

Links to Early Years Foundation Stage Curriculum

Communication, Language and Vocabulary Development

The DfE states that, 'the development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.'

Here, at St. Joseph's this attitude underpins our whole school curriculum. Staff recognise this as the foundation in which children build upon in subsequent years. Therefore, at the heart of each adult planned, child-initiated engagement and through our day-to-day modelling and interactions, is the drive to develop both expressive and topic specific vocabulary. We encourage the children to become skillful communicators, to enjoy using language in their play and to develop their confidence in speaking and listening. Staff recognise the importance of modelling standard English, orchestrating experiences and situations in which pupils can learn, develop and consolidate clear and fluent communication and language skills. This emphasis on speaking and listening is the foundation for all literacy development. Opportunities are provided for children to express themselves through drama, role-play and writing activities.

English

The DfE states that, 'It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth.'

At St. Joseph's, we recognise the importance of equipping all of our pupils with the ability to read and write, but also aim to instill a love of lifelong learning through wider reading experiences. Our children are given exciting opportunities to develop specific reading and writing skills to participate successfully in society. The Early Years curriculum is story book based and aims to provide a stimulating and vocabulary rich environment where children enjoy a range of reading and mark making experiences, in both the outdoor and indoor environments.

Phonics is the foundation of early reading and writing. Therefore, is a high priority within the EYFS, KS1 and in KS2. We have adopted a whole school phonics scheme, which begins in Reception right through to Key Stage 2. This consistent and rigorous approach to phonics ensures that pupils have access to high quality teaching, resources and most importantly, consistency. Pupils are taught phonics in a systematic and cumulative approach which allows each subsequent phase to build on from the next, with a clear focus on developing both blending for reading and segmenting for writing.

'Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.'

Furthermore, as the DfE states in the above paragraph, reading opens doors for children and enables them to access a wider curriculum, develop an understanding of the world around them and ultimately thrive in an ever-changing society. Our curriculum aims to provide a strong foundation or success. Through carefully planned English tasks, an emphasis on expressive and topic specific language as well as a pure enjoyment of the subject, we will instill a love of literacy in our children.

Finally, our curriculum here at St. Joseph's ensures that all staff have high expectations for our pupils irrespective of their social, emotional or academic background. Staff demonstrate their expectations through carefully planned and sequenced units of study, exciting learning opportunities both inside and outside of the classroom environment, make clear links with the wider curriculum and engaging enrichment opportunities. Our English curriculum aims to be purposeful, progressive and inclusive, build on skills and knowledge year on year. Therefore, allowing our pupils to leave St. Joseph's equipped with the knowledge, skills and confidence to able to function in society and set a good basis for further development in secondary education.

Early Years Foundation Stage – Reception

Learning Overview:

Early Years Statutory Framework states: ‘...that children are encouraged to link sounds and letters and begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.’

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Topic	Marvellous Me	Our World	Winter	Growing	Life-Cycles	Journeys
Main focus book suggestions (not limited to this selection depending on children's interests)	The Colour Monster Goes to School	Room on the Broom	One Snowy Night	The Tiny Seed	The Very Hungry Caterpillar	The Snail and The Whale
	The Very Helpful Hedgehog	Owl Babies	Animals in Winter	Jack and the Beanstalk	From Tadpole to Frog	Tiddler
	The Little Red Hen	Katie and the Starry Night	Goodnight Moon	Farmer Duck	The Growing Story	Whatever Next
			Stick Man	Oliver's Vegetables		
Focus	Listening and attending to stories together. Introducing the simple structure of a story and reading left to right/ top to bottom	Stories to create wonder and awe around the theme of celebrations alongside non-fiction texts complementing the learning related to light/dark	Key focus on vocabulary linked with seasonal change/ hibernation and linking this vocabulary with experiences in our outside environment	Use of non-fiction texts to learn new information. Looking at different styles of non-fiction texts eg diary Differentiating between fiction/ non-fiction texts	Using stories and writing to share a message (care of the environment/ creatures) The power of print	Journeys- story maps in fiction and maps in non-fiction texts
Writing Learning Breakdown (objectives)	<ul style="list-style-type: none">Orally rehearse the storyCreate a story map to sequence and retell storyUse pictures to make a rhyming string e.g. words rhyming with henUse initial sounds in words to begin to write labels to pictures e.g. henBegin to break the flow of speech into words to writeBegin to write letters to compose lists, captions and short sentences	<ul style="list-style-type: none">Orally rehearse the storyCreate a story map to sequence and retell the storyUse initial/some sounds in words to begin to write labels to picturesBegin to break the flow of speech into words to writeBegin to write letters to compose lists, captions and short sentences	<ul style="list-style-type: none">Orally rehearse the storyCreate a story map to sequence and retell the storyUse initial, medial and final sounds in words to write labels to picturesBegin to break the flow of speech into words to writeBegin to write letters using sounds to compose lists, captions, short sentences e.g. speech bubbles	<ul style="list-style-type: none">Orally rehearse the storyCreate a story map to sequence and retell the storyUse initial, medial and final sounds in words to write labels to pictures e.g. parts of a plantBegin to break the flow of speech into words to writeBegin to write letters using sounds to compose lists, captions and short sentences	<ul style="list-style-type: none">Orally rehearse the storyCreate a story map to sequence and retell the storyCompose and write sentences with some finger spaces and some punctuation e.g. capital letter and full stopBegin to write own short stories based on own interests	<ul style="list-style-type: none">Orally rehearse the storyCreate a story map to sequence and retell the storyCompose and write sentences with some finger spaces and some punctuation e.g. capital letter and full stopBegin to write own short stories based on own interests
Reading Learning Breakdown (objectives)	<ul style="list-style-type: none">Begin to recognise some CEWs and Phase 2 tricky wordsClap syllables in wordsAttempt to use letter sounds to read some VC and CVC words working from left to rightKnow how to use pictures to support reading and understanding	<ul style="list-style-type: none">Begin to recognise some CEWs and Phase 2 tricky wordsClap syllables in wordsAttempt to use letter sounds to read some VC and CVC wordsKnow how to use pictures to support reading and understandingMatch spoken to written word	<ul style="list-style-type: none">To recognise more CEWs and Phase 2/3 tricky wordsAttempt to use letter sounds to read some VC and CVC wordsKnow how to use pictures to support reading and understandingMatch spoken to written word	<ul style="list-style-type: none">To recognise more CEWs and Phase 2/3 tricky wordsAttempt to use letter sounds to read CVC wordsKnow how to use pictures to support reading and understandingMatch spoken to written wordBegin to check own reading for meaning and syntax, i.e., does it make sense and sound right	<ul style="list-style-type: none">To recognise more CEWs and Phase 2/3 tricky wordsAttempt to use letter sounds to read CVC wordsKnow how to use pictures to support reading and understandingMatch spoken to written wordBegin to check own reading for meaning and syntax, i.e., does it make sense and sound right	<ul style="list-style-type: none">To recognise more CEWs and Phase 2/3 tricky wordsAttempt to use letter sounds to read CVC wordsKnow how to use pictures to support reading /understandingMatch spoken to written wordBegin to check own reading for meaning and syntax, i.e., does it make sense and sound rightTake more notice of punctuation to support the use of grammarBegin to read longer words by chunking parts of a word and

					<ul style="list-style-type: none"> Begin to read longer words by chunking parts of a word and identify parts of a word already known) 	identify parts of a word already known
Phonics Learning Breakdown (objectives)	s/ as in sun /m/ as in mouse /a/ as in apple /d/ as in dog /t/ as in tap /g/ as in goat /i/ as in insect /o/ as in octopus /p/ as in pan /k/ as in cat /n/ as in net /k/ as in kite l, the, go, to, no, into	/k/ as in duck /f/ as in frog and cliff /e/ as in elephant /l/ as in ladder /u/ as in umbrella /l/ as in shell /r/ as in rabbit /s/ as in dress /h/ as in hat Double consonant letters /b/ as in bat Two syllable words	j/ as in jug /z/ as in bugs /v/ as in van /k+w/ as in queen /w/ as in web Consolidation /k+s/ as in fox /y/ as in yellow /z/ as in zebra and fizzy he, she, we, me, be, was, my, you, her, they, all, are	ch/ as in chick /igh/ as in light /sh/ as in sheep /oa/ as in boat /th/ as in thumb and feather short /oo/ as in book /n+g/ as in ring long /oo/ as in moon /ai/ as in train Consolidation /ee/ as in bee he, she, we, me, be, was, my, you, her, they, all, are	ar/ as in car /air/ as in chair /or/ as in fork /y+oor/ as in manure /ur/ as in purse schwa /uh/ as in hammer /ou/ as in owl Consolidation /oi/ as in coin /eer/ as in ear some, one, said, come, do, so, were, when, have, there, out, like, little, what	w/ as in wheel /ee/ as in shield /f/ as in dolphin /ee/ as in peach /ai/ as in crayon Consolidation /ai/ as in cake /ai/ as in acorn /ee/ as in scene some, one, said, come, do, so, were, when, have, there, out, like, little, what
Handwriting Learning Breakdown (objectives)	The following objectives will be taught and practised through a variety of methods such as sensory writing trays e.g. in rice, sand, shaving foam etc. Using whiteboards and pens, tracker letters, Pen Pals handwriting workbooks, path painting, chalk writing etc. Weekly handwriting / letter formation teaching as part of phonics teaching					
	<ul style="list-style-type: none"> To hold a pencil with a correct grip Begin to form 'long ladder' and anti-clockwise (curly caterpillar) letters following the Pen Pals scheme 	<ul style="list-style-type: none"> To hold a pencil with a correct grip Begin to form 'long ladder' and curly caterpillar letters following the Pen Pals scheme 	<ul style="list-style-type: none"> Begin to form letters with retraceable lines ('one armed robot') and zigzag letters following the Pen Pals scheme Revise formation of previously taught letters 	<ul style="list-style-type: none"> Write most letters on request with the correct formation Begin to write on lines showing ascending and descending letters 	<ul style="list-style-type: none"> Write most letters on request with the correct formation To write on narrower lines showing ascending and descending letters 	<ul style="list-style-type: none"> Write most letters on request with the correct formation To write on narrower lines showing ascending and descending letters
Enrichment Activities to Reinforce Learning	Use small world characters to stimulate imagination and story-telling. Visit from Birtley Library	Torch light story times, Christmas decorations in classroom/school Visit from a Mum with new baby Visit from Firefighter	PLay in the frost/ice/snow Trying Chinese food in the classroom World Book Day Baking / cooking activities	Planting and gardening outside	Observing real tadpoles/ newts/ frogs Observing caterpillars to butterflies' process	Summer trip Visit to Birtley Library
Characteristics of Effective Learning	In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. The three characteristics of effective teaching and learning are; <ul style="list-style-type: none"> <ul style="list-style-type: none"> playing and exploring – children investigate and experience things, and 'have a go' active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. 					

Subject: English				Year group: 1	
Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview		Overview	Overview
<p>Suggested fiction texts: The 3 Little Pigs Goldilocks and The Three bears</p> <p>Suggested Poetry: This Little Piggy</p> <p>Suggested non- fiction texts: Pigs (First Step Nonfiction) Nelson</p> <p>The main context for learning gives children the opportunity to work on narrative writing with familiar stories. There is a link with familiar tales to materials in science.</p> <p>These suggested texts provide an opportunity for pupils to create fiction and non-fiction writing.</p> <p>Building on from Reception, the pupils will write simple sentence to form a narrative.</p> <p>This will provide a basis for pupils to orally plan what they want to write, then accurately transcribe their sentences. They will be encouraged to sit writing on the line, use spaces between words and begin to use capital letters and full stops. Pupils will use their phonic knowledge to begin to spell independently.</p> <p>Spelling and grammar will be taught within lessons and in separate specific lessons.</p>	<p>Suggested fiction texts: Peace at Last The Day The Crayons Quit by Drew Daywalt The Crayons Quit Christmas by Drew Daywalt</p> <p>Suggested Poetry:</p> <p>Suggested non- fiction texts:</p> <p>The main context for learning gives children the opportunity to work on narrative writing with familiar stories.</p> <p>These suggested texts provide an opportunity for pupils to create fiction and non-fiction writing.</p> <p>Building on from Autumn 1, children will retell a story which is based on a familiar setting.</p> <p>Children will move on to write for a different purpose, creating an informal letter. Children will build up to writing a letter to Santa.</p> <p>Spelling and grammar will be taught within lessons and in separate specific lessons.</p>	<p>Suggested fiction texts: Beegu by Alexis Deacon</p> <p>Suggested Poetry: The Night Sky by unknown author The Moon by Robert Louis Stevenson Sun and Moon by Charlotte Druitt Cole</p> <p>Suggested non- fiction texts: Blast off by Shelly Unwin Look Inside Space Usborne books</p> <p>The main context for learning is aligned to this term's history unit.</p> <p>The suggested texts provide an opportunity for pupils to write in a range of genres. Pupils' writing will become more independent and will begin to include more description, a developing vocabulary and longer sentence structure. Pupils will write a 'journey tale', linked to the text 'Beegu' and work on their descriptive writing skills.</p> <p>This unit of work will provide the basis for pupils to continue to orally plan and write sentences, ensuring they make sense. Pupils will be encouraged to plan a sentence, write it down then read it to check all the words have been included.</p> <p>As a result of this unit, pupils will be able to include description in their writing and write longer sentences. They will develop the confidence to spell with increasing independence.</p>	<p>Suggested fiction texts: The Tiger who came to tea</p> <p>Suggested Poetry: There was a Wise Old Owl by Leanne Guenther The Owl and the Pussy Cat by Edward Lear</p> <p>Suggested non- fiction texts: All About Tigers!, by Lucy Strange</p> <p>The main context for this learning will be animals linked to science. Pupils will learn how questions can be used as headings to organise information and how adjectives can be used to add description. For the final writing task, pupils will write their own short reports about a range of animals of their choice using the skills taught.</p> <p>They will be encouraged to sit writing on the line, use spaces between words and begin to use capital letters and full stops. Pupils will use their phonic knowledge to spell independently.</p>	<p>Suggested fiction texts: Lost and Found by Oliver Jeffers</p> <p>Suggested non- fiction texts: Penguins (Usborne Beginners), Journey to Antarctica by Julie Hayden Could a Penguin Ride a Bike? by Aleskei Bitskof</p> <p>Suggested Poetry: Penguin by Meish Goldish Arctic haiku by Christopher J. Wilson</p> <p>The main context for learning is aligned to geography. These suggested texts provide an opportunity for pupils to plan and write a 'meeting tale'. They will also be introduced to a non-chronological report. Pupils will be encouraged to edit and redraft their work.</p> <p>This will provide the basis for pupils to write independently, incorporating a range of grammar, punctuation and vocabulary. Pupils will show how they can begin to edit and redraft their work.</p>	<p>Suggested fiction texts: Jack and the Beanstalk; Jim and the Beanstalk by Raymond Briggs</p> <p>Suggested non- fiction texts: From Seed to Sunflower by Camilla De la Bedoyere Tree: Seasons Come, Seasons Go by Patricia Heggarty and Britta Tekentrup A Little Guide to Wildflowers by Charlotte Voake Secrets of a Vegetable Garden by Karron Brown.</p> <p>Suggested Poetry: Fallen Giant by Shirley Hughes Winter Trees by George Szirtes I am the Tree by Judith Nichols</p> <p>The main context for learning this half term will be aligned to science.</p> <p>These suggested texts provide an opportunity for pupils to plan and write instructions writing.</p> <p>They will also plan and write a 'conquering the monster tale'.</p> <p>This will provide the basis for pupils to demonstrate their ability to write independently in an increasingly mature style that incorporates a range of grammar, punctuation and vocabulary. Pupils will show how they can begin to edit and redraft their work.</p>

		Talk for Writing will be used to familiarise the pupils with the texts and to help them structure their writing. SPAG will be taught within lessons and in separate specific lessons.			
Reading					
<ul style="list-style-type: none"> Pupils will participate in both small group and whole class guided reading sessions, using Targeted Practice Readers from Rocket Phonics, which closely match the phonics learning. . These will occur daily and focus on skills specified below. As well as this, they will complete a range of independent comprehension tasks including VIPERS as part of English lessons. Class readers will be read for the pupils' enjoyment and when possible, this will complement the core learning. Children will be provided with opportunities to read books of their own choice. A range of fiction and non – fiction books will be used to ensure vocabulary development and exposure to a range of genres. Children will also get the opportunity to visit Birtley Library. 					
Learning Breakdown					
Word Reading: <ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading. 		Comprehension: Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them. 			
Writing	Writing	Writing	Writing	Writing	Writing
Narrative: To learn how to structure a narrative. To plan and write a short narrative. To compose a sentence orally before writing. To use phonic knowledge to begin to spell independently. To begin to spell some common exception words independently. To sequence sentences to produce short narratives.	Informal letter: To learn about the features of an informal letter To plan an informal letter. To compose a sentence orally before writing. To use phonic knowledge to begin to spell independently. To begin to spell some common exception words independently. To sequence sentences to produce an informal letter. To re-read what they have written to check it makes sense.	Descriptive Writing: To plan ideas for a description. To orally rehearse ideas before writing. To write a description of an alien. To learn how to use adjectives. To re-read what they have written to check it makes sense.	Information Report Booklet: To learn about the features of an information book. To plan an information booklet. To compose a sentence orally before writing. To use phonic knowledge to begin to spell independently. To begin to spell some common exception words independently. To sequence sentences to produce an informative piece of writing. To re-read what they have written to check it makes sense.	Narrative: To learn how to structure a narrative. To say out loud what they are going to write. To compose a sentence orally before writing. To plan a short narrative. To sequence sentences to produce narratives. To use phonic knowledge to spell independently. To spell some common exception words independently. To use a range of punctuation marks. To plan longer sentences joining two ideas with either the word and, or, but.	Instructions: To learn the features of instructions. To say out loud what they are going to write. To compose a sentence orally before writing. To plan longer sentences joining two ideas with either the word and or but. To add description to writing by using adjectives. To use phonic knowledge to begin to spell independently. To begin to spell some common exception words independently. To sequence sentences to produce short narratives. To re-read what they have written to check it makes sense. To use time words to order instructions. To use imperative verbs. To plan a set of instructions. To write a set of instructions.
Narrative SPaG: To begin sentences with capital letters.	Informal letter SPaG:	Descriptive Entry SPaG: To begin sentences with capital letters. To accurately use proper nouns. To end sentences with full stops. To end questions with a question mark. To end sentences with an exclamation mark when needed.	Information Report Booklet SPaG:	Instructions SPaG: To begin sentences with capital letters. To use capital letters for the names of people, places and days of the week. To end sentences with full stops.	

<p>To end sentences with full stops. To introduce ending questions with a question mark. To use a capital letter for the personal pronoun I. To learn nouns and adjectives.</p> <p>Poetry:</p> <p>To learn to appreciate poems. To learn a poem by heart. To recognise a sense poem. To plan and write a short poem.</p> <p>Poetry SPaG: To begin sentences with capital letters. To use a capital letter for the personal pronoun I. To learn nouns and adjectives.</p>	<p>To begin sentences with capital letters. To end sentences with full stops. To end questions with a question mark. To learn how read and to make plurals by adding -s and -es. To use adjectives for description. To learn what verbs are.</p>	<p>To use 'and' to join words or sentences. To write plurals by adding -s and -es. To form new words using suffixes, such as –ing, -er, -est and -ed. To form new words using the prefix -un at the beginning of words.</p> <p>Narrative:</p> <p>To learn how to structure a narrative. To use phonic knowledge to begin to spell independently. To compose a sentence orally before writing. To plan longer sentences joining two ideas with either the word and or but. To add description to writing by using adjectives. To plan a short narrative. To write a short narrative. To sequence sentences to produce short narratives. To re-read what they have written to check it makes sense.</p> <p>Narrative SPaG:</p> <p>To begin sentences with capital letters. To accurately use proper nouns. To end sentences with full stops. To end questions with a question mark. To end sentences with an exclamation mark when needed. To form new words using suffixes, such as –ing, -er, -est and -ed. To form new words using the prefix -un at the beginning of words. To learn about adverbs. To learn present tense.</p>	<p>To begin sentences with capital letters. To end sentences with full stops. To end questions with a question mark. To learn how read and to make plurals by adding -s and -es. To learn what verbs are. To know what adjectives are and how to use them.</p> <p>Poetry:</p> <p>To learn to appreciate poems. To learn a poem by heart. To begin to spell some common exception words independently. To use alliteration in poetry. To plan and write a short poem.</p> <p>Poetry SPaG: To begin sentences with capital letters. To use a capital letter for the personal pronoun I. To learn nouns and adjectives.</p>	<p>To create more interesting narratives by using detailed descriptions of characters and settings. To vary the range of sentence openings by using time or an adverb at the beginning. To write a short narrative. To re-read what they have written to check it makes sense. To edit and redraft work.</p> <p>Narrative SPaG:</p> <p>To begin sentences with capital letters. To accurately use proper nouns. To end sentences with full stops. To end questions with a question mark. To end sentences with an exclamation mark when needed. To write plurals by adding -s and -es. To form new words using suffixes, such as –ing, -er, -est and -ed. To form new words using the prefix -un at the beginning of words. To learn about adverbs. To learn present tense.</p> <p>Non-Chronological Report:</p> <p>To say out loud what they are going to write. To use phonic knowledge to spell independently. To compose a sentence orally before writing. To plan longer sentences joining two ideas with either the word and or but. To vary the range of sentence openings by using time or an adverb at the beginning. To spell some common exception words independently. To use a range of punctuation marks. To re-read what they have written to check it makes sense. To edit and redraft work.</p>	<p>To end questions with a question mark. To end sentences with an exclamation mark when needed. To write plurals by adding s and es. To form new words using suffixes, such as –ing, -er, -est and -ed. To form new words using the prefix -un at the beginning of words. To learn about adverbs. To learn present tense. To learn imperative verbs. To learn how to use time sequencing words. (first, next, last)</p>
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				Non-Chronological Report SPaG: To begin sentences with capital letters. To accurately use proper nouns. To end sentences with full stops. To end questions with a question mark. To end sentences with an exclamation mark when needed. To write plurals by adding -s and -es. To form new words using suffixes, such as -ing, -er, -est and -ed. To form new words using the prefix -un at the beginning of words. To learn about adverbs. To learn present tense.	
Phonics	Phonics	Phonics	Phonics	Phonics	Phonics
Consolidation of Reception GPCs: /ar/ as in car /or/ as in fork /ur/ as in purse /ou/ as in owl /oi/ as in coin /eer/ as in ear /air/ as in chair /y+oor/ as in manure /uh/ as in hammer Consolidation of Reception CEWs: some, one, said, come, do, so, were, when, have, there, out, like, little, what	Consolidation of Reception GPCs: /w/ as in wheel /f/ as in dolphin /ai/ as in crayon /ai/ as in cake /ai/ as in acorn /ee/ as in scene /ee/ as in shield /ee/ as in peach Consolidation of Receptions CEW: some, one, said, come, do, so, were, when, have, there, out, like, little, what	New Year I GPCs: /igh/ as in child /igh/ as in time /igh/ as in pie /igh/ as in spy /oa/ as in rope /oa/ as in snow /oa/ as in toe /oa/ as in piano /ee/ as in happy Consolidation of Reception CEWs: some, one, said, come, do, so, were, when, have, there, out, like, little, what	New Year I GPCs: /y+oo/ as in unicorn short /oo/ as in push /y+oo/ as in cube long /oo/ as in flute /y+oo/ as in statue long /oo/ as in blue /y+oo/ as in news long /oo/ as in screw /ur/ as in herbs /ur/ as in bird /ou/ as in cloud /oi/ as in toy Year I CEWs: oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	New Year I GPCs: /or/ as in astronaut /or/ as in strawberry /oa/ as in shoulder long /oo/ as in soup short /oo/ as in should /ar/ as in father and palm /ur/ as in pearl and world /eer/ as in deer and here /air/ as in square, bear and there /or/ as in ball /or/ as in four /or/ as in core /or/ as in door /or/ as in daughter Year I CEWs: who, again, thought, through, many, laughed, because, any, eyes, friends, once	New Year I GPCs: /s/ as in celery /j/ as in giraffe /e/ as in bread /s/ as in house /s/ as in fence /k/ as in school /sh/ as in chef /j/ as in bridge /j/ as in package /uh/ as in mother Consolidation of Year I CEWs: oh, their, people, Mr, Mrs, looked, called, asked, could, water, where who, again, thought, through, many, laughed, because, any, eyes, friends, once, please
Handwriting	Handwriting	Handwriting	Handwriting	Handwriting	Handwriting

Practising long-legged giraffe letters Writing words with ll Introducing capitals for long-legged giraffe letters Practising one-armed robot letters Practising long-legged giraffe letters and one-armed robot letters Introducing capitals for one-armed robot letters Practising curly caterpillar letters Writing words with double ff Writing words with double ss Introducing capitals for curly caterpillar letters	Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters Practising zig-zag monster letters Writing words with double zz Mixing all the letter families Practising all the capital letters Practising all the numbers 0-9 Writing words with ck and qu Practising long vowel phonemes: ai, igh, oo Practising vowels with adjacent consonants: ee, oa, oo	Numbers 10-20: spacing Practising ch unjoined Introducing diagonal join to ascender: ch Practising ai unjoined Introducing diagonal join, no ascender: ai Practising wh unjoined Introducing horizontal join to ascender: wh Practising ow unjoined Introducing horizontal join, no ascender: ow
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Subject: English				Year group: 2	
Autumn		Spring		Summer	
1	2	1	2	1	2
Overview		Overview		Overview	
Suggested text: Handa's Surprise Suggested non-fiction texts: Meerkats – Usborne Beginners by James Maclaine Suggested poetry: Apes to Zebras – An A-Z of shape poems by Roger Stevens (and other authors) The main context for learning is aligned to our geography unit of work where pupils will explore the continents of the world, focusing specifically on Africa. The children will learn about the Kalahari Desert and the country Kenya which will support their learning in English. The learning journey: Linking to our geography unit, we will then move on to explore Handa's Surprise. The children will develop their story writing skills and concentrate on a variety of elements, such as setting and character	Suggested text: The Ugly Five Meerkat Mail The Santa Trap Suggested non-fiction texts: Suggested poetry: Where Zebras Go by Sue Hardy-Dawson The main context for learning is aligned to our geography unit of work where pupils will explore the continents of the world, focusing specifically on Africa. The children will learn about the Kalahari Desert and the country Kenya which will support their learning in English. The learning journey: Linking to our geography unit, we will then move on to explore The Ugly Five. The children will develop their writing skills and concentrate on	Suggested fiction texts: The Baker's Boy and the Great Fire of London Suggested non-fiction texts: The Great Fire of London (ways to remember) I 666 By Sally Hewitt The Great Fire of London by Liz Goggerly Who was Samuel Pepys by Paul Harrison. Suggested poetry: The Great Fire of London by Paul Perro. The main context for learning is aligned to our history unit of work for this term, 'The Great Fire of London.' Children will read a range of fiction, supplemented by non-fiction material in history, thus, developing pupil knowledge and awareness of this historical event. The pupils will delve into the past and write in a range of genres and styles, for a variety of purposes and audiences. The learning journey: As a result of this unit, pupils will be able to describe the events leading to the outbreak of the fire, as well as compose a descriptive	Suggested fiction text: The Enchanted Wood by Enid Blyton Little Red Riding Hood – Traditional Tale (focus on the woodland setting) Suggested non-fiction text: National Trust: Who's Hiding in the Woods? by Katharine McEwen Look Inside the Woods by Minna Lacey Suggested poetry: Woodland Dreams by Karen Jameson National Trust: I am the Seed that Grew the Tree by Fiona Waters The main context for learning is linked to the science topic of Microhabitats focussing upon woodlands. The learning journey:	Suggested fiction texts: Tell me a dragon Suggested non-fiction text: The Dragon Machine Real Dragons- National Geographic Suggested poetry: Jabberwocky The Lambton Worm The learning journey: Pupils will begin the unit by exploring different types of dragons and how they appear in various stories. The children will then use narrative writing to create a detailed character description of a dragon. Following this, children will then plan and write a non-chronological report about dragons, using non-fiction texts as the driver. Children will increase their awareness of the structure and features of non-chronological reports.	Suggested fiction texts: Fantastic Mr Fox Suggested non-fiction texts: Foxes National Geographic Suggested poetry: Three foxes by the edge of the field at twilight. The main context for learning is linked closely to the Science unit of Animals including Humans. Children will learn about the different groups of animals, as well as their basic needs. Children will use fiction and non-fiction texts to enhance this learning. The learning journey: Children will begin this unit by reading the story of Fantastic Mr Fox. Children will look at using various linguistic devices to enhance their writing. The unit will end with children developing their story writing skills by retelling the story from the perspective of one of the farmers.

<p>descriptions, creating a build-up, developing a problem, writing a resolution and an ending, using the story mountain planning format. This unit will culminate in the children writing their own version of Handa's Surprise using a variety of imaginative writing strategies such as: expanded noun phrases, ambitious vocabulary to describe the events and adverbs.</p> <p>During the final part of the term, the children will plan and write a non-chronological report, increasing their awareness of the structure and features of fact files. Children will read a wide range of non-fiction material in geography and science, thus, increasing their contextual knowledge and understanding of Africa. This will also enable the pupils to articulate confidently information about meerkats and the Kalahari Desert. In addition, children will develop scientific vocabulary such as, diet, habitat, appearance etc.</p> <p>Pupils will develop their knowledge of cohesive devices across paragraphs. Grammar, spelling and punctuation will be delivered through specific skills lessons and within context of whole class texts.</p>	<p>creating a character description of each of the animals.</p> <p>Our next core text, 'Meerkat Mail', will influence us to generate three pieces of quality writing. The first part of this unit will focus on the children writing an informal postcard, in the style of Sunny (the main character). It will then move on to develop the children's diary writing skills: writing in the first person, writing events in chronological order, including feelings and emotions and using grammatical features such as time conjunctions and adverbials.</p> <p>The term will end with a short unit based on 'The Santa Trap' by Jonathon Emmett. The children will use a variety of drama strategies to explore the text including role play, debating and conscience alley. The children will write a letter to Santa regarding Bradley's behaviour and then a chronological report outlining Bradley's behaviour across the year.</p> <p>Pupils will develop their knowledge of cohesive devices across paragraphs. Grammar, spelling and punctuation will be delivered through specific skills lessons and within context of whole class texts.</p>	<p>recount of events. Pupils will write a series of diary entries from the perspective of eyewitnesses of the Great Fire using the entries from famous diarists, Samuel Pepys and John Evelyn. This will allow pupils the opportunity to write in different tenses, incorporate the use of archaic language as well as experiment with more adventurous descriptive language.</p> <p>The children will also be exposed to some historical poetry and write their own historical Haikus. During this week, the children will develop a love for poetry and be able to orally recite some simple poems. Pupils will be exposed to 'The Great Fire of London' by Paul Perro. The light-hearted tones of this poem touches on some of the more interesting aspects of the fire such as: the indecisiveness of the mayor, the failure of the fire engines, the significance of the wooden buildings, and the heroism of the King.</p> <p>In the second half of the term, pupils will plan and write a newspaper report. They will use key facts learned in their history lessons to complete the report. Additionally, they will develop skills such as fact finding, develop their ability to write eye-catching headlines, understanding of how to use subheadings and begin to use paragraphs.</p>	<p>Pupils will begin by developing their use of descriptive language. They will use their senses and imaginations to describe a woodland setting, drawing upon their experiences of a visit to Chopwell Woods. The children will then move on to writing a quality character description.</p> <p>The next part of the unit will focus on researching the author Enid Blyton and writing a simple biography including key facts about the writer.</p> <p>If time allows, the children will further explore poetic devices by writing poetry about woodland animals and their surroundings, using the National Trust poetry book, I am the Seed that Grew.</p>	<p>Pupils will develop their knowledge of cohesive devices across paragraphs. Grammar, spelling and punctuation will be delivered through specific skills lessons and within context of whole class texts.</p>	<p>Following this, the children will go on to plan and write an explanation text, focusing on how Mr Fox managed to escape the farmers.</p> <p>Pupils will develop their knowledge of cohesive devices across paragraphs. Grammar, spelling and punctuation will be delivered through specific skills lessons and within context of whole class texts.</p>
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Reading

- St. Joseph's recognise the importance of early reading - developing an automaticity, fluency and stamina for reading aloud. Therefore, in Key Stage 1, we make a commitment to hear pupils read aloud 1:1 once per week. In Years 1 and 2, this will be through the use of targeted readers and home reading books linked to the Rocket Phonics strategy. Reading aloud to a teacher or teaching assistant (TA) is documented in pupils' reading diaries and on the in-house tracking sheet. This allows staff to assess the pupils and check they are maintaining pace with the taught curriculum.
- Additionally, in Years 1 and 2, children access whole class and small group guided reading sessions during their daily phonics sessions. Additionally, they have two discrete, twenty-minute guided reading lessons built into the weekly timetable.
- Children also access a weekly discrete reading comprehension skills lesson, developing a range of reading comprehension strategies and skills. During reading comprehension sessions children will use VIPERS to support their understanding of the text.
- Daily shared class readers are read for the pupils' enjoyment and when possible, this will complement the core learning. Children will be provided with opportunities to read books of their own choice. A range of fiction and non – fiction books will be used to ensure vocabulary development and exposure to a range of genres. Additionally, a variety of reading strategies are used to develop children's reading skills, such as choral and echo reading.
- For further information, please see the reading strategy.

Learning Breakdown

Word Reading: <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. 		Comprehension: Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far. Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 			
Writing	Writing	Writing	Writing	Writing	Writing
Narrative - Retell To construct coherent sentences, including correct punctuation and capitalised letters. To write from memory simple sentences including taught GPCs and known common exception words (Revision of Year 1 CEW). To begin to incorporate taught vocabulary/grammatical features in shorter writing tasks. To write a narrative based on whole class text (follows the taught structure of the text). To begin to revise and edit own work making simple additions/changes.	Letter/ Postcard / Diary: To independently construct coherent sentences, including a wide range of taught punctuation and capitalised letters. To identify key features of the text(chronological /letter). To write descriptive sentences incorporating adjectives, adverbs and powerful verbs. To experiment with taught vocabulary/grammatical features in shorter writing tasks. To use a wider range of descriptive vocabulary – adverbs, adjectives and inclusion of expanded noun phrases. To write in the past/present tense consistently throughout entire piece of writing. To plan and write chronological report, a letter and a short narrative. To plan and write a recount. To begin to revise and edit own work making simple additions/changes.	Newspaper Report / Diary: To construct coherent sentences, including correct punctuation and capitalised letters. To write from memory simple sentences including taught GPCs and known common exception words (Revision of Year 1 CEW and introduction of Year 2 CEW). To write sentences with increasing detail and accuracy (inclusion of adjectives, adverbs and coordinating and subordinating conjunctions). To write a chronological report including taught devices such as: title, subheading, core vocabulary and introduction of paragraphs. To begin to revise and edit own work making simple additions/changes.	Biography: To construct coherent sentences, including correct punctuation and capitalised letters. To write from memory simple sentences including taught GPCs and known common exception words (Revision of Year 1 CEW and introduction of Year 2 CEW). To write sentences with increasing detail and accuracy (inclusion of adjectives, adverbs and coordinating and subordinating conjunctions). To write a biography including taught devices such as: title, subheading, introduction, key events and conclusion.	Setting and Character Descriptions – Narrative: To be able to construct coherent, descriptive and detailed sentences. To incorporate a range of interesting sentences starters to engage the reader. To recognise past and present tense verbs. To recognise and use the correct tense throughout an entire piece of writing. To plan and write a setting and character description. To begin to revise and edit own work making simple additions/changes.	Setting and Character Descriptions – Narrative: To be able to construct coherent, descriptive and detailed sentences. To incorporate a range of interesting sentences starters to engage the reader. To recognise past and present tense verbs. To recognise and use the correct tense throughout an entire piece of writing. To plan and write a setting and character description. To begin to revise and edit own work making simple additions/changes.
Narrative SPaG: To use capital letters, full stops and question marks to demarcate sentences. To revise word classes (nouns adjectives and verbs). To recognise and use co-ordination (or, and, but). To revise simple past and present tense verbs.	Letter SPaG: To use a range of punctuation. To include verbs and adverbs To use expanded noun phrases for description and specification.	Newspaper Report/Diary SPaG: To use capital letters, full stops, question marks and exclamation marks to demarcate sentences. To use commas to separate items in a list. To use the continuous form of verbs in the present and past tense. To recognise and use first person pronouns (I, me, my, etc.) To recognise and use adverbs. To recognise and use subordination (when, if because, that).	Biography SPaG: To use a range of punctuation. To include verbs and adverbs To use expanded noun phrases for description and specification. To recognise the different sentence types and how the grammatical patterns in a sentence indicate its function as	Setting and Character Descriptions – Narrative SPaG: To use capital letters, full stops and question marks to demarcate sentences. To revise word classes (nouns adjectives and verbs). To recognise and use co-ordination (or, and, but). To revise simple past and present tense verbs. To be able to construct coherent, descriptive and detailed sentences. To incorporate a range of interesting sentences starters to engage the reader. To recognise past and present tense verbs.	Setting and Character Descriptions – Narrative SPaG: To use capital letters, full stops and question marks to demarcate sentences. To revise word classes (nouns adjectives and verbs). To recognise and use co-ordination (or, and, but). To revise simple past and present tense verbs. To be able to construct coherent, descriptive and detailed sentences. To incorporate a range of interesting sentences starters to engage the reader. To recognise past and present tense verbs.

<p>Non-Chronological Report (animal fact file): To construct coherent sentences, including correct punctuation and capitalised letters. To write from memory simple sentences including taught GPCs and known common exception words (Revision of Year 1 CEW). To begin to incorporate taught vocabulary/grammatical features in shorter writing tasks. To write a non-chronological report including taught devices such as: title, subheading, core vocabulary and introduction of paragraphs. To begin to revise and edit own work making simple additions/changes.</p> <p>Non-Chronological Report SPaG: To use capital letters, full stops and question marks to demarcate sentences. To revise word classes (nouns, adjectives, verbs, adverbs and prepositions). To recognise and use co-ordination (or, and, but). To revise simple past and present tense verbs. To revise alphabetical order and letter names/sounds correspondence.</p>	<p>To recognise the different sentence types and how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. To revise use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]. To identify and use commas in a list.</p>	<p>To recognise that an apostrophe of contraction replaces letters</p> <p>Historical Haiku Poetry: To understand what syllables are. To understand a haiku has a syllable pattern 5-7-5. To write rhyming sentences – including rhyming couplets. To incorporate newly acquired vocabulary within the correct context. To ensure correct use and wide range of taught punctuation marks are incorporated. To plan and write a rhyming poem. To revise and edit own writing and redraft.</p> <p>Historical Haiku Poetry SPaG: To use capital letters, full stops, question marks and exclamation marks to demarcate sentences. To use commas to separate items in a list. To recognise and use adverbs. To recognise and use subordination (when, if because, that). To recognise that an apostrophe of contraction replaces letters.</p>	<p>a statement, question, exclamation or command. To revise use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]. To identify and use commas in a list. To begin to organise writing into paragraphs.</p> <p>Setting and Character Descriptions – Narrative: To be able to construct coherent, descriptive and detailed sentences. To incorporate a range of interesting sentences starters to engage the reader. To recognise past and present tense verbs. To recognise and use the correct tense throughout an entire piece of writing. To plan and write a setting and character description. To begin to revise and edit own work making simple additions/changes.</p> <p>Setting and Character Descriptions – Narrative SPaG: To use capital letters, full stops and question marks to demarcate sentences. To revise word classes (nouns, adjectives and verbs). To recognise and use co-ordination (or, and, but). To revise simple past and present tense verbs. To be able to construct coherent, descriptive and detailed sentences. To incorporate a range of interesting sentences starters to engage the reader. To recognise past and present tense verbs. To recognise and use the correct tense throughout an entire piece of writing.</p>	<p>To recognise past and present tense verbs. To recognise and use the correct tense throughout an entire piece of writing. To incorporate accurate use of conjunctions (coordinating and subordinating). To begin to include a range of descriptive vocabulary incorporating words with a variety of Year 2 suffixes. To begin to use paragraphs to organise ideas.</p> <p>Non-Chronological Reports: To independently construct coherent sentences; including a wide range of taught punctuation and capitalised letters. To write descriptive sentences incorporating adjectives, adverbs and powerful verbs. To experiment with taught vocabulary/grammatical features in shorter writing tasks. To use a wider range of descriptive vocabulary – adverbs, adjectives and inclusion of expanded noun phrases. To write in the past/present tense consistently throughout entire piece of writing. To begin to revise and edit own work making simple additions/changes.</p> <p>Non-Chronological Reports SPaG: To revise correct choice and consistent use of present tense and past tense throughout writing. To revise commas to separate items in a list. To revise the use of the suffixes taught. To revise apostrophes of contraction and apostrophe to mark singular possession of nouns. To revise sentence types. To revise use of conjunctions.</p>	<p>To recognise and use the correct tense throughout an entire piece of writing. To incorporate accurate use of conjunctions (coordinating and subordinating). To begin to include a range of descriptive vocabulary incorporating words with a variety of Year 2 suffixes. To begin to use paragraphs to organise ideas.</p> <p>Explanation Text: To independently construct coherent sentences, including a wide range of taught punctuation and capitalised letters. To identify key features of an explanation text. To experiment with taught vocabulary/grammatical features in shorter writing tasks. To write in the past/present tense consistently throughout entire piece of writing. To plan and write an explanation text. To begin to revise and edit own work making simple additions/changes.</p> <p>Explanation Text SPaG: To use a range of punctuation. To include verbs and adverbs To use expanded noun phrases for description and specification. To recognise the different sentence types and how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. To revise use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]. To identify and use commas in a list.</p>
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			<p>To incorporate accurate use of conjunctions (coordinating and subordinating). To begin to include a range of descriptive vocabulary incorporating words with a variety of Year 2 suffixes. To begin to use paragraphs to organise ideas.</p> <p>Kenning Poetry: To construct coherent sentences, including correct punctuation and capitalised letters. To include rhyming couplets. To include a range of descriptive devices. To write from memory simple sentences including taught GPCs and known common exception words (Revision of Year 1 CEW and introduction of Year 2 CEW). To plan and write a simple list poem. To plan and write a simple acrostic poem.</p> <p>Kenning Poetry SPaG: To use capital letters, full stops and question marks and introduction of exclamation marks to demarcate sentences. To recognise and use expanded noun phrases. To use commas in a list.</p>		
Phonics	Phonics	Phonics	Phonics	Phonics	Phonics
<p>Consolidation of Year 1 GPCs:</p> <p>/y+oo/ as in unicorn short /oo/ as in push /y+oo/ as in cube long /oo/ as in flute /y+oo/ as in statue long /oo/ as in blue /y+oo/ as in news long /oo/ as in screw /ur/ as in herbs /ur/ as in bird /ou/ as in cloud /oi/ as in toy</p>	<p>Consolidation of Year 1 GPCs:</p> <p>/or/ as in astronaut /or/ as in strawberry /oa/ as in shoulder long /oo/ as in soup short /oo/ as in should /ar/ as in father and palm /ur/ as in pearl and world /eer/ as in deer and here /air/ as in square, bear and there /or/ as in ball /ou/ as in four /or/ as in core</p>	<p>Consolidation of Year 1 GPCs:</p> <p>/s/ as in celery /j/ as in giraffe /e/ as in bread /s/ as in house /s/ as in fence /k/ as in school /sh/ as in chef /j/ as in bridge /j/ as in package /uh/ as in mother</p> <p>Consolidation of Year 1 CEWs:</p>	<p>Consolidation of Year 1 GPCs:</p> <p>/ul/ as in bottle /t/ as in mixed /d/ as in drilled /m/ as in comb /n/ as in knot /n/ as in sign /r/ as in writing /ch/ as in hatching /zh/ as in treasure</p>	<p>Consolidation of Year 1 GPCs:</p> <p>/ch+u/ as in picture /i/ as in pyramid /s/ as in scissors /s/ as in whistle /o/ as in watch /sh/ as in station /sh/ as in musician /sh/ as in percussion</p> <p>Year 2 CEW: refer to National Curriculum Year 1/2 word list.</p>	<p>Revision of Year 2 Spelling Rules:</p> <p>Revise adding suffix -es to nouns and verbs ending in -y, e.g., flies, babies</p> <p>Revise adding suffixes -ed, -ing, -er, and -est to a root word ending in -y with a consonant before it, e.g., copied, copier, copying</p> <p>Revise adding suffixes -ed, -er, -est and -y to words ending in -e with a consonant before it, e.g., hike, hiking, hiked, hiker</p>

Consolidation of Year 1 CEWs: oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	/or/ as in door /or/ as in daughter Consolidation of Year 1 CEWs: who, again, thought, through, many, laughed, because, any, eyes, friends, once, please	oh, their, people, Mr, Mrs, looked, called, asked, could, water, where who, again, thought, through, many, laughed, because, any, eyes, friends, once, please	Year 2 CEW: refer to National Curriculum Year 1/2 word list.		Revise adding suffixes -ing,-ed,-er, -est, and -y to words of one syllable, e.g., pat, patting, patted /ɔ:/ sound spelt a before l and ll, e.g., all, ball Year 2 CEW: refer to National Curriculum Year 1/2 word list.
Handwriting		Handwriting		Handwriting	
Practising diagonal join to ascender: th,ch Practising diagonal join, no ascender ai, ay Practising diagonal join, no ascender: ir, er Practising horizontal join to ascender: wh, oh Practising horizontal join, no ascender: ow, ou Introducing diagonal join to e: ie, ue Introducing horizontal join to e: oe, ve Introducing ee Practising diagonal join, no ascender: le Writing numbers 1-100		Introducing diagonal join to anticlockwise letters: ea Practising diagonal join to anticlockwise letters: igh Practising diagonal join to anticlockwise letters: dg, ng Introducing horizontal join to anticlockwise letters: oo, oa Pracrising horizontal join to anticlockwise letters: wa, wo Introducing mixed joins for three letters: air, ear Practising mixed joins for three letters: oor, our Practising mixed joins for three letters: ing, Size and spacing		Building on diagonal join to ascender: ck, al, el, at, il, ill Building on diagonal join, no ascender: ui, ey, aw, ur,an, ip Building on horizontal join to ascender: ok, ot, ob,ol Building on horizontal join, no ascender: oi, oy, on, op, ov Building on diagonal join to anticlockwise letters: ed, cc, eg, ic, ad, ug, dd, ag Building on horizontal join to anticlockwise letters: oc, og, od, va, vo Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks Practising joining ed and ing Capitals	
Subject: English					
Year group: 3					
Autumn		Spring		Summer	
1	2	1	2	1	2

Overview	Overview	Overview	Overview	Overview	Overview
<p>Suggested fiction texts: How to train your dragon by Cressida Cowell</p> <p>Suggested non-fiction texts: How to trap a dragon by Pie Corbett</p> <p>Children will base their fictional writing on their setting descriptions and will branch out to character descriptions which create tension and excitement. As part of pupils' non-fictional writing development, they will revise instructional writing with coordination and subordination to explain: 'How to train your dragon...' beginning to select and manipulate language to improve their compositions.</p> <p>Children will begin to use possessive apostrophes with appropriate conjunctions for both subordination and coordination.</p> <p>Throughout the year, Talk for Writing will be used as a key resource in supporting pupils with text familiarisation and writing composition. SPAG will be delivered through specific skills lessons and within context of whole class texts.</p>	<p>Suggested fiction texts: The Lion, The Witch and the Wardrobe by C.S. Lewis</p> <p>Suggested non-fiction texts: Spectacled Bear and Monarch Butterfly by The Natural Curriculum.</p> <p>Our first unit of work is built around The Lion, The Witch and the Wardrobe.</p> <p>Pupils will build on prior learning where they identified simple features of a narrative text. Pupils will refine their understanding of key features of the plot mountain, in order to continue the plot of the original story.</p> <p>By the end of this unit, pupils will produce a coherently structured narrative text.</p> <p>Using Spectacled Bear and Monarch Butterfly by The Natural Curriculum. Pupils will revisit the features of a non-chronological report.</p>	<p>Suggested fiction texts: The Accidental Prime Minister by Tom McLaughlin</p> <p>Poetry The River by Valerie Bloom</p> <p>Pupils will build on prior learning of recount writing in Year 2. Pupils will further develop and secure their understanding of how to present a recount, using key features and appropriate language. In addition, pupils will continue to develop reading comprehension and focus on retrieving and recording information.</p> <p>There will be an emphasis on oral communication and persuasive language features. Pupils will also use media to record speeches to evaluate how they communicate.</p> <p>Pupils will write a persuasive letter: 'If I were Prime Minister...' giving reasons for their arguments and evaluations. This will also help to reinforce the Fundamental British values.</p> <p>Our poetry books will be used as shared readers, reading comprehension and work on rhyming – introducing pupils to: similes, metaphors, alliteration, onomatopoeia.</p>	<p>Suggested fiction texts: Nim's Island by Wendy Orr</p> <p>Suggested non-fiction texts: Gentoo Penguin and Seahorse by The Natural Curriculum.</p> <p>Nim's Island enables pupils to witness how Nim, the main character, communicates with her father, who is a scientist and the author of the novel she is reading.</p> <p>During this unit of study, pupils will become familiar with non-fictional ways of communicating with the wider world e.g. email – and will begin to learn the difference between formal and informal approaches – in keeping with 21st century systems and processes.</p> <p>Furthermore, pupils will be given an opportunity to examine the newspaper genres – using reported speech (and the linked single quotation mark use).</p>	<p>Suggested fiction texts: Ancient Greek Mythology e.g., King Minos, Icarus</p> <p>Suggested non-fiction texts: Ancient Greece – Eyewitness: The Facts – Dorling and Kindersley</p> <p>Pupils will explore texts linked to their humanities unit of study, which will then support their learning in non-fiction areas of Ancient Greece.</p> <p>Pupils will be expected to produce an explanation text relating to 'The Day in the Life of Ancient Greek'. Pupils will use time adverbials, prepositional phrases and begin to include clauses and subordination within their writing.</p>	<p>Suggested fiction texts: Flat Stanley by Jeff Brown</p> <p>Suggested non-fiction texts: Alistair Humphreys' Great Adventures</p> <p>Alistair Humphreys writes about the incredible journeys undertaken by twenty of the most heroic and impressive explorers who ever lived, including Ibn Battuta (14th-century explorer); Apsley Cherry-Garrard (a member of Scott's Antarctic expedition); Michael Collins (Apollo Moon mission astronaut) and Nellie Bly (who travelled round the world in less than 80 days).</p> <p>The Kingfisher and Puffin texts will give the children the opportunity to practice their use of headings, subheadings and fronted adverbials.</p> <p>Pupils will embark on fictional writing as a result of the adventure stories that they have heard. They will develop language which seeks to enhance their conveyance of adventure, suspense, tension and excitement.</p>
Reading					
<ul style="list-style-type: none"> Pupils will participate in both small group and whole class guided reading sessions. These will occur daily and focus on skills specified below. As well as this, they will complete a range of independent comprehension tasks including VIPERS and Reading Plus. Class readers will be read for the pupils' enjoyment and when possible, this will complement the core learning. Children will be provided with opportunities to read books of their own choice from the classroom bookshelves and school library. A range of fiction and non – fiction books will be used to ensure vocabulary development and exposure to a range of genres. Children will also visit Birtley Library each half term to select a book to read in class. 					
Learning Breakdown					
<p>Word Reading:</p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. Etymology and morphology display to be created in class and referred to frequently. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Include common exception words in our 'Morning Work' tasks, using them for handwriting practice. 			<p>Comprehension:</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 		

			<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 		
Writing	Writing	Writing	Writing	Writing	Writing
<p>Narrative (settings): To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To retrieve and record information. To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. To plan and write a short narrative, creating settings, characters, and plot. To assess the effectiveness of their own and others' writing and suggesting improvements. To proofread for spelling and punctuation errors.</p> <p>Narrative(settings) SPaG: To revise word classes – noun, adjectives, verbs and adverbs. To use punctuation . ! ? and capital letters for proper nouns. To recognise vowels and consonants within words. To accurately use speech punctuation to punctuate direct speech. Introduce fronted adverbials – varying sentence starters. To write in the simple past tense.</p> <p>Instructional Writing SPaG: To recognise how and when to use conjunctions, subordination and coordination effectively. To use adverbs and prepositions to express time and cause. To use commas after fronted adverbials.</p>	<p>Narrative: To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To analyse, record and document key information. To identify key structural features. To plan and write a short narrative, creating settings, characters, and plot. To assess the effectiveness of their own and others' writing and suggesting improvements. To proofread for spelling and punctuation errors.</p> <p>Narrative SPaG: The revision of punctuation . ! ? and capital letters for proper nouns. To revise singular and plurals spelling patterns. To accurately use speech punctuation to punctuate direct speech. To accurately use conjunctions to express time and cause (when, while, after, before, because).</p> <p>Non-chronological report: To read non-chronological reports and identify the features that make a good report. To read a range of texts on Martin Luther King and build up a bank of facts to use in the report.</p>	<p>Persuasive writing (Letter): To write from another person's perspective. To write in the first person. To write for persuasion and develop an awareness of persuasive techniques and language. To explore a range of persuasive texts and adverts and begin to identify the key features such as: title, rhetorical questions, emotional and alliterative language; and a convincing argument. To use rhetorical questions. To write a persuasive letter, imploring world leaders to support equal rights to education for all.</p> <p>Persuasive writing (letter) SPaG: To revise apostrophe of contraction and introduce apostrophe to show possession. To use paragraphs as a way to organise related material. To use fronted adverbials to vary sentence starters.</p> <p>Poetry: To read, re-read, and rehearse poems and plays for presentation and performance. To read aloud a variety of poems, identifying core themes and conventions. To identify rhyming couplets. To plan, write and redraft a rhyming poem.</p>	<p>Newspaper report: To identify key features of an information report (title, subheading, topic sentences, adverbial phrases). To analyse, record and document key information (VIPERS). To organise paragraphs around a theme. To plan and write a newspaper report. To assessing the effectiveness of their own and others' writing and suggesting improvements. To proofread for spelling and punctuation errors.</p> <p>Newspaper report SPaG: To introduce speech marks to punctuate direct speech. To identify word families based on common words. To choose appropriate determiners a/an according to whether a word begins with a vowel or consonant. To use adverbs to express time, place and cause e.g., then, after, next, finally.</p> <p>Email communication: To read a series of emails and identify the features of the genre. To recognise the use of commas, punctuation and appropriate use of greetings. To utilise a range of salutations.</p> <p>Email SPaG: To adding suffixes and prefixes. To revisit adverbs, prepositions and conjunctions to express time, cause and place.</p>	<p>Narrative: To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To analyse, record and document key information. To identify key structural features. To plan and write a short narrative, creating settings, characters, and plot. To assess the effectiveness of their own and others' writing and suggesting improvements. To proofread for spelling and punctuation errors.</p> <p>Narrative SPaG: The revision of punctuation . ! ? and capital letters for proper nouns. To revise singular and plurals spelling patterns. To accurately use speech punctuation to punctuate direct speech. To accurately use conjunctions to express time and cause (when, while, after, before, because).</p> <p>Explanation text: To read and identify the features that make a good report. To read a range of texts on Ancient Greece and build up a bank of facts to use in the text</p>	<p>Interview and report: To formulate questions that will gain the information that you require. To use formal language. To take notes. To turn direct speech into reported speech. To organise your text into paragraphs. To read your report aloud. To speak your questions aloud.</p> <p>Interview and report SPaG: To form sentences using a main and subordinate clause. To make deliberate ambitious word choices to add detail, effect and to engage the reader. To use the full range of punctuation from previous year groups.</p> <p>Diary: To read a traditional tale. To see a story from a different character's perspective. To grab the reader's attention. To convey the emotions of the characters.</p> <p>Diary SPaG: To use conjunctions, adverbs and prepositions to express time and cause. To use the first person To use apostrophes for possessions and contractions (e.g. shan't, mustn't, mightn't). To use nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. To maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>Assessment of writing skills in end of year tests: Reading, writing and SPaG tests to be carried out. Year 3 baseline test to be redone from September and scores compared for progress.</p>

<p>To indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Instructions:</p> <p>To listen to and discuss a range of stories on a theme (Christmas).</p> <p>To identify key information in a text.</p> <p>To assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p>To proofread for spelling and punctuation errors.</p> <p>Instructions SPaG:</p> <p>To choose appropriate determiners a/an according to whether a word begins with a vowel or consonant.</p> <p>To revise commas in a list and to use a comma to demarcate clauses.</p> <p>To use adverbs to express time, place and cause e.g., then, after, next, finally.</p> <p>To use imperative verbs.</p> <p>To use bullet points and/or numbering.</p>	<p>Non-chronological report SPaG:</p> <p>To write using the third person</p> <p>To use headings and subheadings</p> <p>To revise the use of use capital letters for proper nouns.</p> <p>To write in the simple past tense.</p>	<p>To assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p>To proofread for spelling and punctuation errors.</p> <p>Poetry SPaG:</p> <p>To identify word families based on common words.</p> <p>To choose appropriate determiners a/an according to whether a word begins with a vowel or consonant.</p> <p>To use adverbs to express time, place and cause e.g., then, after, next, finally.</p> <p>To use paragraphs as a way to group related material.</p> <p>To introduce speech marks to punctuate direct speech.</p> <p>To accurately use paragraphs to organise related material.</p>		<p>– reiterating the importance of coordination and subordination/cause and effect.</p> <p>Explanation text SPAG:</p> <p>To assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p>To proofread for spelling and To use adverbs to express time, place and cause e.g., then, after, next, finally.</p> <p>To revisit prepositions.</p> <p>To extend sentences with 'when', 'because', 'if' and 'although'.</p> <p>If time permits:</p> <p>Extended narrative:</p> <p><i>To continue a narrative.</i></p> <p><i>To consider character, setting, plotline and the tone of a text.</i></p> <p><i>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</i></p> <p>Extended narrative SPaG:</p> <p><i>To spell homophones correctly, e.g. which and witch.</i></p> <p><i>To spell many of the Year 3 and 4 statutory spelling words correctly.</i></p> <p><i>To use a neat, joined handwriting style with increasing accuracy and speed.</i></p>	
Phonics	Phonics	Spelling	Spelling	Spelling	Spelling

<p>Consolidation of KS1 GPCs: In Year 3, pupils will be assessed in order to identify a starting point and evident gaps.</p> <p>Consolidation of Year 2 CEWs: Refer to NC Years 1 and 2 word list.</p>	<p>Year 3/4 Spelling Objectives: Adding suffixes beginning with a vowel letter to words of more than one syllable, e.g., forgetting, forgotten, beginning, beginner Adding suffixes beginning with vowel letters to words of more than one syllable, e.g., gardening, gardener, limiting, limited The /i/ sound spelt y elsewhere than at the end of words, e.g., disappoint, incorrect, myth, pyramid. The /Ü/ sound spelt ou as in young, touch, double, country Prefixes are changed to the beginning of root words to change meaning. Add the following prefixes to change the meaning of the word: un- unable, unclear dis- disappoint, disobey mis- misbehave, mislead in-inactive, incorrect Before a root word starting with l, in- becomes il- as in illegal, illegible.</p>	<p>Year 3/4 Spelling Objectives: Prefixes are added to the beginning of root words to change meaning. Before a root word starting with r, in- becomes ir- as in irregular, irresponsible. Before a root word starting with m or p, in-becomes im- as in impossible, imperfect. Add the following prefixes to form new words: re- redo, refresh sub-subdivide, submarine inter-interact, international super- supermarket, superstar anti-antiseptic, anti-clockwise auto- autobiography, autograph Possessive apostrophe with plural words.</p>	<p>Year 3/4 Spelling Objectives: Words with endings sounding like /-ure/ or /-ture/, e.g., sure, measure, creature, adventure, picture. Endings which sound like /-sion/, e.g., television, collision Add the suffix -ous to form new words, e.g., poisonous, various, vigorous, serious. Add suffix -ation to verbs to form nouns, e.g., information, sensation, preparation Add suffix -ly to an adjective to form an adverb, e.g., sadly, gently Explore exceptions, e.g., basically and happily</p>	<p>Year 3/4 Spelling Objectives: Endings which sound like /shun/spelt -tion, -sion, -ssion, -cian, e.g., invention, expression, expansion Explore exceptions: attend – attention, intend – intention. Explore words with the /k/ sound spelt ch, e.g., scheme, chorus, chemist. Explore words with the /sh/ sound spelt ch, e.g., chef, chalet Homophones and near homophones, e.g., accept/except, berry/bury, missed/mist</p> <p>Revision of all CEW and Year 3 words. Refer to NC Years 3 and 4 Word list.</p>	<p>Year 3/4 Spelling Objectives: Explore words with the /k/ sound spelt ch, e.g., scheme, chorus, chemist Explore words with the /sh/ sound spelt ch, e.g., chef, chalet Words ending in /g/ sound spelt -gue and the /k/ sound spelt -que, e.g., league, antique Words with the /s/ sound spelt sc, e.g., science, discipline, fascinate. Words with the /ay/ sound spelt ei, eigh or ey, e.g., vein, weigh, eight, they</p> <p>Revision of all CEW and Year 3 words. Refer to NC Years 3 and 4 Word list.</p>
<p>Handwriting</p> <p>Practising joining through a word in stages: no ascenders or descenders Practising joining through a word in stages: parallel ascenders Introducing joining from s to ascender: sh, sl, st, sk Introducing joining from s, no ascender: sw, si, se, sm, sn, sp, su Introducing joining from s to an anticlockwise letter: sa, sc, sd, sg, so, sq Introducing joining from r to an ascender: rb, rh, rk, rl, rt Introducing joining from r, no ascender: ri, ru, rn, rp Introducing joining from r to an anticlockwise letter: ra, rd, rg, ro Introducing joining from r to e: are, ere, ure, ore, ire Introducing break letters: g, j, y, f, b, p, x, z</p>	<p>Handwriting</p> <p>Introducing joining to f: if, ef, af, of Introducing joining from f to an ascender: fl, ft Introducing joining from f, no ascender: e, fi, fu, fr, fy Introducing joining from f to an anticlockwise letter: fo, fa Introducing ff Introducing rr Introducing ss Introducing qu Revising parallel ascenders and descenders End of term check</p>	<p>Handwriting</p> <p>Revising joins: letter spacing Revising joins: spacing between words Revising joins: consistency of size Revising joins: fluency Revising joins: parallel ascenders Revising joins: parallel ascenders and descenders Revising horizontal join from r to an anticlockwise letter: rs Revising break letters Assessment Revising capital letters</p>			

Subject: English					
Year group: 4					
Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview		Overview	Overview
<p>Suggested texts: The Iron Man by Ted Hughes</p> <p>Suggested non-fiction texts: The Book of Bees by Piotr Socha and Wojciech Grajkowski</p> <p>The main context for learning helps to support children to further understand characterisations of The Iron Man.</p> <p>Children will base their fictional writing on their setting descriptions and will branch out to character descriptions, which create tension and excitement.</p> <p>As part of pupils' non-fictional writing development, they will revise the features of journalism by writing a radio broadcast about the space-bat-angel-dragon's landing in Australia – which includes coordination and subordination. Pupils will begin to select and manipulate language to improve their compositions.</p> <p>This unit of study builds on the children's grammatical skills taught in Year 3 and sows the seeds for Upper Key Stage 2 - for example: fronted adverbials, possessive apostrophes and a range of appropriate conjunctions for both subordination and coordination.</p> <p>Throughout the year, Talk for Writing will be used as a key resource in supporting pupils with text familiarisation and writing composition. SPAG will be delivered through specific skills lessons and within context of whole class texts.</p>	<p>Suggested texts: The Firework Maker's Daughter by Philip Pullman</p> <p>Winter's Child by Angela McAllister and Graham Baker-Smith</p> <p>Suggested non-fiction texts: Women in Science by Rachel Ignotofsky</p> <p>The main learning utilises The Firework Maker's Daughter where the protagonist's family places limitations on her career aspirations. We have linked this unit to 'Women in Science' as we seek to empower the girls and boys within our setting to become familiar with STEM subjects. This will pre-empt our Careers Week – which will take place, in January, in the spring term.</p> <p>This term will provide children with the basis for developing their ability to write a biography – using the third person.</p> <p>This builds on from a Year 3 topic where the children learn the key features and the structure of a recount.</p> <p><i>N.B. Winter's Child links to our RE topic of Advent.</i></p>	<p>Suggested texts: The Highwayman by Alfred Tennyson</p> <p>The Manor House by Pie Corbett</p> <p>Suggested non-fiction texts: Proboscis Monkey by The Natural Curriculum</p> <p>The main context for learning is a narrative poetry unit which exposes pupils to: iambic pentameter, rhyming structures, stanzas, couplets, repetition, alliteration as well as similes and metaphors. They will then use this format to write additional verses about The Highwayman.</p> <p>The Manor House by Pie Corbett offers pupils an opportunity to study a shorter text, which is language rich. They will identify features of an explanation text i.e. time conjunctions, tense, imperative verbs, adverbs.</p>	<p>Suggested texts: Arthur – High King of Britain by Michael Morpurgo</p> <p>The Girl Who Stole An Elephant by Nizrana Farooq</p> <p>Suggested non-fiction texts: Rhesus Macaque by The Natural Curriculum</p> <p>The main context for learning is the Anglo-Saxons. Pupils will find out what life was like for those living during the medieval period and this will stand them in good stead for learning about Anglo-Saxon life, more thoroughly, in humanities, as they enter Year 5.</p> <p>Children will use a variety of sources to develop a knowledge of this time in history. They will then use the text to understand the main characteristics of a hero and write associated settings, character description, dialogue, which advances the action. They will identify the main features of the text. Children will then use the text to create an instructional leaflet for prospective Anglo-Saxon warriors.</p>	<p>Suggested texts: Orange's In No-Man's Land by Elizabeth Laird Journey by Aaron Becke</p> <p>Suggested non-fiction texts: Everest: The remarkable story of Edmund Hill</p> <p>The purpose of the text is to explore the fundamental British values of liberty, tolerance and peace in a war-torn country – Lebanon. The text exposes pupils to the modern-day reality of war – with a feminine heroine at the heart of the story, it is hoped that this will empower girls to overcome barriers and challenges that they may encounter in their lives.</p> <p>In the non-fiction aspect of this work, pupils will be exposed to a real-life tale of resilience and determination through a biographical factual account of climbing Mount Everest.</p> <p>Pupils' previous exposure to writing 'warning tales' can be used to develop fluency and coherent writing, which clearly demonstrates the conflicts in adverse situations and war-torn countries.</p> <p>As a result of this unit, pupils will revisit the skills required to create an exciting and powerful narrative, which demonstrates tension and conveys a sense of drama. Children will build on they seek to emulate the journey of Sir Ranulph Fiennes via 'innovate and invent' Pie Corbett strategy. Pupils will revisit expanded noun phrases, adverbial phrases and will also cover similes, metaphors, personification, alliteration, onomatopoeia.</p>	<p>Suggested texts: World Burn Down by Steve Cole</p> <p>Suggested non-fiction texts: What a waste! Jess French The Blue Planet Leisa Stewart Sharpe</p> <p>The main context for learning is linked to the Year 4 biology unit – Living things and their habitats.</p> <p>Pupils will explore the continents of the world and then focus on the location of Brazil. In the course of this adventure story, the reader finds out about why the Amazon rainforest is described as the 'lungs of the Earth' and the importance of fighting against its devastation.</p> <p>The narrative aspect of the learning will remind pupils about how to create tension and suspense within an adventure story text, manipulating different sentence structures to engross the reader.</p> <p>Within non-fiction writing, pupils will write a letter to the Brazilian government persuading them to protect the Amazonian rainforest. As part of the 'innovation and invent' strategy, they will then be asked to create an independent letter, based on a current political debate.</p>

Reading

Pupils will participate in both small group and whole class guided reading sessions. These will occur daily and focus on skills specified below. As well as this, they will complete a range of independent comprehension tasks including VIPERS and reading comprehensions. Class readers will be read for the pupils' enjoyment and when possible, this will complement the core learning. Children will be provided with opportunities to read books of their own choice. Children will take 2 home-reader books home each Monday and Friday and parents are asked to record their child's reading each night A range of fiction and non – fiction books will be used to ensure vocabulary development and exposure to a range of genres. The children will also visit Birtley library.

Learning Breakdown

Word Reading: Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), 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.	Comprehension: Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning. • Retrieve and record information from non-fiction • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
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Writing	Writing	Writing	Writing	Writing	Writing
Narrative: To write a setting description in the form of short burst writing. To plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To compose and rehearse sentences progressively building a varied and rich vocabulary and an increasing range of sentence structures. To assess the effectiveness of their own and others' writing and suggesting improvements. Narrative SPaG: To use and correctly punctuate direct speech. To extend the range of sentences by using a wide range of conjunctions. To use a range of fronted adverbials including a comma.	Letter Writing: To write a letter in character to the protagonist's father. To plan an effective composition. To understand and learn from its structure, vocabulary and grammar. To compose and rehearse sentences progressively building a varied and rich vocabulary and an increasing range of sentence structures. To assess the effectiveness of their own and others' writing and suggesting improvements. Letter SPaG: To use appropriate salutations to meet the demands of a letter's formality. To use nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Poetry: To identify key features of narrative poetry including: alliteration, iambic pentameter, rhyming couplets, similes and metaphors. To write additional stanzas to either modify or continue on the story of The Highwayman. Narrative: To write a setting description in the form of short burst writing. To plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To compose and rehearse sentences progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Narrative: To write a setting description in the form of short burst writing. To plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To compose and rehearse sentences progressively building a varied and rich vocabulary and an increasing range of sentence structures. To assess the effectiveness of their own and others' writing and suggesting improvements. Non-Chronological Report: To identify key features of a non-chronological report. To analyse, record and document key information for a non-	Diary Entry: To analyse, record and document key information about Ayesha's life To identify the key features of a diary. To write paragraphs in the form of short burst writing. To plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To plan, draft and write a diary entry in the role of Ayesha. To assess the effectiveness of their own and others' writing and suggesting improvements. Diary Entry SPaG: To use conjunctions, adverbs and prepositions to express time and cause.	Narrative: To write a suspense story about trying to prevent the destruction of the rainforest. To plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To compose and rehearse sentences progressively building a varied and rich vocabulary and an increasing range of sentence structures. To assess the effectiveness of their own and others' writing and suggesting improvements. Narrative SPaG: To use and correctly punctuate direct speech. To extend the range of sentences by using a wide range of conjunctions. To use a range of fronted adverbials including a comma. To indicate possession by using the possessive apostrophe with plural nouns.

<p>To indicate possession by using the possessive apostrophe with plural nouns.</p> <p>To use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Radio broadcast:</p> <p>To identify the features of a radio-broadcast based on the space-bat-angel-dragon's landing, in Australia.</p> <p>To manipulate vocabulary choices for the reader.</p> <p>To plan and write a set of instructions</p> <p>To revise and edit own work making improvements.</p> <p>Instructional Writing SPaG:</p> <p>To recognise how and when to use conjunctions, subordination and coordination effectively.</p> <p>To use adverbs and prepositions to express time and cause.</p> <p>To use commas after fronted adverbials.</p> <p>To indicate possession by using the possessive apostrophe with plural nouns.</p>	<p>To use conjunctions, adverbs and prepositions to express time and cause.</p> <p>To use apostrophes for possession and pluralisation, where required.</p> <p>Biography:</p> <p>To analyse, record and document key information for a recount of an event.</p> <p>To use organisational devices.</p> <p>To plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To write a biography about a person of interest to them who has made advancement in the STEM sector.</p> <p>To assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Biography SPaG:</p> <p>To use and punctuate direct speech.</p> <p>To use nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>To use conjunctions, adverbs and prepositions to express time and cause. To use inverted commas for direct quotes.</p>	<p>Explanation Text:</p> <p>To identify key features of an explanation text.</p> <p>To use imaginative vocabulary</p> <p>To write in the past/present tense consistently throughout entire piece of writing.</p> <p>To plan and write an explanation text.</p> <p>To revise and edit own work making improvements.</p> <p>Explanation Text SPaG:</p> <p>To use a range of punctuation</p> <p>To identify and use the imperative verb</p> <p>To include adverbs</p> <p>To use expanded noun phrases for description and specification.</p> <p>To use time conjunctions effectively</p> <p>To use fronted adverbials</p> <p>To use commas in a list</p>	<p>chronological report on an aspect of King Arthur.</p> <p>To organise paragraphs around a theme.</p> <p>To plan and write a non-chronological report.</p> <p>To assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Non-Chronological Report SPaG:</p> <p>To use expanded noun phrases to convey information concisely.</p> <p>To use a dictionary to define words and a thesaurus to define synonym use.</p> <p>To use the present perfect form of verbs in contrast to the past tense.</p> <p>To revise organisational devices.</p> <p>To accurately demarcate sentences using a range of punctuation</p> <p>To use exciting sentence openers</p> <p>Instructional Text:</p> <p>To identify the features of instructions.</p> <p>To use adverbs</p> <p>To use imaginative vocabulary</p> <p>To plan and write a set of instructions</p> <p>To revise and edit own work making improvements</p> <p>Instructional Text SPaG:</p> <p>To use chronological order</p> <p>To use imperative verbs</p> <p>To use present tense</p> <p>To use adverbs and adverbial phrases</p> <p>To use time conjunctions</p>	<p>To use the first person</p> <p>To use apostrophes for possessions and contractions (e.g. shan't, mustn't, mightn't).</p> <p>To use nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Biography:</p> <p>To analyse, record and document key information for a recount of an event.</p> <p>To use organisational devices.</p> <p>To plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To write a biography about a person of interest to them who has made advancement in the STEM sector.</p> <p>To assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Biography SPaG:</p> <p>To use and punctuate direct speech.</p> <p>To use nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>To use conjunctions, adverbs and prepositions to express time and cause. To use inverted commas for direct quotes.</p>	<p>To use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Non-Chronological Report:</p> <p>To identify key features of a non-chronological report.</p> <p>To analyse, record and document key information for a non-chronological report on the importance of the rainforests.</p> <p>To organise paragraphs around a theme.</p> <p>To plan and write a non-chronological report.</p> <p>To assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Non-Chronological Report SPaG:</p> <p>To use expanded noun phrases to convey information concisely.</p> <p>To use a dictionary to define words and a thesaurus to define synonym use.</p> <p>To use the present perfect form of verbs in contrast to the past tense.</p> <p>To revise organisational devices.</p> <p>To accurately demarcate sentences using a range of punctuation</p> <p>To use exciting sentence openers</p>
Spelling	Spelling	Spelling	Spelling	Spelling	Spelling
<p>Year 3/4 Spelling Objectives:</p> <p>Consolidation of all Year 3 and 4 spelling rules and word list.</p>	<p>Year 3 /4 Spelling Objectives:</p> <p>Revise prefixes taught in Year 3.</p> <p>Add the following prefixes to change the meaning of the word:</p> <p>un- unable, unclear</p> <p>dis- disappoint, disobey</p>	<p>Year 3/4 Spelling Objectives:</p> <p>Before a root word starting with l, in- becomes il – as in illegal, illegible</p>	<p>Year 3/4 Spelling Objectives:</p> <p>Add the suffix -ous to form new words, e.g., poisonous, various, vigorous, serious</p>	<p>Year 3/4 Spelling Objectives:</p> <p>Endings which sound like /shun/spelt -tion</p> <p>-sion, -ssion, -cian, e.g., invention, expression, expansion</p>	<p>Year 3/4 Spelling Objectives:</p> <p>Explore words with the /k/ sound spelt ch, e.g., scheme, chorus, chemist</p> <p>Explore words with the /sh/ sound spelt ch, e.g., chef, chalet</p> <p>Words ending in /g/ sound spelt -gue and the /k/ sound spelt -que, e.g., league, antique</p>

	mis- misbehave, mislead in-inactive, incorrect	Words with endings sounding like /- ure/ or /-ture, e.g., sure, measure, creature, adventure, picture Endings which sound like /-sion/, e.g., television, collision.	Add suffix -ation to verbs to form nouns, e.g., information, sensation, preparation Add suffix -ly to an adjective to form an adverb, e.g., sadly, gently Explore exceptions, e.g., basically and happily	Explore exceptions: attend – attention, intend – intension. Explore words with the /k/ sound spelt ch, e.g., scheme, chorus, chemist Explore words with the /sh/ sound spelt ch, e.g., chef, chalet	Words with the /s/ sound spelt sc, e.g., science, discipline, fascinate Words with the /ay/ sound spelt ei, eigh or ey. e.g., vein, weigh, eight, they Homophones and near homophones, e.g., accept/except, berry/bury, missed/mist
Handwriting		Handwriting		Handwriting	
Introducing diagonal join from p and b to ascender: ph, pl, bl Introducing diagonal join from p and b, no ascender: bu, bi, be, pu, pi, pe Introducing diagonal join from p and b to an anticlockwise letter: pa, po, ps, ba Revising parallel ascenders and descenders: bb,pp, Break letters: x, z Spacing in common exception words Consistent size of letters Relative size of capitals Speed and fluency		Revising parallel ascenders Revising parallel ascenders and break letters Relative sizes of letters Proportion of letters Spacing between letters Spacing between words Writing at speed Improving fluency Speed and fluency		Consistency of size Proportion Spacing between letters and words Size, proportion and spacing Fluency: writing longer words Speed and fluency Revising break letters Print alphabet: presentation Capital letters: presentation	
Subject: English					
Year group: 5					
Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview		Overview	Overview
Suggested texts: Street Child Where the Snow Angels go. The main context: Throughout this half term, the children will use the text Street Child as a basis for their own writing, They will write a character description, they will continue to develop their skills in writing extended narratives, building tension. They will also write a non-chronological report about workhouses. Towards Christmas, Children will use the	Suggested texts: Harry Potter and The Philosopher’s Stone The main context: The children will use Harry Potter and the Philosopher’s Stone as a basis for writing. They will have the opportunity to write a setting description of the Great Hall, they will develop their skills in building tension within narrative, focusing on a key part of the story and they will work on a non-fiction unit in	Suggested texts: The Explorer by Katherine Rundell Myths and legends Non Fiction: The Amazon The main context: The main text for this term (The Explorer) was chosen as high-quality text that will extend children’s vocabulary and will be used to modal a range of grammatical writing features.	Suggested texts: Non Fiction: You Wouldn’t want to be a Viking Explorer The main context: This unit will link to the humanities topic of Vikings. Children will have the opportunity to write a blog and they will explore journalistic writing. SPaG and vocabulary will continue to be taught through discrete lessons and through reading across the curriculum.	Suggested texts: Varjak Paw by S.F. Said The main context: The main context for learning is to develop reading skills and write a mystery narrative that includes suspense. Varjak Paw will be used as a model for pupils to write their own narrative in a similar style and genre. Children will study The Highwayman as part of a poetry unit. They will explore the themes of love and loss, as well as the different voices in the poem. Pupils will then	Suggested texts: The Boy at the Back of the Class by Onjali Q Raúf The main context: Pupils will discuss foreign conflict and asylum in their RHE lessons throughout the year, and they will discuss religious beliefs regarding refugees in RE lessons this term. This will culminate in a unit of English study focusing refugees using he book The Boy at the Back of the Class. Pupils will also consolidate their learning from previous terms (particularly the mystery unit from summer 1), to complete

<p>text Where the Snow Angels go as a basis for writing an informative letter.</p> <p>SPaG lessons will be delivered through specifically aligned lessons which also link with the whole class texts, and discrete tier 1 and tier 2 vocabulary lessons will be taught in English, whilst subject-specific terminology (tier 3 words) will be taught in science lessons and recapped in English.</p>	<p>which they will write a balanced argument exploring in more depth the Dursleys.</p> <p>SPaG will be delivered through specific skills lessons, as well as within the context of whole-class texts. Vocabulary will be taught through explicit teaching, but also through reading across the curriculum.</p>	<p>This book will be used to develop fluency and reading comprehension as part of reading lessons, and it will inspire pupils to write a narrative story that explains how the explorer came to the city.</p> <p>Pupils will also read and analyse a range of myths, making comparative links between their geographical location and historical evolution.</p> <p>Through the study of myths and legends, pupils will recognise how myths are often stories passed on from generation to generation and that they are often real events interpreted.</p> <p>SPaG will be delivered through specific skills lessons, as well as within the context of whole-class texts. Vocabulary will be taught through explicit teaching, but also through reading across the curriculum.</p>		<p>learn parts of the poem to recite, and they will study the use of poetic devices.</p> <p>SPaG and vocabulary will continue to be taught through discrete lessons and through reading across the curriculum.</p>	<p>some short-burst narrative writing involving suspense.</p> <p>SPaG and vocabulary will continue to be taught through discrete lessons and through reading across the curriculum.</p>
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Reading

- Pupils will participate in whole-class reading sessions four times per week. These lessons will focus on the skills specified below. As well as this, they will complete a range of independent comprehension tasks using short extracts and the class novel. Pupils will also take part in 1:1 reading with a teacher/teaching assistant, and they will further develop their reading skills through daily use of Reading Plus. In preparation for Year 6 SATs, pupils will recognise how to answer test papers quickly and efficiently and begin answering test paper style questions, paying attention to question type relative to marks available. Class readers will be read for the pupils' enjoyment and when possible, this will complement the core learning. Children will be provided with opportunities to read books of their own choice. A range of fiction and non – fiction books will be used to ensure vocabulary development and exposure to a range of genres. Children will also visit Birtley Library each half term to select a book to read in class.

Learning Breakdown

Word Reading: Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet		Comprehension: Maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions English – key stages 1 and 2 34 Statutory requirements recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Understand what they read by: <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views.			
Writing	Writing	Writing	Writing	Writing	Writing
Narrative – character description, an extended write building tension, a non-chronological report and an informative letter. To write a character description. To write an extended narrative, building tension. To precise longer passages. Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Narrative SPaG: Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun Use commas to clarify meaning or avoid ambiguity in writing	Narrative: To write a setting description of the Great Hall. To write an extract focusing on a key part of the story, which builds tension. To precise longer passages. Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun Balanced Argument: Write a balanced argument exploring points of view. Support points with evidence. To use compound and complex sentences with subordinate clauses.	Narrative, Myth: To use carefully selected vocabulary in a setting description To plan, draft and write a narrative about how the explorer came to be in the city. To assess the effectiveness of their own and others' writing and suggesting improvements. Persuasive Writing: To write a persuasive piece about the Amazon. To use a range of noun phrases, adjectives, verbs, adverbs, similes, metaphors and personification to describe. To use a semi-colons to link two independent clauses. To accurately punctuate direct speech. Select appropriate grammar and vocabulary, understanding how such	Blog: To write a blog from the point of view of a Viking. Explore features of journalistic writing – broadsheet and tabloid. Children to write their own journalistic report on a key event based on the text. Precise longer passages using a wide range of devices to build cohesion within and across paragraphs. Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Journalistic Writing: Explore features of journalistic writing – broadsheet and tabloid. Children to write their own journalistic report on a key event based on the text. To use commas to clarify meaning or avoid ambiguity.	Suspense Narrative: To write a setting description in the form of short burst writing to build suspense. To plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To plan, draft and write a narrative. To assess the effectiveness of their own and others' writing and suggesting improvements. SPaG: To use simile, metaphor and personification in writing. To use the 'power of 3' in description writing. To use a range of adverbial clauses and different sentence types. To accurately use of colons to introduce a list. To accurately punctuate direct speech.	Narrative: To recap, revise and apply previously taught objectives. To draft, plan and write a short narrative with dialogue and suspense. To plan, draft and write a balanced argument exploring a topical issue related to refugees. Pupils will be expected to include a variety of punctuation and grammatical features that they have learnt during their education so far. Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing.

<p>To recognise the difference between subordinating and coordinating conjunctions: (FANBOYS and ISAWAWABUB).</p> <p>Non Chronological report: Identify the features of a non-chronological report. Note and develop initial ideas, drawing on reading and research where necessary. Use a wide range of devices to build cohesion within and across paragraphs Use brackets, dashes or commas to indicate parenthesis To use a range of relative clauses beginning with relative pronouns. Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Informative Letter: Use adverbs and prepositions to express time and cause. Use consistent and correct use of tense throughout a piece of writing To use modal verbs and adverbs of possibility. To use commas to clarify meaning or avoid ambiguity in writing</p>	<p>To use brackets, dashes or commas to indicate parenthesis. To use commas to clarify meaning or avoid ambiguity in writing To know the difference between simple past and present perfect. To recognise use of the active and passive voice. To punctuate bullet points consistently.</p>	<p>choices can change and enhance meaning</p>	<p>To use cohesive devices to link ideas within and across paragraphs. To use passive verbs to affect the presentation of information in a sentence. To use brackets, dashes or commas to indicate parenthesis. To use the perfect form of a verb.</p>		
Spelling	Spelling	Spelling	Spelling	Spelling	Spelling
<p>Consolidation of Years 3/4 spelling objectives. Refer to NC Y3/4 word list. Adding suffixes beginning with vowel letters to words with more than one syllable</p>	<p>Consolidation of Year 3/4 Spelling Objectives: Words ending in: -ious and -cious -cial and -tial -ant and -ance Explore homophones and challenge words</p>	<p>Year 5/6 Spelling Objectives: Words ending in: -ent and -ence -able and -ible -ibly and -ably The soft c and soft g sound Homophones</p>	<p>Year 5/6 Spelling Objectives: Adding suffixes beginning with vowel letters to words ending in -fer Words with silent letters at the start Words spelled with 'ie' after 'c' Adverbials of time</p>	<p>Year 5/6 Spelling Objectives: Words with 'ee' sound spelled 'ei' after 'c' The letter string 'ough' with the sound 'aw', 'o' (as in boat) and 'ow' (as in cow) Adverbs of possibility</p>	<p>Year 5/6 Spelling Objectives: Homophones and challenge words Revision of Year 3, 4 and 5 spellings.</p>
Handwriting		Handwriting		Handwriting	
<p>Introducing sloped writing in letter families Practising sloped writing: diagonal join to ascender: th, sh, nb, nd, ht, st Practising sloped writing: diagonal join, no ascender: ai, ay, kn, er, ie, en Practising sloped writing: diagonal join to an anticlockwise letter: ac, sc, bo, da, ea, Practising sloped writing: horizontal join to ascender: wh, wl, oh, ol, of, ob Practising sloped writing: horizontal join, no ascender: oi, oy, ou, op, ve Practising sloped writing: horizontal join to an anticlockwise letter: oo, oa, wa, wo, va, vo Practise sloped writing: joining from r: ra, re, ri, ro, ru Practise sloped writing: joining from s: sh, su, sc, sl, sw, sp</p>		<p>Practising sloped writing: proportion- joining from f to ascender: fl, ft Practising sloped writing: size – joining from f, no ascenders: fa,fe, fi, fo, fu Different styles for different purposes: writing a paragraph Practising sloped writing: speed: ff Practising sloped writing: speed and legibility: rr Practising sloped writing: size, proportion and spacing: ss Practising sloped writing: building speed: qu Different styles for different purposes: decorative alphabets Different styles for different purposes</p>		<p>Sloped writing: proportion, joining p and b to ascenders: ph, pl, bl Handwriting for different purposes: joining from p and b, no ascender: bu, bi, pe, pu, pi, pr Practising sloped writing: parallel downstrokes: pp. Bb Practising sloped writing: all double letters Practising sloped writing for speed: tial, cial Practising sloped writing for fluency Personal style Handwriting for different purposes: print alphabet Capital letters</p>	

Subject: English				Year group: 6	
Autumn		Spring		Summer	
1	2	1	2	1	2
Overview		Overview		Overview	Overview
<p>Suggested texts: Clockwork by Phillip Pullman</p> <p>The main context:</p> <p>The children will use the text Clockwork by Phillip Pullman as a basis for their learning. They will explore the fantasy genre, looking at the characters, settings and techniques used to build tension.</p> <p>This unit of study will provide the basis for developing their understanding of standard and non-standard English through both formal and informal writing, and the associated text features including contracted form of verbs, the passive and active voice, organising ideas into paragraphs and building greater cohesion within and across paragraphs, through adverbials and formal conjunctions, and layout devices.</p> <p>SPAG will be delivered through specific skills lessons, as well as within the context of whole-class texts. Vocabulary will be taught through explicit teaching, but also through reading across the curriculum. Where possible, tier 2 vocabulary will be taught prior to shared reading of texts.</p>	<p>Suggested texts: Once by Morris Glietzman Nicky and Vera by Peter Sisson</p> <p>The main context:</p> <p>The children will use the context of World War II as a basis for their writing. This will link to their history topic. They will read Once by Morris Glietzman and will write their own chapter based upon what they have read. They will then use Nicky and Vera as a basis for writing a diary entry.</p> <p>The children will then focus on the suffragette movement, linked with significant events within history. They will explore the life of Emmeline Pankhurst using the texts You Wouldn't Want to be a Suffragette and Emmeline Pankhurst – Little People, Big Dreams. They will write a persuasive speech and a letter from her to her daughter's from her prison cell.</p>	<p>Suggested texts: Skellig by David Almond</p> <p>The main context:</p> <p>The children will use the text Skellig to develop their skills in narrative writing, looking at using dialogue to advance the action and how to develop internal monologue.</p> <p>A range of strategies will be used to support pupils with text familiarisation and writing composition. Spelling, punctuation and grammar, as well as key vocabulary, will be delivered through specific skills lessons and children will explore writing toolkits to identify audience, purpose, language and layout.</p>	<p>Suggested texts: Shakleton's Journey by William Grill</p> <p>The main context:</p> <p>Children will use the text Shakleton's journey to support their writing of a blog outlining his journey. They will explore journalistic writing building upon their work in year 5, to write piece for a broadsheet.</p> <p>A range of strategies will be used to support pupils with text familiarisation and writing composition. Spelling, punctuation and grammar, as well as key vocabulary, will be delivered through specific skills lessons and children will explore writing toolkits to identify audience, purpose, language and layout.</p> <p>End of KS2 assessment preparation – reading and GPS. Key revision of long-term knowledge recall and application.</p>	<p>Suggested texts: Alma</p> <p>End of KS2 assessment preparation – reading and GPS. Key revision of long-term knowledge recall and application.</p> <p>Children will be given the opportunity for short-burst writing across genre types and subjects.</p> <p>There will also be an opportunity for some narrative writing, as children build on their prior knowledge to write a story based on Alma.</p>	<p>Suggested texts: Holes by Louis Sacher</p> <p>The main context for learning is the transition to secondary school, giving children the confidence to move to a new key stage. They will use the text Holes as a stimulus to write a letter and to do some persuasive writing advertising the camp.</p> <p>As moderation materials state that pupils should independently select subject matter, pupils will complete some 'free writing', which will be a genre of their choice, or they may choose to edit and re-write/improve a piece of writing from the Autumn 1 term. Pupils will also write poems based on the theme 'transition'.</p> <p>This unit is the culmination of primary school English curriculum and builds upon all the writing techniques that pupils have learnt, particularly in KS2.</p>
Reading					
<p>Pupils will participate in daily opportunities to read both carefully chosen extracts from a wide range of texts and novels. Reading will be taught in a whole class context, with opportunities to engage with extended reads of challenging novels, extracts from classic texts and texts which provide an opportunity to engage with a range of genres and text types relating to areas of study. Pupils will listen to modelled reads, choral and echo reads and close reads, to build fluency and aid comprehension.</p> <p>Additional provision will be made for pupils who are not yet fluent readers, both through interventions such as Finding Fluency and Boosting Reading Potential, and Lexia and Reading Plus.</p>					
Learning Breakdown					

Word Reading: Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.		Comprehension: Maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions English – key stages 1 and 2 34 Statutory requirements recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Understand what they read by: <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views. 			
Writing Narrative – setting description, narrative – building tension, balanced argument. To write a setting description. To write a narrative based on an extract on the text, focusing on building tension. To write a balanced argument. Dr Kalmenius – good or evil? To describe settings, character and atmosphere by integrating dialogue to convey character feelings and advance the action. To recognise the difference between past tenses: simple, progressive, and perfect/present participles. To recognise and use the subjunctive mood. To revise the use of apostrophes for possession and contractions. To accurately use colons/semi-colons. To recognise use of the active and passive voice. Balanced Argument: To accurately use fronted adverbials and other devices for cohesion. To recognise and use relative clauses. To use subordinating conjunctions to join main clauses and subordinate clauses. To use a range of devices to build cohesion within and across paragraphs.	Writing Narrative, developing characterisation, diary entry, persuasive speech and a letter. To develop characterisation using internal monologue. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Develop dialogue to advance the action. Diary entry: Precise longer passages. Use a wide range of devices to build cohesion within and across paragraphs. Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].	Writing Non-chronological report/persuasive letter To write a setting and character description. To write an extract from a narrative, advancing the action through dialogue. To develop internal monologue. Non-chronological report/persuasive letter SPaG: To recognise the difference between past tenses: simple, progressive, and perfect/present participles. To recognise and use the subjunctive mood. To revise the use of apostrophes for possession and contractions. To accurately use colons/semi-colons. To recognise use of the active and passive voice. To accurately use time adverbials and other devices for cohesion. To recognise and use relative clauses. To accurately punctuate direct speech. To use persuasive and colloquial language.	Writing Narrative/newspaper report: To plan, draft and write a blog based on the book Shackleton's Journey. To write a journalistic account. Narrative/newspaper report SPaG: To describe settings, character and atmosphere by integrating dialogue to convey character feelings and advance the action. To recognise and use the subjunctive mood. To revise the use of apostrophes for possession and contractions. To accurately use colons/semi-colons. To accurately use time adverbials and other devices for cohesion. To recognise and use parenthesis. To accurately punctuate direct speech. To explore synonyms and antonyms. To recognise and use prepositional phrases. To identify the grammatical features, vocabulary and tone of a newspaper report. To use subordinating conjunctions to join main clauses and subordinate clauses. To use modal verbs and adverbs of possibility. To use a range of devices to build cohesion within and across paragraphs. To use simile, metaphor and personification. To assess the effectiveness of their own and others' writing and suggest improvements.	Writing KS2 SATs preparation – reading and SPaG. Key revision of long-term knowledge recall and application. Key components. Revision of Key SPaG: Refer to National Curriculum SPaG. Narrative: To write paragraphs organised around an idea or theme. To plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To plan, draft and write a narrative from a different character's perspective. To assess the effectiveness of their own and others' writing and suggesting improvements. Narrative SPaG: To use conjunctions, adverbials and prepositional phrases to create cohesion. To describe settings, character and atmosphere by integrating dialogue to convey character feelings and advance the action. To use simile, metaphor and personification.	Writing <ul style="list-style-type: none"> Informal letter writing: To use first person to share ideas, experiences and opinions. To use coordinating and subordinating conjunctions to join sentences. To use adverbials of time to link paragraphs for cohesion. To use parenthesis to include additional information. To link ideas using the present perfect tense. Persuasive writing: To independently plan, compose, edit and refine a range of text types. To identify the grammatical features, vocabulary, layout features, audience and purpose across a range of text types. To link ideas across paragraphs using cohesive devices such as adverbials. To choose the appropriate form of writing and style to suit specific purpose and audience. To use the language conventions and grammatical features of the different types of text, as appropriate. To investigate and note features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words and phrases to make sequential, causal or logical connections. To plan, draft and write a range of text types.

To evaluate the effectiveness of their own and others' writing and suggest improvements.	<p>Persuasive Speech: Use and understand techniques to persuade. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Informative letter: To use subordinating conjunctions to join main clauses and subordinate clauses. To use a range of devices to build cohesion within and across paragraphs. To consistently use present (and future) tense To use modal verbs and adverbs (with high modality). To use adjectives, similes, metaphors and personification to describe. To use a variety of sentence types. To give opinions using first person. To assess the effectiveness of their own and others' writing and suggest improvements.</p>	To recognise and use prepositional phrases.	<p>KS2 SAT's preparation – reading and SPaG. Key revision of long-term knowledge recall and application. Key components.</p> <p>Revision of Key SPaG: Refer to National Curriculum SPaG.</p>	<p>To use apostrophes for possessions and contractions (e.g. shan't, mustn't, mightn't). To use nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. To use subordinating conjunctions to join main clauses and subordinate clauses. To use brackets, dashes, and commas to indicate parenthesis. To assess the effectiveness of their own and others' writing and suggest improvements.</p>	<ul style="list-style-type: none"> To assess the effectiveness of their own and others' writing.
Spelling	Spelling	Spelling	Spelling	Spelling	Spelling
<p>Revision of Year 3/ 4 spelling objectives. Refer to Year 3 /4 NC.</p> <p>Consolidation of Year 3 /4 spelling list. Refer to NC Years 3 and 4 word list.</p>	<p>Revision Year 3/4 Spelling Objectives: Refer to Year 3 /4 NC.</p> <p>Consolidation of Year 3 /4 spelling list. Refer to NC Years 3 and 4 word list.</p>	<p>Year 5/6 Spelling Objectives: Endings which sound like -cious and -tious, e.g., vicious, conscious, ambitious, nutritious Explore exception: anxious Endings which sound like -cial, e.g., official, special, artificial, essential Word ending in: -ant, -ance/-ancy, -ent -ence/-ency, e.g., observant – observance, hesitant- hesitancy, decent – decency.</p>	<p>Year 5/6 Spelling Objectives: Words ending in -able and -ible, e.g., adorable, legible Words ending in -ably and -ibly, e.g., terrible/terribly. adorable/adorably Explore homophones and other words that are often confused</p>	<p>Consolidation of Year 5/6 Spelling Objectives: Adding suffixes beginning with vowel letters to words ending in -fer, e.g., referring, referred, referral Use a hyphen, e.g., co-ordinate, re-enter Words with the 'ee' sound spelt ei after c, e.g., deceive, ceiling. Explore exceptions</p>	<p>Consolidation of Year 5/6 Spelling Objectives: Words containing the letter-string ough, e.g., ought, nought, through, though, plough Words with 'silent' letters, e.g., doubt, island, lamb, solemn, thistle, knight Explore homophones and other words that are often confused.</p>
Handwriting		Handwriting		Handwriting	
<p>Style for speed: crossbar join from t: th, ti, tr, ta, tt Style for speed: looping from g: gl, gi, gr, ga, gg Style for speeds: looping from j and y: je, jo, ye, yr, yo Style for speed: looping from f Style for speed: different joins to s Style for speed: looping from b Style for speed joining from v, w, x and z Handwriting for different purposes: abbreviations Spacing between words</p>		<p>Improving handwriting: the importance of consistent sizing Improving handwriting: the importance of proportion Improving handwriting: the importance of spacing Improving handwriting: the importance of consistent sizing of parallel of parallel of consistent sizing of parallel ascenders and descenders Improving handwriting: the importance of closed and open letters Improving handwriting: pen breaks in longer words Handwriting for different purposes: annotations Handwriting for different purposes</p>		<p>Handwriting for different purposes: fast –joined and print letters Handwriting for different purposes: note making Handwriting for different purposes: neat writing Handwriting for different purposes: print letters for personal details Different styles of writing Handwriting for different purposes: presentation Handwriting for different purposes: decorated capitals Handwriting for different purposes: layout Handwriting for different purposes: handwriting patterns</p>	

