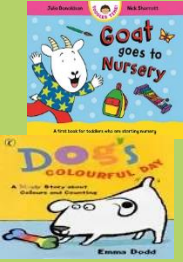
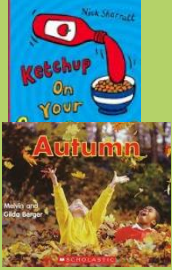
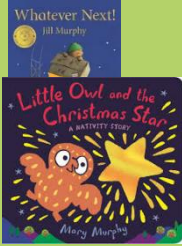
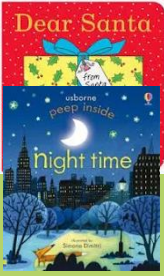
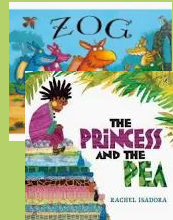
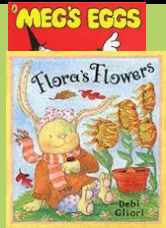
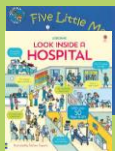
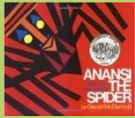
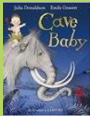
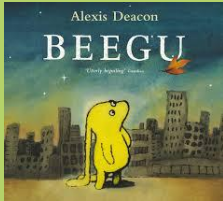
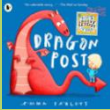
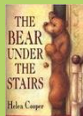
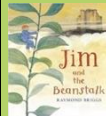


Nursery	Autumn 1		Autumn 2	
Chos Tex	 <i>Goat Starts Nursery</i> Nick Sharratt <i>Dog's Colourful Day</i> Emma Dodd	 <i>Ketchup on your Cornflakes</i> Nick Sharratt <i>Autumn</i> Melvinnd Gilda Berger	 <i>Whatever next!</i> Jill Murphy <i>The Owl and the Christmas Star</i> Murphy	 <i>Dear Santa</i> Rod Campbell <i>Peep inside Night time</i> Usbourne
Reading And Writing Objectives	Comprehension: Listen to a story and talk about it. Word Reading: Phase 1 phonics Introduced to new vocabulary through books and stories. Writing: Mark making and giving meaning to it. Adult to scribe where appropriate.		Comprehension: Hold a book and talk about it independently. Word Reading: Phase 1 phonics Introduced to new vocabulary through books and stories. Writing: Mark making and giving to pictures. Beginning to look at and write the first letter in their name.	
Term	Spring 1		Spring 1	
Chosen Texts	 <i>Zog</i> Julia Donaldson <i>The Princess and the Pea</i> Rachel Isadora	 <i>The Great Race</i> Emily Hiles <i>Dragon dance</i> Joan Holub	 <i>The Golden Egg</i> AJ Wood and Maggie Kneen <i>Peep inside Springtime</i> Usbourne	 <i>The Golden Egg</i> AJ Wood and Maggie Kneen <i>Peep inside Springtime</i> Usbourne
Reading And Writing Objectives	Comprehension: Develop further interest in book and notice the print. Word Reading: Phase 1 phonics Introduced to new vocabulary through books and stories. Writing: Mark making and talking in more detail about their pictures. Begin to attempt to write their full name.		Comprehension: To talk about a story and begin to retell. To understand that texts have different purposes. Word Reading: Phase 2 phonics Introduce new vocabulary through books and stories. Recognise text in a book- print has meaning. Writing: Phase 2 Phonics Recognise and say initial sounds Write some letters accurately	
Term	Summer 1		Summer 2	
Chosen Texts	 <i>I want to be a doctor</i> Richard Merritt <i>The Selfish Crocodile</i> Faustin Charles	 <i>5 Little Men in a Flying Saucer</i> Dan Crisp <i>Look inside a hospital</i> Usbourne	 <i>Hungry Harry</i> Joanne Partis <i>Shark in the Park</i> Nick Sharratt	 <i>The Rainbow Fish</i> Marcus Pfister <i>Who's hiding at the seaside?</i> Katherine McEwen
Reading And Writing Objectives	Comprehension: To understand that we can get information from books. Talk about and make links with own experiences. Word Reading: To name and recognise different parts of a book. EG- title, contents page, blurb. Phase 2 phonics Recognise text in a book- print has meaning. Writing: Phoneme Awareness- syllables Write some or all of their name		Comprehension: To look at a nonfiction poster/ book and interpret the words. Word Reading: To name and recognise different parts of a book. EG- title, contents page, blurb. Phase 2 phonics Recognise text in a book- print has meaning. Writing: Phoneme Awareness- syllables Write some or all of their name Use some of their print and letter knowledge in their early writing.	
Reception	Celebrating Self Autumn 1		Outside Inside Autumn 2	

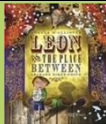
Writing Root Text	 <i>My Shadow is Pink</i> Scott Stuart		 <i>Where the Wild Things Are</i> Maurice Sendak	 <i>Ning and the Night Spirits</i> by Adriena Fong
Writing Outcomes	Leaflet Innovated spoken rhymes, questions, notes of advice, lists, instructions		Own version 'wild thing' narratives Labels, captions, oral re-telling, developing a new character	Information text about night spirits Posters, letters of advice, party invitations
Reading And Writing Objectives	Comprehension: Say a sentence to explain what happened in a story. Word Reading: Initial sound and picture matching Writing: Drawing a picture and giving meaning to it. Initial sound matching and writing		Comprehension: Order beginning, middle and end pictures Word Reading: CVC word reading and picture matching Writing: Filling in missing sounds. CVC word writing Labels List	
Phonics	Phase 2		Phase 2	
GPC Taught	s a t p i n m d g o c k c k e u r h b f l		ff ll ss i v w x y z zz qu Words with s /s/ added at the end ch sh th ng nk Words with s /z/ added at the end	
Tricky Words	Is I the			
Theme/Term	Talents & powers Spring 1		Sowing a seed Spring 2	
Writing Root Text	 <i>Super Milly and the Super School Day</i> Stephanie Clarkson	 <i>The Magic Paintbrush</i> Julia Donaldson and Joel Stewart	 <i>And Tango Makes Three</i> Justin Richardson & Peter Parnell	 <i>The Extraordinary Gardener</i> Sam Boughton  <i>The Tiny Seed</i> Eric Carle
Writing Outcomes	Alternative character version Letters of encouragement; a retelling; song lyrics and job applications	Own version 'overcoming' tales Thought bubbles, labels, oral re-telling, writing in role, thank you letters	Alternative version narrative Signs and lists, writing in role, letters of advice, 'new baby' cards	Narrative inspired by the original text Labels, letters of advice, instructions, narratives Advice leaflets Labels and captions, advice, retellings, writing in role, narrative, letter
Reading And Writing Objectives	Comprehension: What might happen next picture. Word Reading: Alphabet sounds and picture matching Writing: 2 word labels Short captions Adjectives/ describing focus Letter/ card		Comprehension: Front cover of a book prediction. Word Reading: Read words containing digraphs and sort into real and not real Writing: Captions Short sentences Instructions	
Phonics	Phase 3		Phase 3	
GPC Taught	Ai ee igh oa oo o oar or ur ow oi ear air er Words with double letters: dd mm tt bb rr gg pp ff Longer words		Review phase 3 Words with two or more digraphs Words ending in -ing Compound words Words with s /z/s/ in the middle Words endin g- s Words with -es at end /z/	
Tricky Words	was they you my by all are sure pure		Review all taught so far.	

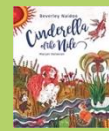
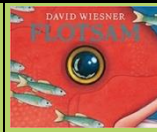
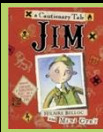
Theme/Term	Family & friends Summer 1		Knowing Yourself Summer 2	
Writing Root Text	 Anansi Gerald McDermott	 Oi! Frog Kes Gray and Jim Field	 The Night Pirates Pete Harris and Deborah Allwright	 Look up! Nathan Bryon and Dapo Adeola
Writing Outcomes	Booklets about spiders Labels and captions, call-and-response poems, descriptive posters, simple explanations	Own version rhyming narratives Rhyming flipbooks, questions, captions and labels	‘How to be a pirate’ guides Writing in role, letters, labels and captions	Non-chronological reports Dialogue, diaries, re-telling (oral dictation), mini-autobiography, ship’s log
Reading And Writing Objectives	Comprehension: What might happen next picture. Word Reading: Alphabet sounds and picture matching Writing: 2 word labels Short captions Adjectives/ describing focus Letter/ card		Comprehension: Front cover of a book prediction. Word Reading: Read words containing diagraphs and sort into real and not real Writing: Captions Short sentences Instructions	
Phonics	Phase 4		Phase 4	
GPC Taught	Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC Longer words and compound words Words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est		Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC Words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est Longer words	
Tricky Words	said so have like some come love do were here little says there when what one out today		Review all taught so far	
Year 1	Journeys & exploration Autumn 1		Helpful heroes Autumn 2	
Writing Root/ Spelling Seed Text	 Cave Baby Julia Donaldson and Emily Gravett	 Astro Girl Ken Wilson-Max	 Billy and the Beast Nadia Shireen	 Leo and the Octopus Isabelle Marinov
Writing Outcomes	Narrative retellings Labels and captions, informal letters	Fact files about being astronauts Writing in role, commands, ‘how to’ guides	Own version ‘defeat a monster’ narratives Wanted posters, summaries, emails, character descriptions, recipes	Fact file This is Me! posters, letters of advice, factual descriptions, logbooks, scripts
Grammar Coverage	-y for /ee/ sound at end of words joining sentences using and joining sentences using but noun phrases simple adjectives to expand nouns commas in lists capital letters contractions exclamation marks full stops sequencing sentences to form short narratives	alphabetical order adjectives to describe nouns commands subordinating conjunction because coordinating conjunctions (and, but, so) questions statements capital letters full stops question marks nf / f formats and layouts questions as subheadings	coordinating conjunctions (and, but) capital letters full stops question marks sequencing sentences to form short narratives	suffixes -s and -es for plurals past tense -ed suffix technical vocabulary adjectives for feelings and description exclamations, statements, commands and questions noun phrases use of when use of conjunction and verbs are and have capital letters capital letters for names and days of the week full stops pronoun ‘I’ first person irregular verbs subheadings and bullet points
Reading Objectives	1.Apply phonic knowledge to decode words and read accurately by blending sounds in unfamiliar words. 2.Read phonetically decodable texts with confidence. 3.Match the grapheme to the phoneme of sounds taught. 4.Read words with -s, -es, -ing, -ed, -er, -est endings. 5.Read common exception words. 6.Read words with contractions. 7.Retell key stories orally using narrative story language. 8.Become familiar with key stories, rhymes, fairy stories and traditional tales, re-telling them and considering their particular characteristics. 9.Make inferences on the basis of what has been said and done. 10.Predict what might happen on the basis of what has been read so far.			
Phonics	Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each		/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	
Tricky Words	Review phases 2–4: the to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today		their people oh your Mr Mrs Ms ask could would should our house mouse water want	

Storytime Text	Tidy Emily Gravett		Lost in the toy museum David Lucas	
Theme/Term	Imagination & creativity Spring 1		Similarities & differences Spring 2	
Writing Root	 Iggy Peck, Architect Andrea Beatty and David Roberts	 Julian is a Mermaid Jessica Love	 Beegu Alexis Deacon	 Dragon Post Emma Yarlett
Writing Outcomes	Fact files Labels, captions, character comparisons, thought and speech bubbles	Three-verse poems Instructions, writing in role, advertisements	Own version 'alien' narrative Posters, guides, captions, letters, speech bubbles, retellings, short report	'How to' guides Character comparisons, fact sheets, shared poetry, own version narratives
Grammar Coverage	-est suffix -er suffix conjunction but to join sentences commands questions exclamations capital letters full stops capital letters for names question marks exclamation marks consistent present tens	-ing suffix co-ordination using or, and, but commands contracted verbs join words / clauses using and present tense verbs questions statements apostrophes of contraction capital letters capital letters for names and personal pronoun I commas in lists exclamation marks full stops question marks poetic structures and layout	un- prefix adjectives to describe command sentences imperative verbs introduction to but use of 'and' capital letters full stops question marks introduction to reading contractions sequencing sentences to form short narrative	separate words with spaces joining words and joining clauses using 'and' co-ordination using 'but' introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences using a capital letter for names of people and the personal pronoun 'I' how words can combine to make sentences
Reading Objectives	1.Apply phonic knowledge to decode words and read accurately by blending sounds in unfamiliar words. 2.Read phonetically decodable texts with confidence. 3.Match the grapheme to the phoneme of sounds taught. 4.Read words with -s, -es, -ing, -ed, -er, -est endings. 5.Read common exception words. 6.Read words with contractions. 7.Retell key stories orally using narrative story language. 8.Become familiar with key stories, rhymes, fairy stories and traditional tales, re-telling them and considering their particular characteristics. 9.Make inferences on the basis of what has been said and done. 10.Predict what might happen on the basis of what has been read so far.			
Phonics	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup		/ur/ or word /oo/ u owl awful could /air/ are share /or/ our author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half father /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	
Tricky Words	any many again who whole where two school call different thought through friend work		once laugh because eye	
Storytime Text	Little Brown Bushrat Georgie Ripper		Emma Janes aeroplane Katie Haworth	
Theme/Term	Friendship & kindness Summer 1		Nature & environment Summer 2	
Writing Root/ Spelling Seed Text	 Lost and Found Oliver Jeffers	 Stanley's Stick John Hegley and Neal Layton	 Stella and the Seagull Georgina Stevens	 Dinosaurs and all that Rubbish Michael Foreman
Writing Outcomes	Own version 'losing/finding' narratives Character descriptions, retellings, advice, instructions, non-chronological reports	Own version narratives 'Book of sticks' entry, speech bubble, thought bubble, postcard	Own version narrative about helping the environment Lists, thought bubbles, speech bubbles, posters, guide, instructions	Pamphlets Letters, setting descriptions, instructions, narrative retellings, pamphlets, posters

Grammar Coverage	-er / -est suffix -ed suffix adjectives to describe use of question words imperative verbs adverbs to sequence ‘but’ to contrast ideas question marls capital letters full stops sequence sentences to form narratives subheadings	-ed suffix for past tense adjectives to describe questions, statements, exclamations use of ‘and’ to join ideas capital letters full stops question marks exclamation marks sequence sentences to form short narratives	-ed suffix -ful -less suffixes with adjectives ~singular / plural -s and -es adjectives to describe multiclaue sentences using and, but, so, because questions simple noun phrases statements capital letters capital letters for proper nouns / names full stops question marks sequencing sentences to form short narratives	suffix -ing superlatives with -est suffix adjectives commands imperative verbs noun phrases nouns statements use of but possessive apostrophe adverbs to sequence present progressive subheadings
Reading Objectives	1.Apply phonic knowledge to decode words and read accurately by blending sounds in unfamiliar words. 2.Read phonetically decodable texts with confidence. 3.Match the grapheme to the phoneme of sounds taught. 4.Read words with -s, -es, -ing, -ed, -er, -est endings. 5.Read common exception words. 6.Read words with contractions. 7.Retell key stories orally using narrative story language. 8.Become familiar with key stories, rhymes, fairy stories and traditional tales, re-telling them and considering their particular characteristics. 9.Make inferences on the basis of what has been said and done. 10.Predict what might happen on the basis of what has been read so far.			
Phonics	Phonics screening check – No new GPCs		/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	
Tricky Words	Phonics screening check – no new tricky words		busy beautiful pretty hour move improve parents shoe	
Storytime Text	The Ugly Bug Club Gail Abbit		Funny Bones Jane Alberg	
Year 2	Bravery vs Fear Autumn 1		A twist in the tale Autumn 2	
Writing Root/ Spelling Seed Text	 The Bear Under the Stairs Helen Cooper	 The Bear and the Piano David Litchfield	 Me and You Anthony Browne	 Jim and the Beanstalk Raymond Briggs
Writing Outcomes	Information texts Letters, retellings, own version narratives	Own version narratives about bravery Letters of advice, short news reports, writing in role, retellings, information posters	Sequel story Wanted posters, letters, retellings, speech bubbles, retellings from another point of view	Sequel stories Narrative retellings (including dialogue), thought bubbles, informal letters
Grammar Coverage	homophones graphemes for phoneme /air/ statements questions exclamations commands coordination (and, but, or) adverbials of time full stops capital letters questions marks exclamation marks sequencing sentences to form short narrative	modal verbs – could, should, would alliteration questions statements subordination (because, as) coordination (and, or, but) expanded noun phrases adverbials of time question marks apostrophes for contractions commas in lists simple past -ed present tense verbs past and present progressive	regular plural noun suffixes –s or –es use of capital letters, full stops, question marks and exclamation marks to demarcate sentences using a capital letter for names of people, places, the days of the week and the personal pronoun ‘I’ use of expanded noun phrases to describe and specify correct choice and consistent use of present tense and past tense throughout writing use of the progressive form of verbs in the present and past tense to mark actions in progress [use subordination (using when, if, that, because) and co-ordination (using or, and, but) how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	rhyming words adverbs with -ly coordinating conjunctions (and, but, so, or) adverbials of time noun phrases intro to inverted commas for speech sequencing sentences to form short narratives progressive verbs paragraphs to group material
Reading Texts	Little Wandle Phonics reading groups		You Wouldn’t Want to be a Victorian Schoolchild John Malam	
Reading Objectives	1.To read accurately most words of two or more syllables and those containing common suffixes. 2.To read most common exception words. 3. To read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words. 4.To sound out most unfamiliar words accurately, without undue hesitation and at the appropriate speed. 5.To check a book makes sense to them, correcting any inaccurate reading. 6.To answer questions that show they can retrieve information across a text. 7.To explain what has happened so far in what they have read. 8.To make inferences about what has been said and done. 9.To predict what might happen on the basis of what has been read so far. 10.To discuss and express their views on a text, including those that they cannot read independently.			

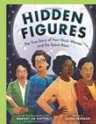
Spelling Focus	kn' and 'gn' for /n/'wr' for /r/ 'Dropping the 'e' when adding the suffixes -ing, -ed, -er, -est and –y 'ge' or 'dge' /j/ as 'g' or 'j'		Double letters for 'er' words and exception to the rule Words that end in 'k' or 'ck' and 'ch' or 'tch' Suffix -es/-s Doubling final letters when adding 'ing' Swapping 'y' for 'i' when adding -ed Dropping 'e' when adding -ing	
Theme/Term	Change & relationships Spring 1		Creation & conservation Spring 2	
Writing Root/ Spelling Seed Text	 <i>The Owl and the Pussy-cat</i> Edward Lear	 <i>Grandad's Camper</i> Harry Woodgate	 <i>We Are Water Protectors</i> Carole Lindstrom	 <i>Dear Earth</i> Isabel Otter & Clara Anganuzzi
Writing Outcomes	Rhyming poems Letters, interviews, lists, instructions	Sequel narrative , Labels, memories poems, interviews, photo album captions, ‘Wish you were here’ postcards	Environmental campaign Descriptive non-fiction, life-cycles, character description	Informative leaflet Future aspirations, a set of instructions, poems, travel blogs/vlogs, persuasive speeches, letters
Grammar Coverage	-ful and -less adjectives -ly adverbs un- prefix rhyming words / syllables subordination (when, if, that, because) noun phrases statements questions commands apostrophes for contractions capital letters functions question marks past progressive verb agreement	a / an before consonant or vowel modal verbs – could, should, would simple / expanded noun phrases subordination (because, as) coordination (and) simple prepositions questions adverbials of time commas in lists questions marks past progressive simple past -ed irregular past tense verbs sequencing sentences to form short narratives	adjectives with -ous and -tion alliteration subordination (as, because, if) coordinating conjunctions (and, but, so, or) statements exclamations questions capital letters full stops questions marks exclamation marks present progressive verbs ~correct and consistent tense	imperative verbs similes adverbs with -ly suffix -ness modal verb – would subordinating conjunctions (when, if, because) expanded noun phrases range of sentence types adverbials of time coordinating conjunctions (and, but, so, or) commas in lists (between adjectives) possessive apostrophe question marks exclamation marks present tense past tense verbs subheadings paragraphs to group material
Reading Texts	The Polar Bear Son: An Inuit Tale <i>Lydia Dabovich</i>		Greta and the Giants <i>Zoe Tucker and Zoe Persico</i>	
Reading Objectives	1.To read accurately most words of two or more syllables and those containing common suffixes. 2.To read most common exception words. 3. To read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words. 4.To sound out most unfamiliar words accurately, without undue hesitation and at the appropriate speed. 5.To check a book makes sense to them, correcting any inaccurate reading. 6.To answer questions that show they can retrieve information across a text. 7.To explain what has happened so far in what they have read. 8.To make inferences about what has been said and done. 9.To predict what might happen on the basis of what has been read so far. 10.To discuss and express their views on a text, including those that they cannot read independently.			
Spelling Focus	'How do 'w' and 'qu' change the sounds 'a', 'ar' and 'or' make? Swapping the 'y' for 'i' when adding the suffix –es 'ey' for the sound /ee/ Choosing /l/ -le, -al, -il or -el		List words	
Theme/Term	Fictional Worlds & fantasy Summer 1		Urban metropolis Summer 2	
Writing Root/ Spelling Seed Text	 <i>The Dragon Machine</i> Helen Ward	 <i>Toys in Space</i> Mini Grey	 <i>A Walk in London</i> Salvatore Rubbino	 <i>The Great Fire of London</i> Emma Adams
Writing Outcomes	Own version dragon stories	Own version fantasy world narrative Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions	A Walk in...’ guidebooks Recounts of a trip around the local area, statements of information	Information booklets Persuasive poster, warning posters (instructional writing), speech bubbles, letter of advice, certificates

	Dragon guides & encyclopaedia, letters of advice, dragon machine explanations, shopping lists, descriptions, letters			
Grammar Coverage	un- prefix modal verbs – could, should, would -ment / -ness suffix simple prepositions coordination (and, but, or) subordination (because, when, if, that) commands statements questions simple / expanded noun phrases adverbials of time question marks commas in lists simple past -ed sequencing sentences to form short narratives	-er suffix modal verbs – could, should, would adjectives with -ing suffix coordination (and, so) subordination (because) questions expanded noun phrases statements simple prepositions exclamations commands adverbials of time question marks exclamation marks full stops commas in lists present progressive regular / irregular past tense verbs future tense sequencing sentences to form short narratives	technical vocabulary imperative verbs -ing suffix superlatives -est questions exclamations comparative conjunctions (but, and) commands statements subordination (because) adverbials of time capital letters for proper nouns apostrophes for contraction question marks exclamation marks regular / irregular past tense verbs present progressive subheadings	imperative verbs -ful /-less suffix -ment / -ness suffix -est suffix questions commands exclamations expanded noun phrases prepositions subordination (because, if) adverbials of time capital letters for proper nouns question marks exclamation marks consistent present tense regular / irregular past tense verbs first / second person paragraphs to group subheadings
Reading Texts	The Street Beneath My Feet Charlotte Guillian		An Alien in the Jam Factory Chrissie Sains and Jenny Taylor	
Reading Objectives	1.To read accurately most words of two or more syllables and those containing common suffixes. 2.To read most common exception words. 3. To read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words. 4.To sound out most unfamiliar words accurately, without undue hesitation and at the appropriate speed. 5.To check a book makes sense to them, correcting any inaccurate reading. 6.To answer questions that show they can retrieve information across a text. 7.To explain what has happened so far in what they have read. 8.To make inferences about what has been said and done. 9.To predict what might happen on the basis of what has been read so far. 10.To discuss and express their views on a text, including those that they cannot read independently.			
Spelling Focus	Why does the 'c' amke the sounds /s/ in some words? How can I spell the sound /zh/? What happens when I add the suffixes -ment, -ness, -ful, -less and -ly to a root word? How can I show missing letters in a word?		Why do some longer words have the spelling 'ti' for /sh/ (singular) possessive apostrophe When do I swap, drop or double (-ing, -er, -est, -y, -ed)?	
Year 3	Magic & wonder Autumn 1		Dreams & curiosity Autumn 2	
Writing Root/ Spelling Seed Text	 Leon and the Place Between Angela McAllister	 The First Drawing Mordicai Gerstein	 The Barnabus Project The Fan Brothers	 The Tear Thief Carol Ann Duffy
Writing Outcomes	Own version fantasy narratives Persuasive posters, setting descriptions, thought bubbles/diaries, dialogue	Own historical narratives Character descriptions, diaries, recounts	Brochure Instructional writing (escape plan, experiment), descriptions, advertisements, letters of advice, dialogue	Letters of explanation Shared poems, persuasive posters, discussions
Grammar Coverage	abstract nouns word classes vocabulary choices for effect modal verbs range of sentence types expanded noun phrases adverbs / adverbial phrases conditional sentences – if introduction to inverted commas question marks pronouns for cohesion consistent use of tense	modal verbs regular / irregular plural nouns subordination – because, as, since conditional sentences – if noun phrases expanded with ‘with’ fronted adverbials exclamation marks question marks inverted commas for speech apostrophes for possession / omission paragraphs to group material	types of nouns imperative verbs suffix -er adverbs of time expanded noun phrases prepositions range of sentence types conjunctions – because fronted adverbials apostrophes for contraction inverted commas for speech commas to mark clauses present perfect paragraphs to group material	simile / metaphor noun phrases expanded with ‘of’ range of sentence types conditional sentences – if conjunctions – because / when adverbial phrases apostrophes for possession begin to use commas after fronted adverbials inverted commas for speech verbs in progressive form present perfect tense bullet points to organise ~paragraphs to group material
Reading Texts	How to Help a Hedgehog and Protect a Polar Bear Jess French and Angela Keoghan		Cinnamon Neil Gaiman	

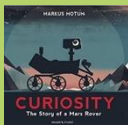
Reading Objectives	1. To read accurately, at the correct reading speed (over 90 words per minute) and reading fluently so they focus on understanding what they have read rather than decoding individual words. 2.To read aloud with appropriate intonation, tone and volume. 3.To read further exception words accurately. 4.To use their knowledge of root words, prefixes and suffixes to decipher new words. 5.To use a dictionary to check the meaning of new words. 6.To give/explain the meaning of words in context. 7.To identify/explain how the author’s choice of words and phrases enhance meaning and add interest. 9.To predict what might happen from details stated and implied. 10.To retrieve information and summarise the main ideas from across a text.			
Spelling Focus	Word list words More prefixes Words ending with a "shun" sound, spelled as -tion, -sion, -ssion or -cian	Word list words The suffix -ous	Word list words Words with the /s/ sound spelt sc Words ending with the /g/ sound spelt –gue and the /k/ sound -que	Word list words Possessive apostrophe with plural words The suffix -ly
Theme/Term	Hope & resilience Spring 1		Inspiration & strength Spring 2	
Writing Root/ Spelling Seed Text	 The Tin Forest Helen Ward	 The Last Garden Rachel Ip	 Cinderella of the Nile Beverley Naidoo	 Black Dog Levi Pinfold
Writing Outcomes	Persuasive information poster, Persuasive posters, information leaflets, postcards, diary entries, wishes, setting descriptions	Own version extended narrative Setting descriptions, advertisement/ poster, retelling, instructional flyer, social media updates, dialogue	Own version narratives Descriptive passages, how to guides, letters, discussions, non-chronological reports	Own version ‘suspense’ narratives Postcards, dialogue, retellings, descriptions
Grammar Coverage	alliteration strength of adjectives noun phrases expanded noun phrases with ‘with’ range of sentence types subordinating conjunctions –although, whilst, because, since modal verbs preposition phrases question marks exclamation marks past perfect tense future tense - will paragraphs to group material headings	-ful / -less suffix adverbs with -ly superlatives -est abstract noun phrases with ‘of’ subordinating / contrasting conjunctions sentence types subordinate clauses prepositions – before / after adverbials of time possessive apostrophe commas after fronted adverbials inverted commas for speech apostrophes for contraction present perfect paragraphs to group material	adverbs with -ly conjunctions – because, as, since preposition phrases fronted adverbials inverted commas for speech apostrophes for contraction paragraphs to group material	figurative language – simile / metaphor / abstract nouns -ment / -ness suffix imperative verbs commands conjunctions of time / place / cause expanded noun phrases adverbs of time / place / cause sentence ending punctuation present prefect paragraphs to group material
Reading Texts	Ada’s Violin Susan Hood		Dear Ugly Sisters Laura Mucha	
Reading Objectives	1. To read accurately, at the correct reading speed (over 90 words per minute) and reading fluently so they focus on understanding what they have read rather than decoding individual words. 2.To read aloud with appropriate intonation, tone and volume. 3.To read further exception words accurately. 4.To use their knowledge of root words, prefixes and suffixes to decipher new words. 6.To give/explain the meaning of words in context. 9.To predict what might happen from details stated and implied. 10.To retrieve information and summarise the main ideas from across a text.			
Spelling Focus	Word list words Possessive apostrophe with plural words	Word list words The suffix –ation Homophones and near-homophones	Word list words The /i/sound spelt y elsewhere than at the end of a word Homophones and near-homophones	Word list words The suffix -ous and –ly Adding suffixes beginning with vowel letters to words of more than one syllable
Theme/Term	From mystery to discovery Summer 1		Confidence & caution Summer 2	
Writing Root/ Spelling Seed Text	 Our Tower Joseph Coelho	 Flotsam David Wiesner	 The Thames and Tide Club Katya Balen	 Jim, A Cautionary Tale Hilaire Belloc
Writing Outcomes	Narrative poems Warning posters, alternative endings, performance poetry, letter of apology	Sequels (mystery narratives) Setting descriptions, narrative retellings, non-chronological reports, letters (informal)	Own version fantasy narrative Persuasive letters and letters of advice, diary entries, weather reports, advertisements, dialogue	Extended fantasy narrative, Poems, setting descriptions, diary entries, dialogue, letters of thanks
Grammar Coverage	rhyming words adverbs with -ly	sub- prefix conjunctions - but, so conjunctions of time and cause – because, as, since	use forms of a or an adverbs with -ly	onomatopoeia prepositions – in, of expanded noun phrases range of sentence types

	range of sentence types adverbial phrases conditional sentences – if/then order of clauses question marks exclamation marks commas between clauses rhyming couplets present progressive verb forms simple past tense modal verbs	adverbial phrases fronted adverbials expanded noun phrases prepositions – of, with, through, around, on comma after fronted adverbials paragraphs to group material pronouns to avoid repetition	conjunctions – because, as, since conditional sentences – if noun phrases with ‘of’ or ‘with’ range of sentence types adverbials of time apostrophes for contraction question marks exclamation marks inverted commas for speech present perfect change of tense commas in lists paragraphs to group material consistent tense	conjunctions - but, although, before, after, while adverbials of time order of clauses inverted commas for speech apostrophes for contraction bullet points to organise present perfect simple past tense paragraphs to group material
Reading Texts	Earth Shattering Events <i>Robin Jacobs</i>		Marcy and The Riddle of The Sphinx <i>Joe Todd-Stanton</i>	
Reading Objectives	1. To read accurately, at the correct reading speed (over 90 words per minute) and reading fluently so they focus on understanding what they have read rather than decoding individual words. 2.To read aloud with appropriate intonation, tone and volume. 3.To read further exception words accurately. 4.To use their knowledge of root words, prefixes and suffixes to decipher new words. 6.To give/explain the meaning of words in context. 8.To draw inferences and find evidence (such as inferring character’s motives, thoughts and feelings). 9.To predict what might happen from details stated and implied. 10.To retrieve information and summarise the main ideas from across a text.			
Spelling Focus	Word list words Words that end with a "shun" sound, spelled -tion, -sion, -ssion, or –cian Words where the long 'a' sound (like in 'rain' or 'play') is spelled 'ei', 'eigh', or 'ey'	Word list words More prefixes Words with endings that sound like 'sure' or 'cher'	Word list words Words where the "sh" sound is spelled 'ch' Words with endings that sound like 'sure' or 'cher’	Word list words Possessive apostrophe with plural words The suffix -ly
Year 4	Taking courage Autumn 1		Darkness & light Autumn 2	
Writing Root/ Spelling Seed Text	 <i>The Lion and the Unicorn</i> Shirley Hughes	 <i>The Matchbox Diary</i> Paul Fleischman	 <i>Frindleswylde</i> Natalia & Lauren O’Hara	 <i>The Selfish Giant</i> Oscar Wilde
Writing Outcomes	Own version historical narratives Letters, diaries, character and setting descriptions, non-chronological reports	Non-chronological report , Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, ship’s log	Narrative sequel , Letters, voting slips, dialogue, poetry, birds-eye view descriptions, persuasive speeches	Own version narratives about kindness Letters, first person recounts, diaries, letters, posters, reports
Grammar Coverage	phoneme /u/ when spelt ou regular / irregular plurals homophones in context Standard English verb forms multi-clause sentences subordinating conjunctions noun phrases expanded with preposition phrases order of clauses commands inverted commas for speech apostrophes for contraction apostrophes for plural possession present perfect tense paragraphs to organise around a theme adverbials for cohesion	use forms of a or an homophones modal verbs subordinating conjunctions comparative conjunctions / adverbs range of sentence types expanded noun phrases multi-clause sentences inverted commas for speech other speech punctuation commas to separate clauses apostrophes for contraction paragraphs to organise around a theme conjunctions for cohesion subheadings	simile / personification un-, mis-, dis- prefix synonyms / antonyms conjunctions to justify – because, since, as expanded noun phrases modal verbs fronted adverbials (of place) inverted commas for speech other speech punctuation commas after fronted adverbials adverbials for cohesion paragraphs to organise around a theme pronouns to avoid repetition	similes suffixes -er / -ing modal verbs Questions expanded noun phrases adverbials of time and place multi-clause sentences conjunctions to explain and compare sentence order prepositions– for, with inverted commas for speech question marks commas after fronted adverbials possessive apostrophes short sentences paragraphs to organise around a theme
	The Wild Robot		Wild Town AF Harold and Dom Conlon	

	Peter Brown			
Reading Objectives	1.To become an independent, fluent and enthusiastic reader, reading with flow and at the appropriate speed. 2.To use their knowledge of root words, prefixes and suffixes to decipher new words. 3.To identify and discuss the choices an author makes: what words or phrases they choose to capture your imagination. 5.To ask questions to improve their understanding of a text. 7.To predict what might happen from details stated and implied. 9.To read a wide range of texts, poems and plays to read aloud and perform to others. 10.To discuss and explain their opinion about books, listen and question the views of others. 11.To identify and summarise the main themes and ideas from more than one paragraph of text. 13.To recognise different forms of poetry			
Spelling Focus	Word list words Words where the letters 'ch' make a 'k' sound (like in 'school' or 'ache'), and words where 'ch' makes an 'sh' sound (like in 'chef' or 'machine') Words with the /s/ sound spelt sc (Latin in origin)	Word list words Words where the letters 'ch' make a 'k' sound (like in 'school' or 'ache'), and words where 'ch' makes an 'sh' sound (like in 'chef' or 'machine') Words with endings that sound like 'zhun' or 'shun' (as in 'vision' or 'conclusion')	Word list words Words ending with the /g/ sound spelt -gue and the /k/ sound spelt –que Adding suffixes beginning with vowel letters to polysyllabic words	Word list words More Prefixes: re-, anti Words where the long 'a' sound (like in 'rain' or 'play') is spelled 'ei', 'eigh', 'ay', or 'ey'
Theme/Term	A window to the world Spring 1		Freedom & flight Spring 2	
Writing Root/ Spelling Seed Text	 <i>Granny Came Here on the Empire Windrush</i> Patrice Lawrence	 <i>Jabberwocky</i> Lewis Carroll	 <i>FarThER</i> Grahame Baker Smith	 <i>Tar Beach</i> Faith Ringgold
Writing Outcomes	Factual report on the Windrush Generation , Informal letters, factual statements, future aspirations, postcard, diary entry, a speech, quotations	Nonsense poems Performance poetry, explanatory descriptions	Sequel stories Retellings, recounts (postcards), setting descriptions, diary entries, instructions	Own version playscripts Character descriptions, formal letters, book reviews, dialogue (direct speech), retellings
Grammar Coverage	forms of a or an synonyms modal verbs conjunctions to explain / contrast expanded noun phrases adverbial phrases of time / manner / place relative clauses multi-clause sentences questions bullet points question marks inverted commas for speech present perfect tense paragraphs to organise around a theme noun phrases to avoid repetition subheadings	forms of a or an suffixes / prefixes to identify word class figurative language expanded noun phrases exclamatory sentences portmanteau to create nonsense vocabulary exclamation marks sentence ending punctuation rhyming verse	-ing verbs as nouns personification modal verbs conjunctions to explain questions noun phrases with abstract nouns sentence order multi-clause sentences prepositions to extend noun phrases – with, for, to adverbial phrases question marks commas after fronted adverbials present perfect tense conjunctions for cohesion	-ing suffix un- prefix modal verbs ~conjunctions to explain noun phrases expanded with preposition phrases conditional sentences – if commas to mark clauses apostrophes for contractions possessive apostrophes, inc. for plural nouns brackets – stage directions present progressive play script construction tense consistency
Reading Texts	Vile Victorians		Escape from Pompeii Christina Baillet	
Reading Objectives	1.To become an independent, fluent and enthusiastic reader, reading with flow and at the appropriate speed. 2.To use their knowledge of root words, prefixes and suffixes to decipher new words. 4.To identify and discuss what layout an author chooses to organise their information. 5.To ask questions to improve their understanding of a text. 6.To draw inferences, such as inferring character’s motives, thoughts and feelings, and to justify those inferences with evidence. 7.To predict what might happen from details stated and implied. 8.To retrieve and record information from non-fiction texts, including using contents and indexes. 10.To discuss and explain their opinion about books, listen and question the views of others. 11.To identify and summarise the main themes and ideas from more than one paragraph of text. 12.To identify how language, structure and presentation contribute to meaning.			
Spelling Focus	Word list words Words with endings that sound like 'sure' or 'cher' Homophones and near-homophones	Word list words The suffix -ly	Word list words Words ending with a "shun" sound, spelled as -tion, -sion, -ssion, or –cian More prefixes	Word list words Homophones and near-homophones Possessive apostrophe with plural words
Theme/Term	Unearthing Civilisations Summer 1		Progress & innovation Summer 2	

Writing Root/ Spelling Seed Text	 <i>The Ever-Changing Earth</i> Grahame Baker-Smith	 <i>Shackleton's Journey</i> William Grill	 <i>Varmints</i> Helen Ward	 <i>The Iron Man</i> Ted Hughes
Writing Outcomes	Narrative sequel as a class book Informal letters, explanatory leaflets, list poems, dictionary of terms	Newspaper report , Packing lists (justifications), letters (formal and informal), setting descriptions, interviews, diaries, dialogue	Explanations Descriptive comparisons, retellings, setting descriptions, poetry	Mystery narratives Character descriptions, short news reports, letters of advice, menus (using descriptive devices), poetry
Grammar Coverage	word classes conjunctions – to explain and contrast fronted adverbials adverbial phrases expanded noun phrases commas after fronted adverbials paragraphs to organise around a theme pronouns for cohesion	-ous suffix questions cause and effect conjunctions adverbial phrases opposing conjunctions fronted adverbials question marks inverted commas for speech other speech punctuation present perfect tense subheadings	imperative verbs noun phrases expanded with prepositions adverbials of time range of sentence types conjunctions – when, before, after, as conditional sentences – if/then question marks semi-colon to introduce a list present perfect tense paragraphs to organise around a theme subheadings adverbials for cohesion	similes suffixes -er / -ing modal verbs quesions expanded noun phrases adverbials of time and place multi-clause sentences conjunctions to explain and compare sentence order prepositions– for, with inverted commas for speech question marks commas after fronted adverbials possessive apostrophes short sentences paragraphs to organise around a theme
Reading Texts	Everest Alexandra Stewart Joe-Todd Stanton		Greek Myths <i>Jean Menzies</i>	
Reading Objectives	1.To become an independent, fluent and enthusiastic reader, reading with flow and at the appropriate speed. 2.To use their knowledge of root words, prefixes and suffixes to decipher new words. 5.To ask questions to improve their understanding of a text. 7.To predict what might happen from details stated and implied. 10.To discuss and explain their opinion about books, listen and question the views of others. 11.To identify and summarise the main themes and ideas from more than one paragraph of text.			
Spelling Focus	The /i/sound spelt y elsewhere than at the end of a word Word list words The suffix -ous	Word list words More prefixes The suffix -ous	Word list words Words with endings that sound like 'sure' or 'cher' The suffix -ation	Word list words The suffix –ous The suffix –ly Words with endings that sound like 'zhun' or 'shun' (as in 'vision' or 'confusion')
Year 5	Ambition & aspiration Autumn 1		Belonging & equality Autumn 2	
Writing Root / Spelling Seed Text	 <i>The Man Who Walked Between the Towers</i> Mordicai Gerstein	 <i>Hidden Figures</i> Margot Lee Shetterly	 <i>The Island</i> Armin Greder	 <i>The Lizzie and Belle Mysteries</i> J.T Williams
Writing Outcomes	Biographies/autobiographies Information writing (Wikipedia pages), letters of advice (formal), interviews, news report, persuasive speeches	Non-chronological report Reports, formal and informal letters, diaries, character descriptions, journalistic writing	Sequel from a different perspective Welcome guide, description, letter of advice, analysis comparison, diary entry in role, imagined conversation	Biography of Ignatius Sancho Posters, diary entries, case notes, letters, dialogue (quotations), character descriptions, fact files, persuasive speeches
Grammar Coverage	-ing words as adjectives figurative language modal verbs conjunctions to explain range of sentence types multi-clause sentences order of clauses expanded noun phrases relative clauses formal adverbials of time and place sentence ending punctuation apostrophes for contraction	-er, -ologist, -cian, -ist suffixes un- / in- prefixes most / -est superlatives conjunctions to link ideas range of sentence types abstract noun phrases subjunctive form conditional sentences – if fronted adverbials	idioms modal verbs difference between formal / informal structures question tags passive voice subjunctive form subordinating clauses / conjunctions expanded noun phrases commas for clarity dialogue punctuation	vocabulary for formal writing adjectives ending -ous multi-clause sentences subordinating conjunctions range of sentence types expanded noun phrases modal verbs adverbs / adverbial phrases relative clauses

	use of colons dialogue punctuation subheadings pronouns to avoid repetition present perfect tense tense choice for cohesion paragraphs to organise around a theme	sentence ending punctuation apostrophes for contraction bullet points to list information parenthesis subheadings paragraphs to organise around a theme adverbials of time for cohesion	present perfect dialogue to advance action cohesive devices consistency of tense for cohesion	question tags subjunctive form parenthesis punctuation dialogue punctuation bullet points to list information switch in tense paragraphs to organise around a theme layout devices noun phrases to avoid repetition
Reading Texts	On the Move Michael Rosen		Space Maps Lara Albanese Tommaso Vidus Rosin	
Reading Objectives	1. To read aloud fluently and at an age-appropriate pace, reading most words effortlessly and tackling unfamiliar words with increasing automaticity; inferring the meaning of these new words. 2.To read widely and frequently, for pleasure and for information, both in school and at home. 3. To prepare readings (including poems and plays) with appropriate intonation to show their understanding and make the meaning clear to an audience. 4.To draw inferences, such as inferring character’s thoughts, feelings and motives from their actions; to justify those inferences with evidence. 5.To predict what might happen from details stated and implied. 9.To explain and discuss their understanding of what they have read; provide justifications for these views. 10. To read and then discuss their opinions about an increasingly wide range of texts (fiction, poetry, plays, non-fiction, myths, legends, books from other cultures.)			
Spelling Focus	Word list words Words ending in –able and –ible, –ably and –ibly Homophones and other words that are often confused	Word list words Words with endings that sound like 'shul' Words ending in –ant, -ance/–ancy	Word list words Words containing the suffix –ate, –ify, – en Words with endings that sound like 'shul' and are spelled '-cial' or '-tial'	Word list words Use of the hyphen Words where the long 'e' sound (like in 'tree' or 'bee') is spelled 'ei' when it comes after the letter 'c' Words with endings that sound like 'shul' and are spelled '-cial' or '-tial'
Theme/Term	Lessons from History Spring 1		Legends & folklore Spring 2	
Writing Root / Spelling Seed Text	 Children of the Benin Kingdom Dina Orji	 Alte Zachen Ziggy Hanaor	 The Whale Ethan & Vita Murrow	 Beowulf Michael Morpurgo
Writing Outcomes	Non-chronological reports Informal letters, diaries, survival guides, eyewitness reports, story summaries	Analytical essay on what we can learn from other generations Character descriptions, flashbacks, diary entries in role, short autobiographies	Film pitch, Reported speech, speech and thought bubbles, description, recount in role, letter to a newspaper editor	Own version legends/missing chapters Letters of advice, diaries, dialogue, character and setting descriptions, action scenes, obituaries
Grammar Coverage	synonyms / antonyms formal vocabulary modal verbs contrasting conjunctions multi-clause sentences order of clauses relative clauses / pronouns passive voice apostrophes for contractions dashes for parenthesis use of single dash bullet points to list information future tense adverbial phrases to link ideas paragraphs to organise around a theme subheadings	synonyms / antonyms for contrast dis-/ mis- prefix modal verbs + contractions question tags noun phrases expanded with prepositions conjunctions to justify adverbial phrases sentence order exclamatory sentences range of sentence types apostrophes for contractions use of hyphens dashes for parenthesis cohesive devices - tense choice, adverbs /adverbial phrases, pronouns subheadings paragraph structure	synonyms for effect precise verb choices multi-clause sentences modal verbs subordinating conjunctions expanded noun phrases adverbs / adverbial phrases relative clauses commas for clarity parenthesis punctuation short sentences consistent present tense cohesion between paragraphs	alliteration -ful / -less suffix superlatives dis- / de- / mis- / over- / re- prefixes idioms modal verbs subjunctive form relative clauses abstract noun phrases sentence order adverbial / prepositional phrases use of hyphens dialogue punctuation tense choice for cohesion
Reading Texts	Floodland Marcus Sedgwick		There’s a Boy in the Girl’s Bathroom Louis Sachar	
Reading Objectives	1. To read aloud fluently and at an age-appropriate pace, reading most words effortlessly and tackling unfamiliar words with increasing automaticity; inferring the meaning of these new words. 2.To read widely and frequently, for pleasure and for information, both in school and at home. 5.To predict what might happen from details stated and implied. 6.To discuss and evaluate how authors use language, including figurative language. 7.To distinguish between fact and opinion. 9.To explain and discuss their understanding of what they have read; provide justifications for these views. 10. To read and then discuss their opinions about an increasingly wide range of texts (fiction, poetry, plays, non-fiction, myths, legends, books from other cultures.)			
Spelling Focus	Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Use of the hyphen Word list words Words ending in –ant, –ance/–ancy and word list words	Homophones and other words that are often confused Words ending in –ent, –ence/–ency Word list words	Word list words Homophones and other words that are often confused

	Words where the long 'e' sound (like in 'tree' or 'bee') is spelled 'ei' when it comes after the letter 'c' Word list words			
Theme/Term	Power vs principles Summer 1		Mystery & truth Summer 2	
Writing Root / Spelling Seed Text	 <i>The Tempest</i> William Shakespeare	 <i>The Odyssey</i> Gillian Cross	 <i>High Rise Mystery</i> Sharna Jackson	 <i>Curiosity</i> Markus Motum
Writing Outcomes	Playscripts Setting descriptions, character descriptions, diaries, dialogue	Epic stories Speeches (proclamation, persuasive, soliloquy), dialogue, missing scenes, postcards, adverts	Extended Narrative Character Description, Police Report, Setting Description, Newspaper Article, Dialogue, Formal Persuasive Letter, Extended Narrative	Expanded explanations NASA Proposals, information labels, short explanations, NASA logs, news reports
Grammar Coverage	converting verbs into adjectives / nouns relative clauses range of relative pronouns / omitted relative pronouns adverbial phrases of manner modal verbs multi-clause sentences conjunctions to extend ideas parenthesis punctuation use of colons present perfect tense adverbials to link ideas	converting nouns to adjectives with -ful / -less / -ness suffixes most / -est superlatives modal verbs expanded noun phrases adverbs to indicate degrees of possibility range of sentence types multi-clause sentences adverbs / adverbial phrases relative clauses relative pronouns / omitted pronouns dialogue punctuation semi-colons commas to avoid ambiguity parenthesis range of tenses - present progressive / past perfect authorial devices for cohesion future tense adverbial phrases to advance action	technical vocabulary figurative language modal verbs conjunctions to justify order of clauses passive voice command sentences adverbial phrases relative clauses subjunctive form fronted adverbials parenthesis punctuation dialogue punctuation short sentences formal speech vocabulary tense choice for cohesion	differences in formality of language -er / -or suffix modal verbs multi-clause sentences relative clauses adverbial phrases sentence order passive voice expanded noun phrases commas for clauses use of single dash progressive verb forms adverbials for cohesion
Reading Texts	<i>Survivors</i> David Long		<i>Viking Voyagers</i> Jack Tite	
Reading Objectives	1. To read aloud fluently and at an age-appropriate pace, reading most words effortlessly and tackling unfamiliar words with increasing automaticity; inferring the meaning of these new words. 2.To read widely and frequently, for pleasure and for information, both in school and at home. 5.To predict what might happen from details stated and implied. 8. To retrieve, record and present information from non-fiction books, summarising what they have read and synthesising information from more than one text. 9.To explain and discuss their understanding of what they have read; provide justifications for these views. 10. To read and then discuss their opinions about an increasingly wide range of texts (fiction, poetry, plays, non-fiction, myths, legends, books from other cultures.)			
Spelling Focus	Words with endings that sound like 'shul' and are spelled '-cial' or '-tial' Word list words Adding suffixes beginning with vowel letters to words ending in –fer Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Word list words Use of the hyphen Words ending in –ant, - ance/–ancy	Word list words Words containing the -ough letter string Words ending in -ant, -ance, -ancy, -ent, -ence, -ency	Word list words Words ending in -able/-ible Words with ‘silent’ letters
Year 6	Journeys and migration Autumn 1		Evolution & inheritance Autumn 2	

Writing Root / Spelling Seed Text	 <i>The Arrival</i> Shaun Tan	 <i>Windrush Child</i> Benjamin Zephaniah	 <i>Can We Save the Tiger?</i> Martin Jenkins	 <i>The Last Bear</i> Hannah Gold
Writing Outcomes	Extended own version narratives Letters, lists of rules, character descriptions, diaries, short playscripts, short reports, guides	Persuasive pitch to the local council Thought bubble, informal letter, poem, diary entry, advice, informal letter	Discussion texts Letters, explanations, persuasive posters, & speeches, simple poems	Newspaper article Character profile, dialogue, monologue, logbook entry, scientific report
Grammar Coverage	effect of verb / adjective choices in context idioms modal verbs subordinating conjunctions order of clauses adverbial phrases multi-clause sentences passive voice noun phrases expanded by preposition/adverb phrases conditional sentences use of colons brackets for stage directions use of semi-colons inverted commas for speech short sentences for effect change in tense to link between scenes onjunctions / adverbials for cohesion linking across paragraphs	-ty / -sion / -tion suffixes synonyms to avoid repetition vocabulary appropriate for formal speech contrasting / explanatory conjunctions modal verbs range of sentence types multi-clause sentences order of clauses relative clauses / pronouns subjunctive mood apostrophes for contractions commas for clarity bullet points to list information repetition for effect (poetry) wider range of cohesive devices	dis- / de- / mis- over- / re- prefixes figurative language vocabulary appropriate for formal speech subjunctive form conditional sentences multi-clause sentences order of clauses subordinating conjunctions difference between phrases / clauses preposition phrases expanded noun phrases modal verbs question tags commas to demarcate clauses parenthesis punctuation short sentences for effect adverbial phrases for cohesion	figurative language differences in formal / informal vocabulary emotive verbs / adjectives conjunctions to justify modal verbs question tags role of adverbials passive voice fronted adverbials commas to avoid ambiguity dialogue punctuation apostrophes for contraction use of single dash bullet points to list information repetition to link across paragraphs
Reading Texts	A World Full of Journeys and Migrations <i>Martin Howard</i>		The Final Year <i>Matt Goodfellow</i>	
Reading objectives	1. To read books that are structured in different ways and increase their familiarity with a wide range of books (e.g. fiction, non-fiction, poetry, plays, myths & legends, graphic novels and classics). 2.To recommend books from a wide range of genres, giving reasons for their choices. 3.To read easily, fluently and with good understanding. 4.To apply knowledge of root words to read aloud, understanding the meaning of new words in context. 5.To identify how language, structure and presentation contribute to meaning. 6.To discuss and evaluate how authors use language, considering impact on the reader. 7.To draw inferences, such as inferring character's motives, thoughts and feelings and justify with evidence. 8.Predict what might happen from details stated and implied. 9.To explain and discuss their understanding of what they have read. 10.Retrieve, record and present information from a wide range of texts. 11.To summarise the main ideas from a text and identify key details. 14.To participate in discussion, building on own and others' ideas and challenge views courteously. 15.Provide reasoned justifications for their views.			
Spelling Focus	Word list words Homophones and other words that are often confused (continued) Words with 'silent' letters (i.e. letters whose presence cannot be pronounced)	Word list words Words ending in –ant Words with endings that sound like 'shul' and are spelled '-cial' or '-tial'	Word list words Words containing the letter-string ough Adding suffixes beginning with vowel letters to words ending in –fer	Word list words Words ending in –ent, –ence/–ency Words where the long 'e' sound (like in 'tree' or 'bee') is spelled 'ei' when it comes after the letter 'c'
Theme/Term	Protest & activism Spring 1		Utopia vs. dystopia Spring 2	
Writing Root / Spelling Seed Text	 <i>Resist</i> Tom Palmer	 <i>Suffragette: The Battle for Equality</i> David Roberts	 <i>Paradise Sands</i> Levi Pinfold	 <i>Boy in the Tower</i> Polly Ho-Yen
Writing Outcomes	Biography of Audrey Hepburn, resistance recruitment posters, diary entries, journalistic pieces, persuasive leaflets, fictional biographical paragraph	Persuasive campaigns Formal letters, diaries, balanced arguments, speeches, short news reports	Narrative prequel, Descriptive story opening, informal note of advice, formal letter in role, descriptive retelling, conversation between characters, book review	Own version narratives (past and present tense) Journalistic writing, formal letters, non- chronological reports
Grammar Coverage	vocabulary of formal writing subjunctive forms passive voice noun phrases to convey complex information relative clauses modal verbs parenthesis punctuation dashes to mark boundaries between clauses range of cohesive devices	vocabulary of formal writing subjunctive mood passive voice modal verbs adverbial phrases bullet points to list information range of cohesive devices	figurative language differences in vocabulary for formal / informal writing modal verbs coordinating conjunctions subordinating conjunctions expanded noun phrases adverbs / adverbial phrases passive voice relative clauses parenthesis punctuation dialogue punctuation use of hyphen (hyphenated adjectives) short sentences for effect controlled repetition for effect	-ment / -ness / -tion suffixes -cious suffix abstract / common nouns technical, formal vocabulary range of sentence types modal verbs conjunctions to justify relative clauses passive voice adverbials / reporting clauses parenthesis punctuation dialogue punctuation use of colons / semi-colons ellipsis

				layout conventions – news report short sentences for effect range of past tense constructions – simple / perfect / progressive repetition to link across paragraphs
Reading Texts	Skellig David Almond		Human 2.0 Patrick Kane and Samuel Rodriguez	
Reading Objectives	1. To read books that are structured in different ways and increase their familiarity with a wide range of books (e.g. fiction, non-fiction, poetry, plays, myths & legends, graphic novels and classics). 2.To recommend books from a wide range of genres, giving reasons for their choices. 3.To read easily, fluently and with good understanding. 4.To apply knowledge of root words to read aloud, understanding the meaning of new words in context. 8.Predict what might happen from details stated and implied. 9.To explain and discuss their understanding of what they have read. 10.Retrieve, record and present information from a wide range of texts. 11.To summarise the main ideas from a text and identify key details. 12.Discuss texts and ask questions to improve their understanding. 13.To identify, compare and discuss themes and conventions across a wide range of writing. 14.To participate in discussion, building on own and others’ ideas and challenge views courteously. 15.Provide reasoned justifications for their views.			
Spelling Focus	Word list words Words ending in –able and –ible, –ably and –ibly Words ending in –ent, –ence/–ency	Word list words Words with endings that sound like 'shul' (as in 'special' or 'essential')	Word list words Homophones and other words that are often confused Words containing the suffix –ate, –ify, – en	Words with endings that sound like 'shus' and are spelled '-cious' or '-tious' (e.g., 'delicious', 'cautious', 'spacious') Word list words Words ending in –able and –ible, –ably and –ibly
Theme/Term	Fate vs. free will Summer 1		Crossing borders Summer 2	
Writing Root / Spelling Seed Text	 Grimm Tales for Young and Old Phillip Pullman	 Romeo and Juliet William Shakespeare	 Some Places More Than Others Renee Watson	 A Beautiful Lie Irfan Master
Writing Outcomes	Own version traditional tales Viewpoint retellings, character studies, monologues, character comparisons	Playscripts Diaries, letters, narratives, character descriptions, balanced arguments	Poems with similar structure Summaries, analysis and performances	New chapters Journalistic writing, recounts, discussion texts
Grammar Coverage	genre specific language determiners / articles -ful suffix modal verbs fronted adverbials relative clauses omitted pronouns dialogue punctuation commas for clarity adverbials for cohesion	synonyms similes as adverbials superlatives -est / most idiomatic language vocabulary of formal writing modal verbs subordinating conjunctions passive voice adverbial phrases range of noun phrases prepositional phrases subjunctive mood formal sentence openers multi-clause sentences dialogue punctuation apostrophes for omission / accent dash for emphasis present perfect tense layout devices – balanced argument	similes metaphors alliteration conjunctions to explain question tags adverbial phrases range of noun phrases conditional sentences modifying adverbs apostrophes for contraction use of colons / semi-colons future tense constructions	antonyms vocabulary of formal speech fronted adverbials abstract noun phrases multi-clause sentences dialogue punctuation short sentences for effect cohesive devices – pronouns / tense / adverbials
Reading Texts	From hereabout hill Michael Morpurgo		Rain Player David Wisniewski	
Reading Objectives	1. To read books that are structured in different ways and increase their familiarity with a wide range of books (e.g. fiction, non-fiction, poetry, plays, myths & legends, graphic novels and classics). 2.To recommend books from a wide range of genres, giving reasons for their choices. 3.To read easily, fluently and with good understanding. 4.To apply knowledge of root words to read aloud, understanding the meaning of new words in context. 8.Predict what might happen from details stated and implied. 9.To explain and discuss their understanding of what they have read. 10.Retrieve, record and present information from a wide range of texts. 11.To summarise the main ideas from a text and identify key details. 14.To participate in discussion, building on own and others’ ideas and challenge views courteously. 15.Provide reasoned justifications for their views.			
Spelling Focus	Words where the long 'e' sound (like in 'tree' or 'bee') is spelled 'ei' when it comes after the letter 'c' Word list words Words ending in –ent, –ence/–ency	Word list words Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Use of the hyphen	Word list words Adding suffixes beginning with vowel letters to words ending in –fer Words ending in –ant, –ance/–ancy	Word list words Adding suffixes beginning with vowel letters to words ending in –fer Words ending in –ant, –ance/–ancy