type: none"> <li>• Persuasive letter (to Mr Willy Wonka)                             <ul style="list-style-type: none"> <li>• Chapter 3 and 4</li> </ul> </li> </ul>	<p><b>Writing to persuade</b></p> <p>Persuasive advert (sweet invention)</p>	
Writing Objectives	<ul style="list-style-type: none"> <li>• To identify imperative verbs and adverbs used to instruct.</li> <li>• To explore the writing craft of instructional writing.</li> <li>• To explore vocabulary to entertain the reader.</li> <li>• To use fronted adverbials to create cohesion between instructions.</li> <li>• To plan a set of instructions</li> </ul>	<ul style="list-style-type: none"> <li>• To identify determiners that quantify (three, many, some).</li> <li>• To choose simple organisational devices in non-narrative material (captions, pictures and diagrams).</li> <li>• To write an introduction to an instructional text.</li> <li>• To write instructions</li> </ul>	<ul style="list-style-type: none"> <li>• To identify the present perfect form of verbs.</li> <li>• To use verbs and adverbs to match your character's personality.</li> <li>• To use show not tell to describe a character's emotions.</li> <li>• To write a description of a character.</li> <li>• <b>Pantomime</b></li> </ul>	<ul style="list-style-type: none"> <li>• To understand and use the plural possessive apostrophe.</li> <li>• To explore the writing craft of a persuasive letter.</li> <li>• To use coordinating conjunctions to join words, phrases and clauses (and, but, so, or and <b>yet</b>) to link ideas.</li> <li>• To explore appealing adjectives and compliments to persuade.</li> <li>• To explore persuasive openers and rhetorical questions to persuade.</li> </ul>	<ul style="list-style-type: none"> <li>• To use coordinating conjunctions to join words, phrases and clauses (and, but, so, or and <b>yet</b>).</li> <li>• To plan a persuasive letter.</li> <li>• To write a persuasive letter (two lessons).</li> <li>• To edit and improve my letter, looking at punctuation (EF3 teach).</li> </ul>	<ul style="list-style-type: none"> <li>• To distinguish between adverbs of time, frequency and manner.</li> <li>• To plan a persuasive advert.</li> <li>• To write a persuasive advert (two days).</li> <li>• To perform a persuasive advert.</li> <li>• <b>Faith and culture day</b></li> </ul>
Retrieval objectives						

	using a planning web.	'how to be a roman soldier' (two days).				
<b>Reading Objectives</b>	<ul style="list-style-type: none"> <li>To discuss how language, structure and presentation contribute to meaning in a non-fiction text (explore and compare).</li> </ul>	To highlight key information in a text and record in bullet points (summarising).	<ul style="list-style-type: none"> <li>To use more than one piece of evidence from a text (inference).</li> </ul>	<ul style="list-style-type: none"> <li>To find the meaning of new words using the context of a sentence (vocabulary).</li> </ul>	<ul style="list-style-type: none"> <li><b>NFER testing</b></li> </ul>	<ul style="list-style-type: none"> <li>To retrieve and record information in a fiction text (retrieval).</li> </ul>
<b>Spelling objectives</b> <b>Words from the Year 3 / 4 list</b>	<ul style="list-style-type: none"> <li>To spell words using the prefix dis-, meaning apart (e.g. disorder, disbelief) <b>learn recent</b></li> </ul>	<ul style="list-style-type: none"> <li>To spell words using ation to change words from verbs into nouns (e.g. determine determination) <b>grammar library</b></li> </ul>	<ul style="list-style-type: none"> <li>To spell using the suffix -ily to change adjectives into adverbs (e.g. happily angrily) <b>interest which</b></li> </ul>	<ul style="list-style-type: none"> <li>To spell words with the /k/ sound spelt using 'ch' (e.g. scheme chorus) <b>natural quarter</b></li> </ul>	<ul style="list-style-type: none"> <li>To spell words using the suffix -ture to turn verbs into nouns (e.g. signature departure) <b>possess possession</b></li> </ul>	



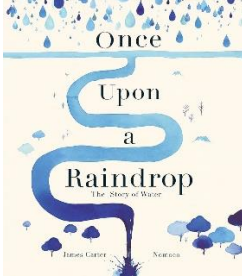


## Spring 2

Spring 2						
	Week 1	Week 2 and 3			Week 4, 5 and 6	
Stimulus for Writing	 <p style="text-align: center;">Charlie and the Chocolate Factory by Roald Dahl</p>					
Writing purpose and genre	<b>Writing to build a picture in the reader's mind</b> Setting description (the chocolate room chapter 15)	<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>Re-writing part of narrative (travelling down the river - chapter 18)                             <ul style="list-style-type: none"> <li>Dialogue</li> <li>Action</li> </ul> </li> </ul>			<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>Characterisation, settings, suspense and tension</li> <li>Wishing tale</li> </ul> Writing using a made-up character and their journey to get something that they really want.	
Writing Objectives	<ul style="list-style-type: none"> <li>To use apostrophes to mark singular possession.</li> </ul>	<ul style="list-style-type: none"> <li>To identify similes and personification used to create an atmosphere.</li> </ul>	<ul style="list-style-type: none"> <li>To use pronouns and to create cohesion across sentences.</li> </ul>	<ul style="list-style-type: none"> <li><b>York (x3 days)</b></li> <li>To explore a wishing tale.</li> </ul>	<ul style="list-style-type: none"> <li>To use prepositional phrases, similes and adverbs as fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>To identify features of character and setting descriptions.</li> </ul>
Retrieval objectives	<ul style="list-style-type: none"> <li>To use adverbs, similes and prepositional phrases as fronted adverbials.</li> <li>To use powerful and precise vocabulary (nouns, adjectives, verbs and adverbs) to match the atmosphere.</li> <li>To show the setting through the character's eyes.</li> <li>To write a setting description.</li> </ul>	<ul style="list-style-type: none"> <li>To explore the writing craft of an action scene.</li> <li>To use conjunctions to add subordination to a sentence (because, when, before, after, although, if and while).</li> <li>To use inverted commas to punctuate direct speech, including using the reporting clause at the beginning.</li> <li>To use varied sentence length and repetition to build pace and tension.</li> </ul>	<ul style="list-style-type: none"> <li>To show how a character is feeling through their actions and reactions to the setting or other characters (verbs).</li> <li>To write an action scene, including dialogue. (over two lessons)</li> <li>To edit and improve an action scene, EF4 teach.</li> </ul>	<ul style="list-style-type: none"> <li>To build suspense and tension by showing the reader how my character is feeling rather than telling (actions and reactions).</li> <li>To build suspense and tension (short-burst writing).</li> <li>To create character, with a name to suggest something about them and reveal their desire or wish (short-burst writing).</li> <li>To plan a wishing tale.</li> </ul>	<ul style="list-style-type: none"> <li>To write a wishing tale (three days).</li> <li>To edit and improve my tale, looking for fragments, run-ons and techniques to build suspense and tension.</li> <li><b>Explorer day</b></li> </ul>	

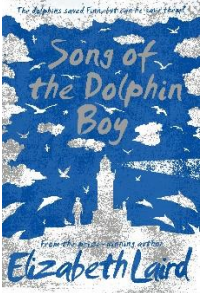
<p><b>Reading Objectives</b></p>	<ul style="list-style-type: none"> <li>To make and justify predictions using evidence from the text (prediction).</li> </ul>	<ul style="list-style-type: none"> <li><b>World Book Day</b></li> </ul>	<ul style="list-style-type: none"> <li>To infer character's feelings and thoughts using evidence from the text (inference).</li> </ul>	<ul style="list-style-type: none"> <li>To discuss why words have been chosen and their effect on the reader (vocabulary).</li> </ul>	<ul style="list-style-type: none"> <li>To compare two characters, discussing author's choice (explore and compare).</li> </ul>	
<p><b>Spelling objectives</b></p> <p><b>Words from the Year 3 / 4 list</b></p>	<ul style="list-style-type: none"> <li>To spell words using the -ous suffix (our changes to or) e.g. humour humorous. material regular</li> </ul>	<ul style="list-style-type: none"> <li>To spell word with the 'ous' ending (e.g. curious hideous) probably reign thought</li> </ul>	<ul style="list-style-type: none"> <li>To spell words with the suffix -tion to change verbs into nouns (e.g. operate operation). weight</li> </ul>	<ul style="list-style-type: none"> <li>To spell words using the -sion suffix (e.g. possess possession) through various</li> </ul>	<ul style="list-style-type: none"> <li>To spell words using the suffix -sion when a verb ends in 'de or se' (e.g. collide collision). accident accidentally</li> </ul>	

# Summer 1

	Week 1 and 2		Week 3	Week 4 and 5		
<b>Stimulus for Writing</b>	 <p>The Book of Brilliant Bugs by Jess French</p>		 <p>Kenning Poems</p>	 <p>Once upon a raindrop by James Carter</p>		
<b>Writing purpose and genre</b>	<b>Writing to inform</b> <ul style="list-style-type: none"> <li>Information Text (minibeast)</li> </ul>		<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>Poetry (Kenning)</li> </ul>	<b>Writing/Speaking to entertain – Oracy focus unit</b>		
<b>Writing Objectives</b>	<ul style="list-style-type: none"> <li>To identify plural apostrophes.</li> <li><b>BANK HOLIDAY</b></li> <li>To explore the writing craft of an information text.</li> <li>To research and make notes (focus on technical vocabulary).</li> <li>To use coordinating and subordinating conjunctions to link information.</li> </ul>	To identify a variety of determiners. <ul style="list-style-type: none"> <li>To plan an information text. To write an information text (two days)</li> <li>To publish an information text.</li> </ul>	<ul style="list-style-type: none"> <li>To identify word families.</li> <li>To explore the writing craft of a Kenning poem.</li> <li>To explore technical vocabulary to plan a poem.</li> <li>To follow a similar structure to write poetry.</li> <li>To perform a poem, using intonation, volume and correct tone.</li> </ul>	<ul style="list-style-type: none"> <li><b>To identify the difference between the plural and possessive 's'.</b></li> <li><b>To explore non-fiction as poetry.</b></li> <li><b>To perform poetry, creating a musical backing.</b></li> <li><b>To explore word families linked to water.</b></li> <li><b>To explore how a poet engages the reader (rq, alliteration, repetition).</b></li> </ul>	<ul style="list-style-type: none"> <li><b>To identify possessive pronouns.</b></li> <li><b>To plan a story of water poem.</b></li> <li><b>To write a poem in groups.</b></li> <li><b>To perform a story of water poem.</b></li> <li><b>INSET day</b></li> </ul>	
<b>Reading Objectives</b>	<ul style="list-style-type: none"> <li>To discuss how language, structure and presentation contribute to meaning in a non-fiction text (explore and compare).</li> </ul>	<ul style="list-style-type: none"> <li>To summarise information from a non-fiction text orally (summarising)</li> </ul>	<ul style="list-style-type: none"> <li><b>Bank holiday</b></li> </ul>	<ul style="list-style-type: none"> <li><b>NFER testing</b></li> </ul>	<ul style="list-style-type: none"> <li>To explain how words and phrases capture the interest of the reader (vocabulary)..</li> </ul>	
<b>Spelling objectives</b>	To spell homophones and near homophones	To spell words ending with the	To spell words with the /s/ sound using the sc	To spell words using the /ey/ sound spelt using the	To spell words	To spell words using the /sh/

<p><b>Words from the Year 3 / 4 list</b></p>	<p>(e.g. precede and proceed). pressure</p>	<p>/k/ sound with the que grapheme (e.g. antique) with a French origin. century group popular</p>	<p>grapheme (e.g. muscle) with a Latin origin. bicycle famous favourite</p>	<p>graphemes ei eight or ey (e.g. neighbour). heard peculiar</p>	<p>using the plural possessive apostrophe (e.g. parents'). complete</p>	<p>sound, spelt using the grapheme ch (e.g. chef). answer appear arrive believe</p>
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## Summer 2

	Week 1	Week 2	Week 3	Week 4	Week 5, 6 and 7		
<b>Stimulus for Writing</b>	 <p style="text-align: center;">Song of the Dolphin Boy by Elizabeth Laird</p>						
<b>Writing purpose and genre</b>	<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>Settings</li> </ul>	<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>Playscript</li> </ul>	<b>Oracy Focus Week</b>	<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>Poetry</li> </ul>	<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>Narrative with dialogue</li> <li>Characterisation</li> <li>Settings</li> <li>Openings/endings</li> </ul>		
<b>Writing Objectives</b>	<ul style="list-style-type: none"> <li>To identify fronted adverbials.</li> <li>To explore the writing craft of setting descriptions.</li> <li>To begin sentences with more than one fronted adverbial.</li> <li>To bring a setting to life using similes, metaphors and the senses to describe.</li> <li>To write a setting description of Finn's cottage.</li> </ul>	<ul style="list-style-type: none"> <li>To identify adverbs for describing location and manner.</li> <li>To explore the writing craft of a playscript.</li> <li>To orally retell a scene from a narrative book.</li> <li>To plan a short playscript.</li> <li>To write a playscript scene.</li> </ul>	<ul style="list-style-type: none"> <li>To identify persuasive techniques</li> <li>To discuss my points of view.</li> <li>To collaborate with others to create a plan.</li> <li>To learn how to persuade through performance.</li> <li>To use drama to display emotion.</li> </ul>	<ul style="list-style-type: none"> <li>To improve similes to describe</li> <li>To explore poetry linked to mythical creatures.</li> <li>To use abstract nouns in similes.</li> <li>To plan a poem based on a mythical creature.</li> <li>To write a poem based on a mythical creature.</li> </ul>	<ul style="list-style-type: none"> <li>To identify a range of determiners</li> <li>To plan a narrative setting</li> <li>To plan, considering characterisation</li> <li>Transition morning</li> <li>INSET day</li> </ul>	<ul style="list-style-type: none"> <li>To improve sentence openers.</li> <li>To recap dialogue and fronted adverbials.</li> <li>To plan a narrative (story map).</li> <li>To write a narrative opening.</li> </ul>	<ul style="list-style-type: none"> <li>To identify word classes within sentences.</li> <li>To write a narrative</li> <li>To write the ending of a narrative.</li> <li>To improve my writing, looking for vocabulary and sentence openers.</li> <li>To publish a narrative.</li> </ul>

						<ul style="list-style-type: none"> <li>To write a narrative.</li> </ul>	
<b>Reading Objectives</b>	<ul style="list-style-type: none"> <li>To write a brief summary of the main point of a chapter, using important information (summarising).</li> </ul>	<ul style="list-style-type: none"> <li>To perform a playscript (using own)</li> </ul>	<ul style="list-style-type: none"> <li>To compare characters, discussing author choice (explore and compare).</li> </ul>		<ul style="list-style-type: none"> <li>To use more than one piece of information to justify an inference (inference).</li> </ul>	<ul style="list-style-type: none"> <li>To discuss new and unusual vocabulary and discuss the meaning of these (vocabulary).</li> </ul>	<ul style="list-style-type: none"> <li><b>Fernwood Festival</b></li> </ul>
<b>Spelling objectives</b>  <b>Words from the Year 3 / 4 list</b>	To spell homophones and near homophones (e.g. meet and meat). <b>ordinary consider</b>	To spell homophones and near homophones (e.g. there their they're). <b>eighth eleven</b>	To spell words ending in -ar (e.g. familiar). <b>calendar</b>	To spell words using cy at the start and end of words (e.g. cylinder accuracy). <b>imagine sentence</b>	To spell words using the -cian suffix (e.g. beauty beautician). <b>accident address</b>	To spell words using the oy and oi graphemes for the /oi/ sound. <b>woman women</b>	

Word d Rea	<ul style="list-style-type: none"> <li>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.</li> </ul>
Year 5 National Curriculum Statements - Reading comprehension	<ul style="list-style-type: none"> <li>To maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>- recommending books that they have read to their peers, giving reasons for their choices</li> <li>- identifying and discussing themes and conventions in and across a wide range of writing</li> <li>- making comparisons within and across books</li> <li>- learning a wider range of poetry by heart</li> <li>- 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</li> </ul> </li> <li>To understand what they read by: <ul style="list-style-type: none"> <li>- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>- asking questions to improve their understanding</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> <li>- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>- identifying how language, structure and presentation contribute to meaning</li> <li>- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ♣ distinguish between statements of fact and opinion</li> <li>- retrieve, record and present information from non-fiction</li> <li>- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>- provide reasoned justifications for their views.</li> </ul> </li> </ul>

## Year 5 and 6 National Curriculum Objectives

### Reading

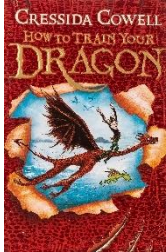
## Writing

<p>National Curriculum - Transcription and Handwriting</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand guidance to add them.</li> <li>• spell some words with 'silent' letters (for example knight, psalm and solemn).</li> <li>• Continue to distinguish between homophones and other words which are often confused.</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically, a listed in English Appendix 1.</li> <li>• use dictionaries to check the spelling and meaning of words.</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>• use a thesaurus.</li> </ul> <p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>- choosing which shape of a letter to use when give choices and deciding whether or not to specific letters</li> <li>- choosing the writing implement that is best suited for a task.</li> </ul> </li> </ul>
<p>National Curriculum - Composition</p>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>- in writing narratives, considering how authors have developed characters and what pupils have read, listened to or seen performed.</li> </ul> </li> <li>• draft and write by: <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>- in narratives, describing settings, characters, and atmosphere and integrating dialogue to convey character and advance the action.</li> <li>- précisising longer passages.</li> <li>- using a wide range of devices to build cohesion within and across paragraphs.</li> <li>- using further organisational and presentational devices to structure text ad to guide the reader (for example headings, bullet points and underlining).</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing.</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>- ensuring the consistent and correct use of tense throughout a piece of writing.</li> <li>- ensuring correct subject and verb agreement when sing singular and plural, distinguishing between the language of speech and choosing the appropriate register.</li> </ul> </li> <li>• proof-read for spelling and punctuation errors.</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>
<p>National Curriculum - Vocabulary</p>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts in English Appendix 2 by: <ul style="list-style-type: none"> <li>- recognising vocabulary and structures that are appropriate for formal speech, and writing, including subjunctive forms.</li> <li>- using passive verbs to affect the presentation of information in a sentence.</li> <li>- using the perfect form of verbs to mark relationships of time and clause.</li> <li>- use expanded noun phrases to convey complicated information concisely.</li> </ul> </li> </ul>



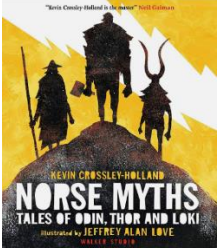
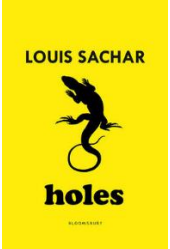
	<ul style="list-style-type: none"> <li>- using modal verbs and adverbs to indicate degrees of possibility.</li> <li>- using relative clauses beginning with who, which, where, when, whose, that or an implied (i.e. omitted) relative pronoun.</li> <li>• indicate grammatical and other features by: <ul style="list-style-type: none"> <li>- using commas to clarify meaning or avoid ambiguity in writing.</li> <li>- using hyphens to avoid ambiguity.</li> <li>- using brackets, dashes or commas to mark boundaries between independent clauses.</li> <li>- using colons to introduce a list.</li> <li>- punctuating bullet points consistently.</li> </ul> </li> <li>• use and understand the grammatical terminology in English Appendix accurately and appropriately when discussing their writing and reading.</li> </ul>	
English Appendix 2	<p style="text-align: center;"><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)</li> <li>• use prefixes for verbs (dis-, de-, mis-, over- and re-)</li> <li>• use relative clauses beginning with who, which, where, when, whose and that.</li> <li>• indicate degrees of possibility using adverbs or modal verbs.</li> <li>• link ideas across paragraphs using adverbials of time, place, and manner.</li> <li>• Use brackets, dashes or commas to indicate parenthesis.</li> <li>• Use commas to clarify the meaning or avoid ambiguity.</li> </ul>	<p style="text-align: center;"><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• know the difference between vocabulary for formal and informal.</li> <li>• know how words are related by meaning as synonyms and antonyms.</li> <li>• use the passive tense to affect the presentation of information in a sentence.</li> <li>• use the subjunctive forms (e.g. 'If I were...')</li> <li>• link ideas across paragraphs using a wider range of cohesive devise (repetition, adverbials, ellipsis)</li> <li>• use semi-colons, colons and dashes to mark the boundary between independent clauses.</li> <li>• to use colon to introduce lists and use semi-colons in lists.</li> <li>• punctuate bullet point to list information.</li> <li>• know how hyphens can be used to avoid ambiguity.</li> </ul>

# Year 5

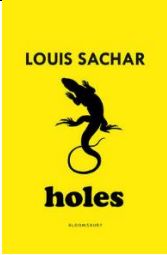
		Autumn 1												
		Week 1 and 2		Week 3	Week 4 and 5		Week 6 and 7							
Stimulus for Writing	 <p>How to Train your Dragon by Cressida Cowell</p>													
Writing purpose and genre	<b>Writing to paint a picture in the reader's mind</b> <ul style="list-style-type: none"> <li>Characterisation (create a dragon)</li> </ul>		<b>Writing to paint a picture in the reader's mind</b> <ul style="list-style-type: none"> <li>Settings (isle of Berk)</li> </ul>		<b>Writing to inform</b> <ul style="list-style-type: none"> <li>Instruction writing</li> </ul>		<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>Dialogue</li> <li>Narrative</li> </ul>							
Writing Objectives	<ul style="list-style-type: none"> <li>To identify and use adverbials of time, place and manner.</li> <li>To explore the writing craft of a character description.</li> <li>To develop and use expanded noun phrases and repetition to add detail about a character.</li> <li>To use appositive to add detail about a noun.</li> </ul>		<ul style="list-style-type: none"> <li>To use a range of adverbs in writing to indicate manner ('how').</li> <li>To use figurative language techniques (similes, abstract similes and metaphors).</li> <li>To create a character.</li> <li>To write a character description.</li> <li><b>Editing focus teach:</b> EF1 and EF2.</li> </ul>		<ul style="list-style-type: none"> <li>To identify precise vocabulary that matches a setting.</li> <li>To begin sentences with more than one fronted adverbial to zoom in to or out of a setting. To use the appositive before or after a noun to describe detail.</li> <li>To plan a setting description, using the writing craft of description.</li> <li>To write a setting description.</li> <li><b>Editing focus teach:</b> EF3 and 4</li> </ul>		<ul style="list-style-type: none"> <li>To identify coordinating conjunctions to join words, phrases and clauses.</li> <li>To explore the writing craft of instructions.</li> <li>To use modal verbs to indicate degrees of possibility.</li> <li>To use brackets to add <b>parenthesis</b> to a sentence.</li> <li>To use adverbials for time to create cohesion in writing.</li> </ul>		<ul style="list-style-type: none"> <li>To identify adverbs and modal verbs that define possibility.</li> <li>To plan instructions for catching a dragon.</li> <li>To write a set of instructions (two days).</li> <li>To publish a set of instructions.</li> <li><b>INSET day</b></li> </ul>		<ul style="list-style-type: none"> <li>To identify the rules of punctuating dialogue.</li> <li>To explore the writing craft of using dialogue to advance action in narrative.</li> <li>To punctuate dialogue, including <b>split speech</b> to advance the action and show character's feelings.</li> <li>To use <b>relative clauses</b> to add subordination using who, which and whose.</li> <li><b>History day</b></li> </ul>		<ul style="list-style-type: none"> <li>To identify relative clauses and relative pronoun within a sentence.</li> <li>To use adverbial clauses (when, although, whilst, if etc.) in narrative.</li> <li>To story map a section of text to re-tell.</li> <li>To write a section of narrative with dialogue.</li> <li><b>Editing focus teach:</b> EF 5 and 6.</li> </ul>	
Retrieval objectives														

<p><b>Reading Objectives</b></p>		<ul style="list-style-type: none"> <li>To discuss and evaluate the author's use of language, including figurative language, and the impact on the reader (explore and compare).</li> </ul>	<ul style="list-style-type: none"> <li>To read a section of text before and after to retrieve information (retrieval).</li> </ul>	<ul style="list-style-type: none"> <li>To explore the meaning of words in context, confidently using a dictionary (vocabulary).</li> </ul>	<ul style="list-style-type: none"> <li><b>NFER reading assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>To infer a character's personality, using their behaviours as evidence (inference).</li> </ul>	<ul style="list-style-type: none"> <li>To summarise the main ideas drawn from a section of text, identifying key details (summarising)</li> </ul>
<p><b>Spelling objectives</b></p> <p><b>Year 5/6 words</b></p>	<p>To spell words /ʃes/. If the root ends in -ce, then /ʃ/ sound is spelt as -c (e.g. gracious)</p> <p>accommodate available cemetery familiar necessary</p>	<p>To spell words using -ant, -ance, -ancy and -ation (e.g. observant, observation).</p> <p>according awkward</p>	<p>To turn adjectives ending in -able to abverbs ending in -ably (e.g. adorable and adorable).</p> <p>sufficient aggressive bruise community</p>	<p>To add suffixes beginning with vowels to words ending in -fer. (e.g. refer and referring)</p> <p>ancient competition</p>	<p>To spell words using 'ough' (e.g. nought, enough).</p> <p>appreciate conscious guarantee</p>	<p>To spell nouns ending in -ce and verbs ending in -se (e.g. practice and practise).</p> <p>convenience hindrance occur</p>	



## Autumn 2

	Week 1, 2 and 3			Week 4 and 5		Week 6 and 7	
Stimulus for Writing	 <p style="text-align: center;">Norse myths</p>			 <p style="text-align: center;">Holes by Louis Sachar</p>			
Writing purpose and genre	<p style="text-align: center;"><b>Writing to entertain</b></p> <ul style="list-style-type: none"> <li>Norse myth (quest/journey story)                             <ul style="list-style-type: none"> <li>Characterisation</li> <li>Openings/endings                                     <ul style="list-style-type: none"> <li>Dialogue</li> </ul> </li> </ul> </li> </ul>			<p style="text-align: center;"><b>Writing to persuade</b></p> <ul style="list-style-type: none"> <li>Formal letter</li> </ul>		<p style="text-align: center;"><b>Writing to reflect and inform</b></p> <ul style="list-style-type: none"> <li>Informal letter</li> </ul>	
Writing Objectives	<ul style="list-style-type: none"> <li>To identify commas for clarity.</li> </ul>	<ul style="list-style-type: none"> <li>To identify different types of subordination (relative clause, non-finite clause and adverbial clause).</li> <li>To plan a Norse myth, following a structure.</li> <li>To explore characterisation, mirroring the character's feelings to the atmosphere.</li> <li>To explore different openings for my Norse myth.</li> <li>To role play a section of dialogue that</li> </ul>	<ul style="list-style-type: none"> <li>To identify a range of fronted adverbials.</li> <li>To write a Norse myth (three days).</li> <li>To publish a Norse myth.</li> </ul>	<ul style="list-style-type: none"> <li>To identify the present and past perfect tense.</li> <li>To explore the writing craft of a persuasive letter.</li> <li>To use a range of coordinating conjunctions to join words, phrases and clauses (and, but, so, or, yet, <b>for</b> and <b>nor</b>).</li> <li>To explore formal, persuasive and emotive vocabulary for effect.</li> <li>To use conjunctive adverbs and the</li> </ul>	<ul style="list-style-type: none"> <li>To understand commas for clarity to clarify meaning.</li> <li>To plan a persuasive letter.</li> <li>To write a persuasive letter (two days).</li> <li>To publish a persuasive letter.</li> </ul>	<ul style="list-style-type: none"> <li>To identify conjunctive adverbs.</li> <li>To explore the writing craft of informal letter writing.</li> <li>To use commas, brackets and dashes to add parenthesis to the end of a sentence (an afterthought).</li> <li>To explore informal language and punctuation choices (contractions, exclamations and question marks).</li> </ul>	<ul style="list-style-type: none"> <li>To identify adverbial clauses at the beginning and end of sentences.</li> <li>To write an informal letter (two days)</li> <li>To publish an informal letter.</li> <li><b>Christmas coffee morning</b></li> <li><b>Toy day</b></li> </ul>
Retrieval objectives	<ul style="list-style-type: none"> <li>To explore the writing craft of a Norse myth.</li> <li>To create a story map for a Norse myth.</li> <li>To use -ed and -ing non-finite clauses to begin sentences to engage the reader.</li> <li>To explore vocabulary and descriptive techniques for my Norse myth.</li> </ul>						

		explores a character's personality.		rule of three for cohesion to persuade.		<ul style="list-style-type: none"> <li>To plan an informal letter.</li> </ul>	
<b>Reading Objectives</b>	<ul style="list-style-type: none"> <li>To orally re-tell a Norse myth (fluency)</li> </ul>	<ul style="list-style-type: none"> <li>To explore themes in myth writing (explore and compare).</li> </ul>	<ul style="list-style-type: none"> <li>To summarise the main ideas drawn from a whole text, identifying key details (summarising).</li> </ul>	<ul style="list-style-type: none"> <li>To make predictions about details stated, using evidence from the text (prediction).</li> </ul>	<ul style="list-style-type: none"> <li>To read around a word to explore its meaning in a section or paragraph of text (vocabulary).</li> </ul>	<ul style="list-style-type: none"> <li>To infer a character's feelings and thoughts from a text using their actions (inference).</li> </ul>	
<b>Spelling objectives</b>  <b>Year 5/6 words</b>	<ul style="list-style-type: none"> <li>To spell further homophones (e.g. guessed and guest). <b>critic criticise</b></li> </ul>	<ul style="list-style-type: none"> <li>To spell adjectives with the suffix -able where the root word does not change. (e.g. comfort and comfortable). <b>curiosity lightning signature</b></li> </ul>	<ul style="list-style-type: none"> <li>To spell adjectives with the -ible suffix and adverbs with the -ibly suffix. (e.g. possible and possibly). <b>develop parliament</b></li> </ul>	<ul style="list-style-type: none"> <li>To spell words using the rule 'l before e except after c' (e.g. friend). <b>embarrass interfere relevant symbol</b></li> </ul>	<ul style="list-style-type: none"> <li>To spell words using the rule 'l before e except after c' (e.g. receipt) <b>equip equipped equipment</b></li> </ul>	<ul style="list-style-type: none"> <li>To spell homophones and near homophones (e.g. dessert and desert). <b>existence privilege thorough</b></li> </ul>	

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	<b>Writing to inform</b> <ul style="list-style-type: none"> <li>Information text</li> </ul>			<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>Characterisation</li> <li>Settings</li> <li>Flashback</li> </ul>		Performing playscripts
Writing Objectives	<ul style="list-style-type: none"> <li>To identify brackets used for parenthesis within a sentence.</li> <li>To explore the writing craft of an information text.</li> <li>To choose between using the appositive and relative clauses.</li> <li>To punctuate bullet points consistently</li> <li>Maths day</li> </ul>	<ul style="list-style-type: none"> <li>To identify simple organisational devices (subheadings, headings and <b>bullet points</b>).</li> <li>To use hyphens to create compound adjectives.</li> <li>To begin sentences with adverbial clauses.</li> <li>To structure a topic themed paragraph.</li> <li>To plan an information text.</li> </ul>	<ul style="list-style-type: none"> <li>To identify hyphenated compound adjectives.</li> <li>To write an information text (two days).</li> <li>To publish an information text.</li> <li>Pantomime</li> </ul>	<ul style="list-style-type: none"> <li>To identify wide range of fronted adverbials, including more than one to begin a sentence.</li> <li>To explore the writing craft of narrative with a flashback.</li> <li>To explore characterisation, adding an embedded -ing or relative clause to suggest about the character.</li> <li>To ensure that word choices earn their place in description.</li> </ul>	<ul style="list-style-type: none"> <li>To identify subordinate (adverbial, relative and non-finite) clauses embedded within a sentence.</li> <li>To plan a flashback narrative, mirroring the character's feelings with the setting.</li> <li>To write a flashback narrative (two days).</li> <li>To publish a flashback narrative</li> </ul>	<ul style="list-style-type: none"> <li>To understand an author from our literary heritage (William Shakespeare).</li> <li>Faith and culture day</li> </ul>
Retrieval objectives						

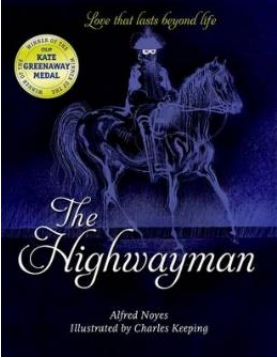
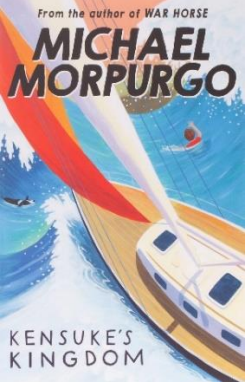
<p><b>Reading Objectives</b></p>	<ul style="list-style-type: none"> <li>To investigate alternative word choices that could be made (vocabulary).</li> </ul>	<ul style="list-style-type: none"> <li>To distinguish between fact and opinion in a text (explore and compare).</li> </ul>	<ul style="list-style-type: none"> <li>To infer characters feelings, thoughts from a text and motives for their actions (inference).</li> </ul>	<ul style="list-style-type: none"> <li><b>NFER papers</b></li> </ul>	<ul style="list-style-type: none"> <li>To make predictions about details implied, using evidence from the text (prediction).</li> </ul>	<ul style="list-style-type: none"> <li>To discuss themes and conventions from a chapter of text (summarising).</li> <li>To explore archaic language in a text.</li> <li>To prepare a play to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>To compare and discuss themes across two playscripts.</li> </ul>
<p><b>Spelling objectives</b></p> <p><b>Year 5/6 words</b></p>	<ul style="list-style-type: none"> <li>To spell further homophones and near homophones (e.g. accept and except).  <b>explanation</b>  <b>profession</b></li> </ul>	<ul style="list-style-type: none"> <li>To spell words using split vowel (e.g. extreme).  <b>leisure</b>  <b>programme</b></li> </ul>	<ul style="list-style-type: none"> <li>To turn adjectives to adverbs by adding -ly or -lly when the word end in an l. (e.g. wonderful wonderfully).  <b>pronunciation</b>  <b>restaurant</b></li> </ul>	<ul style="list-style-type: none"> <li>To add the suffix -ly to words with more than one syllable (e.g. shabbily).  <b>muscle</b></li> </ul>	<ul style="list-style-type: none"> <li>To use -cial (after vowel) and -tial (after consonant) endings (e.g. partial and facial).  <b>rhyme</b>  <b>accompany</b>  <b>definite</b>  <b>guessed</b></li> </ul>	<ul style="list-style-type: none"> <li>To use 'ph' digraph for the /f/ sound (e.g. paragraph).  <b>achieve</b> <b>average</b></li> </ul>

Spring 2						
Week 1, 2 and 3			Week 4, 5 and 6			
Stimulus for Writing	 <p>A Galaxy of her own by Libby Jackson</p>			 <p>Alma video</p>		
Writing purpose and genre	<p><b>Writing to inform</b></p> <ul style="list-style-type: none"> <li>Biography (Helen Sharma). Children pick from four to write about. Ensure that</li> </ul>			<p><b>Writing to entertain</b></p> <ul style="list-style-type: none"> <li>Narrative</li> <li>Settings</li> <li>Building suspense and action</li> </ul>		
<p><b>Writing Objectives</b></p> <p>Writing craft lessons (toolkit)</p> <p>Retrieval objectives</p>	<ul style="list-style-type: none"> <li>To identify the perfect tense within a sentence.</li> <li>To explore a biography non-fiction text.</li> <li>To role play an interview with a famous astronaut.</li> <li>To write an interview as a playscript (choose one of the four).</li> <li>To understand how to write quotes and direct reported speech.</li> </ul>	<ul style="list-style-type: none"> <li>To identify parenthesis embedded within a sentence.</li> <li>To explore the craft of biography writing.</li> <li>To explore adding detail to description using dashes, brackets commas to add parenthesis to sentences.</li> <li>To use semicolons to link two main clause.</li> <li>To research for a biography, making bullet point notes.</li> </ul>	<ul style="list-style-type: none"> <li>To identify singular and plural apostrophes for possession.</li> <li>To plan a biography.</li> <li>To write a group paragraph in the style of a biography.</li> <li>To write a biography about a famous astronaut.</li> <li>To publish a biography.</li> </ul>	<ul style="list-style-type: none"> <li>To use commas and dashes to indicate parenthesis embedded in a sentence.</li> <li>To explore narrative that build suspense and tension.</li> <li>To create a story map for a short narrative.</li> <li>To choose figurative language techniques (similes, metaphors and personification) to bring a setting to life.</li> <li>To use a wide range of fronted adverbials to indicate when, where and how, including non-finite clauses.</li> </ul>	<ul style="list-style-type: none"> <li>To identify relative clauses to add subordination using who, which, whose and that.</li> <li>To explore features to use punctuation to build tension (ellipsis, semicolon).</li> <li>To explore sentence structures to build tension (sentence of three with action, varied sentence length).</li> <li>To explore repetition to build tension (anadiplosis and beginning and end of sentence).</li> <li>To plan a narrative, building suspense.</li> </ul>	<ul style="list-style-type: none"> <li>To identify hyphenated compound words.</li> <li>To write a narrative, building suspense (two days).</li> <li>To publish a short narrative with a soundtrack.</li> <li>Explorer day</li> </ul>



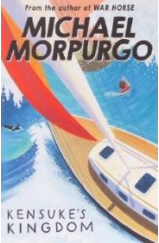
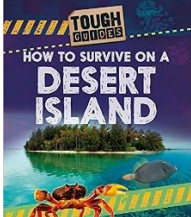
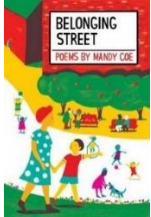
<b>Reading Objectives</b>	<ul style="list-style-type: none"> <li>To make connections between information across a text to write a summary (summarising).</li> </ul>	<ul style="list-style-type: none"> <li><b>World book day</b></li> </ul>	<ul style="list-style-type: none"> <li>To retrieve information from a non-fiction text (retrieval).</li> </ul>	<ul style="list-style-type: none"> <li>To look at an author's use of figurative language (vocabulary).</li> </ul>	<ul style="list-style-type: none"> <li>To understand how figurative language can infer meaning (inference).</li> </ul>	<ul style="list-style-type: none"> <li>To support predictions with more than one piece of evidence (prediction).</li> </ul>
<b>Spelling objectives</b>  <b>Year 5/6 words</b>	<ul style="list-style-type: none"> <li>To spell words with 'xc' (e.g. exceptional). amateur neighbour nuisance</li> </ul>	<ul style="list-style-type: none"> <li>To spell words ending in -ious (e.g. conscientious). bargain category</li> </ul>	<ul style="list-style-type: none"> <li>To spell words adjectives the prefix un- to demonstrate a negative meaning (e.g. uncomfortable). apparent exaggerate</li> </ul>	<ul style="list-style-type: none"> <li>To spell words ending in -ary (e.g. stationary). committee frequently</li> </ul>	<ul style="list-style-type: none"> <li>To spell words using the suffix -ible (e.g. sensible). controversy foreign</li> </ul>	<ul style="list-style-type: none"> <li>To spell adjectives ending in -al (e.g. sensational). government persuade.</li> </ul>

## Summer 1

	Week 1 and 2		Week 3	Week 4 and 5	
Stimulus for Writing	 <p style="text-align: center;">The Highwayman by Alfred Noyes</p>			 <p style="text-align: center;">Kensuke's Kingdom by Michael Morpurgo</p>	
Writing purpose and genre	<p style="text-align: center;"><b>Writing to entertain</b></p> <ul style="list-style-type: none"> <li>Narrative poetry (from a character's perspective)</li> </ul>		<p style="text-align: center;"><b>Writing/Oracy to discuss</b></p> <ul style="list-style-type: none"> <li>Balanced argument</li> </ul>	<p style="text-align: center;"><b>Writing to reflect</b></p> <ul style="list-style-type: none"> <li>Recount (ship's log)</li> </ul>	
Writing Objectives	<ul style="list-style-type: none"> <li>To identify adverbs for time, place and manner.</li> <li><b>Bank holiday</b></li> <li>To explore the writing craft of a narrative poem.</li> <li>To re-tell a narrative poem (story map).</li> <li>To practise using punctuation for parenthesis.</li> </ul>	<ul style="list-style-type: none"> <li>To identify different types of fronted adverbials.</li> <li>To re-tell a narrative poem in the first person (three days).</li> <li>To publish a narrative poem. <b>concisely</b>.</li> </ul>	<ul style="list-style-type: none"> <li>To identify word classes within sentences (nouns and adjectives).</li> <li>To explore the writing craft of a balanced argument.</li> <li>To choose modal verbs and formal vocabulary for discussion writing.</li> <li>To prepare arguments for a balanced argument (oracy lesson).</li> <li>To take part in a balanced argument.</li> </ul>	<ul style="list-style-type: none"> <li>To identify word classes within sentences (determiners and pronouns).</li> <li>To explore the writing craft of diary/journal writing.</li> <li>To research ideas for writing.</li> <li>To explore the use of different tenses in journal writing.</li> <li>To plan a ship's log (and begin writing).</li> </ul>	<ul style="list-style-type: none"> <li>To identify word classes within sentences (conjunctions and prepositions).</li> <li>To write a ship's log.</li> <li>To publish a ship's log.</li> <li><b>INSET day</b></li> <li><b>Green day</b></li> </ul>
Reading Objectives	<ul style="list-style-type: none"> <li>To perform poetry with intonation (fluency).</li> </ul>	<ul style="list-style-type: none"> <li>To discuss how the author's choice of language impact the reader (vocabulary).</li> </ul>	<ul style="list-style-type: none"> <li><b>Bank holiday</b></li> </ul>	<ul style="list-style-type: none"> <li><b>NFER testing</b></li> </ul>	<ul style="list-style-type: none"> <li>To draw evidence from more than one place in a text to make an inference (inferences).</li> </ul>
Spelling objectives	<ul style="list-style-type: none"> <li>To spell adverbs</li> </ul>	<ul style="list-style-type: none"> <li>To spell adverbs using the suffix -fully</li> </ul>	<ul style="list-style-type: none"> <li>To spell nouns ending in the suffix -ment</li> </ul>	<ul style="list-style-type: none"> <li>To spell progressive verbs with the suffix -</li> </ul>	<ul style="list-style-type: none"> <li>To spell simple past tense verbs ending in</li> </ul>

<p><b>Year 5/6 words</b></p>	<p>using the -ally suffix (e.g. annually). correspond dictionary desperate</p>	<p>(e.g. spitefully). disastrous embarrass environment</p>	<p>(e.g. encouragement). excellent forty harass</p>	<p>ing where the l is doubled first (e.g. patrolling). identity immediate immediately</p>	<p>the suffix -ed when the l is doubled first (e.g. appalled). individual rhythm suggest</p>
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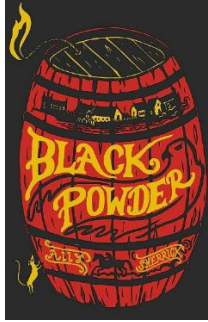
## Summer 2

	Week 1 and 2	Week 3 and 4	Week 5 and 6	Week 7 and 8				
Stimulus for Writing	 Kensuke's Kingdom by Michael Morpurgo		 How to Survive on a Desert Island by Jim Pipe	 Belonging Street by Mandy Coe				
Writing purpose and genre	<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>• Characterisation and Settings                             <ul style="list-style-type: none"> <li>• Action and suspense                                     <ul style="list-style-type: none"> <li>• Dialogue</li> </ul> </li> </ul> </li> <li>• Openings/endings</li> </ul>	<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>• Setting description</li> </ul>	<b>Writing to inform</b> <ul style="list-style-type: none"> <li>• Explanation (survival guide)</li> </ul>	<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>• Poetry</li> </ul>				
Writing Objectives	<ul style="list-style-type: none"> <li>• To identify dashes, commas and brackets for parenthesis within a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify relative pronouns and relative clauses within a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• To use semicolons to link two main clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• To improve sentence openers using fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>• To use modal verbs to indicate degrees of possibility.</li> </ul>	<ul style="list-style-type: none"> <li>• To use colons to introduce lists.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify word classes within sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• To publish a poem (red book and perform).</li> </ul>
Retrieval objectives								
Writing Crafts	<ul style="list-style-type: none"> <li>• To explore the writing craft of narrative action scene, building tension.</li> <li>• To use techniques to build tension (repetition and anadiplosis and power of three with clauses).</li> <li>• To use semi colons to link two main clauses.</li> <li>• To choose vocabulary to show the personality and emotions of the character.</li> </ul>	<ul style="list-style-type: none"> <li>• To plan an action scene (allow children to have freedom to change something).</li> <li>• To write an action scene, building suspense and tension (two days).</li> </ul>	<ul style="list-style-type: none"> <li>• To explore the writing craft of setting description.</li> <li>• To develop language using a thesauru.</li> <li>• To choose figurative language techniques.</li> <li>• To use the rule of three and sentences with more than one fronted adverbial to describe.</li> </ul>	<ul style="list-style-type: none"> <li>• To plan a setting description.</li> <li>• To write a setting description (two days).</li> <li>• To publish a setting description.</li> </ul>	<ul style="list-style-type: none"> <li>• To explore the writing craft of an explanation text.</li> <li>• To use relative clauses to add subordination using who, which, whose and that.</li> <li>• <b>Transition day</b></li> <li>• <b>INSET day</b></li> </ul>	<ul style="list-style-type: none"> <li>• To use a variety of punctuation to develop different sentence structures (include bullet points)</li> <li>• To plan a survival guide.</li> <li>• To write a survival guide (two days)</li> </ul>	<ul style="list-style-type: none"> <li>• To explore figurative language in poetry.</li> <li>• To write a colour poem</li> <li>• To edit and improve a poem.</li> <li>• <b>Fernwood Festival</b></li> </ul>	

		<ul style="list-style-type: none"> <li>To publish an action scene.</li> </ul>				<ul style="list-style-type: none"> <li>To publish a survival guide.</li> </ul>		
<b>Reading Objectives</b>	<ul style="list-style-type: none"> <li>To identify themes across a wide range of writing (summarising).</li> </ul>	<ul style="list-style-type: none"> <li>To find fact and opinion within a non-fiction text (retrieval).</li> </ul>	<ul style="list-style-type: none"> <li>To draw evidence from more than one place in a text to make an inference (inference).</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate the author's use of language (vocabulary).</li> </ul>	<ul style="list-style-type: none"> <li>To confirm and modify predictions as I read on in a text (prediction).</li> </ul>	No reading lesson - five writing this week.	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>To begin to challenge others' point of view (explore and compare).</li> </ul>
<b>Spelling objectives</b> <b>Year 5/6 words</b>	<ul style="list-style-type: none"> <li>To spell progressive verbs using the suffix -ing (e.g. accelerating). <b>communicate</b> <b>conscience</b> <b>temperature</b></li> </ul>	<ul style="list-style-type: none"> <li>To spell adjectives using 'ci' for the /sh/ phoneme (e.g. suspicious). <b>determined</b> <b>mischievous</b> <b>twelfth</b></li> </ul>	<ul style="list-style-type: none"> <li>To spell words with letters that are not stressed (e.g. business). <b>occupy physical</b> <b>variety</b></li> </ul>	<ul style="list-style-type: none"> <li>To spell words using the dis- prefix to have a negative meaning (e.g. dishearten). <b>prejudice</b> <b>queue</b> <b>sincere</b></li> </ul>	<ul style="list-style-type: none"> <li>To spell words using the prefix circum from the Latin 'round' (e.g. circumference). To spell words using the prefix hypo- from Greek 'under' (e.g. hypothesis). <b>recognise</b> <b>recommend</b></li> </ul>	<ul style="list-style-type: none"> <li>To spell words with the prefix audi-, from the Latin to hear (e.g. audible)</li> </ul>		

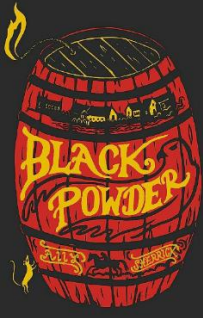

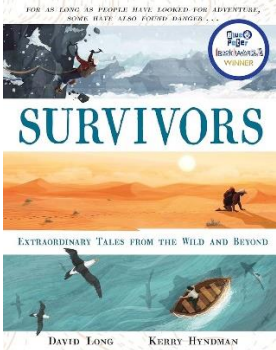
# Year 6

## Autumn 1

Autumn 1							
	Week 1 and 2		Week 3 and 4		Week 5	Week 6 and 7	
Stimulus for Writing	 <p>Black Powder by Ally Sherrick</p>						
Writing purpose and genre	<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>Dialogue</li> <li>Characterisation</li> </ul> <b>Based on chapter 4.</b>		<b>Writing to reflect</b> <ul style="list-style-type: none"> <li>Diary entry</li> </ul> <b>Based on chapter 11</b>			<b>Writing to build a picture in the reader's mind / to entertain</b> <ul style="list-style-type: none"> <li>Characterisation</li> <li>Settings</li> </ul>	
<b>Writing Objectives</b>  Writing craft lessons (toolkit)  Retrieval objectives	<ul style="list-style-type: none"> <li>To explore using the writing craft of using dialogue to convey character.</li> </ul>	<ul style="list-style-type: none"> <li>To use pronouns and the appositive to avoid repetition.</li> <li>To use show not tell to convey character in dialogue.</li> <li>To use split speech and choose punctuation to convey character in dialogue.</li> <li>To write a section of dialogue,</li> </ul>	<ul style="list-style-type: none"> <li>To use modal verbs to indicate degrees of possibility.</li> <li>To explore the writing craft of a diary entry.</li> <li>To choose vocabulary for informal, reflective writing.</li> <li>To explore sentence openers for a diary entry.</li> </ul>	<ul style="list-style-type: none"> <li>To identify a wide range of fronted adverbials.</li> <li>To plan a diary entry.</li> <li>To write a diary entry (three days).</li> <li>To publish a diary entry.</li> </ul>	<ul style="list-style-type: none"> <li>NO OTHER LESSONS THIS WEEK - BIKEABILITY</li> <li><b>INSET day</b></li> </ul>	<ul style="list-style-type: none"> <li>To identify noun phrases and expanded noun phrases in a sentence.</li> <li>To explore the writing craft of character description.</li> <li>To use the rule of three to describe</li> <li>To use figurative language techniques to describe.</li> <li>Spine writing: Falcon description.</li> </ul>	<ul style="list-style-type: none"> <li>To identify synonyms.</li> <li>To explore the writing craft of setting description</li> <li>To use personification to bring a setting to life.</li> <li>To use repetition to make a setting seem mysterious.</li> <li>Spine writing: London setting.</li> </ul>

		<p>conveying character.</p> <ul style="list-style-type: none"> <li>To edit and improve a section of dialogue (Ef1-3)..</li> </ul>	<ul style="list-style-type: none"> <li>To use parenthesis to add thoughts and reflections.</li> </ul>				
<p><b>Reading Objectives</b></p>	<p>To make predictions and explore vocabulary in fiction text (prediction and vocabulary)</p> <p>To make inferences to help compare characters in a text (inference).</p>	<ul style="list-style-type: none"> <li>To summarise the main ideas from a text, identifying key details (summarising).</li> </ul>	<ul style="list-style-type: none"> <li>To read around a word to explore its meaning of words in context (vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>To read around a word to explore its meaning In context (vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li><b>SATs paper testing</b></li> </ul>	<ul style="list-style-type: none"> <li>History day – to retrieve information from a non-fiction text.</li> </ul>	<ul style="list-style-type: none"> <li>To discuss and evaluate the author’s use of language, including figurative language, and the impact on the reader (explore and compare).</li> </ul>
<p><b>Spelling objectives</b></p> <p><b>Year 5/6 words</b></p>	<ul style="list-style-type: none"> <li>To spell words /ʃes/ ending it -tious (e.g. infectious). <b>accompany</b> <b>average</b> <b>committee</b> <b>foreign</b> <b>neighbour</b> <b>stomach</b></li> </ul>	<ul style="list-style-type: none"> <li>To spell words ending in -ent, -ence and -ency (e.g. decent decency). <b>achieve</b> <b>bargain</b> <b>communicate</b> <b>forty nuisance</b></li> </ul>	<ul style="list-style-type: none"> <li>To turn adjectives ending in -ible to adverbs ending in -ibly (e.g. forcible and forcibly). <b>amateur</b> <b>category</b> <b>frequently</b></li> </ul>	<ul style="list-style-type: none"> <li>To spell words using hyphens, joining prefixes to words beginning with a vowel (e.g. co-ordinate). <b>apparent</b> <b>conscience</b> <b>government</b> <b>occupy</b> <b>suggest</b></li> </ul>	<ul style="list-style-type: none"> <li>To spell words with silent letters, where the letters used to be pronounced historically (e.g. thistle). <b>attached</b> <b>controver</b> <b>sy harass</b></li> </ul>	<ul style="list-style-type: none"> <li>To spell homophones and near homophones (e.g. effect and affect). <b>correspond identity</b> <b>opportunity</b></li> </ul>	

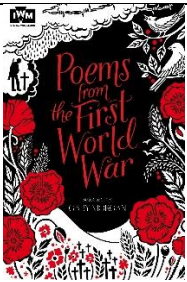
## Autumn 2

Autumn 2							
	Week 1 and 2		Week 3, 4 and 5			Week 6 and 7	
<b>Stimulus for Writing</b>	 Black Powder by Ally Sherrick		 Hansel and Gretel by Neil Gaiman			 Survivors by David Long	
<b>Writing purpose and genre</b>	<b>Writing to inform</b> <ul style="list-style-type: none"> <li>• Explanation text</li> <li>• How were criminals treated through the ages?</li> </ul>		<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>• Fairy tale narrative</li> <li>• Characterisation                             <ul style="list-style-type: none"> <li>• Dialogue</li> </ul> </li> <li>• Action and suspense</li> </ul>			<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>• Setting description</li> </ul>	
<b>Writing Objectives</b>	<ul style="list-style-type: none"> <li>• To identify relative pronouns and relative clauses.</li> <li>• To explore the writing craft of an explanation text.</li> <li>• To use brackets, dashes and commas to add factual detail to sentences using parenthesis.</li> <li>• To use a range of conjunctions to introduce a subordinate clause at the beginning, middle or end of a sentence..</li> <li>• To use colons (lists) and bullet points to</li> </ul>	<ul style="list-style-type: none"> <li>• To identify adverbs to indicate manner, time and frequency and place.</li> <li>• To plan an explanation text.</li> <li>• To write an explanation text (two days).</li> <li>• To publish an explanation text.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify conjunctions used to introduce a subordinate clause.</li> <li>• To explore the writing craft of a fairy tale narrative that uses suspense and dialogue.</li> <li>• To precis the main events in a story using story mapping.</li> <li>• To use repetition in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>• To identify hyphenated adjectives.</li> <li>• To plan a version of a traditional tale.</li> <li>• To explore character description, using precise vocabulary and embedded clauses.</li> <li>• To describe two contrasting settings using figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify coordinating conjunctions.</li> <li>• To write a fairy tale narrative (two days).</li> <li>• To publish a fairy tale narrative.</li> <li>• <b>SPaG paper in pairs and as a class</b></li> </ul>	<ul style="list-style-type: none"> <li>• To identify antonyms.</li> <li>• To explore a text, thinking about a different perspective.</li> <li>• To use semicolons to join two main clauses.</li> <li>• To use a variety of repetition techniques to build tension.</li> <li>• To use a variety of sentence openers.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify a range of pre-fixes.</li> <li>• To plan a narrative from a different perspective.</li> <li>• To re-tell an event from a different perspective (two days).</li> </ul>
Retrieval objectives							



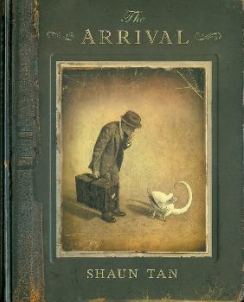
	present information.		to build tension. • To explore openings to engage the reader.	• To explore the use of dialogue within narrative to advance the action.			
<b>Reading Objectives</b>	• To use more than one piece of evidence to support an inference made about a character's thoughts, feelings or motive (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).	• <b>Reading assessment</b>	• To summarise an event as a storyboard (summarising)	• <b>Christmas sing</b>
<b>Spelling objectives</b>  <b>Year 5/6 words</b>	• To spell homophones and near homophones (e.g. morning and mourning). <b>dictionary</b> <b>individual secretary</b>	• To spell words with a + double consonant (e.g. assembly, anniversary). <b>desperate</b> <b>language</b> <b>rhythm</b>	• To spell words ending in -ance, -an and -ation using root words (e.g. expectant expectation). <b>determined</b> <b>temperature</b>	• To spell adjectives ending in -able (e.g. reasonable). <b>especially</b> <b>marvellous</b> <b>interrupt</b> <b>persuade</b>	• To spell adverbs ending in -ably (e.g. believably). <b>definite</b> <b>environment</b>	• To use the rule 'i' before 'e' except after 'c' and some exceptions (e.g. conceit). <b>excellent</b> <b>prejudice system</b>	

## Spring 1

	Week 1 and 2		Week 3	Week 4, 5 and 6		
<b>Stimulus for Writing</b>	Pet Peeves Blog Entries		 <p>Poems from the first World War</p>	Gas Mask! Portal Story Lee Enfield rifle from the WW1 history box as a hook		
<b>Writing purpose and genre</b>	<b>Writing to inform/entertain</b> <ul style="list-style-type: none"> <li>• Blog entry writing</li> </ul>		<b>Writing to paint a picture in the reader's mind</b> <ul style="list-style-type: none"> <li>• Settings</li> </ul>	<b>Writing to entertain</b> <ul style="list-style-type: none"> <li>• Portal narrative</li> <li>• Settings</li> <li>• Characterisation</li> <li>• Openings/endings</li> </ul>		
<b>Writing Objectives</b>	<ul style="list-style-type: none"> <li>• To identify modal verbs to indicate degrees of possibility.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify nouns and noun phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify different types of figurative language</li> </ul>	<ul style="list-style-type: none"> <li>• To identify semicolons.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify the subject and object of a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify a range of fronted adverbials.</li> </ul>
<b>Retrieval objectives</b>	<ul style="list-style-type: none"> <li>• To explore the writing craft of a blog entry.</li> <li>• To explore formal and informal language.</li> <li>• To understand how to use semicolons in a list.</li> <li>• <b>Maths day</b></li> </ul>	<ul style="list-style-type: none"> <li>• To use the active and passive voice.</li> <li>• To plan a blog entry</li> <li>• To write a blog entry (two days)</li> <li>• To publish a blog entry.</li> </ul>	<ul style="list-style-type: none"> <li>• To explore vocabulary in war time poetry.</li> <li>• To write figurative language for poetry.</li> <li>• To write and perform a wartime poem.</li> <li>• Pantomime</li> </ul>	<ul style="list-style-type: none"> <li>• To explore the writing craft of a portal story.</li> <li>• To practise using a range of sentence lengths in narrative.</li> <li>• To begin to plan a portal story</li> <li>• To develop characters using a range of techniques</li> </ul>	<ul style="list-style-type: none"> <li>• To develop two contrasting settings.</li> <li>• To explore different ways to begin a narrative.</li> <li>• To use colons to add an explanation to a sentence.</li> <li>• <b>SPaG paper</b></li> </ul>	<ul style="list-style-type: none"> <li>• To write a portal story (three days).</li> <li>• To publish a portal story.</li> </ul>

<b>Reading Objectives</b>	<ul style="list-style-type: none"> <li>To explore the meaning of words in context (vocabulary).</li> </ul>		<ul style="list-style-type: none"> <li>To compare poems (explore and compare)</li> </ul>	<ul style="list-style-type: none"> <li>To make impressions about characters using evidence from the text (inference).</li> </ul>	<ul style="list-style-type: none"> <li><b>Reading paper</b></li> </ul>	<ul style="list-style-type: none"> <li>TO summarise a text by ordering its main plot points (summarising)</li> </ul>
<b>Spelling objectives</b>  <b>Year 5/6 words</b>	<ul style="list-style-type: none"> <li>To spell words using the 'ough' letter string (e.g. afterthought). aggressive necessary leisure</li> </ul>	<ul style="list-style-type: none"> <li>To turn adjectives to adverbs by using the -ly suffix to words ending with a consonant (e.g. vivid vividly). queue variety</li> </ul>	<ul style="list-style-type: none"> <li>To turn adjectives to adverbs by using the -ly suffix to words ending with -ble, -ple, -tle, -gle (e.g. reasonable reasonably). sacrifice</li> </ul>	<ul style="list-style-type: none"> <li>To spell words part of word families, showing words related in meaning (e.g. vary, variety, variation, variable). soldier vegetable</li> <li>To add suffixes beginning with vowel letters to words ending in -fer (e.g. confer conferred). recognise recommend vehicle</li> </ul>	<ul style="list-style-type: none"> <li>To spell words with the /s/ phoneme spelt with the c grapheme (e.g. cemetery). yacht accommodate community</li> </ul>	


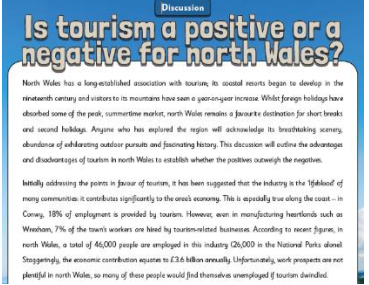

## Spring 2

	Week 1 and 2	Week 3 and 4	Week 5 and 6	
<b>Stimulus for Writing</b>	 <p style="text-align: center;">The Arrival by Shaun Tan</p>			
<b>Writing purpose and genre</b>	Writing to entertain Writing narrative (characterisation, setting)	Writing to reflect <b>Diary entry (recount)</b>	<ul style="list-style-type: none"> <li>• AN INFORMATION TEXT PIECE OF WRITING HERE (use something that is made up but write in the style of non-fiction).</li> <li>• Creatures from The Arrival.</li> </ul>	
<b>Writing Objectives</b>  Retrieval objectives	<ul style="list-style-type: none"> <li>• Revise grammar you think children need.</li> <li>• To predict and infer from illustrations (reading).</li> <li>• To explore symbolism in The Arrival.</li> <li>• To use figurative language.</li> <li>• To explore punctuation choices.</li> <li>• To explore sentence openers.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise grammar you think children need.</li> <li>• To practise techniques to build tension.</li> <li>• To write a narrative, building suspense (two days).</li> <li>• To publish a narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise grammar you think children need.</li> <li>• <b>Reading paper</b></li> <li>• <b>SPaG paper</b></li> <li>• To use organisational devices in a non-fiction text.</li> <li>• To punctuate bullet points to list information.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise grammar you think children need.</li> <li>• <b>To plan an information text.</b></li> <li>• <b>To write an information text (two lessons).</b></li> <li>• <b>To publish an information text.</b></li> </ul>
<b>Reading Objectives</b>	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.			

<p><b>Spelling objectives</b></p> <p>Year 5/6 words</p>	<p>To spell words using the ending in -cial (e.g. artificial).</p> <p>according ancient appreciate available</p>	<p>To spell words ending in -tial (e.g. potential).</p> <p>bruise awkward cemetery</p>	<p>To spell words with the long 'o' sound using the graphemes ou and ow. (e.g. smoulder).</p> <p>competition convenience curiosity conscious</p>	<p>To spell words that can be used as nouns and verbs (e.g. challenge).</p> <p>develop existence explanation</p>	<p>To spell words part of word families (e.g. accrue , accomplish).</p> <p>muscle signature</p>	<p>To spell words part of word families (e.g. assign assignment).</p> <p>relevant restaurant</p>
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## Summer 1

	Week 1 and 2		Week 3 and 4	Week 5
<b>Stimulus for Writing</b>	Range of advertisements for hotels		SATS revision and KS2 SATs tests	WW2 historical sources
<b>Writing purpose and genre</b>	Writing to persuade <ul style="list-style-type: none"> <li>Hotel advert (over two weeks)</li> </ul>		Writing to inform <ul style="list-style-type: none"> <li>Informal review</li> </ul>	<b>Writing to reflect/inform</b> <ul style="list-style-type: none"> <li>Letter from an evacuee</li> </ul>
<b>Writing Objectives</b>	<p>Revise grammar you think children need.</p> <ul style="list-style-type: none"> <li>To explore the writing craft of a persuasive advert.</li> <li>To use the subjunctive form to persuade.</li> <li>To explore language for a persuasive hotel advert.</li> </ul>	<p>Revise grammar you think children need.</p> <ul style="list-style-type: none"> <li>To plan a persuasive advert.</li> <li>To write a persuasive advert (two days).</li> <li>To publish a persuasive advert.</li> </ul>		<ul style="list-style-type: none"> <li>To identify parenthesis</li> <li>To identify conjunctions</li> <li>To explore the writing craft of an informal letter.</li> <li>To explore emotional language to use in an informal letter.</li> <li>To plan an informal letter.</li> <li>To write an informal letter.</li> <li>To publish an informal letter</li> <li>INSET day</li> </ul>
<b>Reading Objectives</b>	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.			OR go back to Alma from Year 5?
<b>Spelling objectives</b>	To spell words part of word families (e.g. telegram hologram).	To spell words part of word families (e.g. digest congestion).		

Year 5/6 words	occur parliament privilege profession	thorough symbol rhyme pronunciation			
<b>Summer 2</b>					
	Week 1 and 2		Week 3	Week 4 and 5	Week 6 and 7
Stimulus for Writing	 Sea storm narrative				  Research using <a href="http://fernwoodprimary.co.uk">fernwoodprimary.co.uk</a>
Writing purpose and genre	Writing to entertain			Writing/Speaking to discuss <ul style="list-style-type: none"> <li>Should tourism be allowed in North Wales?</li> </ul>	Writing to reflect <ul style="list-style-type: none"> <li>Newsletter all about Fernwood Primary School</li> <li>Leavers memory poems</li> </ul>
Writing Objectives	<ul style="list-style-type: none"> <li>To identify the progressive tense.</li> <li><b>BANK holiday</b></li> <li>To explore the writing craft of sea storm narrative</li> <li>To plan a sea storm narrative.</li> <li>To explore setting description.</li> </ul>	<ul style="list-style-type: none"> <li>To identify the progressive tense.</li> <li><b>BANK holiday</b></li> <li>To explore the writing craft of sea storm narrative</li> <li>To plan a sea storm narrative.</li> <li>To explore setting description.</li> </ul>		<ul style="list-style-type: none"> <li>To explore the craft of a discussion text.</li> <li>To consider what makes a good orator.</li> <li>To speak from bullet points.</li> <li>To present views on an important topic.</li> </ul>	<ul style="list-style-type: none"> <li>To use the passive voice.</li> <li>To interview to find record quotes.</li> <li>To plan a newsletter.</li> <li>To write a newsletter.</li> </ul>
Reading Objectives	<ul style="list-style-type: none"> <li>To discuss and compare inferences made with peers and</li> </ul>	<ul style="list-style-type: none"> <li>To make give recommendations to my peers, giving reasons for my</li> </ul>		<ul style="list-style-type: none"> <li>To speak fluently to discuss my ideas.</li> </ul>	<ul style="list-style-type: none"> <li>To ask my own questions, following a line of enquiry (retrieval).</li> </ul>

	justify my views (inference).	choices (explore and compare).			
<b>Spelling objectives</b>  <b>Year 5/6 words</b>	<ul style="list-style-type: none"> <li>• To spell words that can be used as nouns and verbs (e.g. produce). criticise identity</li> <li>• To spell words that are synonyms and antonyms (e.g. elated forlorn). embarrass</li> <li>• To spell words that are synonyms and antonyms (e.g. ambled sauntered). interfere</li> </ul>				



Friendship • Respect • Inclusion • Enthusiasm • Nurture • Determination