



<p>School Objectives:</p> <ul style="list-style-type: none"> <li>• Clear writing progression with agreed writing plan formats used throughout (<i>HA pupils in Y6 &amp; SEN pupils may need plans adapted</i>).</li> <li>• Children will have opportunities to write independently on a regular basis (minimum 4/5 pieces per half term)</li> <li>• There will be 5 pieces of recorded work in English for most weeks.</li> <li>• Learners will be encouraged to read regularly and will be given opportunities to discuss and develop their comprehension in structured reading lessons.</li> <li>• In KS1 independent writing will be recorded in writing books with at least 4/5 pieces per half term.</li> <li>• Writing, reading and grammar will be taught in separate lessons with a specific focus</li> <li>• The development of sentence structure, grammar and punctuation will be prioritised.</li> <li>• Learners will be encouraged to read regularly and will be given opportunities to discuss and develop their comprehension in structured reading lessons.</li> </ul>	<p>Key Vocabulary:</p> <p>preposition conjunction, word family, prefix clause, subordinate clause, direct speech consonant, consonant letter vowel, vowel letter, inverted commas</p> <p>Determiner, pronoun, possessive pronoun, adverbial, noun types (inc proper nouns), standard English, subject-verb agreement</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year A</b> Topic Focus	Savage Stone Age (History)	Where in the World? (Geography)	Where I Live (Geography)	We Are Bakers (DT Cooking)	Egyptians (History)	Claude Monet (Art)
<b>Key Text</b>	Stoneage Boy by Satoshi Kitamura How to Wash a Woolly Mammoth by Michelle Robinson	The Island of Adventure by Enid Blyton  Meerkat Mail by Emily Gravett	The Sheep-Pig by Dick King Smith ( <i>Link to farming</i> )	George's Marvellous Medicine by Roald Dahl	The Time Travelling Cat and the Egyptian Goddess by Julila Jarman	How to Train Your Dragon by Cressida Cowell
<b>Genres Covered</b>	NF- Instructional Narrative - Historical	NF – Letter Writing Poetry (Visual)	Narrative – Contemporary NF – Recounts	NF – Persuasion	Narrative – Adventure Poetry (Structured)	NF – Explanatory NF – Non Chronological Reports
<b>Year B</b> Topic Focus	Volcanos & Earthquakes (Geography)	Fashion Designers (DT Textiles)	Explorers (Geography)	Frida Kahlo (Art)	Mayans (History)	Settlements (History)
<b>Key Text</b>	Escape from Pompeii by Christina Balit	The Iron Man by Ted Hughes	Shackleton's Journey by William Grill Race to the Frozen North by Catherine Johnson	The Twits by Roald Dahl	The Chocolate Tree: A Mayan Folktale by Linda Lowery	There's a Viking in my Bed by Jeremy Strong
<b>Genres Covered</b>	Narrative – Historical Poetry (Structured)	NF – Instructional NF - Recounts	Narrative – Contemporary	NF – Non-Chronological Reports	Narrative – Adventure Poetry (Visual)	NF – Explanatory NF - Persuasion

<p>Spoken Language (ongoing throughout the year – developed in all subjects)</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>📖 listen and respond appropriately to adults and their peers</li><li>📖 ask relevant questions to extend their understanding and knowledge</li><li>📖 use relevant strategies to build their vocabulary</li><li>📖 articulate and justify answers, arguments and opinions</li><li>📖 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>📖 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>📖 use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>📖 speak audibly and fluently with an increasing command of Standard English</li><li>📖 participate in discussions, presentations, performances, role play, improvisations and debates</li><li>📖 gain, maintain and monitor the interest of the listener(s)</li><li>📖 consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>📖 select and use appropriate registers for effective communication.</li></ul>
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Reading (ongoing)

Pupils should be taught to:

- ☞ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- ☞ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Pupils should be taught to:

develop positive attitudes to reading and understanding of what they read by:

- ☞ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ☞ reading books that are structured in different ways and reading for a range of purposes
- ☞ using dictionaries to check the meaning of words that they have read
- ☞ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- ☞ identifying themes and conventions in a wide range of books and can summarise this information
- ☞ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- ☞ discussing words and phrases that capture the reader's interest and imagination
- ☞ recognising some different forms of poetry [for example, free verse, narrative poetry]

understand what they read, in books they can read independently, by:

- ☞ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ☞ asking questions to improve their understanding of a text
- ☞ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- ☞ predicting what might happen from details stated and implied
- ☞ identifying main ideas drawn from more than one paragraph and summarising these
- ☞ identifying how language, structure, and presentation contribute to meaning
- ☞ retrieve and record information from fiction and non-fiction
- ☞ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
- ☞ explain and discuss their understanding of books, poems and other material, both those that they listen to a retrieve and record information from non-fiction and those that they read for themselves.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading (focus areas)	<p>increasing their familiarity with a wide range of books, including fairy stories and retelling some of these orally</p> <p>checking that the text makes sense to them, discussing their understanding and</p>	<p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>use scanning to locate pieces of information</p>	<p>increasing their familiarity with a wide range of books, including, myths and legends, and retelling some of these orally</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their</p>	<p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>retrieve and record information from non-fiction</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>use skimming to locate the main ideas of text</p> <p>identifying main ideas drawn from more than</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to a retrieve</p>

	<p>explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>discuss words and phrases that capture the readers interest and imagination</p>	<p>using dictionaries to check the meaning of words that they have read</p> <p>predicting what might happen from details stated and implied</p>	<p>actions, and justifying inferences with evidence</p> <p>sequence key events in a range of stories</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>use scanning to locate pieces of information</p>	<p>one paragraph and summarising these</p> <p>identify structural conventions of non-fiction in relation to the text type (e.g. newspapers have a heading on but non-chronological reports have a title)</p>	<p>and record information from non-fiction and those that they read for themselves.</p> <p>use skimming to locate the main ideas of text</p>
Writing Composition (ongoing)	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> <p>draft and write by:</p> <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 (English Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot with some attempt to elaborate on basic information/ with some ideas and materials developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases)</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>evaluate and edit by:</p> <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 sentences</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>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Composition	<p><b>Plot</b></p> <p>proposing changes to grammar and vocabulary to improve consistency</p> <p>progressively building a varied and rich vocabulary</p>	<p><b>Plot/ Settings</b></p> <p>Paragraphs</p> <p>simple organisational devices [for example, headings and sub-headings]</p>	<p>progressively building a varied and rich vocabulary</p> <p><b>Characters and settings</b></p> <p>composing and rehearsing sentences orally</p>	<p>proposing changes to grammar and vocabulary to improve consistency</p>	<p>progressively building a varied and rich vocabulary</p> <p>simple organisational devices [for example, headings and sub-headings]</p> <p>assessing the effectiveness of their</p>	<p>simple organisational devices [for example, headings and sub-headings]</p> <p>discussing and recording ideas</p>

	assessing the effectiveness of their own and others' writing and suggesting improvements	punctuation errors	assessing the effectiveness of their own and others' writing and suggesting improvements		own and others' writing and suggesting improvements	
Vocabulary, Grammar & Punctuation (ongoing)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>☞ develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>☞ extending the range of sentences with more than one clause by using a wider range of conjunctions, including 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>☞ using conjunctions, adverbs and prepositions to express time and cause</li> <li>☞ using fronted adverbials</li> <li>☞ learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p>indicate grammatical and other features by:</p> <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> <li>☞ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vocabulary, Grammar & Punctuation	<p>Conjunctions – and, but and so and because</p> <p>Clauses</p> <p>Consonants and vowels</p> <p>Adverbs, using fronted adverbials, using commas after fronted adverbials</p> <p>A and an</p> <p>Expanded noun phrases</p>	<p>Prepositions</p> <p>Direct speech and inverted commas</p> <p>Prefixes</p> <p>Paragraphs</p> <p>Sub-headings and headings</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>Subordinate clauses including conjunctions relating to subordinate clauses</p> <p>Direct speech and inverted commas</p> <p>using and punctuating direct speech</p> <p>Apostrophes including the difference between plurals and possessives</p>	<p>Prefixes</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Use of 'because' in explanations</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>Prefixes</p>

Spelling (ongoing)	Pupils should be taught to: ☞ use further prefixes and suffixes and understand how to add them (English Appendix 1) ☞ spell further homophones ☞ spell words that are often misspelt (English Appendix 1) ☞ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ☞ use the first two or three letters of a word to check its spelling in a dictionary ☞ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spelling Y3 Lower	the prefixes dis– and mis– have negative meanings.	The / ɪ / sound spelt y elsewhere than at the end of words  The prefix in– can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.  The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words.	re– means 'again' or 'back'.	inter– means 'between' or 'among'.  Words with the /e./ sound spelt ei, eigh, or ey	The /ʌ/ sound spelt ou  super– means 'above'.	Words with the /k/ sound spelt ch (Greek in origin)  Words with the /ʃ/ sound spelt ch (mostly French in origin)
Y3 Upper	Adding suffixes beginning with vowel letters to words of more than one syllable  the prefixes dis– and mis– have negative meanings.	The / ɪ / sound spelt y elsewhere than at the end of words  The prefix in– can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.  The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply.	re– means 'again' or 'back'.  The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.	inter– means 'between' or 'among'.  Words with the /e./ sound spelt ei, eigh, or ey	The /ʌ/ sound spelt ou  super– means 'above'.	anti– means 'against'.  Words with the /k/ sound spelt ch (Greek in origin)  Words with the /ʃ/ sound spelt ch (mostly French in origin)

		<p>The suffix –ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exceptions:</p> <p>(1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. happily, angrily</p> <p>(2) If the root word ends with –le, the –le is changed to –ly.</p>				
Spelling Y4 Lower	<p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>Prefix - Before a root word starting with l, in– becomes il.</p> <p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</p> <p>Words with the /s/ sound spelt sc (Latin in origin)</p> <p>Possessive apostrophe with plural words</p>	<p>Before a root word starting with m or p, in– becomes im–.</p> <p>The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exceptions:</p> <p>(1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. happily, angrily</p> <p>(2) If the root word ends with –le, the –le is changed to –ly.</p>	<p>Before a root word starting with r, in– becomes ir–.</p> <p>The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.</p> <p>Homophones and near-homophones</p>	<p>sub– means ‘under’.</p> <p>The ending sounding like /./ is always spelt .sure.</p> <p>The ending sounding like /t./ is often spelt .ture, but check that the word is not a root word ending in (t)ch with an er ending . e.g. teacher, catcher, richer, stretcher.</p> <p>Words with the /e./ sound spelt ei, eigh, or ey</p>	<p>auto– means ‘self’ or ‘own’.</p> <p>If the ending sounds like /ʒən/, it is spelt as –sion.</p> <p>Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</p> <p>–tion is the most common spelling. It is used if the root word ends in t or te.</p>	<p>anti– means ‘against’.</p> <p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word. .our is changed to .or before .ous is added.</p>

<p>Y4 Upper</p>	<p>Prefix - Before a root word starting with l, in- becomes il.</p> <p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</p> <p>Words with the /s/ sound spelt sc (Latin in origin)</p> <p>Possessive apostrophe with plural words</p>	<p>Before a root word starting with m or p, in- becomes im-.</p> <p>(ly) If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly.</p> <p>The words truly, duly, wholly.</p>	<p>Before a root word starting with r, in- becomes ir-.</p> <p>The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.</p> <p>Homophones and near-homophones</p>	<p>sub- means 'under'.</p> <p>The ending sounding like /.. / is always spelt .sure.</p> <p>The ending sounding like /t./ is often spelt .ture, but check that the word is not a root word ending in (t)ch with an er ending . e.g. teacher, catcher, richer, stretcher.</p>	<p>auto- means 'self' or 'own'.</p> <p>If the ending sounds like /ʒəʃn/, it is spelt as -sion.</p> <p>Strictly speaking, the suffixes are -ion and -ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</p> <p>-tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>-ssion is used if the root word ends in ss or -mit.</p> <p>-sion is used if the root word ends in d or se.</p> <p>Exceptions: attend - attention, intend - intention.</p> <p>-cian is used if the root word ends in c or cs.</p>	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p>.our is changed to .or before .ous is added.</p> <p>A final eef of the root word must be kept if the /d./ sound of egf is to be kept.</p> <p>If there is an /i:/ sound before the .ous ending, it is usually spelt as i, but a few words have e.</p>
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