

The child grew and became strong in body, mind, and spirit. *Luke 2:40*

# St Peter's C.E. Primary School

## English



## Curriculum Intent

CORE VALUES: LOVE

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# Spoken Language

English National Curriculum 2014

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LEARNING EXPECTATIONS FOR SPOKEN LANGUAGE	
Communication and language	
EYFS 3- to 4- year-olds	<p><b>Around the age of 3:</b> Can the child shift from one task to another if you fully obtain their attention, <i>for example</i>, by using their name?</p> <p><b>Around the age of 4:</b> IS the child using sentences of four to six words- <i>"I want to play with cars" or "What's that thing called?"</i></p> <p>Can the child use sentences joined up with words like 'because', 'or', 'and'? <i>For example: "I like ice cream because it makes my tongue shiver."</i></p> <p>Is the child using the future and past tense: <i>"I am going to the park" and "I went to the shop"?</i></p> <p>Can the child answer simple 'why' questions?</p>
EYFS ELG	<p>Early Learning Goal: Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding</li> <li>- Hold conversations when engaged in back-and-forth exchanges with their teachers and peers</li> <li>- Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>

2014 NC English	Spoken Language
Y1-Y6 <i>Pupils should be taught to:</i>	<ul style="list-style-type: none"> <li>- listen and respond appropriately to adults and their peers</li> <li>- ask relevant questions to extend their understanding and knowledge</li> <li>- use relevant strategies to build their vocabulary</li> <li>- articulate and justify answers, arguments, and opinions</li> <li>- give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings</li> <li>- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>- use spoken language to develop understanding through speculating, hypothesising, imagining, and exploring ideas</li> <li>- speak audibly and fluently with an increasing command of Standard English</li> <li>- participate in discussions, presentations, performances, role play, improvisations, and debates</li> <li>- gain, maintain and monitor the interest of the listener(s)</li> <li>- consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>- select and use appropriate registers for effective communication.</li> </ul>

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# Reading

## ***Word Recognition and Comprehension***

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## 2014 ENGLISH NATIONAL CURRICULUM LEARNING EXPECTATIONS FOR READING

<p>EYFS 3- to 4-year-olds</p>	<p><b>Around the age of 4:</b> Does the child show interest in looking at books independently? Do they like to share a book with an adult, talking about illustrations/print? Do they handle books appropriately? Are they showing interest in environmental print? Are they able to read their name, without a visual prompt?</p> <p><b>Around the age of 4:</b> Does the child join in with the following <i>phase 1</i> activities with increasing confidence: rhythm and rhyme, alliteration, oral blending and segmenting? Do observations show increasing development of key skills?</p>	
<p>EYFS ELG</p>	<p><b>Word reading</b> Children at the expected level of development will: Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Comprehension</b> Children at the expected level of development will: Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate- key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>	
<p>2014 NC English</p>	<p>Word Reading</p>	<p>Reading comprehension</p>
<p>Year 1 Pupils should be taught to:</p>	<ul style="list-style-type: none"> <li>- apply phonic knowledge and skills as the route to decode words</li> <li>- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> </ul>	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- being encouraged to link what they read or hear read to their own experiences</li> <li>- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>- recognising and joining in with predictable phrases</li> <li>- learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>

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	<ul style="list-style-type: none"> <li>- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>- read other words of more than one syllable that contain taught GPCs</li> <li>- read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>- re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>- discussing word meanings, linking new meanings to those already known</li> </ul> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>- discussing the significance of the title and events</li> <li>- making inferences on the basis of what is being said and done</li> <li>- predicting what might happen on the basis of what has been read so far</li> </ul> <p>participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them.</p>
<p>Year 2 Pupils should be taught to:</p>	<ul style="list-style-type: none"> <li>- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>- read accurately words of two or more syllables that contain the same graphemes as above</li> <li>- read words containing common suffixes</li> <li>- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>- re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- discussing the sequence of events in books and how items of information are related</li> <li>- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>- being introduced to non-fiction books that are structured in different ways</li> <li>- recognising simple recurring literary language in stories and poetry</li> <li>- discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>- discussing their favourite words and phrases</li> <li>- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p>

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		<ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>- making inferences on the basis of what is being said and done</li> <li>- answering and asking questions</li> <li>- predicting what might happen on the basis of what has been read so far</li> </ul> <p>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</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>
<p>Year 3/4 Pupils should be taught to:</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- using dictionaries to check the meaning of words that they have read</li> <li>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>- identifying themes and conventions in a wide range of books</li> <li>- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>- discussing words and phrases that capture the reader's interest and imagination</li> <li>- recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>- asking questions to improve their understanding of a text</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>

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		<ul style="list-style-type: none"> <li>- predicting what might happen from details stated and implied</li> <li>- identifying main ideas drawn from more than one paragraph and summarising these</li> <li>- identifying how language, structure, and presentation contribute to meaning</li> </ul> <p>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.</p>
<p>Year 5/6 Pupils should be taught to:</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<p><b>Maintain positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes recommending books that they have read to their peers, giving reasons for their choices</li> <li>- identifying and discussing themes and conventions in and across a wide range of writing</li> <li>- making comparisons within and across books</li> <li>- learning a wider range of poetry by heart</li> <li>- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> <p><b>Understand what they read by:</b></p> <ul style="list-style-type: none"> <li>- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>- asking questions to improve their understanding</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> <li>- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>- identifying how language, structure and presentation contribute to meaning</li> <li>- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>- distinguish between statements of fact and opinion</li> </ul>

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		<ul style="list-style-type: none"><li>- retrieve, record and present information from non-fiction</li><li>- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li><li>- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views</li></ul>
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Phonic sequencing and book band expectations						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Sounds taught (Phase 2)- s, a, t, p, i, n, m, d, g, o, k, ck, e, u, r, ss, h, b, f, ff, l, ll	Sounds taught (Phase 3 including some challenge from Phase 4)- j, v, w, x, y, zz, qu, ch, sh, th (voiced and unvoiced), ng, nk	Review all previously taught sounds Sounds taught (Phase 3 and 4)- ar, ur, oo, or, ow, oi, ear, air, ure, er, ow	Review all previously taught sounds	Assess and review previously taught sounds  CVCC, CCVE, CCVCC, CCCVC, CCCVEE -ed, er, est	Phase 5 introduction- ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e, c (/s/)
Reception harder to read and write words taught	l, the, no, put, of, is, to, go, into, pull, as, his	he, she, buses, we, me, be, push, was, her, my, you  <b><u>Secure pink books (1+)</u></b>	they, all, are, ball, tall, when, what	said, so, have, were, out, like, some, come, there, little, one, do, children, love  <b><u>Secure yellow books (3)</u></b>		oh, their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very <b><u>Secure blue books (4)</u></b>
Year 1	Phase 5- Review and revise- ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe	Review and revise- au, ey, a-e, e-e, i-e, o-e, u-e, c (/s/), sounds taught- y (/ee/), al (/or/ walk)	Sounds taught- a (/ai/), ey (/ai/), ea (/ai/), eigh (/ai/), a (/ar/), e (/ee/), i (/igh/), y (/igh/), o (/oa/), a (/o/), u (/oo/), u (/y+/oo/), ch (/c/), ch (/sh/), ea (/e/), or (/ur/), ear (/ur/), ou (/oo/), oul (/oa+/l/), ie, (/ee/), ve (/v/), y (/i/), are (/air/), ere (/air/), ear (/air/), tch (/ch/)	Sounds taught- o (/u/), g (/j/), ge (/j/), dge (/j/), st (/s/), ce (/s/), se (/s/), gn (/n/), kn (/n/), wr (/r/), mb (/m/), se (/z/), ze (/z/), eer (/ear/), ere (/ear/), ti (/sh/), al (/ar/), augh (/or/), ss (/sh/), si (/zh/), ti (/sh/), ci (/sh/), ous, ion, ian	Review all preciously taught GPCs for reading and spelling, and teach further rarely taught-used GPCs	Review all preciously taught GP  Cs for reading and spelling, and teach further rarely taught-used GPCs
Year 1 harder to read and write words taught		please, once, any, many, who, whole, where, two  <b><u>Secure green books (5)</u></b>	here, sugar, friend, because	  <b><u>Secure orange books (6)</u></b>		  <b><u>Secure turquoise books (7)</u></b>

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Year 2	Phase 5 recap	non-nonsense spelling				
		<b><u>Secure purple books (8)</u></b>		<b><u>Secure gold books (9)</u></b>		<b><u>Secure white books (10)</u></b>
Year 3						<b><u>Grey (13)</u></b>
Year 4						<b><u>Dark Blue (15)</u></b>
Year 5						<b><u>Dark Red (17)</u></b>
Year 6						<b><u>Dark Red (19)</u></b>

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# LEARNING OUTCOMES & PROGRESSION IN READING

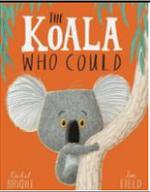
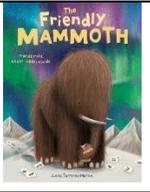
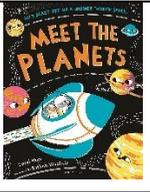
CORE VALUES: LOVE

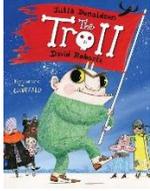
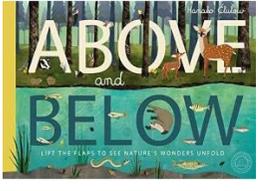
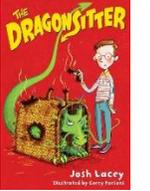
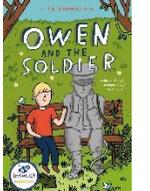
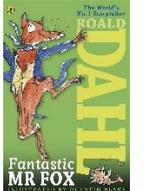
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Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
		<b>The Koala who Could</b> <i>Rachel Bright</i>	<b>The Friendly Mammoth</b> <i>Anna Terreros-Martin</i>	<b>Meet the Planets</b> <i>Caryl Hart</i>	<b>Animals</b> <i>National Geographic Kids</i>
		Fiction: adventure	Fiction: adventure	Information, rhyme	Information

Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
<b>The Troll</b> <i>Julia Donaldson</i> <b>The Three Billy Goats Gruff</b> <i>Mara Alperin</i>	<b>Above and Below</b> <i>Patricia Hegarty</i>	<b>Th Dragonsitter</b> <i>Josh Lacey</i> <b>Real Dragons!</b> <i>Jennifer Szymanski</i>	<b>Owen and the Soldier</b> <i>Lisa Thompson</i>	<b>Fantastic Mr Fox</b> <i>Roald Dahl</i>	<b>Grimm's Fairytales</b>
Fiction: fantasy, fairytale	Information	Recount: emails, Information	Fiction: story with a familiar setting	Fiction: adventure	Fiction: fairytale

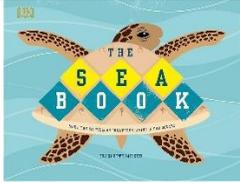
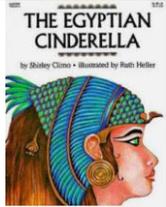
CORE VALUES: LOVE

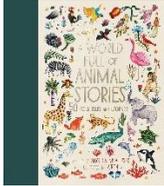
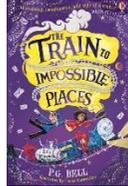
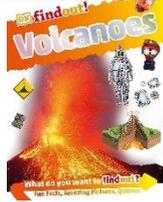
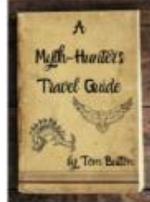
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Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
<b>The Sea Book</b> <i>Charlotte Milner</i>	<b>Ice Palace</b> <i>Robert Swindells</i>	<b>The Iron Man</b> <i>Ted Hughes</i>	<b>The Morning I met a Whale</b> <i>Michael Morpurgo</i>	<b>Usborne Illustrated Atlas of Britain and Ireland</b> <i>Struan Reid</i>	<b>Egyptian Cinderella</b> <i>Shirley Climo</i>
Information	Fiction: adventure	Fiction: fantasy	Fiction: adventure, information	Information	Fiction: historical/traditional tale, Recount

Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
<b>A World Full of Animal Stories: 50 folk tales and legends</b> <i>Angela McAllister</i>	<b>The Train to Impossible Places</b> <i>P.G. Bell</i>	<b>DKfindout! Volcanoes</b> <i>Maria Gill</i>	<b>Ariki and the Island of Wonders</b> <i>Nicola Davies</i>	<b>Fantastically Great Women who saved the Planet</b> <i>Kate Pankhurst</i>	<b>A Myth-Hunter's Travel Guide</b>
Fiction: traditional tales	Fiction: fantasy	Information	Fiction: adventure	Recount: biography, Information	Information

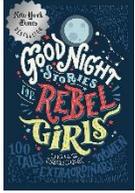
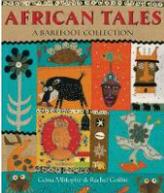
CORE VALUES: LOVE

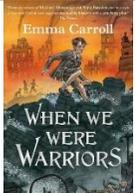
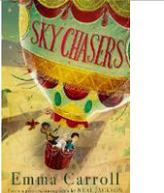
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Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
<b>Goodnight stories for Rebel Girls</b> <i>Elena Favilli</i>	<b>Hansel and Gretel</b> <i>Neil Gaiman</i>	<b>Odd and the Frost Giants</b> <i>Neil Gaiman</i>	<b>Exploring Space Planet Unknown</b> <i>Shawn Wang</i>	<b>The Last Wild</b> <i>Piers Torday</i> <b>Pollution- a look behind the scenes</b>	<b>African Tales: A barefoot Collection</b> <i>Gcina Mhlophe and Rachel Griffin</i>
Biography	Fiction: traditional tales	Fiction: myths and legends	Fiction: information, film	Persuasion/information Fiction: contemporary	Fiction: books from other cultures and traditions

Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
<b>When we were warriors</b> <i>Emma Carroll</i>	<b>Into the Jungles</b> <i>Katherine Rundell</i>	<b>The Happy Prince and other tales</b> <i>Oscar Wilde</i>	<b>The Explorer</b> <i>Katherine Rundell</i>	<b>Great Adventures</b> <i>Alistair Humphreys</i>	<b>Sky Chasers</b> <i>Emma Carroll</i>
Fiction: historical	Fiction: classic Information	Fiction: classic	Information, Fiction: contemporary	Information	Fiction: adventure

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Progression in Reading skills				
	Clarify vocabulary: progression in meaning	Progression in retrieval	Progression in sequencing/summarising	Progression in inference
Year 1	<p>Draw on vocabulary provided by the teacher to understand books</p> <p>Discuss word meanings, linking new meanings to those already known</p> <p>Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases</p> <p>Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum</p> <p>With support pick out some key words in a text e.g. Find a word that tells us how the character is feeling, find a word that tells us about the house</p>	<p>Draw on what they already know or on background information from the teacher to understand books</p> <p>Identify the main character in a story or the subject of a non-fiction text</p> <p>Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales</p> <p>Identify main events or key points in texts</p> <p>Answer literal retrieval questions about the text</p>	<p>Sequence a simple story or event and use this to re-enact and retell</p> <p>Identify main events or key points in texts</p>	<p>Give some reasons why things happen or characters change</p> <p>Begin to express a view and use evidence in the text to explain reasons</p> <p>Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?)</p>
Year 2	<p>Discuss and clarify the meanings of words linking new meanings to known vocabulary</p> <p>Draw on vocabulary provided by the teacher to understand books</p> <p>Identify and discuss favourite words and phrases</p> <p>Pick out key words or phrases in a text e.g. First/Next, Once upon a time, suddenly</p>	<p>Draw on what they already know or on background information from the teacher to understand books</p> <p>Ask questions and find the answers to simple questions in the text</p> <p>Answer literal retrieval questions about the text</p> <p>Use a range of question prompts to generate relevant questions about the text</p> <p>Recall simple points from familiar texts</p> <p>Identify main events or key points in texts</p>	<p>Identify main events or key points in texts</p> <p>Sequence a range of stories or events and use this to re-enact and retell</p>	<p>Talk about and infer what characters might be thinking or feeling using clues in the text</p> <p>Discuss the reasons for events in a story; use evidence to make some reasoned conclusions</p> <p>Discuss why certain words or phrases make a story funny, scary, exciting</p>
Year 3	<p>Discuss understanding and identify the meaning of words in context</p> <p>Use dictionaries to check the meanings of words they have read</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p>	<p>Ask questions and find answers to simple questions in a text</p> <p>Retrieve and record information from non-fiction</p> <p>Answer literal retrieval questions and locate the information in the text</p> <p>Locate information using skimming</p>	<p>Identify main ideas within a text or within a paragraph and summarise these</p>	<p>Discuss the actions and relationships of the main characters and justify views using evidence from the text</p> <p>Discuss the relationship between characters based on dialogue</p> <p>Use clues from action, dialogue and description to establish meaning</p>

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		Use a contents page and an index page to locate information		Identify themes and conventions in a range of books
Year 4	Discuss understanding and identify the meaning of words in context Use dictionaries to check the meanings of words they have read Discuss words and phrases that capture the reader's interest and imagination	Ask questions and find answers to simple questions in a text Retrieve and record information from non-fiction Extract information from the text Locate information using skimming and scanning Decide on a question that needs answering and locate the answer in a non-fiction book Use non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations)	Identify main ideas within a text or within a paragraph and summarise these	Empathise with different characters' points of view (implicit and explicit) Identify the use of descriptive and expressive language to build a fuller picture of a character Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings Discuss the relationship between what characters say and do - do they always reveal what they are thinking? Discuss, moods, feelings and attitudes using inference and deduction Identify themes and conventions in a wide range of books
Year 5	Discuss understanding and identify the meaning of words in context	In non-fiction, retrieve, record and present information Ask questions and find the answers to questions in a text Extract increasingly complex information from the text Plan what information needs to be found with guidance Make simple notes Apply information retrieval skills across the curriculum	Use the skills of skimming and scanning to identify key ideas	Identify evidence of characters changing in a story and discuss possible reasons Discuss what a character's actions say about their character Recognise that characters may have different perspectives on events in stories Distinguish between statements of fact and opinion Identify and discuss themes and conventions in and across a wide range of writing
Year 6	Discuss understanding and identify the meaning of words in context	In non-fiction, retrieve, record and present information Ask questions and find the answers to questions in a text Extract complex information from the text Use quotations to illustrate ideas	Use the skills of skimming, scanning, text-marking and note taking to identify key ideas	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence Identify characteristics of stock characters in a variety of genres

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		<p>Plan and decide independently what information needs to be searched for                  Make appropriate notes from research using a variety of sources                  Apply information retrieval skills across the curriculum</p>		<p>Identify evidence of characters that challenge stereotypes and surprise the reader                  Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour                  Make inferences about the perspective of the author from what is written and implied                  Distinguish between statements of fact and opinion                  Identify and discuss themes and conventions in and across a wide range of writing</p>
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Progression in Reading skills				
	Progression in prediction	Progression in structure and organisation	Progression in language choice	Progression in making comparisons
Year 1	<p>Make predictions on the basis of what has been read so far</p> <p>Discuss the blurb and title of a book</p> <p>Predict events and endings and how characters will behave</p> <p>Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development</p>	<p>Distinguish between fiction and non-fiction texts</p> <p>Understand the way that information texts are organised and use this when reading simple texts</p> <p>Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line</p>	<p>Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases</p> <p>Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum</p>	
Year 2	<p>Predict what might happen on the basis of what has been read so far</p> <p>Predict the events of a story based on the setting described in the opening</p> <p>Predict how characters might behave from what they say and do and from their appearance</p>	<p>Show awareness of the structure of different text types and begin to understand that they have different purposes (e.g. story, recount, lists, instructions)</p> <p>Discuss titles of book and poems</p> <p>Pick out features used to organise books</p> <p>Compare the layout of different texts /books and discuss why they are set out in different ways</p> <p>Read the title, contents page and illustrations and predict what a book is about</p> <p>Pick out features that will help to locate information and explain them</p> <p>Pick out and discuss how punctuation helps to organise text</p> <p>Recognise and use the alphabet to help to locate information in some books</p> <p>Recognise the openings and closings of different stories</p>	<p>Identify where language is used to create mood or build tension</p> <p>Comment on the choice of author's words to make a text funny, scary, exciting</p> <p>Pick out key words or phrases in a text (e.g. First/Next, Once upon a time, Suddenly, Quickly)</p>	
Year 3	<p>Predict what might happen from details stated and implied</p>	<p>Identify the features of some non-fiction text types</p>	<p>Discuss the effect of key words or phrases used to build mood or tension</p> <p>Comment on the overall effect of the text</p>	

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	<p>Make predictions about characters' actions and look for evidence of change as a result of events Identify settings and predict events that are likely to happen</p>	<p>Identify and discuss the use of contents and index pages to locate information in non-fiction texts Begin to understand the purpose of the paragraph and how they help to group information Discuss why the author has chosen a range of vocabulary to describe a character or a setting</p>	<p>In poetry, discuss the choice of words and their impact in poems, noticing how the poet creates sound effects using rhyme or alliteration</p>	
Year 4	<p>Predict what might happen from details stated and implied Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place Make predictions about how characters might behave in such a setting</p>	<p>Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in non-fiction texts Identify and discuss the use of non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations) Understand how paragraphs can organise ideas around a theme and can build up ideas across a text Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes</p>	<p>Comment upon the use and effect of author's language Identify and describe the styles of individual writers and poets Identify and comment on expressive and descriptive language to create effect in poetry and prose Comment on the overall effect of the text</p>	
Year 5	<p>Make predictions based on details stated and implied Make predictions for how a character might change during a story and change predictions as events happen Refer to the text to support predictions and opinions</p>	<p>Identify and discuss the structural devices the author has used to organise the text. Identify vocabulary chosen to convey different messages, moods, feelings and attitudes Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect Describe and compare the styles of individual writers and poets, providing evidence Comment and compare the language choices the author has made to convey</p>	<p>Identify the writer's main purpose through a general overview Identify common elements of an author's style and discuss how the style of one author differs from another Identify and comment upon an author's or poet's viewpoint in the text and respond to this e.g. re-tell from a different viewpoint Comment on the use of similes and expressive language to create images, sound effects and atmosphere Comment on the overall impact of poetry or prose with reference to</p>	<p>Identify and explain the key features of a range of appropriate texts Identify and explain characters and their profiles across a range of texts Identify and discuss themes within and across texts (social, cultural and historical)</p>

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		information over a range of non-fiction texts.	features e.g. development of themes, technical terms Justify preferences for an author, poet or a type of text	
Year 6	<p>Make predictions based on details stated and implied</p> <p>Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it</p> <p>Refer to the text to support predictions and opinions</p>	<p>Comment on the structural choices the author has made when organising the text</p> <p>Explain how the structural choices support the writer's theme and purpose</p> <p>Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes</p> <p>Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations</p> <p>Compare, contrast and explore the styles of writers and poets, providing evidence and explanations</p> <p>Identify and discuss irony and its effect</p>	<p>Identify how style is influenced by the intended audience</p> <p>Identify common elements of an author's style and make comparisons between books</p> <p>Comment on the use of unusual or surprising language choices and effects in poetry such as onomatopoeia and metaphor and comment on how this influences meaning</p> <p>Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes</p> <p>Identify and discuss the viewpoint in the text e.g. recognise that the narrator can change and be manipulated e.g. the story has 2 narrators, a different character takes over the storytelling</p> <p>Declare and justify personal preferences for writers and types of text</p>	<p>Compare and contrast the key features of a range of appropriate texts</p> <p>Compare and contrast characters across a range of appropriate texts</p> <p>Compare and contrast themes and conventions across a range of appropriate texts (social, cultural and historical)</p>

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# Writing

## ***Transcription and Composition***

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## 2014 English National Curriculum Learning Expectation

<p>EYFS 40-60 months</p>	<ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint</li> <li>• Begins to break the flow of speech into words.</li> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels, captions.</li> </ul> <p>Attempts to write short sentences in meaningful contexts.</p>	
<p>ELG</p>	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	
<p>National Curriculum Writing</p>	<p>Transcription</p>	<p>Composition</p>
<p>Y1 Pupils should be taught to:</p>	<p><b>Spelling (see English Appendix 1)</b>  <b>Spell:</b>          - words containing each of the 40+ phonemes already taught common exception words          - the days of the week  <b>Name the letters of the alphabet:</b>          - naming the letters of the alphabet in order          - using letter names to distinguish between alternative spellings of the same sound  <b>add prefixes and suffixes:</b>          - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs          - using the prefix un–          - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]  <b>apply simple spelling rules and guidance, as listed in English Appendix 1</b>  <b>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</b>  <b>Handwriting</b></p>	

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	<ul style="list-style-type: none"> <li>- sit correctly at a table, holding a pencil comfortably and correctly</li> <li>- begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>- form capital letters- form digits 0-9 - understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	
National Curriculum Writing	Transcription	Composition
Y2 Pupils should be taught to:	<p>Spelling (see English Appendix 1)</p> <ul style="list-style-type: none"> <li>- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>- learning to spell common exception words</li> <li>- learning to spell more words with contracted forms</li> <li>- learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>- distinguishing between homophones and near-homophones</li> </ul> <p>- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>- apply spelling rules and guidance, as listed in English Appendix 1</p> <p>- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p><b>Handwriting</b>  <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>- form lower-case letters of the correct size relative to one another</li> <li>- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>- use spacing between words that reflects the size of the letters</li> </ul>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- writing narratives about personal experiences and those of others (real and fictional)</li> <li>- writing about real events</li> <li>- writing poetry</li> <li>- writing for different purposes</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>- planning or saying out loud what they are going to write about</li> <li>- writing down ideas and/or key words, including new vocabulary</li> <li>- encapsulating what they want to say, sentence by sentence</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>- evaluating their writing with the teacher and other pupils</li> <li>- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>

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National Curriculum Writing	Transcription	Composition
<p>Y3/4 Pupils should be taught to:</p>	<p>Spelling (see English Appendix 1)</p> <ul style="list-style-type: none"> <li>- use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>- spell further homophones</li> <li>- spell words that are often misspelt (English Appendix 1)</li> <li>- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>- use the first two or three letters of a word to check its spelling in a dictionary</li> <li>- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><b>Handwriting</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - organising paragraphs around a theme</li> <li>- in narratives, creating settings, characters and plot</li> <li>- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p>Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
National Curriculum Writing	Transcription	Composition
<p>Y5/6 Pupils should be taught to:</p>	<p><b>Spelling (see English Appendix 1)</b> Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>

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	<p>Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.</p> <p><b>Writing – handwriting and presentation</b> Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"><li>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li><li>- choosing the writing implement that is best suited for a task.</li></ul>	<ul style="list-style-type: none"><li>- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li></ul> <p>Draft and write by:</p> <ul style="list-style-type: none"><li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li><li>- précising longer passages</li><li>- using a wide range of devices to build cohesion within and across paragraphs</li><li>- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li></ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"><li>- assessing the effectiveness of their own and others' writing</li><li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>- ensuring the consistent and correct use of tense throughout a piece of writing</li><li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li></ul> <p>Proof-read for spelling and punctuation errors Perform their own compositions, using ap</p>
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# LEARNING OUTCOMES & PROGRESSION IN WRITING

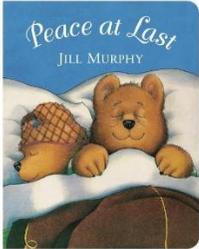
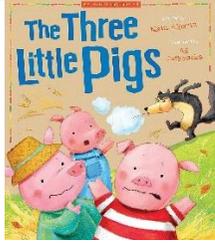
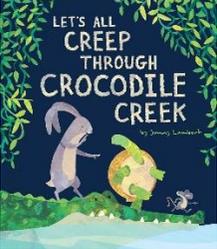
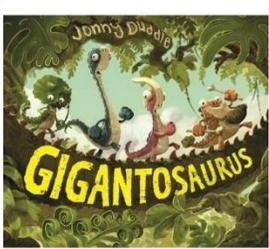
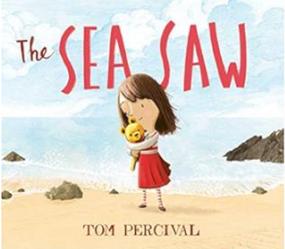
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Literacy units of work with expected learning outcomes					
EYFS					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
Peace at Last <i>Jill Murphy</i>	The Three Little Pigs <i>Mara Alperin</i>	Let's all creep through crocodile creek <i>Jonny Lambert</i>	The Pirates are coming! <i>John Condon</i>	Gigantosaurus <i>Jonny Duddle</i>	The See Saw <i>Tom Percival</i>
Outcomes					
<p><b>Outcome</b> Joining in with key events and phrases in a retelling of the story</p> <p>Oral retelling of story. Draw images and write labels to represent the story</p>	<p><b>Outcome</b> A representation of a favourite character in the story. Able to say which character it is and express some information about the character.</p> <p>To label a plan and attempt to write a simple caption.</p>	<p><b>Outcome</b> To draw/make a crocodile and be able to describe some of its features to a familiar adult.</p> <p>To create a story map of the journey and write labels/captions/sentences describing the crocodiles.</p>	<p><b>Outcome</b> To create a pirate ship and interact with their peers to role play parts of the story. This may involve relevant mark marking.</p> <p>To write from the point of view of Tom, describing what he has learned about pirate ships.</p>	<p><b>Outcome</b> To draw/paint/make an imaginary dinosaur individually or in a small group. To be able to contribute orally to a short story about their dinosaur.</p> <p>Retell/rewrite the story.</p>	<p><b>Outcome</b> To sequence images depicting key events in the story and use the images to retell the basic story line.</p> <p>Retell/rewrite the story.</p>
Communication and language					
Listen to others one to one or in small groups, when conversation interests them Join in with repeated refrains and anticipate key events	Retell a simple past event in correct order (e.g. went down slide, hurt finger) Build up vocabulary that reflects the breadth of their experiences	Begin to use more complex sentences to link thoughts (e.g. using and, because)	Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences	Begin to understand 'why' and 'how' questions Listen to stories with increasing attention and recall	Question why things happen and gives explanations. Ask e.g. who, what, when, how Use intonation, rhythm and phrasing to make the meaning clear to others

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<p>and phrases in rhymes and stories. Use vocabulary focused on objects and people that are of particular importance to them</p> <p>Listen and respond to ideas expressed by others in conversation or discussion Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Use language to imagine and recreate roles and experiences in play situations Introduce a storyline or narrative into their play</p>	<p>Listen and respond to ideas expressed by others in conversation or discussion Extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words Use language to imagine and recreate roles and experiences in play situations Use talk to organise, sequence and clarify thinking, ideas, feelings and events Introduce a storyline or narrative into play</p>	<p>Use a range of tenses (e.g. play, playing, will play, played)</p> <p>Maintain attention, concentrate and sit quietly during appropriate activity Listen and respond to ideas expressed by others in conversation or discussion Extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words Use language to imagine and recreate roles and experiences in play situations Use talk to organise, sequence and clarify thinking, ideas, feelings and events Introduce a storyline or narrative into their play Develop narratives by connecting ideas or events</p>	<p>Use talk in pretending that objects stand for something else in play, e.g, 'This box is my castle'</p> <p>Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions Use past, present and future forms accurately when talking about events that have happened or are to happen in the future Develop narratives and explanations by connecting ideas or events</p>	<p>Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions Answer 'how' and 'why' questions in response to stories Use past, present and future forms accurately when talking about events that have happened or are to happen in the future Develop narratives and explanations by connecting ideas or events</p>	<p>Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions Answer how and why questions in response to stories Express themselves effectively when speaking Develop narratives and explanations by connecting ideas or events</p>
<b>Reading</b>					
<p>Listen to and join in with stories and poems, one-to-one and also in small groups. Show interest in illustrations and print in books and print in the environment Look at books independently</p> <p>Hear and say the initial sound in words</p>	<p>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories Listen to stories with increasing attention and recall</p> <p>Hear and say the initial sound in words</p>	<p>Enjoy rhyming and rhythmic activities Show awareness of rhyme and alliteration Recognise rhythm in spoken words</p> <p>Continue a rhyming string Segment the sounds in simple words and blend</p>	<p>Recognise rhythm in spoken words Handle books carefully Hold books the correct way up and turn pages</p> <p>Read and understand simple sentences Use phonic knowledge to decode regular words and</p>	<p>Begin to be aware of the way stories are structured Suggest how the story might end Know information can be relayed in the form of print</p> <p>Read and understand simple sentences</p>	<p>Begin to be aware of the way stories are structured. Describe main story settings, events and principal characters Recognise familiar words and signs such as own name and advertising logos Know that print carries meaning and, in English, is read from left to right and top to bottom</p>

CORE VALUES: LOVE

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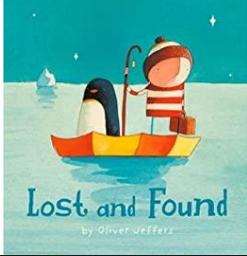
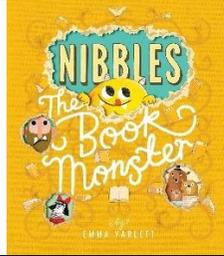
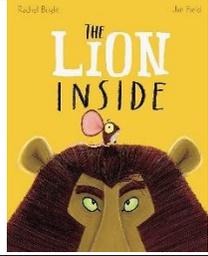
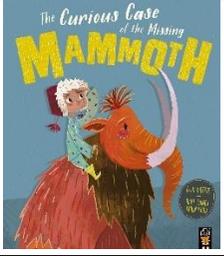
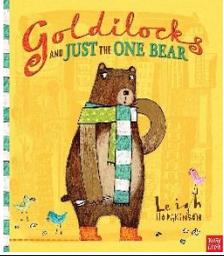
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The child grew and became strong in body, mind, and spirit. *Luke 2:40*

<p>Segment the sounds in simple words and blend them together and know which letters represent some of them</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books</p>	<p>Segment the sounds in simple words and blend them together and know which letters represent some of them</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Begin to read words</p> <p>Enjoy an increasing range of books</p>	<p>them together and know which letters represent some of them</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Begin to read words and simple sentences</p> <p>Enjoy an increasing range of books</p> <p>Read some common irregular words</p>	<p>read them aloud accurately</p> <p>Demonstrate understanding when talking to others about what they have read</p>	<p>Use phonic knowledge to decode regular words and read them aloud accurately</p> <p>Read some common irregular words</p> <p>Demonstrate understanding when talking with others about what they have read</p>	<p>Read and understand simple sentences (that include all taught graphemes)</p> <p>Read some common irregular words</p> <p>Demonstrate understanding when talking with others about what they have read</p> <p><i>Read words with adjacent consonants</i></p>
<b>Writing</b>					
<p>Sometimes give meaning to marks as they draw and paint</p> <p>Give meaning to the marks as they draw, write and paint</p> <p>Hear and say the initial sounds in words</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Use some clearly identifiable letters to communicate meaning representing some sounds correctly and in sequence</p> <p>Write labels</p>	<p>Sometimes give meaning to marks as they draw and paint</p> <p>Begin to break the flow of speech into words</p> <p>Hear and say the initial sound in words</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Write labels and captions</p> <p>Write CVC words</p>	<p>Sometimes give meaning to marks as they draw and paint</p> <p>Begin to break the flow of speech into words</p> <p>Write labels and captions</p> <p>Attempt to write short sentences in meaningful contexts</p> <p>Use phonic knowledge to write words in way which match their spoken sounds</p> <p>Spell some common irregular words</p> <p>Write CVC words</p>	<p>Sometimes give meaning to marks as they draw and paint</p> <p>Attempt to write short sentences in meaningful contexts</p> <p>Use phonic knowledge to write words in ways which match spoken sounds</p> <p>Spell some common irregular words</p> <p><i>Apply taught digraphs into writing</i></p>	<p>Sometimes give meaning to marks as they draw and paint</p> <p>Ascribe meanings to marks that they see in different places</p> <p>Use phonic knowledge to write words in ways which match spoken sounds</p> <p>Spell some common irregular words</p> <p>Write simple sentences which can be read by themselves and others</p> <p>Write phonetically plausible words</p> <p>Use key features of narrative in own writing (EXC)</p> <p>Have an awareness of a capital letter and full stop when writing a simple sentence (EXC)</p>	

The child grew and became strong in body, mind, and spirit. *Luke 2:40*

Literacy units of work with expected learning outcomes					
Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
<p><b>Lost and found</b> <i>Oliver Jeffers</i></p>	<p><b>Nibbles: The Book Monster</b> <i>Emma Yarlett</i></p>	<p><b>The Lion Inside</b> <i>Rachel Bright</i></p>	<p><b>The Curious Case of the Missing Mammoth</b> <i>Ellie Hattie</i></p>	<p><b>Toys in Space</b> by <b>Mini Grey</b>                      Traction Man by Mini Grey                      Biscuit Bear by Mini Grey                      It was a dark and stormy night Janet and Allan Ahlberg                      One True Bear by Ted Dewan                      Dr Xargles by Jeanne Willis</p>	<p><b>Goldilocks and Just the One Bear</b> by <b>Leigh Hodgkinson</b>                      Goldilocks and the Three Bears by Emma Chichester Clark                      Me and You by Anthony Browne                      Old Bear Stories by Jane Hissey                      Dogger by Shirley Hughes</p>
Writing outcome and writing purpose					
<p><b>Outcome</b>                      Fiction: adventure story based on the structure of <i>Lost and Found</i>  <b>Greater Depth</b>                      Change the setting and characters of the story</p>	<p><b>Outcome</b>                      Recount: diary entry based on Nibbles' adventures  <b>Greater Depth</b>                      To add a new adventure based on a previously read text</p>	<p><b>Outcome</b>                      Fiction: journey story based on the structure of <i>The Lion Inside</i>  <b>Greater Depth</b>                      Change both animals in the story</p>	<p><b>Outcome</b>                      Fiction: adventure story based on the structure of <i>The Curious Case of the Missing Mammoth</i> with a change of character  <b>Greater Depth</b>                      Change the setting of the story</p>	<p><b>Outcome</b>                      Fiction: fantasy story based on the structure of <i>Toys in Space</i>, changing the characters  <b>Greater Depth</b>                      Change the settings of the story  <b>Extension:</b> Instructions</p>	<p><b>Outcome</b>                      Fiction: traditional story with new character or setting based on <i>Goldilocks and just the one bear</i>.  <b>Greater Depth</b>                      Change the character/ setting  <b>Extension:</b> Non-chron. report</p>
Grammar: word					
Throughout each unit of <i>Pathways to Write</i> there will be opportunities to teach and apply word skills: Spell words containing each of the 40+ phonemes already taught and spell common exception words					
Grammar opportunities: word					
	Use plural noun suffixes -s and -es	Add suffixes where no change is needed to the	Add suffixes where no change is needed to the	Add suffixes where no change is needed to the root	

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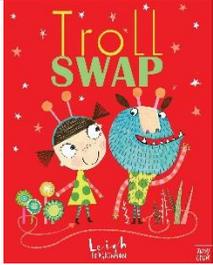
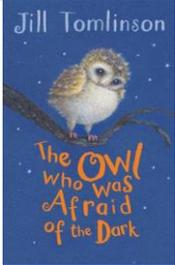
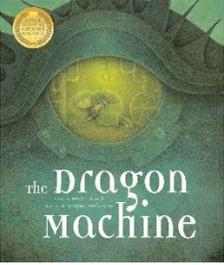
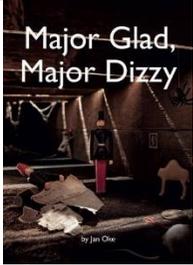
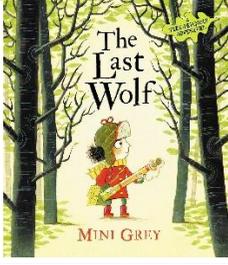
The child grew and became strong in body, mind, and spirit. *Luke 2:40*

		root of the word e.g. -ed, -ing, -er, -est Some accurate use of the prefix un-	root of the word e.g. -ed, -ing, -er, -est	of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs/ adjectives by adding prefix un-	
<b>Grammar opportunities: sentence</b>					
Combine words to make sentences	Join words using and	Join words and clauses using and	Join words and clauses using and	Join words and clauses using and	Join words and clauses using and Use simple description
<b>Grammar opportunities: text</b>					
	Sequence sentences to form short narratives (link ideas or events by pronoun)				Sequence sentences to form short narratives (link ideas or events by pronouns)
<b>Grammar opportunities: punctuation</b>					
Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I'	Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people	Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks	Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Use a capital letter for places and days of the week Punctuate sentences using a capital letter, full stop, question mark or exclamation mark

The child grew and became strong in body, mind, and spirit. *Luke 2:40*

Literacy units of work with expected learning outcomes

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
<p><b>Troll Swap by Leigh Hodgkinson</b> Trolls Go Home (Troll Trouble series) by Alan MacDonald</p>	<p><b>The Owl Who Was Afraid of the Dark by Jill Tomlinson</b> (picture book) The Owl Who Was Afraid of the Dark (chapter version) by Jill Tomlinson</p>	<p><b>Dragon Machine by Helen Ward</b> The Dragonsitter Disasters (The Dragonsitter series) by Josh Lacey</p>	<p><b>Major Glad, Major Dizzy by Jan Oke</b> Naughty Amelia Jane by Enid Blyton</p>	<p><b>The Last Wolf by Mini Grey</b> Fantastic Mr. Fox by Roald Dahl</p>	<p><b>Grandad's Secret Giant by David Litchfield</b> The BFG by Roald Dahl</p>
<b>Writing outcome and writing purpose</b>					
<p>Fiction: story with focus on characters <b>Greater Depth</b> Story about two invented contrasting characters who swap places</p>	<p>Non-chronological report: fact sheet about owls <b>Greater Depth</b> Alter the layout to include own subheadings and extra features</p>	<p>Fiction: adventure story with change of character and machine <b>Greater Depth</b> Story written in 1st person</p>	<p>Recount: diary entry of historical events from Major Glad's point of view <b>Greater Depth</b> Diary entry to include the feelings of Major Dizzy</p>	<p>Letter: letter in role as the character persuading to save the trees <b>Greater Depth</b> Real life letter to specific audience e.g. local MP</p>	<p><b>Outcome</b> Fiction: story with a moral focus <b>Greater Depth</b> Story from the point of view of the giant</p>
<p>Grammar opportunities: word Throughout each unit of <i>Pathways to Write</i> there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes and spell common exception words.</p>					
Grammar opportunities: word					
	Add -ly to turn adjectives into adverbs			Add -er and -est to adjectives Use homophones and near homophones	Add suffixes to spell longer words (e.g -ment,- ful)

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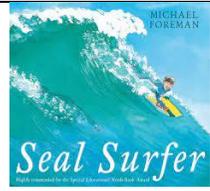
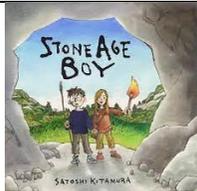
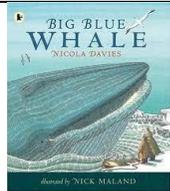
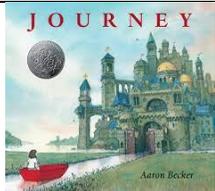
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The child grew and became strong in body, mind, and spirit. *Luke 2:40*

Grammar opportunities: sentence					
Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	Use co-ordination (but, or)	Write sentences with different forms: statement, question, exclamation, command Use subordination (apply <i>because</i> , introduce <i>when</i> )	Use subordination (apply <i>because</i> , <i>when</i> ; introduce <i>that</i> )	Use subordination ( <i>if</i> , <i>that</i> )	Use subordination (when, if, that, because) and co-ordination (or, and, but) Use expanded noun phrases to describe and specify
Grammar opportunities: text					
		Use present and past tenses correctly and consistently (some progressive)	Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense		Use present and past tenses correctly and consistently including the progressive form
Grammar opportunities: punctuation					
Use punctuation correctly - full stops, capital letters	Use commas to separate items in a list	Use punctuation correctly - exclamation marks, question marks	Use punctuation correctly – introduce apostrophe for the possessive (singular)	Use punctuation correctly – apostrophes for contracted forms	

The child grew and became strong in body, mind, and spirit. *Luke 2:40*

Literacy units of work with expected learning outcomes					
Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
<b>Seal Surfer by Michael Foreman</b> The Dancing Bear by Michael Morpurgo	<b>Winter's Child by Angela McAllister</b> Ice Palace by Robert Swindell	<b>Stone Age Boy by Satoshi Kitamura</b> The Iron Man by Ted Hughes	<b>Big Blue Whale by Nicola Davies</b> This morning I met a whale by Michael Morpurgo	<b>Journey by Aaron Becker</b> Tilly Mint Tales by Berlie Doherty	<b>Zeraffa Giraffa by Dianne Hofmeyr</b> The White Fox by Jackie Morris
Writing outcome and writing purpose					
<b>Outcome</b> Recount: letter in role recounting events of the story <b>Greater Depth</b> Write a letter from Grandad in response to one of his grandson's letters	<b>Outcome</b> Fiction: fantasy story based on a fable <b>Greater Depth</b> Narrative from a different point of view	<b>Outcome</b> Fiction: historical narrative set in the Stone Age <b>Greater Depth</b> Write from the point of view of a person from the Stone Age	<b>Outcome</b> Persuasion: informative article persuading for the protection of the blue whale <b>Greater Depth</b> Include a fact file about other endangered sea creatures	<b>Outcome</b> Fiction: adventure story based on <i>Journey</i> using the language of Berlie Doherty <b>Greater Depth</b> Include a new setting route to lead from one place into another	<b>Outcome</b> Persuasion: tourism leaflet for the <i>Jardin des Plantes</i> in Paris <b>Greater Depth</b> Include a section of a researched Paris landmark
Grammar opportunities: word					
	<b>Word</b> Use a or an according to whether the next word begins with a vowel or consonant	Form nouns with a range of prefixes		Use a or an according to whether the next word begins with a vowel or consonant	Build an increasing range of sentence structures
Grammar opportunities: sentence					
<b>Sentence</b> Use prepositions to express time, place and cause.	<b>Sentence</b> Use conjunctions and adverbs to express, time, place and cause		<b>Sentence</b> Build an increasing range of sentence structures	Use prepositions, conjunctions and adverbs to express time, place and cause	Build an increasing range of sentence structures

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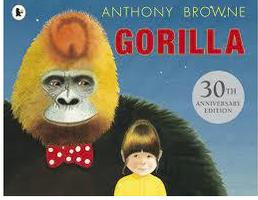
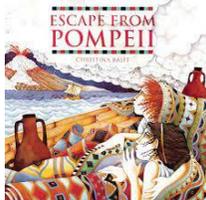
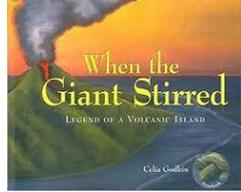
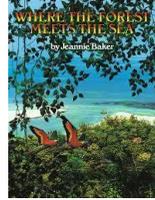
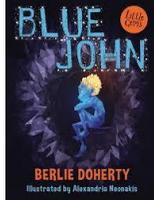
The child grew and became strong in body, mind, and spirit. *Luke 2:40*

			Use adverbs to express time, place and cause		
<b>Grammar opportunities: text</b>					
<b>Text</b> Group related ideas into paragraphs <i>Build a varied and rich vocabulary</i>	<b>Text</b> In narratives, create characters, settings and plot	Use present and past tenses correctly and consistently including the progressive and present perfect forms <i>Build a varied and rich vocabulary</i>	Use headings and sub-headings to aid presentation <i>Assess the effectiveness of own and others' writing</i>	Group related ideas into paragraphs Use the present perfect form of verbs in contrast to the past tense	Use present and past tenses correctly and consistently including the progressive form and the present perfect form In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation
<b>Grammar opportunities: punctuation</b>					
<b>Punctuation</b> Introduce inverted commas to punctuate direct speech	<b>Punctuation</b> Use inverted commas to punctuate direct speech	Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)			

The child grew and became strong in body, mind, and spirit. *Luke 2:40*

Literacy units of work with expected learning outcomes

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
<p><b>Gorilla by Anthony Browne</b> Gorilla Journal by Carolyn Franklin</p>	<p><b>Leon and the Place Between by Graham Baker-Smith</b> The Big-Top Mysteries: The Case of the Vanishing Granny by Alexander McCall Smith</p>	<p><b>Escape from Pompeii by Christina Balit</b> Pompeii: A Roman Girl's Diary by Sue Reid</p>	<p><b>When the Giant Stirred by Celia Godkin</b> Journey to the Centre of the Earth Usborne Young Reader or Ariki and the Island of Wonders by Nicola Davies</p>	<p><b>Where the Forest Meets the Sea by Jeannie Baker &amp; 100 facts – Rainforests by Miles Kelly</b> The Boy Who Biked the World: Part 1 by Alastair Humphreys</p>	<p><b>Blue John by Berlie Doherty</b> Alternative Berlie Doherty novel or A Bear Grylls Adventure: Cave Challenge by Bear Grylls</p>
<b>Writing outcome and writing purpose</b>					
<p><b>Outcome</b> Fiction: fantasy story based on <i>Gorilla</i> <b>Greater Depth</b> Re-tell the story from the animal's viewpoint and include speech</p>	<p><b>Outcome</b> Recount: diary from Leon's point of view <b>Greater Depth</b> Write from Abdul Kazam's point of view</p>	<p><b>Outcome</b> Fiction: historical narrative from character's point of view <b>Greater Depth</b> Write from the point of view of the captain</p>	<p><b>Outcome</b> Fiction: adventure story from point of view of the boy <b>Greater Depth</b> Write from the point of view of the God</p>	<p>Non-chronological report: information board for a rainforest exhibit <b>Greater Depth</b> Include an interactive element</p>	<p><b>Outcome</b> Explanation: letter in role as a caving expert, including an explanation <b>Greater Depth</b> Include a persuasive section about Treak Cliff Caverns</p>
<b>Grammar opportunities: word</b>					
	Use Standard English forms for verb inflections Recognise the grammatical difference between plural and possessive 's'	Use Standard English forms for verb inflections		Recognise the grammatical difference between plural and possessive 's'	
<b>Grammar opportunities: sentence</b>					

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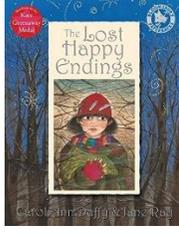
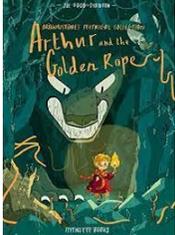
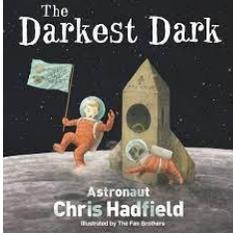
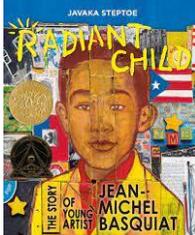
The child grew and became strong in body, mind, and spirit. *Luke 2:40*

Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although		Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases		Build a varied and rich vocabulary and an increasing range of sentence structures
<b>Grammar opportunities: text</b>					
Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	<i>Build a varied and rich vocabulary</i>	Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) Recap: Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	<i>Build a varied and rich vocabulary</i> Use paragraphs to organise information and ideas around a theme <i>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns</i>	Use paragraphs to organise information and ideas around a theme Recap: Variety of verb forms used correctly and consistently including the progressive and the present perfect forms
<b>Grammar opportunities: punctuation</b>					
Use commas after fronted adverbials Recap: Use inverted commas for direct speech	Indicate possession by using the possessive apostrophe with plural nouns	Use and punctuate direct speech (using dialogue to show the relationship between characters)	Use and punctuate direct speech Use commas after fronted adverbials	Indicate possession by using the possessive apostrophe with plural nouns.	

The child grew and became strong in body, mind, and spirit. *Luke 2:40*

Literacy units of work with expected learning outcomes

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
<p><b>Queen of the Falls by Chris Van Allsburg</b> Goodnight Stories for Rebel Girls by Elena Favilli or The Boy who Swam with Piranhas by David Almond</p>	<p><b>The Lost Happy Endings by Carol Ann Duffy</b> Hansel and Gretel by Neil Gaiman</p>	<p><b>Arthur and the Golden Rope by Joe Todd-Stanton</b> Myths of the Norsemen by Roger Lancelyn Green</p>	<p><b>The Darkest Dark by Chris Hadfield</b> Cosmic by Frank Cottrell Boyce</p>	<p><b>The Paperbag Prince by Colin Thompson</b> The Last Wild by Piers Torday</p>	<p><b>Radiant Child by Javaka Steptoe</b> Life doesn't frighten me - Poem by Maya Angelou</p>
<b>Writing outcome and writing purpose</b>					
<p><b>Outcome</b> Recount: series of diary entries <b>Greater Depth</b> Series of diary entries including her viewpoint on other characters</p>	<p><b>Outcome</b> Fiction: traditional tale with an alternative ending <b>Greater Depth</b> Tell the traditional tale from the point of view of a woodland creature</p>	<p><b>Outcome</b> Fiction: write a myth, creating characters and settings <b>Greater Depth</b> Tell the myth from and alternative viewpoint</p>	<p><b>Outcome</b> Recount: a formal biography of Chris Hadfield <b>Greater Depth</b> Include an extra section in informal first person</p>	<p><b>Outcome</b> Persuasion/ information: hybrid leaflet about waste management <b>Greater Depth</b> Write an oral presentation for a TV or online broadcast</p>	<p><b>Outcome</b> Information: text suitable for an art gallery <b>Greater Depth</b> Plan structure and layout of information text</p>
<b>Grammar opportunities: word</b>					
<b>Grammar opportunities: sentence</b>					
	Use expanded noun phrases to convey complicated information concisely	Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who,	Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions	Use modal verbs to indicate degrees of possibility	Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility

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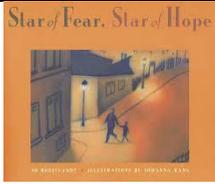
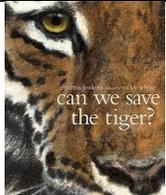
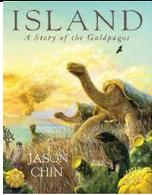
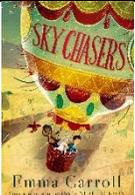
The child grew and became strong in body, mind, and spirit. *Luke 2:40*

		which, where, when, whose, that or an omitted relative pronoun			
<b>Grammar opportunities: text</b>					
<i>Identify the audience for and purpose of writing</i> Organise paragraphs around a theme with a focus on more complex narrative structures	<i>Describe settings, characters and atmosphere</i> <i>Integrate dialogue to convey character and advance the action</i>	Link ideas across paragraphs using adverbials	Link ideas across paragraphs using adverbials and tense choices Recap: Variety of verb forms used correctly and consistently	Use devices to build cohesion within a paragraph <i>Choose the appropriate register</i> <i>Enhance meaning through selecting appropriate grammar and vocabulary</i>	Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices
<b>Grammar opportunities: punctuation</b>					
Recap: Use commas after fronted adverbials Use commas to clarify meaning or avoid ambiguity in writing	Recap: Use of inverted commas and other punctuation to punctuate direct speech	Use commas to clarify meaning or avoid ambiguity in writing	Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis	Use brackets, dashes or commas to indicate parenthesis	

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Literacy units of work with expected learning outcomes

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
<p><b>Star of Hope, Star of Fear by Jo Hoestlandt</b> An Eagle in the Snow by Michael Morpurgo</p>	<p><b>Can We Save the Tiger? by Martin Jenkins</b> The Jungle Book by Rudyard Kipling</p>	<p><b>Selfish Giant by Oscar Wilde</b> Gulliver's Travels retold by Martin Jenkins, illustrated by Chris Riddell or The Happy Prince and Other Tales by Oscar Wilde</p>	<p><b>Island by Jason Chin &amp; Jemmy Button by Alix Barzelay</b> The Explorer by Katherine Rundell</p>	<p><b>Manfish by Jennifer Berne</b> Dolphin Song by Lauren St. John</p>	<p><b>Sky Chasers by Emma Carroll</b></p>
<b>Writing outcome and writing purpose</b>					
<p><b>Outcome</b> Fiction: flashback story &amp; Non-chronological report <b>Greater Depth</b> To write a narrative with a flashback including a section in recount genre <i>e.g. diary, letter, eye-witness account</i></p>	<p><b>Outcome</b> Information/explanation/persuasion: hybrid booklet about an amazing animal &amp; Recount: diary <b>Greater Depth</b> Write a Newsround TV style report about the tiger crisis</p>	<p><b>Outcome</b> Fiction: retelling of a classic narrative from a character's point of view &amp; Explanation <b>Greater Depth</b> Write the narrative from viewpoint the viewpoint of the special tree</p>	<p><b>Outcome</b> Recount: journalistic report (hybrid text) about Charles Darwin's discoveries &amp; Discussion <b>Greater Depth</b> Include extracts from another genre <i>e.g., diary, interview, information</i></p>	<p><b>Outcome</b> Recount: biography of Jacques Cousteau &amp; Fiction: adventure story <b>Greater Depth</b> Include a section entitled 'How Jacques Cousteau inspired me'</p>	<p><b>Outcome</b> Fiction: adventure story from two different viewpoints &amp; Recount: autobiography <b>Greater Depth</b> Include a section written from the viewpoint of another person</p>
<b>Grammar opportunities: word</b>					
		Recognise vocabulary for formal speech and writing			Recognise vocabulary for formal speech and writing
<b>Grammar opportunities: sentence</b>					

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Recap: Use expanded noun phrases to convey complicated information concisely Use passive verbs	Recap: Use modal verbs or adverbs to indicate degrees of possibility	Recognise structures for formal speech and writing, including subjunctive forms Use passive verbs	Use passive verbs	Recap: Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Recognise structures for formal speech and writing, including subjunctive forms
<b>Grammar opportunities: text</b>					
Link ideas across paragraphs using a wider range of cohesive devices <i>Integrate dialogue to convey character and advance the action</i>	<i>Enhance meaning through selecting appropriate grammar and vocabulary</i>	<i>Distinguish between the language of speech and writing</i> <i>Integrate dialogue to convey character and advance the action</i>	Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text Recap: Variety of verb forms used correctly and consistently (progressive present perfect forms)	Use a wider range of devices to build cohesion	<i>Identify the audience and purpose for writing</i> <i>Choose the appropriate register</i>
<b>Grammar opportunities: punctuation</b>					
Punctuate bullet points consistently Additional writing: Use a colon to introduce a list	Recap: Use brackets, dashes or commas to indicate parenthesis	Use semi-colons to mark boundaries between independent clauses Additional writing: Punctuate bullet points consistently	Use colons or dashes to mark boundaries between independent clauses	Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity	Use semi-colons, colons or dashes to mark boundaries between independent clauses

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# Poetry Progression

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<b>A Bundle of Rhymes!</b> Recite rhymes and use them to build a narrative	<b>Creepy Crawly and Busy Bugs</b> Class performance poem	<b>Into the Pond!</b> Caption or simple sentence for a class poem	<b>The Farmyard</b> Class poem to be performed for an audience	<b>Behold</b> A class observation poem	<b>Eat your Peas, Louise!</b> Class poem
<b>Year 1</b>	<b>Sea Songs</b> Action rhyme and list poem	<b>There are no such things as monsters</b> Descriptive poem based on a model	<b>If I had a beak</b> Descriptive poem using the senses	<b>At the Zoo</b> List poem	<b>I spun a star</b> List poem	<b>Poetry Fruit Salad</b> Senses poem
<b>Year 2</b>	<b>Zebra Question</b> Riddles and list poem	<b>The Owl and the Pussycat</b> Two verses for a narrative poem	<b>From a railway carriage</b> Rhyming 'bird's eye view' poem	<b>Night sounds</b> Senses poem	<b>Father and I in the Woods</b> Shape poems	<b>Fox</b> Descriptive poem
<b>Year 3</b>	<b>The Shell</b> Senses poem about the sea	<b>Dance with me, Autumn</b> Descriptive poem	<b>The River's Tale</b> Descriptive poem	<b>The Magnificent Bull from the Dinka Tribe</b> Dinka-inspired poem	<b>I saw a Peacock</b> Nonsense poem	<b>Apes to Zebras</b> Concrete poem
<b>Year 4</b>	<b>Family Album</b> Free verse narrative poem	<b>The Long-Lost Property Office</b> List poem	<b>The Roma Centurion's Song</b> Cinquain	<b>Windrush Child</b> Free verse, personal narrative	<b>Look!</b> List poem based on a traditional rhyme	<b>Look closely</b> A series of haiku
<b>Year 5</b>	<b>The Song of Hiawatha</b> Narrative poem	<b>The Moon</b> Free verse with refrains and verses	<b>Viking Kennings and spells</b> Songs and word play	<b>Finding Magic</b> Free verse	<b>The Sun in Me</b> Free verse song	<b>Animals of Africa</b> Poems using puns and wordplay
<b>Year 6</b>	<b>Blitz</b> Free verse narrative poem which conveys a viewpoint	<b>A Tiger in the Zoo</b> Free verse which conveys a message	<b>Guarding Secrets</b> Free verse poem	<b>The Sea</b> Narrative poem	<b>For Forest</b> Free verse poem	<b>Sonnet Written at the Close of Spring</b> Narrative Poem in the style of a sonnet

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# LEARNING OUTCOMES & PROGRESSION IN SPELLING

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Year 2		
Term 1	Term 2	Term 3
<p><b>Revisit</b> Phase 5 GPCs as required by pupils</p> <p><b>Homophones</b> Introduce Year 2 homophones when relevant. (example homophones: <i>see/sea, be/bee blue/ blew, bear/bare, flour/flower, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two</i>)</p> <p><b>Year 2 phonics</b></p> <ul style="list-style-type: none"> <li>The sound /dʒ/ spelt '-ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'.</li> <li>The /s/ sound spelt 'c' before 'e', 'i' and 'y'</li> <li>The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words</li> </ul> <p><b>Common exception words</b> /aɪ/ sound spelt 'i' in common exception words: <i>find, kind, mind, behind, child (children), wild, climb</i> as well as others as needed by pupils.</p> <p><b>Strategies at the point of writing</b> Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:</p> <ul style="list-style-type: none"> <li>Segmentation</li> <li>Using a GPC chart</li> <li>Using spelling journals, word banks, the environment, a working wall.</li> <li>Word sort</li> <li>Which one looks right?</li> </ul> <p><b>Proofreading</b> After writing, teach pupils to:</p> <ul style="list-style-type: none"> <li>Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.</li> <li>Check writing for mistakes in common exception/tricky words.</li> <li>Ensure that guidance on marking is used to support children's proofreading.</li> </ul> <p><b>Learning and practising spellings</b> Teach children how to learn and practise spell- ings including words taught in new knowledge, common exception or tricky words and individual target words.</p> <ul style="list-style-type: none"> <li>Identify the tricky part of the word</li> <li>Segmentation strategy</li> <li>Look, Say, Cover, Write, Check</li> <li>Rainbow write</li> </ul>	<p><b>Revisit</b> The /l/ or /əl/ sound spelt '-le' at the end of words</p> <p><b>Homophones and near homophones</b> <i>quite/quiet, night/knight, new/knew, not/knot, they're/there/their</i> and others as relevant</p> <p><b>Apostrophe</b> The possessive apostrophe (singular nouns) Apostrophe for contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)</p> <p><b>Year 2 phonics</b> The /aɪ/ sound spelt 'y' at the end of words The /i:/ sound spelt '-ey' The /r/ sound spelt '-wr' at the beginning of words The /b/ sound spelt 'a' after 'w' and 'qu' The sound /ʒ/ spelt 's'</p> <p><b>Common exception words</b> Examples include: <i>most, only, both, could, would, should, move, prove, improve</i> and others as needed by pupils</p> <p><b>Suffixes</b> Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly' Words ending in '-tion'</p> <p><b>Strategies at the point of writing</b></p> <ul style="list-style-type: none"> <li>Have a go</li> <li>Using the working wall to find correct spellings of high frequency and common exception words</li> <li>Using an alphabetically-ordered word bank</li> </ul> <p><b>Proofreading:</b> After writing, teach pupils to:</p> <ul style="list-style-type: none"> <li>Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.</li> <li>Check writing for mistakes in common exception / tricky words.</li> <li>Use dictionary skills</li> </ul> <p>Ensure that guidance on marking is used to support pupils' proofreading.</p> <p><b>Learning and Practising spellings</b></p>	<p><b>Revisit</b> The possessive apostrophe (singular nouns)</p> <p><b>Homophones</b> Revision of all homophones taught so far</p> <p><b>Apostrophe</b> The possessive apostrophe (singular nouns)</p> <p><b>Year 2 phonics</b> The /l/ or /əl/ sound spelt '-el' at the end of words The /l/ or /əl/ sound spelt '-al' at the end of words The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling) The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w' The /ʌ/ sound spelt 'o' The /ɜ:/ sound spelt 'or' after 'w'</p> <p><b>Common exception words</b> All Year 2 words not taught so far</p> <p><b>Suffixes</b> Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' The suffixes '-ment', '-ness'</p> <p><b>Strategies at the point of writing</b> Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies</p> <ul style="list-style-type: none"> <li>Introduce individual Have a Go sheets if not established already</li> <li>Teach using analogy to spell a word you don't know</li> </ul> <p><b>Proofreading</b> After writing, secure routines for proofreading:</p> <ul style="list-style-type: none"> <li>Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage.</li> <li>Check writing for mistakes in common exception or tricky words.</li> <li>Ensure that guidance on marking is used to support pupils' proofreading.</li> </ul> <p><b>Learning and practising spellings</b></p> <ul style="list-style-type: none"> <li>Secure learning routines with resources, for example spelling journals or environmental print.</li> </ul> <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> <li>Writing in the air</li> <li>Tracing over the word</li> </ul>

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<ul style="list-style-type: none"> <li>Saying the word in a funny way</li> </ul>	<ul style="list-style-type: none"> <li>If not already introduced, introduce the use of spelling journals.</li> <li>Focus on learning of knowledge and patterns taught this term</li> </ul> <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> <li>Segmentation</li> <li>Look, Say, Cover, Write, Check</li> <li>Using mnemonics</li> <li>Saying the word in a funny way</li> </ul>	<ul style="list-style-type: none"> <li>Rainbow writing</li> <li>Look, say, cover, write, check</li> </ul>
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Year 3		
Term 1	Term 2	Term 3
<p><b>Revisit</b> Common exception words from Year 2</p> <p><b>Prefixes and suffixes</b> Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'</p> <p><b>Rare GPCs</b> The /ei/ sound spelt 'ei', 'eigh', or 'ey' The /i/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)</p> <p><b>Homophones</b> <i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i></p> <p><b>Apostrophe</b> Revise contractions from Year 2</p> <p><b>Proofreading</b> Focus: checking after writing the spelling of KS1 common exception or tricky words.</p> <p><b>Strategies at the point of writing</b> Reinroduce Have a go sheets and strategies from Year 2.</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</li> <li>Learn words from personal lists.</li> </ul>	<p><b>Revisit</b> Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)</p> <p><b>Prefixes and suffixes</b> Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'</p> <p><b>Rare GPCs</b> The /j/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin)</p> <p><b>Homophones</b> <i>here/hear, knot/not, meat/meet</i></p> <p><b>Apostrophe</b> Revise contractions from Year 2</p> <p><b>Proofreading</b> Revise proofreading routines</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</li> <li>Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p><b>Revisit</b> Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2</p> <p><b>Prefixes and suffixes</b> Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes</p> <p><b>Rare GPCs</b> The /i/ sound spelt 'y' other than at the end of words (<i>gym, myth</i>) The /N/ sound spelt 'ou' (<i>young, touch</i>)</p> <p><b>Homophones</b> <i>heel/heal/he'll, plain/plane, groan/grown, rain/ rein/reign</i></p> <p><b>Apostrophe</b> Revise contractions from Year 2</p> <p><b>Proofreading</b> Proofread own writing for misspellings of personal spelling list words.</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</li> <li>Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>

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Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.		
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Year 4		
Term 1	Term 2	Term 3
<p><b>Revisit</b> Strategies at the point of writing: Have a go</p> <p><b>Rare GPCs</b> Revise:</p> <ul style="list-style-type: none"> <li>The /ei/ sound spelt 'ei', 'eigh', or 'ey'</li> <li>The // sound spelt 'ch'</li> <li>The /n/ sound spelt 'ou' (all from Year 3)</li> </ul> <p><b>Word endings:</b> Words ending /ure/ (<i>treasure, measure</i>)</p> <p><b>Prefixes and Suffixes</b></p> <ul style="list-style-type: none"> <li>Prefixes 'in-', 'il-', 'im-' and 'ir-'</li> <li>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')</li> </ul> <p><b>Homophones</b> <i>peace/piece, main/mane, fair/fare</i></p> <p><b>Apostrophe</b> Possessive apostrophe with singular proper nouns (<i>Cyprus's population</i>)</p> <p><b>Proofreading</b> Teach proofreading strategies</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</li> <li>Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p><b>Revisit</b> Year 3 rare GPCs</p> <p><b>Rare GPCs</b> The /g/ sound spelt 'gu'</p> <p><b>Word endings</b> Words ending /tʃə/ spelt 'ture' (<i>creature, furniture</i>) Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (<i>invention, comprehen- sion, expression, magician</i>)</p> <p><b>Prefixes and Suffixes</b> Prefixes 'anti-' and 'inter-' Suffix '-ation'</p> <p><b>Homophones</b> <i>scene/seen, male/mail, bawl/ball</i></p> <p><b>Apostrophe</b> Revise contractions from Year 2 Possessive apostrophe with plurals</p> <p><b>Proofreading</b> Model how to use various strategies in proof- reading, including using a dictionary.</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</li> <li>Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p><b>Revisit</b> Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.</p> <p><b>Rare GPCs</b> Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p><b>Word endings</b> Endings that sound like /ʒən/ spelt '-sion' (<i>division, confusion</i>)</p> <p><b>Prefixes and Suffixes</b> Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (<i>poisonous, outrageous</i>)</p> <p><b>Homophones</b> <i>whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</i></p> <p><b>Apostrophe</b> Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules</p> <p><b>Proofreading</b> Check writing for misspelt words that are on the Years 3 and 4 word list.</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</li> <li>Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>

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Year 5		
Term 1	Term 2	Term 3
<p><b>Revisit</b> Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession</p> <p><b>Rare GPCs</b> Words with 'silent' letters</p> <p><b>Morphology/ Etymology</b> Use spelling journals to record helpful etymological notes on curious or difficult words</p> <p><b>Word endings</b> Words with the letter string '-ough' Words ending in '-able' and '-ible'</p> <p><b>Homophones</b> <i>isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed</i></p> <p><b>Hyphen</b> Use of the hyphen (<i>co-ordinate, co-operate</i>)</p> <p><b>Dictionary</b> Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs</p> <p><b>Proofreading</b> Focus on checking words from personal lists.</p> <p><b>Learning and Practising spellings</b> Pupils:  <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>Learn words from personal lists.</li> </ul>           Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p><b>Revisit</b> Strategies at the point of writing: Have a go Apostrophe for possession</p> <p><b>Rare GPCs</b> Teach words with rare GPCs from the Year 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>) Words with the /i:/ sound spelt 'ei' after 'c' (<i>receive, ceiling</i>)</p> <p><b>Morphology/ Etymology</b> Teach extension of base words using word matrices.</p> <p><b>Word endings</b> Words ending in '-ably' and '-ibly' Revise words ending in '-able' and '-ible'</p> <p><b>Homophones</b> <i>altar/alter, led/lead, steal/steel</i></p> <p><b>Dictionary</b> Use a dictionary to create collections of words with common roots</p> <p><b>Proofreading</b> Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)</p> <p><b>Learning and Practising spellings</b> Pupils:  <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>Learn words from personal lists.</li> </ul>           Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p><b>Revisit</b> Strategies at the point of writing: Have a go A range of strategies for learning words</p> <p><b>Homophones</b> <i>(cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)</i></p> <p><b>Suffixes</b> Problem suffixes</p> <p><b>Dictionary</b> Teach use of dictionary to check words, referring to the first three or four letters</p> <p><b>Proofreading</b> Check writing for misspelt words that are on the Years 5 and 6 word list</p> <p><b>Morphology/ Etymology</b> Teach morphemic and etymological strategies to be used when learning specific words</p> <p><b>Learning and Practising spellings</b> Pupils:  <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>Learn words from personal lists.</li> </ul>           Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>

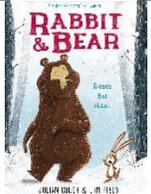
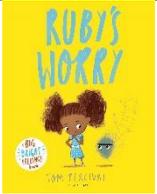
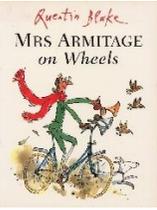
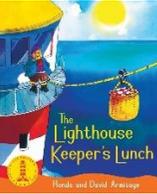
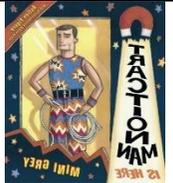
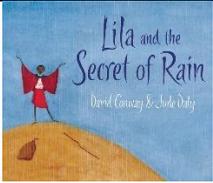
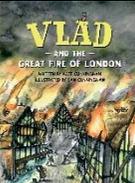
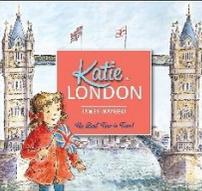
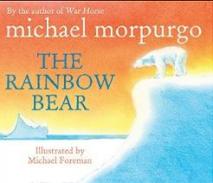
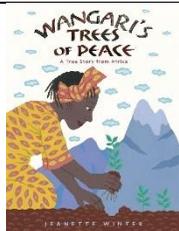
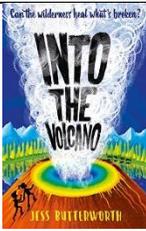
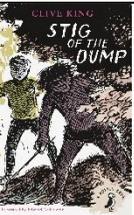
The child grew and became strong in body, mind, and spirit. *Luke 2:40*

Year 6		
Term 1	Term 2	Term 3
<p><b>Revisit</b> Strategies at the point of writing: Have a go Words ending '-able/ably', '-ible/ibly'</p> <p><b>Rare GPCs</b> Revise words with the /i:/ sound spelt 'ei' after 'c'.</p> <p><b>Prefixes and Suffixes</b> Adding suffixes beginning with vowel letters to words ending in '-fer'.</p> <p><b>Word endings</b> Endings that sound like /ous/ spelt '-cious' or '-tious' (<i>precious, ambitious</i>)</p> <p><b>Homophones</b> <i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</i></p> <p><b>Proofreading</b> Proofreading in smaller chunks – sentences and paragraphs.</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p><b>Revisit</b> Words containing the letter string '-ough'</p> <p><b>Prefixes and Suffixes</b> Generating words from prefixes and suffixes</p> <p><b>Word endings</b> The /fəl/ sound, words ending 'tial' and 'cial' (<i>official, special, artificial, partial, confidential, essential</i>)</p> <p><b>Homophones</b> <i>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary</i> All homophones from KS2</p> <p><b>Proofreading</b> Proofreading someone else's writing. Note down strategies that help in spelling journals</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p><b>Revisit</b> Spelling strategies at the point of writing</p> <p><b>Rare GPCs</b> Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</p> <p><b>Word endings</b> Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency'</p> <p><b>Homophones and near homophones</b> <i>draft/draught, dissent/descent, precede/proceed, wary/weary</i></p> <p><b>Proofreading</b> Embedding proofreading strategies when reviewing own writing independently.</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>Learn words from personal lists</li> <li>Root words and meanings</li> </ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>

The child grew and became strong in body, mind, and spirit. *Luke 2:40*

## Wider reading 'D.E.A.R.' spine

The child grew and became strong in body, mind, and spirit. *Luke 2:40*

D.E.A.R. Reading Spine						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	 <p>Rabbit's bad habits <i>Julian Gough</i> <b>Curriculum link:</b> Science (Changing weather)</p>	 <p>The Little Hen and the Great War <i>Jennifer Beck</i> <b>Curriculum link:</b> History (WWI remembrance)</p>	 <p>Ruby's Worry <i>Tom Percival</i> <b>Curriculum link:</b> EYFS- Emotional Literacy</p>	 <p>Mrs Armitage on Wheels <i>Quentin Blake</i> <b>Curriculum link:</b> History (Transport)</p>	 <p>The Lighthouse Keeper's Lunch <i>Ronda Armitage</i> <b>Curriculum link:</b> Geography (Seaside)</p>	 <p>Katie Morag's Island Stories <i>Mairi Hedderwick</i> <b>Curriculum Link:</b> Geography (Seaside)</p>
Year 2	 <p>Traction Man <i>Mini Grey</i> <b>Curriculum link:</b> Science (Materials)</p>	 <p>Where the Poppies now grow <i>Hilary Robinson</i> <b>Curriculum link:</b> History (WWI remembrance)</p>	 <p>Lila and the Secret of Rain <i>David Conway &amp; Julia Daly</i> <b>Curriculum link:</b> Geography (Kenya)</p>	 <p>Vlad and the Great Fire of London <i>Kate Cunningham</i> <b>Curriculum Link:</b> History (Great Fire of London)</p>	 <p>Katie in London <i>James Mayhew</i> <b>Curriculum Link:</b> Geography (London)</p>	 <p>The Rainbow Bear <i>Michael Morpurgo</i> <b>Curriculum link:</b> Year 1 science (Cold/camouflage)</p>
Year 3	 <p>The Lost Whale <i>Hannah Gold</i> <b>Curriculum link:</b> Science (Marine life)</p>	 <p>Wangari's Trees of Peace <i>Jette White</i> <b>Curriculum link:</b> History (Environmental activism)</p>	 <p>Into the Volcano <i>Jess Butterworth</i> <b>Curriculum link:</b> Geography (Volcanoes)</p>	 <p>The Thieves of Ostia <i>Caroline Lawrence</i> <b>Curriculum link:</b> History (Roman Empire)</p>	 <p>Lightning Mary <i>Anthea Simons</i> <b>Curriculum link:</b> History (Medieval legends)</p>	 <p>Stig of the Dump <i>Clive King</i> <b>Curriculum link:</b> History (Prehistoric life)</p>

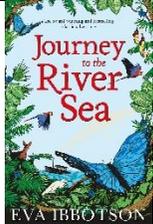
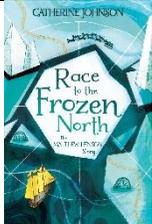
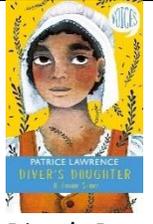
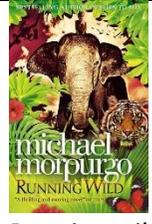
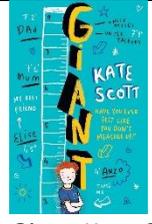
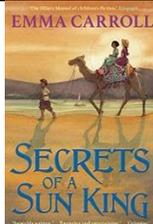
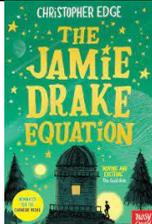
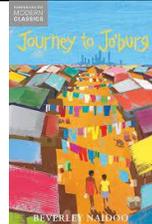
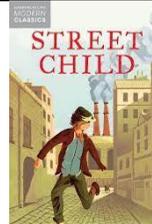
CORE VALUES: LOVE

FAITH

TRUST

HOPE

The child grew and became strong in body, mind, and spirit. *Luke 2:40*

	<p>The Lost Whale <i>Hannah Gold and Levi Pinfold</i> <b>Curriculum link:</b> Geography (Oceans)</p>	<p>Wangari's Trees of Peace <i>Jeanette Winter</i> <b>Curriculum link:</b> Year 2 geography (Kenya)</p>	<p>Into the Volcano <i>Jess Butterworth</i> <b>Curriculum link:</b> Geography (Volcanoes and earthquakes)</p>	<p>The Thieves of Ostia <i>Caroline Lawrence</i> <b>Curriculum Link:</b> History (Romans)</p>	<p>Lightning Mary <i>Anthea Simmons</i> <b>Curriculum link:</b> Science (Rocks/fossils)</p>	<p><i>Clive King</i> <b>Curriculum link:</b> History (Stone age/Prehistoric)</p>
Year 4	 <p>Journey to the River Sea <i>Iva Ibbotson</i> <b>Curriculum link:</b> Geography (South America)</p>	 <p>Race to the Frozen North <i>Catherine Johnson</i> <b>Curriculum link:</b> Year 1 geography (North and South Poles)</p>	 <p>The Saga of Erik the Viking <i>Terry Jones</i> <b>Curriculum link:</b> History (Vikings)</p>	 <p>Diver's Daughter <i>Patrick Lawrence</i> <b>Curriculum link:</b> History (Tudors) BAME</p>	 <p>Running wild <i>Michael Morpurgo</i> <b>Curriculum link:</b> Geography (Rainforests)</p>	 <p>Giant <i>Kate Scott</i> <b>Curriculum link:</b></p>
Year 5	 <p>Secrets of a Sun King <i>Emma Carroll</i> <b>Curriculum Link:</b> Year 3 history (Ancient Egyptians)</p>	<p>Greek myths</p>	 <p>The Jamie Drake Equation <i>Christopher Edge</i> <b>Curriculum link:</b> Science (Space)</p>	 <p>Middleworld <i>J&amp;P Voelkel</i> <b>Curriculum link:</b> History (Maya)</p>	 <p>Journey to Jo'burg <i>Beverley Naidoo</i> <b>Curriculum Link:</b> Geography (Africa)</p>	 <p>Street Child <i>Berlie Doherty</i> <b>Curriculum link:</b> History (Victorians)</p>

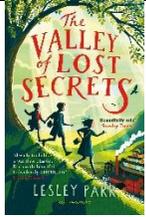
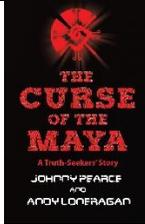
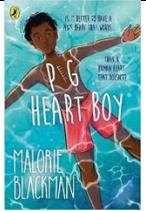
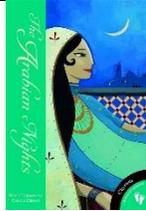
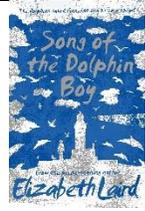
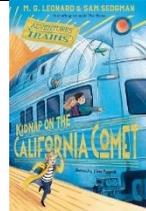
CORE VALUES: LOVE

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Year 6	 <p>The Valley of Lost Secrets <i>Lesley Parr</i> <b>Curriculum link:</b> History (WWII)</p>	 <p>The Curse of the Maya <i>Johnny Pearce and Andy Loneragan</i> <b>Curriculum link:</b> Year 5 history (Maya)</p>	 <p>Pig Heart Boy <i>Malorie Blackman</i> <b>Curriculum link:</b> Science (circulatory system)</p>	 <p>The Arabian Nights <i>Wafa Tarnowska</i> <b>Curriculum link:</b> History (Ancient Islamic Empire)</p>	 <p>Song of the Dolphin Boy <i>Elizabeth Laird</i> <b>Curriculum link:</b> Geography (Rivers and pollution)</p>	 <p>Kidnap on the California Comet <i>M.G. Leonard et al.</i> <b>Curriculum link:</b> Geography (North America/USA)</p>
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