

# Henley Green Primary School

## English Curriculum & Progression 2025-2026

### **Intent**

At Henley Green, we aim for our learners to leave us as:

- Well-rounded citizens who use the English language to successfully access the world around them and to exploit its opportunities to widen their horizons, broaden their experiences and raise their aspirations.
- Accurate, fluent and well-read individuals with a genuine and intrinsic love and motivation for reading and literature of all types.
- Articulate, confident and technically precise writers who take pleasure in doing so.
- Masters of a broad, rich and varied vocabulary centred around the wide range of topics they have explored throughout their schooling.
- A solid command of the English language with which they can express themselves and communicate with others in spoken and written form.
- Curious and questioning learners who know how to ask questions that develop their understanding and allow them to further interrogate the world around them to maximise what they get out of it.
- Individuals that have good oracy skills and can articulate themselves and their opinions with clarity in order to make brilliant first impressions and allow them to pursue any leisure or professional interests of their choice in the future.
- Children that have experienced a wide range of extra-curricular experiences and opportunities linked to their studies in reading and writing.
- Learners that have been immersed in a cross curricular programme of study that has deepened their knowledge of and skills in English and that links to other subjects.

### **Implementation**

The teaching of reading and writing in EYFS and Year 1 is robust through a systematic approach to phonics via the Read Write Inc programme. For our EYFS children, their exposure to English initially focuses on reading. The children are prepared for their journey with Ready Write Inc by learning about phonics and sounds in their Nursery year through short group time sessions and activities. These sessions evolve into formal Read Write Inc sessions in the Summer term of Nursery, which continue and increase to one hour in Reception and Year 1 where children take home reading books matched to their in-school lessons. To further immerse our children in language and literacy, our children begin learning and exploring nursery rhymes in our 'Little Acorns' 2 year-old setting and this continues into Nursery and are re-visited in Reception to aid with transition. From exploring nursery rhymes, children in Reception go on to explore traditional and contemporary stories led by their interests through a Talk 4 Writing approach. This focuses on story mapping and oral retelling of stories before children go on to think about characters and start to innovate and create their own stories at first orally and then by writing them down.

Due to the rapid progress our children make through the Read Write Inc. programme, many Year 1 children go on to access the bespoke and topic-centred English lessons, as seen in the rest of the school, to supplement their phonics lessons later in the year. From Years 1 to 6, our children learn through discrete whole class guided reading lessons and separate writing lessons. Children in Year 1 begin whole class guided reading from Autumn 2 in addition to their daily phonics lessons, and move to formal writing lessons as soon as they have finished the Read Write Inc. programme. The content of our English curriculum (WCGR and writing lessons) emerges from the topics the children study in other areas of the curriculum: our English provision is where their knowledge and cross-curricular links are strengthened and displayed. We ensure that we capitalise on the link between good reading leading into good writing by ensuring that each writing unit the children complete is linked to the text(s) they are studying in reading each week.

The content of our whole class guided reading lessons is carefully mapped across each year group in the school to ensure that the content is progressive and builds through the school. Through this mapping, we ensure that children are exposed to breadth and depth and of text types, genres and authors of our own and a more diverse heritage. These lessons develop our children's comprehension skills, and our Read Write Inc, Fresh Start and other tailored reading interventions ensure that those children who still need support with word reading and decoding get the tailored provision they need to accelerate progress and catch up with their peers. Within and in addition to these lessons, children are heard reading as individuals and in groups. Our pupils are encouraged to read for pleasure and to read widely and our school has a dedicated and embedded approach to reading for pleasure with a leader assigned to manage and monitor this vital area of school life. Children visit our school libraries weekly which allows them time to develop a love of reading

and to read independently for their enjoyment. Children who are free readers take home library books to access at home, and children in Nursery or who are still reading phonetically decodable Read Write Inc book or an Oxford Reading Tree book can take a reading for pleasure in addition to these. Each classroom also has its own book corner for children to borrow books from or enjoy during the school day. Our motto is “We read every day at Henley Green!” and children know that they are refining and using their reading skills in every lesson, not just in English!

We take elements of Jane Considine’s pedagogical approach ‘The Write Stuff’ to structure our writing lessons. The focus of this is on quality whole class teaching, teacher-led, live modelling which scaffolds and supports all children, and especially those with Special Educational Needs or other barriers to learning, to make progress. Our writing lessons are grouped into units by writing outcomes that cover all 4 writing purposes and a range of genres and audiences. The learning emerges from a pre-written, high-quality model text. These models again ensure that our children’s writing opportunities are varied and progressive. There is an emphasis on collaborative writing before children apply their learning independently. Through this collaboration, children work verbally to develop vocabulary, syntax and their speaking and listening skills alongside their writing stamina and precision. The format of our lessons also reflects Rosenshine’s principles of instruction by the emphasis on models, scaffolding, guided and collaborative tasks before independent practice. ‘The Write Stuff’ is used in combination with our bespoke lesson structure which reflects the current cognitive theories around retrieval practice. Our lesson structure encourages children to think about prior learning, to position their current task in relation to their wider learning journey (both past and future), to be prepared for writing through expert modelling, to practice independently and finally to polish the writing that they produce. Spelling taught discretely in weekly lessons using Spelling Shed. Children can also access the SNIP spelling intervention if they experience particular difficulty with spelling. Handwriting is refined and addressed consistently and constantly in English lessons and where children write in other curriculum lessons.

Due to the diversity of our cohorts, and that many of our children arrive new to country with little exposure to the English language, our school has a systematic and rigorous approach to developing and expanding our children’s vocabulary. Children complete daily tasks which expose them to new words and meanings and as our English curriculum is linked closely to the various topics children explore they consolidate their knowledge of this too through the cross-curricular vocabulary work. This vocabulary is at the centre of our English lessons and there is a tailored and progressive list of words relating to the various topics to be taught discretely as part of their learning in English as they move through the school.

Our children are assessed in a variety of ways. In reading, children that access the Read Write Inc or Fresh Start programmes are assessed with the programmes resources each half term. Once off these programmes, children complete Salford Reading Assessments each term which allocates their home reading book level on the Oxford Reading Tree spine. Reading and Writing are also assessed formatively throughout each term and summatively at termly data collection points by teachers using our assessment grids.

A range of extra activities are used to promote literacy within the school including Coventry Building Society Writer of The Year competition, links with the UKLA for competitions and reading opportunities, local author and illustrator visits, Young Shakespeare Company performances, library trips, book weeks, World Book Day, read-a-thons, Reading Gladiators, book clubs and many more...

### **Impact**

Our bespoke approach to the teaching and learning of English ensures the rapid and accelerated progress of our students in reading and writing from their starting points. Our provision means that our children leave us with: a widened vocabulary; improved knowledge and skills in the two reading domains (word reading and comprehension) and the four writing domains (spelling; composition; grammar, punctuation and vocabulary and transcription) and a wealth of experiences to draw upon in the future. They have had time to become excellent communicators who can read accurately and access any texts they need to in order to live a fulfilled life and to learn successfully in the wider curriculum. They will also have learned to find pleasure in literature after exploring their preferences at school. Our children finish their time at Henley Green having learned to construct and successfully created pieces of writing for a wide range of purposes and audiences across a broad spectrum of genres. Ultimately, our English curriculum ensures that our pupils leave us ready and prepared to be successful at secondary school and have the tools to engage competently with any task that requires literacy skills there and beyond.

Whole School Reading Provision Map

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
On track	<p>Developing phonological awareness using rhymes and songs</p> <p>Listen and respond to daily story time sessions.</p> <p>Read Write Inc Set 1 sound lessons from Summer Term</p>	<p>Daily Read Write Inc sessions learning Set 1 &amp; 2 sounds, GPC's and Red Words</p> <p>At least 1 RWI colour band progress per half term</p> <p>RWI green/purple group by end of year</p> <p>Engages with daily story sessions by making relevant responses</p> <p>Reads at home once per night</p> <p>Home reading book matched to an 'on track' RWI colour band</p>	<p>Daily Read Write Inc sessions learning Set 2 &amp; 3 sounds, GPC's and Read Words</p> <p>Access daily WCGR lessons from Aut 2 in which VIPERS and KS1 reading domain skills are used to explore age-appropriate, high quality, aspirational fiction, non fiction and poems as texts linked to wider curriculum topics.</p> <p>Phonics Screening Check pass in June</p> <p>At least 1 RWI colour band progress per half term</p> <p>RWI assessment at blue group by end of Summer</p> <p>Reads at home once per night</p> <p>Home reading book matched to an 'on track' RWI colour band</p>	<p>Daily RWI / afternoon speed sound lessons to review Set 3 sounds in Autumn Term</p> <p>RWI assessment at literacy &amp; language by Spring Term</p> <p>Access daily WCGR lessons from Aut 2 in which VIPERS and KS1 reading domain skills are used to explore age-appropriate, high quality, aspirational fiction, non-fiction and poems as texts linked to wider curriculum topics.</p> <p>Reads at home once per night</p> <p>Home reading book matched to an 'on track' RWI colour band</p> <p>Salford score of 6:8+ (Stage 8 Oxford Reading Tree)</p>	<p>Off Read Write Inc programme</p> <p>Salford Reading score of 6:8+ (Stage 8 Oxford Reading Tree)</p> <p>Access daily WCGR lessons in which VIPERS and KS2 reading domain skills are used to access age-appropriate, high quality, aspirational fiction, non-fiction, poetry, electronic resources and play scripts as reading texts linked to wider curriculum topics</p> <p>Reads at home once per night</p> <p>Year 6- Mock SATs reading scores are 'on track' for EXS</p>			
Keep Up	<p>Targeted provision to support knowledge of GPCs and Set 1 sounds</p> <p>Wellcom intervention</p> <p>Oral blending support</p>	<p>Daily RWI small group 'Keep Up Group' intervention to learn Set 1 sounds and oral blending</p> <p>Targeted provision in environment- pinny time, Fred Talk, Fred Games</p> <p>Wellcom intervention</p>	<p>Additional afternoon speed sound lessons</p> <p>Targeted provision in environment- pinny time, Fred Talk, Fred Games</p> <p>Read with an adult 1:1 regularly in school</p>	<p>Wave 1 Class Teacher intervention within WCGR lessons</p> <p>Prioritised to read with an adult 1:1 regularly in school and verbally discuss comprehension</p> <p>Parents informed and guided to offer support at home</p>	<p>Wave 1 Class Teacher intervention within WCGR lessons</p> <p>Prioritised to read with an adult 1:1 regularly in school and verbally discuss comprehension</p> <p>Lunchtime reading/book clubs</p> <p>After school tutoring</p> <p>Afternoon SATs interventions</p>			
Catch Up		<p>Daily RWI 1:1 tutoring intervention to learn Set 1 sounds</p> <p>Targeted provision in environment- pinny time, Fred Talk, Fred Games</p> <p>Wellcom intervention</p>	<p>Daily RWI 1:1 tutoring intervention to learn Set 1 sounds</p> <p>Targeted provision in environment- pinny time, Fred Talk, Fred Games</p> <p>Read with an adult 1:1 regularly in school</p> <p>Flash Academy / Nessie</p>	<p>RWI groups continue in Spring Term</p> <p>Read with an adult 1:1 regularly in school</p> <p>Afternoon RWI 1:1 tutoring</p> <p>Precision Teaching</p> <p>Flash Academy / Nessie</p>	<p>RWI / Fresh Start intervention</p> <p>Read with an adult 1:1 regularly in school</p> <p>Afternoon RWI 1:1 tutoring</p> <p>Precision Teaching</p> <p>Flash Academy / Nessie</p>			
Alternate provision	1:1 tailored intervention according to P2P/EHCP targets							

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
Spelling	Spelling is taught through Read Write Inc		Spelling is taught through RWI, Fresh Start & SNIP Spelling intervention for children working below age related expectation.					
	Spelling is taught as a weekly discrete lesson using Spelling Shed. Extra provision and consolidation is done through targeted morning work on a pupil to pupil basis as required.							
Entertain	Traditional Tales 5 Sentence Story	Setting description (SPR1) Fictional recount (SPR1) Setting description (SPR2) Setting description (SUM2) Narrative (SUM2)	Narrative (AUT1) Diary entry (AUT2) Setting Description (AUT2) Diary entry (SPR2) 'Just So' Story (SPR2) Fictional recount (SUM1) Setting description (SUM2) Narrative (SUM2)	Poem (AUT1) Narrative (AUT1) Diary Entries (AUT 2) Poem (AUT2) Narrative opening (SPR1) Setting Description (SPR2) Diary entry (SUM2)	Poem (AUT1) Narrative (AUT1) Diary Entries (AUT 2) Poem (AUT2) Narrative opening (SPR1) Setting Description (SPR2) Diary entry (SUM2)	Setting description (AUT) Interview in role (AUT1) Diary Entry (AUT2) Setting Description (AUT2) Saga (SPR1) Setting description (SPR2) Traditional tale (SPR2) Greek myth (SUM2)	1 <sup>st</sup> Person narrative(AUT1) Setting description (AUT1) Diary entry (AUT2) Diary entry (SPR1) Dystopian fiction (SPR2) Narrative (SUM1) Writing in role (SUM1)	Setting description (AUT1) Narrative (AUT1) Narrative opening (AUT2) Fairy tale (SPR1) Diary entry (SPR1 TOPIC) Dystopian fiction (SPR2)
Instruct	Instructions Fact files	Instructions (SPR1) Non-chron report (SPR2) Factual recount (SPR2) Newspaper (SUM1) Non-chron report (SUM1) Interview script (SUM1) Instructions (SUM2) Fact file (SUM2)	Non-chron report (AUT1) Formal letter (AUT1) Fact file (AUT2) Non-chron report (SPR1) Instructions (SPR1) Newspaper (SPR1) Instructions (SUM1) Post cards (SUM2)	Instructions (AUT1) Non-chron report (AUT2) Double Page Spread (SPR1) Newspaper (SPR2) Fact file (SUM1) Recipe (SUM 1) Newspaper (SUM2) Non-chron report (SUM2)	Instructions (AUT1) Non-chron report (AUT2) Double Page Spread (SPR1) Newspaper (SPR2) Fact file (SUM1) Recipe (SUM 1) Newspaper (SUM2) Non-chron report (SUM2)	Recipe (AUT1) Interview in role (AUT1) Magazine page (SUM1) Newspaper (SUM1) Non-Chron (SUM2)	Newspaper (AUT1) Newspaper (SPR2) Writing in role (SUM1) Instructions (SUM 1) Biography (SUM2) Non-chron report (SUM2)	Research project (AUT1) Double page spread (AUT2) Biography (SPR1) Instructions (SPR1 TOPIC) Research project (SUM1)
Persuade			Speech (AUT1) Travel Brochure (SPR2) Advert (SUM1)	Wanted Poster (AUT1) Persuasive letter (SPR1) Tourist Leaflet (SPR2) Advert (SUM1)	Battle cry (AUT1) Persuasive letter (SUM1) Persuasive speech(SUM2)	Persuasive letter (AUT2) Persuasive letter (SPR 1)	Formal letter (AUT 1) Battle Speech (AUT2 TOPIC) Persuasive letter (SPR1)	
Discuss					Comparative essay (AUT2) Comparative essay (SPR1)	Comparative essay (AUT1) Comparative essay (SPR1) Comparative essay (SUM2)	Comparative essay (AUT2) Comparative essay (SPR2)	

## Year 1 Reding & Writing Curriculum Map

YEAR 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	HALF TERM	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Genre		
AUT <i>Toy Story</i> <i>My Place</i> <u>WCGR</u>	'You Choose' Series By Nick Sharratt & Pippa Goodhart	Old Bear By Jane Hissey	Too Many Toys By David Shannon	Toys & Games By Sally Hewitt	The Night The Toys Came To Life By Enid Blyton	The Velveteen Rabbit By Margery Williams	The Toy's Christmas By Claire Clement			Starting School By Janet & Allan Ahlberg	<b>Comprehension Ninja</b>  Part 1: Good Friends  Part 2: Diwali	If I Built A School By Chris Van Dusen <b>(digital)</b>	<b>Comprehension Ninja</b>  Part 1: Day At Seaside  Part 2: Everyday Materials	All Are Welcome By Alexandra Penfold & Suzanne Kaufman	When A Dragon Goes To School Caryl Hart & Rosalind Beardshaw	<b>C H R I S T M A S</b>		NF: 4 F: 9	
<u>SS</u>	Children are taught using Read Write Inc. Children use picture prompts to write, building from single word labels to phrases/captions.									Children are taught using Read Write Inc. Children use picture prompts to write, building from single word labels to phrases/captions.								Ent: N/A Inf: N/A Per: N/A Dis: N/A	
<u>INDP</u>	Children are taught using Read Write Inc. Children use picture prompts to write, building from single word labels to phrases/captions.									Children are taught using Read Write Inc. Children use picture prompts to write, building from single word labels to phrases/captions.									
SPR <i>Our Home</i> <i>Whatever The Weather</i> <u>WCGR</u>	In Every House, On Every Street By Jess Hitchman	Building A Home By Polly Faber	One Day, So Many Ways By Laura Hall	If You Come To Planet Earth By Sophie Blackal  <b>(digital)</b>	Here We Are Notes On Planet Earth By Oliver Jeffers	<b>Comprehension Ninja</b>  Part 1: Y1 Dojo The UK  Part 2: Y1 Scotland				SEASONS By Hannah Pang & Clover Robin	RAIN By Sam Usher  STORM By Sam Usher  <b>(digital)</b>	Out & About By Shirley Hughes	<b>Comprehension Ninja</b>  Part 1: Y1 A Farmer's Year  Part 2: Y1 Seasons	If Winter Comes, Tell It I'm Not Here By Simona Ciraolo				NF: 5 F: 7	
<u>SS</u>	Setting description of house from the book 1 <sup>st</sup> person		Fictional recount of a child in distant country		Instructions how to live on planet earth					Non chronological report about autumn		Factual recount of a day sunny day outside		Setting description of a snow say				Ent: 3 Inf: 3 Per: N/A Dis: N/A	
<u>INDP</u>	Setting description of their own home 1 <sup>st</sup> person		Fictional recount of a child's day in Coventry		Instructions how to live in Coventry					Non chronological report about storms/rain		Factual recount of a sunny day outside		Setting description of a snow day					
SUM <i>History Makers</i> <i>Kenya</i> <u>WCGR</u>	Lady Godiva's Birthday Suit By Aaron Ashmore	The Time Travelling Taxi: Leofric's Revenge By Aaron Ashmore	Fantastically Great Women Who Changed The World By Kate Pankhurst	Taking Flight By Aaron Hancher	Coventry's Sporting Moments By Aaron Ashmore  <b>AND/OR</b>  A 2 Tone Tale By Aaron Ashmore	<b>Comprehension Ninja</b>  Part 1: Y1 Florence Nightingale  Part 2: Y1 Minibeasts				Wangari's Trees Of Peace By Jeanette Winter	Mama Miti By Donna Jo Napoli  (complex- short extract only)	Mama Panya's Pancakes By Mary & Rich Chamberlain	<b>Comprehension Ninja</b>  Part 1: Y1 Habitats  Part 2: Y1 Carnivores, Herbivores & Omnivores	The Hunter By Paul Geraghty  The Lion In The Long Grass By Ruth & Ken Brown	Lila & The Secret Of Rain By David Conway & Jude Daly  Bringing The Rain To Kapiti Plain By Verna Aardema	We're From Kenya By Emma Lynch	NF: 7 F: 9		
<u>SS</u>	Newspaper report about Lady Godiva riding through the streets		Non-chron on Amelia Earhart		A script for an interview and questions for of one of Coventry's icons					Instructions for how to plant a tree		Setting description of the walk to market		Narrative based on the book		Diary	Ent: 3 Inf: 4 Per: N/A Dis: N/A		
<u>INDP</u>	Newspaper report about Tom going blind		Non-Chron on Wright Brothers		A script for an interview and questions for Florence Nightingale or Coventry icon					Instructions for how to take care of trees and plants		Setting description of the marker		Innovated Kenyan narrative		Diary			

Year 1 Reading Progression

<b>YEAR 1</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Read</b> <b>Write Inc</b>  <i>(Ruth Miskin 2025)</i>	Read purple story books Read all Set 1 single sounds & digraphs Read Set 2 digraphs	Read pink story books Read 9 Set 3 sounds	Read orange story books Read 17 Set 3 sounds	Read Yellow story books Read all Set 3 sounds & additional sounds	Read Yellow story books Read all Set 3 sounds & additional sounds	Read Blue story books Read all Set 3 sounds & additional sounds
<b>National Curriculum Links</b>	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught Re-read books to build up their fluency and confidence in word reading					
<b>WCGR</b>	<p><b>In Year 1, all children complete daily whole class guided reading lessons from Autumn 2 in the afternoons in addition to their daily RWI lesson.</b>  <b>Across the week, children will complete the following in their lessons:</b></p> <ul style="list-style-type: none"> <li>-Explore an extract from a non-fiction, fiction or poetry text each week and link this to what they have heard or read previously</li> <li>-Read and hear the text through a mixture of: choral reading, echo reading, modelled reading, independent reading, individual reading aloud, partner reading</li> <li>-Explore unfamiliar vocabulary and its meaning, including making links to words already known</li> <li>-Explore the significance of structural elements of the text including the author, illustrator, layout and its features</li> <li>-Answer questions independently and as part of group/whole class work in written and verbal form</li> <li>-Develop their oracy skills through discussion around the text, book talk and performing what they have read, learnt by heart and heard</li> <li>-Develop their listening skills through turn taking, participating in discussion, and listening and responding to others including their peers and teachers</li> <li>-Develop their comprehension skills through discussion, questioning around inference, prediction, retrieval, sequencing, summarising and explaining whereby teachers have used the KS1 reading domains as a basis for these activities</li> </ul> <p><b>Reading Domains</b>  <b>1a) Draw on knowledge of vocabulary to understand texts 1b) identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles &amp; info 1c) Identify and explain the sequence of events in texts 1d) Make inferences from the text 1e) Predict what might happen based on what has been read so far</b></p>					
<b>National Curriculum Links</b>	Make inferences on the basis of what is being said and done Understand both the books they can already read accurately and fluently, and those they listen to Check that the text makes sense to them as they read and correcting inaccurate reading Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher Predict what might happen on the basis of what has been read so far Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences Ask questions and express opinions about main events and characters in stories Explain clearly their understanding of what is read to them Participate in discussion about what is read to them, taking turns and listening to what others say Find key points in a story or some key facts from an information text Recall the main points of a narrative in the correct sequence Recognise and join in with predictable phrases Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Begin to appreciate rhymes and poems, and to recite some by heart Discuss the significance of the title and events Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author Understand the difference between fiction and non-fiction Can seek out books around a simple theme or topic					

Year 1 Writing Progression

YEAR 1				
Prior Knowledge:		<b>ELGs</b> -Write recognisable letters, most of which are correctly formed. -Spell words by identifying sounds in them and representing the sounds with a letter or letters. -Write simple phrases and sentences that can be read by others.		
Ongoing objectives:		<ul style="list-style-type: none"> <li>Form capital letters, lower case letters and digits correctly</li> <li>Spell the days of the week</li> <li>Sit at a table and write using correct pencil grip</li> <li>Read their writing aloud</li> <li>Sentence demarcation with capital letters and full stops</li> <li>Write sentences from memory as dictated by the teacher</li> </ul>		
Purpose / Genre		Autumn	Spring	Summer
Entertain	Narrative	<p><i>Writing is not taught by genre- children write labels, lists and captions from picture prompts.</i></p> <ul style="list-style-type: none"> <li>-Using 40+ phonemes and distinguish between spellings of the same sound</li> <li>-Combine words into sentences</li> <li>-Separating words into phonemes and represent these with graphemes</li> <li>-Using finger spaces</li> <li>-Handwriting families</li> <li>-First common exception words</li> <li>-Name letters of the alphabet in order</li> <li>-Write dictated sentences from memory</li> <li>-Oral composition</li> <li>-Say and discuss their writing</li> </ul>		<b>The Hunter</b> -Simple past tense -Adjectives -Chronological sequencing of events -Adverbs for time -Sequencing sentences into fictional narratives -Simple conjunctions including “and” -Capitals for names and places -Describe setting and characters in simple sentences -Use of the prefix un -Use of the suffixes -ed, -er, -est -simple simile using like
	Poetry			
	Description		<b>Setting Description Of House (SPR 1)</b> <b>Setting Description Snowy Day (SPR 2)</b> -First person -Capital letter for the pronoun “I” -Use of conjunction and -Adjectives -Use of s/es for plurals -Expression of opinion	<b>Description Of Walk To Market</b> -Description using the five senses -Third person pronouns -Adjectives -Adverbs for manner -Use of conjunction “and” -Use of s/es for plurals -Use of -ing suffix
	Fictional Recount		<b>Coventry Child’s daily routine</b> -Chronological sequencing -First person -Capital letter for the pronoun “I” -Adjectives -Use of s/es for plurals -Capital letters for names and places	

	Diary			<u><b>Kenyan Child's Diary</b></u> -Use of dear -Salutation and sign off -Personal pronouns -Expression of thoughts and feelings -Simple past tense -First person -Capital letter for the pronoun "I" -Chronological sequencing of events
	Playscript			
	Interview/ writing in role			
<b>Inform</b>	Non-Chronological Reports		<u><b>Storms/Rain</b></u> -Headings and subheadings -Diagrams, labels and captions -Question and exclamation marks - Capital letters for names and places -Factual statements containing figures and dates	<u><b>Wright Brothers/Amelia Earhart</b></u> -Headings and subheadings -Question and exclamation marks -Third person pronouns -Capital letters for names and places -Factual statements containing figures and dates
	Instructions		<u><b>How To Live On Planet Earth</b></u> -Time adverbs -Use and to join clauses -Chronologically sequenced sentences -Basic imperative verbs -Use of numbers/bullet points -Present tense -Exclamation marks -Capitals and full stops for sentences	<u><b>How To Plant A Tree</b></u> -Time adverbs -Imperative verbs -Use and to join clauses -Chronologically sequenced sentences -Basic imperative verbs -Use of numbers/bullet points -Present tense -Exclamation marks -Capitals and full stops for sentences -Suffixes- est, er, ing -Prefix un "undo, untie etc."
	Newspaper			<u><b>Lady Godiva</b></u> -Chronological sequence of events -Headline -Simple past tense -Description using adjectives -5w sentences -Columns -Capital letters for names and places
	Letter			
	Factual Recount		<u><b>A Sunny Day</b></u>	

			<ul style="list-style-type: none"> <li>-Chronological sequencing</li> <li>-First person</li> <li>-Capital letter for the pronoun "I"</li> <li>-Adjectives</li> <li>-Use of s/es for plurals</li> <li>-Capital letters for names and places</li> <li>-Content based on real, experienced events</li> <li>-Past tense</li> <li>-Adverbs for time and place</li> </ul>	
	Interview			<p><b>Coventry Icons</b></p> <ul style="list-style-type: none"> <li>-Full stops and capital letters</li> <li>-Question words and imperative verbs</li> <li>-Question marks</li> <li>-Use of and to join clauses</li> <li>-Use of suffixes- est, er, ed, ing</li> <li>-Present and past tense to ask about their early life and more recent achievements</li> </ul>
	Biography			
<b>Persuade</b>	Letter			
	Speech			
	Advert			
	Travel Brochure			
<b>Discuss</b>	Essay			
	Review			

<p><b>Spelling rules:</b></p> <p><i>(National Curriculum English Appendix 1: Spelling DfE, 2014)</i></p>	<p><b>New content:</b></p> <ul style="list-style-type: none"> <li>-ph, wh</li> <li>-The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</li> <li>-The /ŋ/ sound spelt n before k</li> <li>-Division of words into syllables</li> <li>-Adding s to words (plural of nouns and the third person singular of verbs)</li> <li>-Adding the endings –ing, –ed to verbs where no change is needed to the root word</li> <li>-The /v/ sound at the end of words have, brave</li> </ul> <p><b>Revise and review:</b></p> <p>ay ee igh ow oo oo ar ir or air ou oy, ch, sh, th, nk, ng, qu</p>	<p><b>New content:</b></p> <ul style="list-style-type: none"> <li>-ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure</li> <li>-Division of words into syllables</li> <li>-Words ending –y</li> <li>-Adding s and es to words (plural of nouns and the third person singular of verbs)</li> <li>-Adding the endings –er to verbs where no change is needed to the root word</li> <li>-Adding –er and –est to adjectives where no change is needed to the root word</li> <li>-Compound words</li> </ul> <p><b>Revise and review:</b></p> <p>ay ee igh ow oo oo ar ir or air ou oy, ch, sh, th, nk, ng, qu</p>	<p><b>New content:</b></p> <ul style="list-style-type: none"> <li>-au, e-e, ie, ue, tious, tion, cious, sious, oe,</li> <li>-Division of words into syllables</li> <li>-Spelling using the -tch sound</li> <li>-Use ie in words chief, thief, field</li> <li>-Use ore in words more, core,</li> <li>-Use ear in words bear, pear, wear,</li> <li>-Use k for the /k/ sound- sketch, kit, skin</li> <li>-Compound words</li> <li>-Using ea in bread, head etc.</li> <li>-Adding the prefix –un</li> <li>-Adding s, es, est, er, ed, ing suffixes</li> </ul> <p><b>Revise and review:</b></p> <p>-All 40+ phonemes</p>
<p><b>Statutory spellings:</b></p>	<p>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p>		

**Year 2 Reding & Writing Curriculum Map**

YEAR 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Genre		
<b>AUT</b> <i>London's Burning</i>  <i>Our Country</i>  <u>WCGR</u>	The Great Fire Of London: Unclassified By Nick Hunter	The Great Fire Of London: Unclassified By Nick Hunter	The Great Fire Of London: 350th Anniversary By Emma Adams Boy	<b>Comprehension Ninja</b> Part 1: Y2 The Great Fire Of London Part 2: Y2 The Emergency Services	Toby & The Great Fire Of London By Margaret Nash & Jane Cope	Vlad & The Great Fire Of London By Kate Cunningham	The Baker's Boy & The Great Fire Of London By Margaret Nash & Jane Cope	<b>Comprehension Ninja</b> Part 1: Y2 Materials Part 2: Y2 Building Houses	<b>HALF TERM</b>	Katie In Scotland By James Mayhew	Scotland: People, Places Stories By Chae Strathie	The Buildings That Made London By David Long & Josie Shenoy	Wales: Benjamin Blog & His Inquisitive Dog By Anita Ganeri	The Tall Tale Of~ The Giant's Causeway By Lari Don & Emilie Gill	<b>Comprehension Ninja</b> Part 1: Y2 The UK Part 2: Y2 France	<b>C H R I S T M A S</b>	NF: 9 F: 5		
<u>SS</u>	Non-chronological report on the Great Fire of London		Speech made by the mayor of London telling them London is safe		Narrative		Letter of apology from Thomas Farriner to Charles II			Diary of Katie's day in the highlands		Fact file about London		Setting Description Of Gower Peninsula			Ent: 3 Inf: 3 Per: 1 Dis: N/A		
<u>INDP</u>	Own non-chronological report on the Great Fire of London		Persuasive speech by Londoners to Mayor to space out houses more to make London safe		Narrative ending		Letter from the King to Thomas Farriner giving him a punishment			Diary of Katie's day in Edinburgh		Fact file about a city in Wales		Setting Description of Giant's Causeway					
<b>SPR</b> <i>Inventors</i>  <i>Wonderful World</i>  <u>WCGR</u>	A Starley Story By Aaron Ashmore	Meet The Coventry Kids By Aaron Ashmore	The Great Stink By Colleen Paeff <b>(digital)</b>	Jabari Tries By Gaia Cornwall	Inventors By Robert Wintston <b>(digital)</b>	Meet More Coventry Kids By Aaron Ashmore				<b>HALF TERM</b>	Welcome To Our World By Moira Butterfield	<b>Comprehension Ninja</b> Part 1: Y2 Chinese New Year Part 2: Y1 7 continents	Stories From The Billabong By James Vance Marshall	<b>Comprehension Ninja</b> Part 1: Y1 5 Oceans Part 2: Y2 North Pole	Rama And The Demon King By Jessica Souhami			NF: 6 F: 5	
<u>SS</u>	Non-chronological report on James Starley		Instructions for cleaning up invention		Newspaper report about the telephone						Travel brochure for China		Story of how the kangaroo got its pouch in the style of a 'Just So' story				Ent: 1 Inf: 3 Per: 1 Dis: N/A		
<u>INDP</u>	Non-chronological report on Frank Whittle		Instructions for own invention		Newspaper report about a Coventry figure						Travel brochure for a country of their choice		Own innovated 'just so' story set in India						
<b>SUM</b> <i>Seaside Fun!</i>  <i>Happy Holidays</i>  <u>WCGR</u>	Lighthouse Keeper's Lunch By Rona & David Armitage	<b>Comprehension Ninja</b> Part 1: Y2 Harbours Part 2: Y2 How Plants Grow	History Snapshots Seaside By Sarah Ridley	<b>Comprehension Ninja</b> Part 1: Y2 Seaside Holiday Part 2: Y2 Toys Past & Present	The Boy On The Beach By Niki Daly	Clean Up! By Nathan Bryon					<b>HALF TERM</b>	Above & Below Sea & Shore By Harriet Evans	The Big Book Of The Blue By Yuval Zomer	The Secret Of Black Rock By Joe Todd-Stanton	Ocean Meets Sky By Terry & Eric Fan		<b>Comprehension Ninja</b> Part 1: Y2 RNLI Sea Rescue Part 2: Y2 Survival: food, water and air	At The Beach: Postcards From Crabby Spit By Ronald Harvey	Seaside Poems By Jill Bennet
<u>SS</u>	Instructions to make and deliver lunch using the pulley in the book		Fictional recount of a Victorian holiday		Beach safety advert					Setting description of seashore/beach		Narrative		Postcard recount of a beach trip			Ent: 3 Inf: 2 Per: 1 Dis: N/A		
<u>INDP</u>	Instructions for making a packed lunch		Fictional recount of a modern seaside holiday		Advert to keep the beaches tidy and recycle plastic/rubbish					Setting description of under the sea		Narrative		Postcard recount of Weston trip					

**Year 2 Reading Progression**

<b>YEAR 2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Read Write Inc</b> <i>Ruth Miskin 2022</i>	Afternoon speed sound lessons (Set 3) Read blue story books	Afternoon speed sound lessons (Set 3) Read grey story books	Off Programme RWI lessons continue in the mornings, running congruently with WCGR for BARE children			
<b>National Curriculum Links</b>	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the graphemes taught so far Read words containing common suffixes Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read books to build up their fluency and confidence in word reading					
<b>WCGR</b>	<p><b>In Year 2, Children working at ARE complete whole class guided reading lessons daily in the mornings</b></p> <p><b><u>Across the week, children will complete the following in their lessons:</u></b></p> <ul style="list-style-type: none"> <li>-Explore an extract from a non-fiction, fiction or poetry text each week and link this to what they have heard or read previously</li> <li>-Read and hear the text through a mixture of: choral reading, echo reading, modelled reading, independent reading, individual reading aloud, partner reading</li> <li>-Explore unfamiliar vocabulary and its meaning, including making links to words already known</li> <li>-Explore the significance of structural elements of the text including the author, illustrator, layout and its features</li> <li>-Answer questions independently and as part of group/whole class work in written and verbal form</li> <li>-Develop their oracy skills through discussion around the text, book talk and performing what they have read, learnt by heart and heard</li> <li>-Develop their listening skills through turn taking, participating in discussion, and listening and responding to others including their peers and teachers</li> <li>-Develop their comprehension skills through discussion, questioning around inference, prediction, retrieval, sequencing, summarising and explaining whereby teachers have used the KS1 reading domains as a basis for these activities</li> </ul> <p><b><u>Reading Domains</u></b></p> <p><b>1a) Draw on knowledge of vocabulary to understand texts 1b) identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles &amp; info</b></p> <p><b>1c) Identify and explain the sequence of events in texts 1d) Make inferences from the text 1e) Predict what might happen based on what has been read so far</b></p>					
<b>National Curriculum Links</b>	<p>Make simple inferences about characters' thoughts and feelings and reasons for actions, as well as making inferences based on what is said and done</p> <p>Understand both the books they can already read accurately and fluently, and those they listen to</p> <p>Draw on what they already know or on background information and vocabulary, provided by the teacher</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Predict what might happen on the basis of what has been read so far and their own experience</p> <p>Participate in discussions 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>Answer and ask questions about the text</p> <p>Extract information from the text and discuss orally with reference to the text</p> <p>Identify and discuss the main events or key points in a text</p> <p>Retell a story clearly and with appropriate detail</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum)</p> <p>Discuss favourite words and phrases</p> <p>Identify how vocabulary choice affects meaning</p> <p>Listen to, discuss and express 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</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>Read non-fiction books that are structured in different ways</p> <p>Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting</p>					

### Year 2 Writing Progression

**YEAR 2**

<b>Prior Knowledge:</b>		<ul style="list-style-type: none"> <li>-Demarcation of sentences using capitals and full stops, occasional use of exclamation and question marks</li> <li>-Sequencing words and sentences into narratives using finger spaces and the conjunction “and”</li> <li>-The prefix un- and suffixes -s, -es, -er, -est, -ed, -ing</li> <li>-Spelling using 40+ phonemes and common exception words and days of the week</li> <li>-Capital letters for names, places and the personal pronoun “I”</li> <li>-Form capitals, lower case and digits using a correct pencil grip</li> </ul>		
<b>Ongoing objectives:</b>		<ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these with graphemes, spelling many correctly</li> <li>• learning new ways of spelling phonemes for which 1 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>• apply spelling rules and guidelines from Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> <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> <li>• writing for different purposes</li> <li>• writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence</li> <li>• rereading 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>• proofreading to check for errors in spelling, grammar and punctuation</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• some features of written Standard English</li> <li>• distinguishing between homophones and near-homophones</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>		
<b>Purpose / Genre</b>		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Entertain</b>	Narrative	<u><b>Toby &amp; The Great Fire Of London</b></u> <ul style="list-style-type: none"> <li>-Write narratives about personal experiences and those of others</li> <li>-Make plans about the structure, content and vocabulary of their writing</li> <li>-Similes using like and as</li> <li>-3 part structure- setting the scene, problem and resolution</li> <li>-Adjectives and adverbs for description and creating chronology</li> <li>-Simple and compound sentences</li> <li>-Co-ordinating clauses and conjunctions</li> <li>-Commas in a list</li> <li>-Add suffixes to spell longer words, including –ful, –ly</li> <li>-Possessive singular apostrophe</li> <li>-Simple and compound sentences</li> </ul>	<u><b>Just So Story</b></u> <ul style="list-style-type: none"> <li>-Write narratives about personal experiences and those of others</li> <li>-Make plans about the structure, content and vocabulary of their writing</li> <li>-Similes using like and as</li> <li>-3 part structure- setting the scene, problem and resolution</li> <li>-Introduction to moral message or meaning hidden within story</li> <li>-Past tense (may include elements of progressive past tense)</li> <li>-Elements of reported speech</li> <li>-Co-ordinating and subordinating clauses and conjunctions</li> <li>-Expanded noun phrases</li> <li>-Commas in a list</li> <li>-Add suffixes to spell longer words, including –ful, –less, –ly</li> <li>-Possessive singular apostrophe</li> <li>--Simple, compound and complex sentences</li> </ul>	<u><b>The Secret Of Black Rock</b></u> <ul style="list-style-type: none"> <li>-Write narratives about personal experiences and those of others</li> <li>-Make plans about the structure, content and vocabulary of their writing</li> <li>-Similes using like and as</li> <li>-Description of setting and characters</li> <li>-3 part structure- setting the scene, problem and resolution</li> <li>-Past tense (may include elements of progressive past tense)</li> <li>-Elements of reported speech</li> <li>-Some elements of direct speech with punctuation</li> <li>-Co-ordinating and subordinating clauses and conjunctions</li> <li>-Commas in a list</li> <li>-Simple, compound and complex sentences</li> <li>-Expanded noun phrases</li> <li>-Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> </ul>

			-Adjectives and adverbs for description and creating chronology	-Possessive singular apostrophe -Adjectives and adverbs for description and creating chronology
	Poetry			
	Description		<u>Giants' Causeway</u> -Make plans about the structure, content and vocabulary of their writing -5 senses for description -Adjectives and adverbs for place and manner -Expanded noun phrases -Similes using like and as -Commas in a list -Co-ordinating and subordinating clauses and conjunctions -Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly -Present tense -3 <sup>rd</sup> person	<u>Sea &amp; Shore</u> -Make plans about the structure, content and vocabulary of their writing -5 senses for description -Adjectives and adverbs for place and manner -Expanded noun phrases -Similes using like and as -Commas in a list -Co-ordinating and subordinating clauses and conjunctions -Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly -Possessive singular apostrophe -Present tense -3 <sup>rd</sup> person
	Fictional Recount			<u>Victorian Holiday</u> -Write narratives about personal experiences and those of others -Make plans about the structure, content and vocabulary of their writing -1 <sup>st</sup> person pronouns -Chronological accounts and observations including additional detail -Closing statement/reorientation (future tense) -Adjectives and adverbs for chronology and description/detail -Reflections, thoughts and opinions about actions done -Commas in a list -Co-ordinating and subordinating clauses and conjunctions -Expanded noun phrases -Consistent use of past tense -Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly -Possessive singular apostrophe

	Diary	<p><b><u>Katie In Scotland</u></b></p> <ul style="list-style-type: none"> <li>-Write narratives about personal experiences and those of others</li> <li>-Make plans about the structure, content and vocabulary of their writing</li> <li>-Consistent past tense</li> <li>-1<sup>st</sup> person pronouns in addition to “I”</li> <li>-Elements of 2<sup>nd</sup> person in writing directly to the diary</li> <li>-Informal greeting</li> <li>-Closing statement/sign off</li> <li>-Chronological sequencing of the day</li> <li>-Exclamations and statements</li> <li>-Emotions, thoughts and reflections</li> <li>-Past tense</li> <li>-Expanded noun phrases</li> <li>-Co-ordinating clauses and conjunctions</li> <li>-Commas in a list</li> <li>-Adjectives and adverbs to add detail and description</li> <li>-Adverbs for time, place and manner to create chronology</li> <li>-Add suffixes to spell longer words, including –ful, –less, –ly</li> <li>-Possessive singular apostrophe</li> <li>-Simple and compound sentences</li> </ul>		
	Playscript			
	Interview/ writing in role			
<b>Inform</b>	Non- Chronological Reports	<p><b><u>Great Fire Of Lonon (AUT 1)</u></b> <b><u>Welsh City (AUT 2)</u></b></p> <ul style="list-style-type: none"> <li>-Headings and subheadings</li> <li>-Organise sections by content and headings</li> <li>-Figures, dates and factual information</li> <li>-Questions, statements and exclamations</li> <li>-Bullet points for facts</li> <li>-Write about real events</li> <li>-Make plans about the structure, content and vocabulary of their writing</li> <li>-Rhetorical questions</li> <li>-Co-ordinating clauses and conjunctions</li> </ul>	<p><b><u>James Starley/Frank Whittle</u></b></p> <ul style="list-style-type: none"> <li>-Headings and subheadings</li> <li>-Organise sections by content and headings</li> <li>-Figures, dates and factual information</li> <li>-Questions, statements and exclamations</li> <li>-Bullet points for facts</li> <li>-Write about real events</li> <li>-Make plans about the structure, content and vocabulary of their writing</li> <li>-Rhetorical questions</li> <li>-Co-ordinating clauses and conjunctions</li> </ul>	

		<ul style="list-style-type: none"> <li>-Expanded noun phrases</li> <li>-Commas in lists</li> <li>-Consistent present tense</li> <li>-3<sup>rd</sup> person pronouns</li> <li>-Bullet points</li> <li>-Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>-Singular possessive apostrophe</li> <li>-Apostrophe for contractions</li> </ul>	<ul style="list-style-type: none"> <li>-Expanded noun phrases</li> <li>-Commas in lists</li> <li>-Consistent present tense</li> <li>-3<sup>rd</sup> person pronouns</li> <li>-Bullet points</li> <li>-Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>-Singular possessive apostrophe</li> <li>-Apostrophe for contractions</li> </ul>	
	Instructions		<p><b><u>A Cleaning Invention</u></b></p> <ul style="list-style-type: none"> <li>-Make plans about the structure, content and vocabulary of their writing</li> <li>-Commands</li> <li>-Imperative verbs</li> <li>-Additional detail and advice to the reader</li> <li>-Adverbs of time, place and manner</li> <li>-Introductory statement</li> <li>-Numbered or sequenced steps</li> <li>-Chronological order of steps</li> <li>-2<sup>nd</sup> person pronouns to address the reader</li> <li>-Equipment lists</li> <li>-Introductory statement</li> <li>-Bullet points</li> <li>-Expanded noun phrases</li> <li>-Commas in a list</li> <li>-Apostrophes for contraction</li> <li>-Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>-Singular possessive apostrophe</li> <li>-Apostrophe for contractions</li> </ul>	<p><b><u>How To Make A Packed Lunch</u></b></p> <ul style="list-style-type: none"> <li>-Make plans about the structure, content and vocabulary of their writing</li> <li>-Commands</li> <li>-Imperative verbs</li> <li>-Additional detail and advice to the reader</li> <li>-Adverbs of time, place and manner</li> <li>-Introductory statement</li> <li>-Numbered or sequenced steps</li> <li>-Chronological order of steps</li> <li>-2<sup>nd</sup> person pronouns to address the reader</li> <li>-Equipment and ingredient lists</li> <li>-Introductory statement</li> <li>-Bullet points</li> <li>-Expanded noun phrases</li> <li>-Commas in a list</li> <li>-Apostrophes for contraction</li> <li>-Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>-Singular possessive apostrophe</li> <li>-Apostrophe for contractions</li> </ul>
	Newspaper		<p><b><u>A Coventry Achievement</u></b></p> <ul style="list-style-type: none"> <li>-Heading, subheading, picture caption</li> <li>-Introduction containing 5ws</li> <li>-Factual information</li> <li>-Columns</li> <li>-Past tense</li> <li>-Speech and speech marks from a witness</li> <li>-Exclamation marks and question marks</li> <li>-Commas in a list</li> <li>-Expanded noun phrases</li> </ul>	

			<ul style="list-style-type: none"> <li>-Adverbs for time, place</li> <li>-Adjectives to give detail about the events</li> <li>-Formal vocabulary</li> <li>-Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>-A concluding statement linking to a future report or the future of the event</li> <li>-3<sup>rd</sup> person</li> </ul>	
	Letter	<p><b><u>King Charles I letter</u></b></p> <ul style="list-style-type: none"> <li>-Make plans about the structure, content and vocabulary of their writing</li> <li>-Write narratives about personal experiences and those of others</li> <li>-Questions, exclamations and statements</li> <li>-Formal letter conventions and layout- addresses, date, greeting and sign off</li> <li>-Formal vocabulary</li> <li>-Expanded noun phrases</li> <li>-Commas in a list</li> <li>-Adjectives and adverbs</li> <li>-Expanded forms of contractions for formality eg, do not, cannot</li> <li>-Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>-Singular possessive apostrophe</li> <li>-Present tense</li> </ul>		<p><b><u>Postcard from Weston-Super-Mare</u></b></p> <ul style="list-style-type: none"> <li>-Write narratives about personal experiences and those of others</li> <li>-Make plans about the structure, content and vocabulary of their writing</li> <li>-Informalities- emotions, informal names, features and conventions of letters eg. greeting, sign off, recipient address</li> <li>-Questions, statements and exclamations</li> <li>-Simple, compound and complex sentences</li> <li>-Expanded noun phrases</li> <li>-Commas in a list</li> <li>-Adjectives and adverbs</li> <li>-Apostrophes for contractions</li> <li>-Singular plural possessive apostrophes</li> <li>-Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> </ul>
	Factual Recount			
	Interview			
	Biography			
Persuade	Letter			
	Speech	<p><b><u>Lord Mayor of London</u></b></p> <ul style="list-style-type: none"> <li>-Make plans about the structure, content and vocabulary of their writing</li> <li>-Write narratives about personal experiences and those of others</li> <li>-Power of 3 and repetition</li> <li>-Rhetorical questions for persuasion</li> <li>-Modal/imperative verbs and commands for persuasion “you must visit...”</li> <li>-Adverbs and adjectives</li> </ul>		

		<ul style="list-style-type: none"> <li>-Consistent present tense</li> <li>-Expanded noun phrases</li> <li>-Commas in a list</li> <li>-Co-ordinating and subordinating clauses and conjunctions</li> <li>-Simple and compound sentences</li> <li>-Some complex sentences</li> <li>-Exclamations, questions, commands and statements</li> <li>-Formal vocabulary</li> <li>-1<sup>st</sup> person present tense</li> <li>-Expanded forms of contractions for formality eg, do not, cannot</li> <li>-Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>-Singular possessive apostrophe</li> </ul>		
	Advert			<p><b><u>Beach Safety/Litter &amp; Pollution</u></b></p> <ul style="list-style-type: none"> <li>-Write narratives about personal experiences and those of others</li> <li>-Make plans about the structure, content and vocabulary of their writing</li> <li>-Power of 3 and repetition</li> <li>-Rhetorical questions for persuasion</li> <li>-Modal/imperative verbs and commands for persuasion “you must visit...”</li> <li>-Adverbs and adjectives</li> <li>-Consistent present tense</li> <li>-Expanded noun phrases</li> <li>-Commas in a list</li> <li>-Co-ordinating and subordinating clauses and conjunctions</li> <li>-Simple and compound sentences</li> <li>-Some complex sentences</li> <li>-Exclamations, questions, commands and statements</li> <li>-2<sup>nd</sup> person pronouns to communicate directly to the reader</li> <li>-Visual layout in sections with subheadings</li> <li>-Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> </ul>

				-Singular possessive apostrophe -Apostrophes for contraction
	Travel Brochure		<p><b>Country/Continent</b></p> <ul style="list-style-type: none"> <li>-Make plans about the structure, content and vocabulary of their writing</li> <li>-2<sup>nd</sup> person and 3<sup>rd</sup> person pronouns</li> <li>-Content organised under subheadings</li> <li>-Power of 3 and repetition for persuasion</li> <li>-Positive adjectives for persuasion</li> <li>-Rhetorical questions for persuasion</li> <li>-Modal/imperative verbs and commands for persuasion “you must visit...”</li> <li>-Adverbs and adjectives</li> <li>-Consistent present tense</li> <li>-Expanded noun phrases</li> <li>-Commas in a list</li> <li>-Co-ordinating and subordinating clauses and conjunctions</li> <li>-Simple and compound sentences</li> <li>-Some complex sentences</li> <li>-Exclamations, questions, commands and statements</li> <li>-Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>-Singular possessive apostrophe</li> <li>-Apostrophes for contraction</li> </ul>	
Discuss	Essay			
	Review			

<p><b>Spelling rules:</b></p> <p><i>(National Curriculum English Appendix 1: Spelling DfE, 2014)</i></p>	<p><b>New content:</b></p> <ul style="list-style-type: none"> <li>-Use kn and gn at the start of words</li> <li>-Use wr to spell “r”- write, wrong</li> <li>-Use le to spell “l”- table, apple, middle</li> <li>-Use y at the end of words- cry, reply, try</li> <li>-Use all to spell or in words- ball, call, fall</li> <li>-Use a to spell “o” after w and qu- wash, squash</li> <li>-Add suffixes -ly and -ful</li> <li>-Singular possessive apostrophe</li> <li>-Contractions apostrophe</li> <li>-Words ending in -tion</li> <li>-Homophones</li> <li>-Use c to spell “s”- race, ice, fancy, city</li> </ul> <p><b>Revise and review:</b></p> <ul style="list-style-type: none"> <li>-40+ phonemes</li> </ul>	<p><b>New content:</b></p> <ul style="list-style-type: none"> <li>-Use ge and dge at the end of words, - badge, age, gem</li> <li>-Use el to spell “l”- towel, tunnel, camel</li> <li>-Change y to ies for plurals</li> <li>-Keep y when adding ing – copying, crying</li> <li>-Doubling letters to add suffixes</li> <li>-Add suffixes -ful, -ly, less</li> <li>-Singular possessive apostrophe</li> <li>-Contractions apostrophe</li> <li>-Homophones</li> </ul> <p><b>Revise and review:</b></p> <ul style="list-style-type: none"> <li>-Adding s and es plurals</li> <li>-Adding ing, ed, est, er suffixes</li> </ul>	<p><b>New content:</b></p> <ul style="list-style-type: none"> <li>-Change y to ied, ier, iest in root words</li> <li>-Dropping the -e to add suffixes – hiking, -hiked, hiker, nicer</li> <li>-Using o to spell “u”- mother, brother, other, nothing</li> <li>-Use or after w- word, work, world</li> <li>-Use ar after w- war, warm, towards</li> <li>-Add suffixes -ful, -ly, -less, -ment, -ness</li> <li>-Use s to spell z- television, usual, treasure</li> <li>Singular possessive apostrophe</li> <li>-Contractions apostrophe</li> <li>-Homophones</li> </ul> <p><b>Revise and review:</b></p> <ul style="list-style-type: none"> <li>-Adding s, es, ing, est, er, and ed suffixes</li> </ul>
<p><b>Statutory spellings:</b></p>	<p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>		
<p><b>Homophones:</b></p>	<p>there/their/they’re, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</p>		

Year 3 Reding & Writing Curriculum Map

YEAR 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Genre
<b>AUT</b> <i>Stone Age</i>  <i>Cool Coventry</i>  <u>WCGR</u>	If I'd Been Born A Caveman By Myles McLeod (digital)	UG By Raymond Briggs	How To Wash A Woolly Mammoth By Michelle Robinson	The Stone Age: Hunters, Gatherers and Woolly Mammoths By Marcia Williams	The First Drawing By Mordicai Gerstein	Stone Age Boy By Satoshi Kitamura	The Boy With The Bronze Axe By Kathleen Fidler	<b>Comprehension Ninja</b>  Part 1: Y3 Stone Age Life  Part 2: Y3 Magnets	<b>H A L F T E R M</b>	A River By Marc Martin	Rivers Of The United Kingdom By Catherine Brereton	The River That Flows Beside Me By Charlotte Guillain	The Rhythm Of The Rain By Grahame Baker-Smith	Once Upon A Raindrop By James Carter	<b>Comprehension Ninja</b>  Part 1: Y3 Rock Pools  Part 2: Y3 The Water Cycle	<b>C H R I S T M A S</b>	NF: 4 F: 9
<u>SS</u>	Wanted Poster for an unruly caveman	Set of instructions of how to wash a woolly mammoth		Poem based on the book	Narrative about a young boy going to the medieval times based on Stone Age Boy structure			Non-chronological report on features of rivers		Diary entry of raindrop in the water cycle	Poem about raindrops		Ent: 4 Inf: 2 Per: 1 Dis: N/A				
<u>INDP</u>	Wanted poster for own stone age character	Set of instructions for how to look after a sabre-toothed tiger / wolf etc		Last verse of the poem	Narrative of character going back to the stone age			Non-chronological Report on River Sowe/Sherbourne /Coventry Canal		Diary entry of a river from source to sea	Poem about rockpools/waterfalls						
<b>SPR</b> <i>Ancient Islam</i>  <i>Unique UK</i>  <u>WCGR</u>	The Golden Horsemen Of Baghdad By Saviour Pirotta & Freya Hartas	Daily Life In The Islamic Golden Age By Don Nardo	1001 Inventions & Artefacts From Muslim Civilisation By National Geographic	The History Detectives Investigate: Early Islamic Civilisation By Claudia Martin	A History Of The World In 25 Cities- Jericho By Tracey Turner, Andrew Donkin & Libby Vanderploeg	<b>Comprehension Ninja</b>  Part 1: Y3 Ghandi  Part 2: Y3 India	<b>H A L F T E R M</b>	The Big Book Of The UK By Imogen Russel-Williams		Swimming The English Channel SATs 2017  England (digital)	The Three Peaks By Literacy Shed  Wales Scotland England (digital)	The Secret Garden By Frances Hodgson Burnett  England (digital)	The Mountain Rescue Dog By Juliette Forrest  Scotland (digital)	NF: 8 F: 3			
<u>SS</u>	Narrative opening set in Baghdad	Persuasive letter asking a local museum to host an exhibition		Double page spread on Early Islamic Civilisations				Tourist leaflet for British Isles		Newspaper report on swimming the English Channel		Setting description of English countryside/garden		Ent: 2 Inf: 2 Per: 2 Dis: N/A			
<u>INDP</u>	Narrative opening Set in Jericho	Persuasive letter to Mrs Bond asking for a trip to the museum to learn more		Independent research double page spread on Early Islamic Civilisations				Tourist leaflet on Northern Ireland		Newspaper report on Three Peaks Challenge		Setting description of Scottish Highlands/Mountain					
<b>SUM</b> <i>Romans</i>  <i>Shake &amp; Roar</i>  <u>WCGR</u>	So You Think You've Got It Bad? A Kid's Life In Ancient Rome By Chae Strathie	Romans: Gods, Emperors & Dormice By Marcia Williams	Avoid Being A Roman Soldier! By David Stewart	<b>Comprehension Ninja</b>  Part 1: Y4 Soldier's Armour  Part 2: Y4 Roman Britain	"Beautiful Courgette Carbonara" Recipe By Jamie Oliver	Julius Caesar By William Shakespeare		<b>H A L F T E R M</b>	Escape From Pompeii By Christina Balit	<b>Comprehension Ninja</b>  Part 1: Y3 Pompeii  Part 2: Y4 Boudicca	Queen Of Darkness By Tony Bradman	Pop Up Volcano By Tom Vaillant	<b>Comprehension Ninja</b>  Part 1: Y3 On Rocky Ground  Part 2: Y3 Fossils	Diary of A Young Roman Soldier By Moira Butterfield	Pompeii: A Roman Girl's Diary By Sue Reid	NF: 8 F: 5	
<u>SS</u>	Fact file introduction to Ancient Rome		Advert for a Roman soldier	Italian recipe					Newspaper Report on Vesuvius eruption			Non-Chronological Report on volcanoes		Diary entry after a battle	Ent: 1 Inf: 4 Per: 1 Dis: N/A		
<u>INDP</u>	Fact file introduction to Ancient Rome		Advert for a Roman centurion	Italian recipe					Own newspaper report on the Vesuvius eruption			Non-Chronological report on the volcanoes		Diary entry of Vesuvius	Dis: N/A		

Year 3 Reading Progression

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	RWI/Fresh Start lessons continue in the mornings for BARE children, running as interventions that are congruent with WCGR lessons					
NC Links	Year 1 & 2 word reading objectives					
WCGR	<p><b>In Year 3, children working at ARE complete whole class guided reading lessons daily in the mornings</b>  <b><u>Across the week, children will complete the following in their lessons:</u></b></p> <ul style="list-style-type: none"> <li>-Explore an extract from a non-fiction, fiction, playscripts or poetry text each week and link this to what they have heard or read previously</li> <li>-Read and hear the text through a mixture of: choral reading, echo reading, modelled reading, independent reading, individual reading aloud, partner reading</li> <li>-Explore unfamiliar vocabulary and its meaning, including making links to words already known</li> <li>-Explore the significance of structural elements of the text including the author, illustrator, layout and its features</li> <li>-Answer questions independently and as part of group/whole class work in written and verbal form</li> <li>-Develop their oracy skills through discussion around the text, book talk and performing what they have read, learnt by heart and heard</li> <li>-Develop their listening skills through turn taking, participating in discussion, and listening and responding to others including their peers and teachers</li> <li>-Develop their comprehension skills through discussion, questioning around inference, prediction, retrieval, sequencing, summarising and explaining whereby teachers have used the KS2 reading domains as a basis for these activities</li> <li>-Explore and conventions within and across texts</li> <li>-Understand and analyse authorship, author intent and choice and the impact of this upon the reader</li> </ul> <p><b><u>Reading Domains</u></b>  <b>2a) Give / explain the meaning of words in context 2b) Retrieve and record information/identify key details from fiction and non-fiction 2c) Summarise main ideas from more than one paragraph 2d) Make inferences from the text/explain and justify inferences with evidence from the text 2e) Predict what might happen from details stated and implied 2f) Identify/explain how information /narrative content is related and contributes to meaning as a whole 2g) Identify/explain how meaning is enhanced through choice of words and phrases 2g) Make comparisons within the text</b></p>					
National Curriculum Links	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Draw plausible inferences, often supported through reference to the text</p> <p>Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions</p> <p>Justify inferences with evidence</p> <p>Ask questions to improve their understanding of a text</p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Use a range of known strategies appropriately to establish meaning in books that can be read independently</p> <p>Predict what might happen from details stated and implied</p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Use specific vocabulary and ideas expressed in the text to support own views</p> <p>Uses text features to locate information e.g. contents, indices, subheadings</p> <p>Locate and retrieve information using skimming, scanning and text marking</p> <p>Retrieve and record information from non-fiction</p> <p>Show understanding of the main points drawn from one paragraph</p> <p>Show understanding of the main points drawn from more than one paragraph</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss the effect of specific language on the reader</p> <p>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> <p>Read books that are structured in different ways and show some awareness of the various purposes for reading</p> <p>Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales</p> <p>Identify and name presentational devices in non-fiction</p> <p>Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally</p>					

YEAR 3				
<b>Prior Knowledge:</b>		<ul style="list-style-type: none"> <li>-Spelling using common exception words, homophones and alternative spellings of phonemes so that most words are correct and others are phonetically plausible</li> <li>-Composing a variety of sentence types including questions, exclamations, commands and statements for a variety of purposes including real and fictional narratives of the experiences of themselves and others</li> <li>-Form lower case, capital letters and digits correctly and begin to join handwriting</li> <li>-Use a range of suffixes to create longer words including adverbs</li> <li>-Demarcate sentences with capital letters, full stops, exclamation marks and question marks</li> <li>-Expanded noun phrases</li> <li>-Commas in a list</li> <li>-Singular possessive apostrophe and contractions</li> <li>-Form sentences with a range of co-ordinating and subordinating conjunctions</li> <li>-Write in the past and present tenses consistently</li> <li>-Plan their writing orally and in written form</li> <li>-Discuss, evaluate and proofread their work for grammar, punctuation and spelling errors.</li> </ul>		
<b>Ongoing objectives:</b>		<ul style="list-style-type: none"> <li>• learning to spell common exception words from the statutory Year 3 &amp; 4 list, further homophones and to add a range of prefixes and suffixes</li> <li>• Use a dictionary to check the spelling of words using the first few letters</li> <li>• Write dictated sentences from memory</li> <li>• Increase the legibility of handwriting including the use of diagonal strokes to join letters</li> <li>• learning to spell common exception words from the statutory Year 3 &amp; 4 list, further homophones and to add a range of prefixes and suffixes</li> <li>• Discuss writing similar to their own and learn from the structure, vocabulary and grammar</li> <li>• Plan writing by discussing and recording ideas, composing sentences orally and developing a varied and rich vocabulary and range of sentence structures</li> <li>• Assess the effectiveness of their own and others' writing and suggest improvements in relation to grammar, vocabulary and pronouns</li> <li>• Proofread for spelling and punctuation errors</li> <li>• Read their writing aloud using intonation, tone and volume to convey meaning clearly</li> </ul>		
Purpose / Genre		Autumn	Spring	Summer
<b>Entertain</b>	Narrative	<u><b>Time Travel Story</b></u> -5 part story structure- setting, rising action, problem, complication, resolution -Description of settings and characters are developed and detailed -Nouns, verbs, adjectives and adverbs are chosen more specifically for more precise meaning -A range of conjunctions and adverbs to shift time and structure the narrative -Prepositions to provide precise detail -Noun phrases further modified with prepositions, adjectives and adverbs -Third person pronouns and other nouns are used for cohesion -Past tense is accurate with subject/verb agreements -Chronological order of events	<u><b>Narrative Opening</b></u> -Dialogue to convey characters thoughts and begin to move the action on -Inverted speech to demarcate dialogue -Past perfect tense within dialogue -Noun phrases further modified with prepositions, adjectives and adverbs -Children may begin to be creative with chronology- flashbacks and flashforwards in time conveyed with adverbs -Language typical of narratives are used/conventions followed such as opening phrases/endings -Written and oral planning is used to directly influence the structure of the narrative -Show rather than tell the reader how a character feels	

		<ul style="list-style-type: none"> <li>-Language typical of narratives are used/conventions followed such as opening phrases/endings</li> <li>-Written and oral planning is used to directly influence the structure of the narrative</li> <li>-Range of conjunctions for cohesion within paragraphs</li> <li>-Basic paragraphs to structure the narrative</li> <li>-Correct use of a or an</li> <li>-Begin to use fronted adverbials without punctuation</li> <li>-Begin to vary sentence types and structure for effect ie. short sentences</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to use phrases they have read or heard elsewhere to influence/incorporate in their narratives</li> <li>-5 part story structure- setting, rising action, problem, complication, resolution</li> <li>-Description of settings and characters are developed and detailed</li> <li>-Nouns, verbs, adjectives and adverbs are chosen more specifically for more precise meaning</li> <li>-A range of conjunctions and adverbs to shift time and structure the narrative</li> <li>-Prepositions to provide precise detail</li> <li>-Noun phrases further modified with prepositions, adjectives and adverbs</li> <li>-Third person pronouns and other nouns are used for cohesion</li> <li>-Past tense is accurate with subject/verb agreements</li> <li>-Language typical of narratives are used/conventions followed such as opening phrases/endings</li> <li>-Begin to use fronted adverbials without punctuation</li> <li>-Begin to vary sentence types and structure for effect ie. short sentences</li> </ul>	
	Poetry	<p><b><u>The First Drawing (AUT 1)</u></b>  <b><u>Raindrops (AUT 2)</u></b></p> <ul style="list-style-type: none"> <li>-Use a range of conjunctions</li> <li>-Prepositions to add detail</li> <li>-Conjunctions, adverbs, prepositions to express time, cause, place and manner</li> <li>-Use of syllables to create rhythm</li> <li>-More complex and realistic similes</li> <li>-Simple metaphor</li> <li>-Onomatopoeia</li> <li>-Repetition</li> <li>-Verses and stanzas</li> <li>-Rhyming couplets/rhyme patterns</li> <li>-Expanded noun phrases further modified with prepositions, adjectives and adverbs</li> </ul>		

		<ul style="list-style-type: none"> <li>-Correct use of determiners</li> <li>-Pronouns and other nouns used for cohesion</li> <li>-Alliteration</li> <li>-Begin to use fronted adverbials without punctuation</li> <li>-Begin to vary sentence types and structure for effect ie. short sentences</li> </ul>		
	Description		<p><b><u>English Countryside/Scottish Highlands</u></b></p> <ul style="list-style-type: none"> <li>-Correct use of determiners</li> <li>-Third person pronouns and other nouns are used for cohesion</li> <li>-Present tense/present progressive tense is accurate with subject/verb agreements</li> <li>-Description of nouns are detailed with modifying adjectives, prepositions and adverbs</li> <li>-Adverbs, adjectives, nouns, verbs and prepositions are chosen for specific effect, precise meaning and to create realistic writing</li> <li>-Adverbs, prepositions and conjunctions create cohesion within paragraphs and express time, cause, manner and place</li> <li>-Correct subject/verb agreement</li> <li>-Written and oral planning is used to directly influence the structure of the writing</li> <li>-Description structured around the 5 senses</li> <li>-Onomatopoeia</li> <li>-More complex similes</li> <li>-Description of atmosphere and setting</li> <li>-Paragraphs</li> <li>-Written and oral planning is used to directly influence the structure of the writing</li> <li>-Begin to use fronted adverbials without punctuation</li> <li>-Begin to vary sentence types and structure for effect ie. short sentences</li> </ul>	
	Fictional Recount			

	Diary			<p><b><u>Roman Solider</u></b></p> <ul style="list-style-type: none"> <li>-Greeting and sign off</li> <li>-Date</li> <li>-1<sup>st</sup> person pronouns for cohesion</li> <li>-Past tense/past progressive tense</li> <li>-Chronological sequencing of events</li> <li>-Characters thoughts and feelings are communicated in detail</li> <li>-Description of nouns are detailed with modifying adjectives, prepositions and adverbs</li> <li>-Adverbs, adjectives, nouns, verbs and prepositions are chosen for specific effect, precise meaning and to create realistic writing</li> <li>-Adverbs, prepositions and conjunctions create cohesion within paragraphs and express time, cause, manner and place</li> <li>-Language specific to topic used to communicate with the reader clearly and to set the time period</li> <li>-Correct use of determiners</li> <li>-Paragraphs</li> <li>-Written and oral planning is used to directly influence the structure of the writing</li> <li>-Begin to use fronted adverbials without punctuation</li> <li>-Begin to vary sentence types and structure for effect ie. short sentences</li> </ul>
	Playscript			
	Interview/ writing in role			
	Non-Chronological Reports	<p><b><u>Local Rivers</u></b></p> <ul style="list-style-type: none"> <li>-Introduction to give an overview of the topic</li> <li>-Headings and subheadings</li> <li>-Further content organised by subtopic into paragraphs</li> <li>-Images, diagrams and captions</li> <li>-Present tense and subject/verb agreement</li> </ul>	<p><b><u>Early Civilisations</u></b></p> <ul style="list-style-type: none"> <li>-Introduction to give an overview of the topic</li> <li>-Headings and subheadings</li> <li>-Further content organised by subtopic into paragraphs</li> <li>-Images, diagrams and captions</li> <li>-Present tense and subject/verb agreement</li> </ul>	<p><b><u>Ancient Rome (SUM 1)</u></b></p> <p><b><u>Volcanoes (SUM 2)</u></b></p> <ul style="list-style-type: none"> <li>-Introduction to give an overview of the topic</li> <li>-Headings and subheadings</li> <li>-Further content organised by subtopic into paragraphs</li> <li>-Specific choices regarding the visual layout</li> </ul>
<b>Inform</b>				

		<ul style="list-style-type: none"> <li>-Impersonal, specific, technical language</li> <li>-Sentences constructed as factual statements</li> <li>-Use of figures, dates, names to add further detail</li> <li>-Influenced by personal research into the topic</li> <li>-Third person pronouns and other nouns to create cohesion within paragraphs</li> <li>-Range of sentence types including complex sentences using a range of conjunctions</li> <li>-Adverbs, adjectives, nouns, verbs and prepositions are chosen for precise meaning</li> <li>-Adverbs, prepositions and conjunctions create cohesion within paragraphs and express time, cause, manner and place</li> <li>-Correct use of determiners</li> <li>-Description is detailed through the use of nouns modified with prepositions, adjectives and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>-Impersonal, specific, technical language</li> <li>-Sentences constructed as factual statements</li> <li>-Use of figures, dates, names to add further detail</li> <li>-Influenced by personal research into the topic</li> <li>-Provide and distinguish between general and specific information about the subject</li> <li>-Third person pronouns and other nouns to create cohesion within paragraphs</li> <li>-Range of sentence types including complex sentences using a range of conjunctions</li> <li>-Adverbs, adjectives, nouns, verbs and prepositions are chosen for precise meaning</li> <li>-Adverbs, prepositions and conjunctions create cohesion within paragraphs and express time, cause, manner and place</li> <li>-Standard English forms</li> <li>-Correct use of determiners</li> <li>-Description is detailed through the use of nouns modified with prepositions, adjectives and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>of paragraphs</li> <li>-Images, diagrams and captions</li> <li>-Present tense and subject/verb agreement</li> <li>-Impersonal, specific, technical language</li> <li>-Sentences constructed as factual statements</li> <li>-Use of figures, dates, names to add further detail</li> <li>-Influenced by personal research into the topic</li> <li>-Provide and distinguish between general and specific information about the subject</li> <li>-Third person pronouns and other nouns to create cohesion within paragraphs</li> <li>-Range of sentence types including complex sentences using a range of conjunctions</li> <li>-Adverbs, adjectives, nouns, verbs and prepositions are chosen for precise meaning</li> <li>-Adverbs, prepositions and conjunctions create cohesion within paragraphs and express time, cause, manner and place</li> <li>-Possessive plural apostrophe</li> <li>-Standard English forms</li> <li>-Correct use of determiners</li> <li>-Description is detailed through the use of nouns modified with prepositions, adjectives and adverbs</li> </ul>
	<p>Instructions</p>	<p><b><u>How To Wash A Woolly Mammoth</u></b></p> <ul style="list-style-type: none"> <li>-Content organised/sequenced into points according to time and order</li> <li>-Introductory statement</li> <li>-Ingredient and equipment lists organised into correctly punctuated bullet points</li> <li>-Subheadings</li> <li>-Complex sentences using a range of conjunctions</li> <li>-Technical/subject specific vocabulary</li> <li>-Precise language of measurement and time to provide further guidance to the reader</li> <li>-Chronological sequencing</li> <li>- Wider range of imperative verbs</li> </ul>		<p><b><u>Italian Recipe</u></b></p> <ul style="list-style-type: none"> <li>-Content organised/sequenced into points according to time and order</li> <li>-Introductory statement</li> <li>-Ingredient and equipment lists organised into correctly punctuated bullet points</li> <li>-Subheadings</li> <li>-Complex sentences using a range of conjunctions</li> <li>-Technical/subject specific vocabulary</li> <li>-Precise language of measurement and time to provide further guidance to the reader</li> <li>-Chronological sequencing</li> <li>- Wider range of imperative verbs</li> </ul>

		<ul style="list-style-type: none"> <li>-Sentences structured as commands</li> <li>-Use of 2<sup>nd</sup> person pronouns for cohesion</li> <li>-Present tense and correct subject verb agreement</li> <li>-Standard English forms</li> <li>-Correct use of determiners</li> <li>-Prepositions and adverbs to guide to ready and to convey manner, time, place and cause</li> <li>-Written and oral planning is used to directly influence the structure of the writing</li> <li>-Description is detailed through the use of nouns modified with prepositions, adjectives and adverbs</li> </ul>		<ul style="list-style-type: none"> <li>-Sentences structured as commands</li> <li>-Use of 2<sup>nd</sup> person pronouns for cohesion</li> <li>-Present tense and correct subject verb agreement</li> <li>-Standard English forms</li> <li>-Correct use of determiners</li> <li>-Prepositions and adverbs to guide to ready and to convey manner, time, place and cause</li> <li>-Written and oral planning is used to directly influence the structure of the writing</li> <li>-Description is detailed through the use of nouns modified with prepositions, adjectives and adverbs</li> </ul>
	Newspaper	<p><b><u>Archaeological Discovery</u></b></p> <ul style="list-style-type: none"> <li>-Chronological sequence of events</li> <li>-Headline using elements of pun</li> <li>-Subheading to provide further detail</li> <li>-3<sup>rd</sup> person pronouns and other nouns to create cohesion and avoid repetition</li> <li>-Subject/verb agreement in past tense and past progressive tense</li> <li>-Direct speech using inverted commas</li> <li>-Introductory paragraph using 5Ws sentences</li> <li>-Standard English forms</li> <li>-Correct use of determiners</li> <li>-Detailed information using figures, dates and names</li> <li>-Factual statements</li> <li>-Opinions of others and the author</li> <li>-Reactions from witnesses</li> <li>-Columns</li> <li>-Images and captions</li> <li>-Complex sentences using a range of conjunctions</li> <li>-Adverbs, adjectives, nouns, verbs and prepositions are chosen for precise meaning</li> <li>-Adverbs, prepositions and conjunctions to create cohesion within paragraphs and express time, cause, manner and place</li> </ul>	<p><b><u>Three Peaks Challenge</u></b></p> <ul style="list-style-type: none"> <li>-Chronological sequence of events</li> <li>-Headline using elements of pun</li> <li>-Subheading to provide further detail</li> <li>-3<sup>rd</sup> person pronouns and other nouns to create cohesion and avoid repetition</li> <li>-Subject/verb agreement in past tense and past progressive tense</li> <li>-Direct speech using inverted commas</li> <li>-Introductory paragraph using 5Ws sentences</li> <li>-Standard English forms</li> <li>-Correct use of determiners</li> <li>-Detailed information using figures, dates and names</li> <li>-Factual statements</li> <li>-Opinions of others and the author</li> <li>-Reactions from witnesses</li> <li>-Columns</li> <li>-Images and captions</li> <li>-Complex sentences using a range of conjunctions</li> <li>-Adverbs, adjectives, nouns, verbs and prepositions are chosen for precise meaning</li> <li>-Adverbs, prepositions and conjunctions to create cohesion within paragraphs and</li> </ul>	<p><b><u>Mount Vesuvius Eruption</u></b></p> <ul style="list-style-type: none"> <li>-Chronological sequence of events</li> <li>-Headline using elements of pun</li> <li>-Subheading to provide further detail</li> <li>-3<sup>rd</sup> person pronouns and other nouns to create cohesion and avoid repetition</li> <li>-Subject/verb agreement in past tense and past progressive tense</li> <li>-Direct speech using inverted commas</li> <li>-Introductory paragraph using 5Ws sentences</li> <li>-Standard English forms</li> <li>-Correct use of determiners</li> <li>-Detailed information using figures, dates and names</li> <li>-Factual statements</li> <li>-Opinions of others and the author</li> <li>-Reactions from witnesses</li> <li>-Columns</li> <li>-Images and captions</li> <li>-Complex sentences using a range of conjunctions</li> <li>-Adverbs, adjectives, nouns, verbs and prepositions are chosen for precise meaning</li> <li>-Adverbs, prepositions and conjunctions to create cohesion within paragraphs and express time, cause, manner and place</li> </ul>

		<ul style="list-style-type: none"> <li>-Paragraphs</li> <li>-Written and oral planning is used to directly influence the structure of the writing</li> <li>-Description is detailed through the use of nouns modified with prepositions, adjectives and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>express time, cause, manner and place</li> <li>-Direct speech to capture eyewitness accounts</li> <li>-Paragraphs</li> <li>-Written and oral planning is used to directly influence the structure of the writing</li> <li>-Description is detailed through the use of nouns modified with prepositions, adjectives and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>-Direct speech to capture eyewitness accounts</li> <li>-Paragraphs</li> <li>-Written and oral planning is used to directly influence the structure of the writing</li> <li>-Description is detailed through the use of nouns modified with prepositions, adjectives and adverbs</li> </ul>
	Letter			
	Factual Recount			
	Interview			
	Biography			
Persuade	Letter		<p><u>Local Museum Trip</u></p> <ul style="list-style-type: none"> <li>-Formal letter conventions and layout- addresses, date, greeting and sign off</li> <li>-Formal vocabulary</li> <li>-Direct address using 2<sup>nd</sup> person pronouns to the recipient for persuasion</li> <li>-Rhetorical questions for persuasion</li> <li>-Power of 3 for persuasion</li> <li>-Hyperbolic language for persuasion</li> <li>-Repetition for effect</li> <li>-Emotive language for persuasion</li> <li>-Pronouns and proper nouns for cohesion and to avoid repetition</li> <li>-Paragraphs</li> <li>-Written and oral planning is used to directly influence the structure of the writing</li> <li>-A range of sentence types including complex sentences using a range of conjunctions</li> <li>-Adverbs, prepositions and conjunctions to create cohesion within paragraphs and express time, cause, manner and place</li> <li>-Present tense/present progressive tense</li> <li>-Past tense to respond to previous letter received</li> <li>-Description is detailed through the use of</li> </ul>	

			nouns modified with prepositions, adjectives and adverbs -Plural possessive apostrophe -Adverbs, adjectives, nouns, verbs and prepositions are chosen for precise meaning	
	Speech			
	Advert	<p><b><u>Wanted poster</u></b></p> <ul style="list-style-type: none"> <li>-2<sup>nd</sup> person pronouns to directly address the reader</li> <li>-Pronouns used for cohesion</li> <li>-Attention paid to visual layout of text to attract reader's attention including paragraphs, bullet points, images and subheadings</li> <li>-Content organised under subheadings</li> <li>-Power of 3 and repetition for persuasion</li> <li>-Positive adjectives for persuasion</li> <li>-Hyperbolic language</li> <li>-Rhetorical questions for persuasion</li> <li>-Modal/imperative verbs and commands for persuasion "you must visit..."</li> <li>-Adverbs and adjectives</li> <li>-Consistent present tense with subject/verb agreement</li> <li>-Correct use of determiners</li> <li>-Standard English forms</li> <li>-Complex sentences using a range of conjunctions</li> <li>-Adverbs, adjectives, nouns, verbs and prepositions are chosen for precise meaning</li> <li>-Adverbs, prepositions and conjunctions to create cohesion within paragraphs and express time, cause, manner and place</li> <li>-Description is detailed through the use of nouns modified with prepositions, adjectives and adverbs</li> </ul>		<p><b><u>Roman Army</u></b></p> <ul style="list-style-type: none"> <li>-2<sup>nd</sup> person pronouns for direct address</li> <li>-Pronouns used for cohesion</li> <li>-Attention paid to visual layout of text to attract reader's attention including paragraphs, bullet points, images and subheadings</li> <li>-Content organised under subheadings</li> <li>-Power of 3 and repetition for persuasion</li> <li>-Positive adjectives for persuasion</li> <li>-Hyperbolic language</li> <li>-Rhetorical questions for persuasion</li> <li>-Modal/imperative verbs and commands for persuasion "you must visit..."</li> <li>-Adverbs and adjectives</li> <li>-Consistent present tense with subject/verb agreement</li> <li>-Correct use of determiners</li> <li>-Standard English forms</li> <li>-Complex sentences using a range of conjunctions</li> <li>-Adverbs, adjectives, nouns, verbs and prepositions are chosen for precise meaning</li> <li>-Adverbs, prepositions and conjunctions to create cohesion within paragraphs and express time, cause, manner and place</li> <li>-Description is detailed through the use of nouns modified with prepositions, adjectives and adverbs</li> <li>-Inverted commas for quotes to persuade the reader</li> </ul>

Travel Brochure

UK Country

-2<sup>nd</sup> person pronouns to directly address the reader

-3<sup>rd</sup> person to report on features of the country

-Pronouns used for cohesion

-Attention paid to visual layout of text to attract reader's attention including paragraphs, bullet points, images and subheadings

-Content organised under subheadings

-Power of 3 and repetition for persuasion

-Positive adjectives for persuasion

-Hyperbolic language

-Rhetorical questions for persuasion

-Modal/imperative verbs and commands for persuasion "you must visit..."

-Adverbs and adjectives

-Consistent present tense with subject/verb agreement

-Correct use of determiners

-Standard English forms

-Complex sentences using a range of conjunctions

-Adverbs, adjectives, nouns, verbs and prepositions are chosen for precise meaning

-Adverbs, prepositions and conjunctions to create cohesion within paragraphs and express time, cause, manner and place

-Description is detailed through the use of nouns modified with prepositions, adjectives and adverbs

-Inverted commas for quotes to persuade the reader

Discuss	Essay			
	Review			
<p><b>Spelling rules:</b></p> <p><i>(National Curriculum English Appendix 1: Spelling DfE, 2014)</i></p>	<p><b>New content:</b></p> <ul style="list-style-type: none"> <li>-Adding the prefixes dis- in- and mis for negative meaning</li> <li>-Adding the suffix -ly to change adjectives into adverbs</li> <li>-Spelling i using y - myth</li> <li>-Spelling u using ou- young</li> <li>-Spelling using -sion</li> <li>-Homophones</li> </ul> <p><b>Revise and Review:</b></p> <ul style="list-style-type: none"> <li>-Y2 common exception words</li> <li>-Adding -ly, ing, est, er, ed, ful, less suffixes and when to drop an 'e'</li> <li>-Adding plural -es and -s suffixes</li> <li>-kn, gn, wr, le, ge, dge, el, tion sounds</li> <li>-The rule for y to ies, ied, iest and ing</li> </ul>	<p><b>New content:</b></p> <ul style="list-style-type: none"> <li>-Adding the prefixes in- ir- and il- depending on starting letter of root word- illegal, immature, irregular</li> <li>-Adding the suffix -ation to verbs to form nouns</li> <li>-Spelling using -sure and ture and the difference between these and -(t)cher</li> <li>-Spelling using ch- chef, chalet, machine</li> <li>-Homophones</li> </ul> <p><b>Revise and Review:</b></p> <ul style="list-style-type: none"> <li>-Y2 common exception words</li> <li>-Using c for 's' sound</li> <li>-Using s for the 'z' sound</li> <li>-Apostrophes for contractions</li> <li>-Apostrophes for singular possession</li> </ul>	<p><b>New content:</b></p> <ul style="list-style-type: none"> <li>-Adding suffixes starting with vowels and rules for doubling/not doubling consonants in root words of more than one syllable</li> <li>-Adding prefix re- to mean again or back</li> <li>-Adding the suffix -ous and the rules for doing so- removing the u, keeping the ge, whether it is ious or eous</li> <li>-Spelling k using ch (Greek)- scheme, echo</li> <li>-Spelling s using sc- science, scene</li> <li>-Spelling g using gue and que- tongue, unique</li> <li>-Spelling e using ei, ey, eigh- they, weigh, vein</li> <li>-Exceptions to adding the suffix -ly including removing the e, adding -ily and -ally</li> <li>-Homophones</li> </ul> <p><b>Revise and review:</b></p> <ul style="list-style-type: none"> <li>-Adding -ly, ing, est, er, ed, ful, less suffixes and when to drop an 'e'</li> <li>-Apostrophes for contractions</li> <li>-Apostrophes for singular possession</li> </ul>	
<b>Statutory spellings:</b>	<p>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p>			
<b>Homophones:</b>	<p>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</p>			

Year 4 Reding & Writing Curriculum Map

YEAR 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Genre	
<b>AUT</b> <i>Anglo Saxons</i>  <i>Land &amp; Sea</i>  <u>WCGR</u>	The Paper-bag Princess By	The Princess Who Hid In A Tree By Jackie Holderness	Anglo Saxon Boy By Tony Bradman	Freedom for Bron: The Boy Who Saved A Kingdom By N.S Blackman	Beowulf Poem By Henry Chaucer  <b>(digital)</b>	<b>Comprehension Ninja</b>  Part 1: The Anglo Saxons  Part 2: Orienteering	Interview with famous rulers (Harold Bluetooth) By Andy Seed  Interview With A Tiger By Andy Seed	<b>Comprehension Ninja</b>  Part 1: Anti-Bullying  Part 2: Animal Habitats	<b>HALF TERM</b>	This Morning I Met A Whale By Michael Morpurgo	Song Of The Dolphin Boy By Elizabeth Laird	Malamander By Thomas Taylor	Song Of The River By Gill Lewis	What A Waste By Jess Finch <b>Pg- 34-37</b>  The Story Of Stuff By Maggie Moat <b>Pg 38-39, 20-21, 12-13</b>	Water: Protect Freshwater To Save Life By Christine Barr  Our Amazing Planet By Jon Richards & Ed Simkins <b>Pg 68-93</b>	<b>C H R I S T M A S</b>	<b>NF: 7</b> <b>F: 10</b>	
<u>SS</u>	Recipe for an Anglo-Saxon soup		Setting description leading up to a battle		Anglo Saxon Battle Cry x3 paragraphs		Interview with an Anglo-Saxon (writing in role)			Diary Entry discovering the whale for the first time		Description of a coastal town like Eerie-On-Sea		Should food and drink be allowed on the beach?				<b>Ent: 4</b> <b>Inf: 2</b> <b>Per: 1</b> <b>Dis: 1</b>
<u>INDP</u>	Recipe for Anglo Saxon stew		Setting description after a battle has been won or lost		Battle cry x1 paragraph		Interview with a Viking (writing in role)			Diary Entry of discovering plastic in the ocean		Description of a creature/object washing ashore		Should sewage/landfill be pumped into water?				
<b>SPR</b> <i>Vikings</i>  <i>Europe</i>  <u>WCGR</u>	Beowulf By Michael Morpurgo	The Dragon's Hoard By Lari Don	Erik The Viking By Terry Jones	Viking Voyagers By Jack Tite	Arthur & The Golden Rope By Joe Todd Stanton	<b>Comprehension Ninja</b>  Part 1: Vikings & Lindisfarne  Part 2: Great Inventors				<b>HALF TERM</b>	The Secret Of The Night Train By Sylvia Bishop	Rooftoppers By Katherine Rundell	Spies In St. Petersburg By Katherine Woodfine	Hidden Tales From Eastern Europe By Antonia Barber	The Little Mermaid By Hans Christian Anderson			<b>NF: 4</b> <b>F: 9</b>
<u>SS</u>	Original Viking/Anglo Saxon Saga			Argument: Would you rather be a Roman, a Viking or an Anglo-Saxon?							Setting description of Istanbul		Narrative/traditional tale				<b>Ent:3</b> <b>Inf: 0</b> <b>Per:0</b> <b>Dis: 1</b>	
<u>INDP</u>	Their own saga based on creating their own villainous visitor to the village			Own argument with their own decision about which one is best							Setting description of Paris		Narrative/traditional tale					
<b>SUM</b> <i>Ancient Greece</i>  <i>European Resources</i>  <u>WCGR</u>	Avoid Entering the Olympics! By Michael Ford	<b>Comprehension Ninja</b>  Part 1: Teeth  Part 2: The Trojan War (Y3)	You Wouldn't Want to Be A Slave in Ancient Greece! By Fiona Macdonald	Troy Poem By Paul Perro	The Iliad By Gillian Cross	The Iliad & The Odyssey By Marcia Williams					<b>HALF TERM</b>	Persephone By Simon Spence	Greek Myths By Marcia Williams	The Adventures of Odysseus By Hugh Lupton	Not For Parents: Europe By Clive Gifford	<b>Comprehension Ninja</b>  Part 1: European Culture (Y5)  Part 2: Russia	Little People Big Dreams: Greta Thunberg By Maria Isabel Sanchez Vegara  <b>Focus on last double page timeline</b>	<b>Comprehension Ninja</b>  Part 1: Rivers Of The World  Part 2: The River Ganges
<u>SS</u>	Magazine Page on ancient Olympics		Persuasive letter from a slave to their master to ask to be freed		Newspaper report on Troy					Innovated/ Alternative Greek Myth		Non-chron on St. Petersburg/Bittany		Persuasive speech about climate change & protecting world's resources		<b>Ent: 1</b> <b>Inf: 3</b> <b>Per:2</b> <b>Dis:0</b>		
<u>INDP</u>	Magazine page on Greece		Master's letter reply persuading the slave to stay		Newspaper report on Troy					Alternate story ending /innovated myth		Non-chron on European region		Persuasive speech about climate change & protecting world's resources				

## Year 4 Reading Progression

YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	RWI/Fresh Start lessons continue in the mornings for BARE children, running as interventions that are congruent with WCGR lessons					
NC Links	Year 1 & 2 word reading objectives					
WCGR	<p><b>In Year 4, children working at ARE complete whole class guided reading lessons daily in the mornings</b>  <b><u>Across the week, children will complete the following in their lessons:</u></b></p> <ul style="list-style-type: none"> <li>-Explore an extract from a non-fiction, fiction, playscripts or poetry text each week and link this to what they have heard or read previously</li> <li>-Read and hear the text through a mixture of: choral reading, echo reading, modelled reading, independent reading, individual reading aloud, partner reading</li> <li>-Explore unfamiliar vocabulary and its meaning, including making links to words already known</li> <li>-Explore the significance of structural elements of the text including the author, illustrator, layout and its features</li> <li>-Answer questions independently and as part of group/whole class work in written and verbal form</li> <li>-Develop their oracy skills through discussion around the text, book talk and performing what they have read, learnt by heart and heard</li> <li>-Develop their listening skills through turn taking, participating in discussion, and listening and responding to others including their peers and teachers</li> <li>-Develop their comprehension skills through discussion, questioning around inference, prediction, retrieval, sequencing, summarising and explaining whereby teachers have used the KS2 reading domains as a basis for these activities</li> <li>-Explore and conventions within and across texts</li> <li>-Understand and analyse authorship, author intent and choice and the impact of this upon the reader</li> </ul> <p><b><u>Reading Domains</u></b>  <b>2a) Give / explain the meaning of words in context 2b) Retrieve and record information/identify key details from fiction and non-fiction 2c) Summarise main ideas from more than one paragraph 2d) Make inferences from the text/explain and justify inferences with evidence from the text 2e) Predict what might happen from details stated and implied 2f) Identify/explain how information /narrative content is related and contributes to meaning as a whole 2g) Identify/explain how meaning is enhanced through choice of words and phrases 2g) Make comparisons within the text</b></p>					
National Curriculum Links	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</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 &amp; understand the meaning of new words they meet</p> <p>Draw sound inferences, supported through reference to the text</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence</p> <p>Ask questions to improve their understanding of a text</p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Discuss understanding as it develops and explain the meaning of words in context</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Predict what might happen from details stated and implied</p> <p>Recommend books that they have read, giving reasons for their choices</p> <p>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</p> <p>Provide reasoned justifications for their views</p> <p>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</p> <p>Recognise and distinguish between fact and opinion</p> <p>Retrieve and record information from non-fiction</p> <p>Identify main ideas drawn from more than one paragraph and summarising these</p> <p>Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader</p> <p>Show understanding through intonation, tone, volume and action when performing poems and playscripts</p> <p>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> <p>Identify themes and conventions in a wide range of books e.g. make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters)</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Make links between texts and to the wider world</p>					

YEAR 4				
<b>Prior Knowledge:</b>		<ul style="list-style-type: none"> <li>-Use the correct determiners before nouns</li> <li>-Add a range of prefixes and suffixes</li> <li>-Learning to spell common exception words from the statutory Year 3 &amp; 4 list, further homophones and to add a range of prefixes and suffixes</li> <li>-Use a dictionary to check the spelling of words using their first few letters</li> <li>-Write dictated sentences from memory</li> <li>-Increase the legibility of handwriting including the use of diagonal strokes to join letters</li> <li>-Discuss writing similar to their own and learn from the structure, vocabulary and grammar</li> <li>-Plan writing by discussing and recording ideas, composing sentences orally and developing a varied and rich vocabulary and range of sentence structures</li> <li>-Assess the effectiveness of their own and others' writing and suggest improvements in relation to grammar, vocabulary and pronouns</li> <li>-Proofread for spelling and punctuation errors</li> <li>-Use a range of conjunctions to vary sentence length and structure</li> <li>-Use pronouns for coherence within paragraphs</li> <li>-Use conjunctions, prepositions and adverbs to display time, manner, cause and place</li> <li>-Use the present and past progressive tenses</li> <li>-Modify noun phrases with prepositions, adjectives and adverbs</li> <li>-Read their writing aloud using intonation, tone and volume to convey meaning clearly</li> </ul>		
<b>Ongoing objectives:</b>		<ul style="list-style-type: none"> <li>• learning to spell common exception words from the statutory Year 3 &amp; 4 list, further homophones and to add a range of prefixes and suffixes</li> <li>• Use a dictionary to check the spelling of words using the first few letters</li> <li>•Write dictated sentences from memory</li> <li>•Increase the legibility of handwriting including the use of diagonal strokes to join letters</li> <li>• learning to spell common exception words from the statutory Year 3 &amp; 4 list, further homophones and to add a range of prefixes and suffixes</li> <li>• Discuss writing similar to their own and learn from the structure, vocabulary and grammar</li> <li>•Plan writing by discussing and recording ideas, composing sentences orally and developing a varied and rich vocabulary and range of sentence structures</li> <li>•Assess the effectiveness of their own and others' writing and suggest improvements in relation to grammar, vocabulary and pronouns</li> <li>•Proofread for spelling and punctuation errors</li> <li>• Read their writing aloud using intonation, tone and volume to convey meaning clearly</li> </ul>		
Purpose / Genre		Autumn	Spring	Summer
<b>Entertain</b>	Narrative		<u>Saga (SPR 1)</u> <u>Traditional/Fairy Tale (SPR 2)</u> -Third person pronouns and other nouns for cohesion -Full range of speech punctuation used for dialogue -Past tense and past progressive tense is used accurately with subject/verb agreement -Descriptions of setting, character are detailed through the use of specific adjectives, nouns, verbs, adverbs and prepositions (expanded noun phrases) -Elements of atmospheric description is beginning to be developed through vocabulary -Language and phrases from the traditional	<u>Myth</u> -Third person pronouns and other nouns for cohesion -Full range of speech punctuation used for dialogue -Past tense and past progressive tense is used accurately with subject/verb agreement -Descriptions of setting, character are detailed through the use of specific adjectives, nouns, verbs, adverbs and prepositions (expanded noun phrases) -Elements of atmospheric description is beginning to be developed through vocabulary -Moral message or meaning to the plot of the narrative

			<p>tale genre influence and are incorporated into the writing drawn from other texts that have been read or heard</p> <ul style="list-style-type: none"> <li>-Dialogue is purposeful to convey thoughts and feelings of characters or to contribute to the plot of the narrative</li> <li>-The description and choice of verbs, nouns, adjectives, prepositions and adverbs are chosen to create realistic narratives and for effect</li> <li>-Oral and written plans influence the language, structure, punctuation and grammar of the narrative</li> <li>-Standard English verb inflections</li> <li>-Past progressive tense</li> <li>-A range of adverbials and conjunctions to create cohesion within and across paragraphs</li> <li>-Fronted adverbials, subordinate clauses and commas to begin sentences</li> <li>-Paragraphing is used to structure the narrative</li> <li>-Apostrophes for plural possession</li> <li>-Show not tell the reader how characters feel</li> </ul>	<ul style="list-style-type: none"> <li>-Heroic, villainous and monster stereotypes used to create characters</li> <li>-Language and phrases from the traditional mythic genre influence and are incorporated into the writing drawn from other texts that have been read or heard</li> <li>-Oral and written plans influence the language, structure, punctuation and grammar of the narrative</li> <li>-Dialogue is purposeful to convey thoughts and feelings of characters or to contribute to the plot of the narrative</li> <li>-The description and choice of verbs, nouns, adjectives, prepositions and adverbs are chosen to create realistic narratives and for effect</li> <li>-Standard English verb inflections</li> <li>-Past progressive tense</li> <li>-A range of adverbials and conjunctions to create cohesion within and across paragraphs</li> <li>-Fronted adverbials, subordinate clauses and commas to begin sentences</li> <li>-Paragraphing is used to structure the narrative</li> <li>-Apostrophes for plural possession</li> <li>-Show not tell the reader how characters feel</li> </ul>
	Poetry			
	Description	<p><b><u>Before/After Battle (AUT 1)</u></b>  <b><u>Fictional Seaside Town (AUT 2)</u></b></p> <ul style="list-style-type: none"> <li>-Simple personification and metaphor as descriptive devices</li> <li>-Elements of atmospheric description (pathetic fallacy)</li> <li>-Fronted adverbials, subordinate clauses and commas to start sentences</li> <li>-Third person pronouns and other nouns are used for cohesion</li> <li>-Present tense/present progressive tense is accurate with subject/verb agreements</li> <li>-Description of nouns are detailed with modifying adjectives, prepositions and</li> </ul>	<p><b><u>European City</u></b></p> <ul style="list-style-type: none"> <li>-Simple personification and metaphor as descriptive devices</li> <li>-Elements of atmospheric description (pathetic fallacy)</li> <li>-Fronted adverbials, subordinate clauses and commas to start sentences</li> <li>-Third person pronouns and other nouns are used for cohesion</li> <li>-Present tense/present progressive tense is accurate with subject/verb agreements</li> <li>-Description of nouns are detailed with modifying adjectives, prepositions and adverbs</li> </ul>	

		<ul style="list-style-type: none"> <li>adverbs</li> <li>-Adverbs, adjectives, nouns, verbs and prepositions are chosen for specific effect, precise meaning and to create realistic writing</li> <li>-Adverbs, prepositions and conjunctions create cohesion within and across paragraphs and express time, cause, manner and place</li> <li>-Correct subject/verb agreement</li> <li>-Written and oral planning is used to directly influence the structure of the writing</li> <li>-Description structured around the 5 senses</li> <li>-Onomatopoeia</li> <li>-More complex similes</li> <li>-Description of atmosphere and setting</li> <li>-Paragraphs</li> <li>-Dialogue and full use of speech punctuation</li> </ul>	<ul style="list-style-type: none"> <li>-Adverbs, adjectives, nouns, verbs and prepositions are chosen for specific effect, precise meaning and to create realistic writing</li> <li>-Adverbs, prepositions and conjunctions create cohesion within and across paragraphs and express time, cause, manner and place</li> <li>-Correct subject/verb agreement</li> <li>-Written and oral planning is used to directly influence the structure of the writing</li> <li>-Description structured around the 5 senses</li> <li>-Onomatopoeia</li> <li>-More complex similes</li> <li>-Description of atmosphere and setting</li> </ul>	
	Fictional Recount			
	Diary	<p><b><u>Meeting A Whale/ Plastic In Ocean</u></b></p> <ul style="list-style-type: none"> <li>-Greeting and sign off</li> <li>-Date</li> <li>-1<sup>st</sup> person pronouns for cohesion</li> <li>-Past tense/past progressive tense</li> <li>-Chronological sequencing of events</li> <li>-Characters thoughts and feelings are communicated in detail</li> <li>-Description of nouns are detailed with modifying adjectives, prepositions and adverbs</li> <li>-Adverbs, adjectives, nouns, verbs and prepositions are chosen for specific effect, precise meaning and to create realistic writing</li> <li>-Adverbs, prepositions and conjunctions create cohesion within paragraphs and express time, cause, manner and place</li> <li>-Language specific to topic used to communicate with the reader clearly and to set the time period</li> <li>-Correct use of determiners</li> <li>-Paragraphs</li> <li>-Written and oral planning is used to directly influence the structure of the writing</li> </ul>		

		<ul style="list-style-type: none"> <li>-Begin to use fronted adverbials without punctuation</li> <li>-Begin to vary sentence types and structure for effect ie. short sentences</li> </ul>		
	Playscript			
	Interview/ writing in role	<p><b><u>Interview with Anglo-Saxon/Viking</u></b></p> <ul style="list-style-type: none"> <li>-Question and response feedback</li> <li>-Sense of contrasting character displayed through vocabulary</li> <li>-Speech punctuation included inverted commas, question marks, exclamation marks and commas</li> <li>-Fronted adverbials and commas</li> <li>-Plural possessive apostrophe</li> <li>-Present tense/present progressive tense is accurate with subject/verb agreements</li> <li>-Description of nouns are detailed with modifying adjectives, prepositions and adverbs</li> <li>-Adverbs, adjectives, nouns, verbs and prepositions are chosen for specific effect, precise meaning and to create realistic writing</li> <li>-Adverbs, prepositions and conjunctions create cohesion within and across paragraphs and express time, cause, manner and place</li> <li>-Correct subject/verb agreement</li> <li>-Written and oral planning is used to directly influence the structure of the writing</li> <li>-1<sup>st</sup> person pronouns used to create cohesion</li> <li>-Paragraphs</li> </ul>		
<b>Inform</b>	Non-Chronological Reports			<p><b><u>Magazine page on Olympics/Greeks (SUM 1)</u></b> <b><u>European Region (SUM 2)</u></b></p> <ul style="list-style-type: none"> <li>-Introduction to give an overview of the topic</li> <li>-Headings and subheadings</li> <li>-Further content organised by subtopic into paragraphs</li> <li>-Specific choices regarding the visual layout of paragraphs</li> <li>-Images, diagrams, bullet points and captions</li> <li>-Present tense and subject/verb agreement</li> <li>-Impersonal, specific, technical language</li> </ul>

				<ul style="list-style-type: none"> <li>-Sentences constructed as factual statements</li> <li>-Use of figures, dates, names to add further detail</li> <li>-Influenced by personal research into the topic</li> <li>-Provide and distinguish between general and specific information about the subject</li> <li>-Third person pronouns and other nouns to create cohesion within and across paragraphs</li> <li>-Fronted adverbials and commas</li> <li>-Range of sentence types including complex sentences using a range of conjunctions</li> <li>-Adverbs, adjectives, nouns, verbs and prepositions are chosen for precise meaning</li> <li>-Adverbs, prepositions and conjunctions create cohesion within paragraphs and express time, cause, manner and place</li> <li>-Possessive plural apostrophe</li> <li>-Standard English forms</li> <li>-Correct use of determiners</li> <li>-Description is detailed through the use of nouns modified with prepositions, adjectives and adverbs</li> </ul>
	<p>Instructions</p>	<p><b><u>Anglo-Saxon Soup Recipe</u></b></p> <ul style="list-style-type: none"> <li>-Content organised/sequenced into points according to time and order</li> <li>-Introductory statement using rhetorical questions</li> <li>-Ingredient and equipment lists organised into correctly punctuated bullet points</li> <li>-Subheadings</li> <li>-Complex sentences using a range of conjunctions</li> <li>-Technical/subject specific vocabulary</li> <li>-Precise language of measurement and time to provide further guidance to the reader</li> <li>-Chronological sequencing</li> <li>- Wider range of imperative verbs</li> <li>-Sentences structured as commands</li> <li>-Use of 2<sup>nd</sup> person pronouns for cohesion</li> <li>-Present tense and correct subject verb</li> </ul>		

		<p>agreement</p> <ul style="list-style-type: none"> <li>-Standard English forms</li> <li>-Prepositions and adverbs to guide to ready and to convey manner, time, place and cause</li> <li>-Written and oral planning is used to directly influence the structure of the writing</li> <li>-Description is detailed through the use of nouns modified with prepositions, adjectives and adverbs</li> <li>-Fronted adverbials and commas</li> <li>-Begin to use features common of spoken language such as contractions, slang, question tags</li> </ul>		
	Newspaper			<p><b>Troy</b></p> <ul style="list-style-type: none"> <li>-Historically accurate figures, dates and vocabulary</li> <li>-Chronological sequence of events</li> <li>-Headline using elements of pun</li> <li>-Subheading to provide further detail</li> <li>-3<sup>rd</sup> person pronouns and other nouns to create cohesion and avoid repetition</li> <li>-Subject/verb agreement in past tense and past progressive tense</li> <li>-Direct speech using inverted commas</li> <li>-Introductory paragraph using 5Ws sentences</li> <li>-Standard English forms</li> <li>-Correct use of determiners</li> <li>-Factual statements</li> <li>-Opinions of others and the author</li> <li>-Reactions from witnesses</li> <li>-Columns</li> <li>-Images and captions</li> <li>-Complex sentences using a range of conjunctions</li> <li>-Adverbs, adjectives, nouns, verbs and prepositions are chosen for precise meaning</li> <li>-Adverbs, prepositions and conjunctions to create cohesion within paragraphs and express time, cause, manner and place</li> <li>-Direct speech to capture eyewitness accounts using correct speech punctuation</li> </ul>

				<ul style="list-style-type: none"> <li>-Reported speech</li> <li>-Fronted adverbials and commas</li> <li>-Paragraphs</li> <li>-Written and oral planning is used to directly influence the structure of the writing</li> <li>-Description is detailed through the use of nouns modified with prepositions, adjectives and adverbs</li> </ul>
	Letter			
	Factual Recount			
	Interview			
	Biography			
<b>Persuade</b>	Letter			<p><b><u>Letter between slave and master</u></b></p> <ul style="list-style-type: none"> <li>-Formal letter conventions and layout- addresses, date, greeting and sign off</li> <li>-Formal vocabulary</li> <li>-Questions to structure the content of the narrative</li> <li>-1<sup>st</sup> person pronouns for cohesion</li> <li>-Direct address using 2<sup>nd</sup> person pronouns to the recipient for persuasion</li> <li>-Rhetorical questions for persuasion</li> <li>-Power of 3 for persuasion</li> <li>-Hyperbolic language for persuasion</li> <li>-Repetition for effect</li> <li>-Emotive language for persuasion</li> <li>-Pronouns and proper nouns for cohesion and to avoid repetition</li> <li>-Historical context of Greek life and relevant/appropriate vocabulary</li> <li>-Paragraphs</li> <li>-Written and oral planning is used to directly influence the structure of the writing</li> <li>-A range of sentence types including complex sentences using a range of conjunctions</li> <li>-Adverbs, prepositions and conjunctions to create cohesion within paragraphs and express time, cause, manner and place</li> <li>-Present tense/present progressive tense</li> <li>-Past tense to respond to previous letter received</li> </ul>

				<ul style="list-style-type: none"> <li>-Description is detailed through the use of nouns modified with prepositions, adjectives and adverbs</li> <li>-Fronted adverbials and commas</li> <li>-Plural possessive apostrophe</li> <li>-Adverbs, adjectives, nouns, verbs and prepositions are chosen for precise meaning</li> </ul>
	Speech	<p><b>Battle Cry</b></p> <ul style="list-style-type: none"> <li>-1<sup>st</sup> person pronouns for cohesion</li> <li>-Fronted adverbials and commas</li> <li>-Emotive and hyperbolic language</li> <li>-Exclamations and rhetorical questions</li> <li>-Power of three</li> <li>-Short sentences for effect</li> <li>-Repetition for effect</li> <li>-Features of spoken language such as contractions, question tags and informality</li> <li>-Written and oral planning is used to directly influence the structure of the writing</li> <li>-A range of sentence types including complex sentences using a range of conjunctions</li> <li>-Adverbs, prepositions and conjunctions to create cohesion within and across paragraphs and express time, cause, manner and place</li> <li>-Plural possessive apostrophe</li> <li>-Adverbs, adjectives, nouns, verbs and prepositions are chosen for precise meaning</li> </ul>		<p><b>Climate Change</b></p> <ul style="list-style-type: none"> <li>-1<sup>st</sup> person pronouns for cohesion</li> <li>-Fronted adverbials and commas</li> <li>-Emotive and hyperbolic language</li> <li>-Exclamations and rhetorical questions</li> <li>-Power of three</li> <li>-Short sentences for effect</li> <li>-Repetition for effect</li> <li>-Features of spoken language such as contractions, question tags and informality</li> <li>-Written and oral planning is used to directly influence the structure of the writing</li> <li>-A range of sentence types including complex sentences using a range of conjunctions</li> <li>-Adverbs, prepositions and conjunctions to create cohesion within and across paragraphs and express time, cause, manner and place</li> <li>-Plural possessive apostrophe</li> <li>-Adverbs, adjectives, nouns, verbs and prepositions are chosen for precise meaning</li> </ul>
	Advert			
	Travel Brochure			

<b>Discuss</b>	Essay	<p><b><u>Water Pollution</u></b></p> <ul style="list-style-type: none"> <li>-Introduction</li> <li>-Balanced argument of both sides</li> <li>-Language of comparison and similarity/difference</li> <li>-Conclusion</li> <li>-Comparative conjunctions, subordinate clauses</li> <li>-A combination of factual statements and opinion</li> <li>-Written and oral planning is used to directly influence the structure of the writing</li> <li>-Factually accurate information drawing on knowledge and research</li> <li>-A range of sentence types including complex sentences using a range of conjunctions</li> <li>-Formal vocabulary</li> <li>-Impersonal tone</li> <li>-3<sup>rd</sup> person pronouns for cohesion</li> <li>-Adverbs, prepositions and conjunctions to create cohesion within and across paragraphs and express time, cause, manner and place</li> <li>-Plural possessive apostrophe</li> <li>-Fronted adverbials and commas</li> </ul>	<p><b><u>Would You Rather Be Viking/Anglo Saxon?</u></b></p> <ul style="list-style-type: none"> <li>-Introduction</li> <li>-Balanced argument of both sides</li> <li>-Language of comparison and similarity/difference</li> <li>-Conclusion</li> <li>-Comparative conjunctions, subordinate clauses</li> <li>-A combination of factual statements and opinion</li> <li>-Written and oral planning is used to directly influence the structure of the writing</li> <li>-Factually accurate information drawing on knowledge and research</li> <li>-A range of sentence types including complex sentences using a range of conjunctions</li> <li>-Formal vocabulary</li> <li>-Impersonal tone</li> <li>-3<sup>rd</sup> person pronouns for cohesion</li> <li>-Adverbs, prepositions and conjunctions to create cohesion within and across paragraphs and express time, cause, manner and place</li> <li>-Plural possessive apostrophe</li> <li>-Fronted adverbials and commas</li> </ul>	
	Review			

<p><b>Spelling rules:</b></p> <p><i>(National Curriculum English Appendix 1: Spelling DfE, 2014)</i></p>	<p><b>New content:</b></p> <ul style="list-style-type: none"> <li>-Adding prefixes anti- and auto-</li> <li>-Plural possessive apostrophe- girls', men's</li> <li>-Spelling using -tion</li> </ul> <p><b>Revise and review:</b></p> <ul style="list-style-type: none"> <li>-Adding suffixes starting with vowels and rules for doubling/not doubling consonants in root words of more than one syllable</li> <li>-Adding the prefixes dis- in- and mis for negative meaning</li> <li>-Adding the suffix -ly to change adjectives into adverbs</li> <li>-Spelling i using y - myth</li> <li>-Spelling u using ou- young</li> <li>-Spelling using -sion</li> </ul>	<p><b>New content:</b></p> <ul style="list-style-type: none"> <li>-Adding prefixes super- and inter-</li> <li>-Plural possessive apostrophe- girls', men's</li> <li>-Spelling using -sion or -ssion</li> </ul> <p><b>Revise and review:</b></p> <ul style="list-style-type: none"> <li>-Adding the prefixes in- ir- and il- depending on starting letter of root word- illegal, immature, irregular</li> <li>-Adding the suffix -ation to verbs to form nouns</li> <li>-Spelling using -sure and ture and the difference between these and -(t)cher</li> <li>-Spelling using ch- chef, chalet, machine</li> </ul>	<p><b>New content:</b></p> <ul style="list-style-type: none"> <li>-Spelling using -cian</li> <li>-Choosing between -tion, -sion, -ssion and -cian</li> <li>-Plural possessive apostrophe- girls', men's</li> </ul> <p><b>Revise and review:</b></p> <ul style="list-style-type: none"> <li>-Adding prefix re- to mean again or back</li> <li>-Adding the suffix -ous and the rules for doing so- removing the u, keeping the ge, whether it is ious or eous</li> <li>-Spelling k using ch (Greek)- scheme, echo</li> <li>-Spelling s using sc- science, scene</li> <li>-Spelling g using gue and que- tongue, unique</li> <li>-Spelling e using ei, ey, eigh- they, weigh, vein</li> <li>-Exceptions to adding the suffix -ly including removing the e, adding -ily and -ally</li> </ul>
<p><b>Statutory spellings:</b></p>	<p>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p>		
<p><b>Homophones:</b></p>	<p>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</p>		

## Year 5 English Curriculum Map

YEAR 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Genre						
<b>AUT</b> <i>Coventry Blitz</i>  <u>WCGR</u>	Neville Chamberlain Declaration of War Speech  (digital)	<b>Comprehension Ninja</b>  Part 1: The D-Day Landings  Part 2: Australia	Evacuation Newspapers  (digital)	Carrie's War By Nina Bawden	Letters from the Lighthouse By Emma Carroll	Goodnight Mr Tom By Michelle Magorian	Blitz Cat By Robert Westall	A Poem For Black Saturday By Len Smith  (digital)	One World: 24 Hours On Planet Earth By Nicola Davies	<b>Comprehension Ninja</b>  Part 1: Planets  Part 2: Gravity	Poems From A Green And Blue Planet By Sabrina Mahfouz	The Incredible Ecosystems Of Planet Earth By Rachel Ignotofsky	Shakleton's Journey By William Grill	The Polar Bear Explorer's Club By Alex Bell	<b>CHRISTMAS</b>	<b>NF: 6</b> <b>F: 7</b>						
<u>SS</u>	Newspaper article about declaration of war		First person narrative of an evacuee: 'The day my life changed forever'		Setting description of a street during a nighttime blitz			Are time zones necessary?		Love letters to the Earth to encourage protection of it		Diary Entries of a Shakleton's exploration		<b>Ent: 3</b> <b>Inf: 1</b> <b>Per: 1</b> <b>Dis: 1</b>								
<u>INDP</u>	Own newspaper article about plans for evacuation		Innovated first person narrative			Setting description of a location the morning after an attack			Should everyone's day start at the same time across the globe?		Love letters to the Earth to encourage protection of it		Fictional Diary Entries of an ice-themed journey									
<b>SPR</b> <i>British Empire</i> <i>Shaping Our</i>  <u>WCGR</u>	Stolen History  By Sathnam Sanghera  Chapter 1	<b>Comprehension Ninja</b>  Part 1: Queen Victoria  Part 2: The British Empire	Coming To England By Floella Benjamin  Chapters 8-10	Stolen History  By Sathnam Sanghera  Chapter 5	Black & British  By David Olusoga	Black & British: An Illustrated History By David Olusoga	<b>HALF TERM</b>									<b>NF: 11</b> <b>F: 2</b>						
<u>SS</u>	Should we feel proud of the British Empire? Negative conclusion		Floella's dairy entry of journey to England and arriving there		Persuasive speech/letter arguing for a statue of honour for Frederick Douglas										Setting description of a natural disaster		Newspaper about a natural disaster- Tsunami				<b>Ent: 2</b> <b>Inf: 1</b> <b>Per: 1</b> <b>Dis: 1</b>	
<u>INDP</u>	Should we feel proud of the British Empire? balanced/positive conclusion		Diary entry of a fictional family coming from a commonwealth country		Persuasive speech/letter arguing for a statue of honour for person of choice										Setting description of a natural disaster		Newspaper about a natural disaster- Earthquake					
<b>SUM</b> <i>Mayans</i> <i>South America</i>  <u>WCGR</u>	The Great Kapok Tree By Lynne Cherry	The Chocolate Tree: By Linda Lowery	The History Detectives Investigates: Mayan Civilization By Clare Hibbert	<b>Comprehension Ninja</b>  Part 1: Fair Trade  Part 2: Y6 Ancient Maya	Rain Player By David Wisniewski	The Maya By Tracy Kelly									Women In Art: 50 Fearless Creatives Who Inspired The World BY Rachel Ignotofsky	Rainforest Warrior By Anita Ganeri	Amazon River By Sangma Francis	Journey To The River Sea By Eva Ibbotson	Continents Uncovered: South America By Rob Colson	Info Buzz: Argentina By Izzi Howell	Brazil By Susie Brooks	<b>NF: 9</b> <b>F: 4</b>
<u>SS</u>	Narrative for children		Writing in role – interview Mayan		Instructions for the game			Frida Kahlo biography		Non-chronological report on River Amazon		Where is best to visit in South America?		<b>Ent: 2</b> <b>Inf: 4</b> <b>Per: 0</b> <b>Dis: 1</b>								
<u>INDP</u>	Narrative for children		Writing in role – interview Mayan		Instructions for their own ball game inspired by Pok-a-tok			Chico Mendes biography		Non-chronological report on a South American Country/Mexico		Where is best to visit in South America?										

Year 5 Reading Progression

YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	RWI/Fresh Start lessons continue in the mornings for BARE children, running as interventions that are congruent with WCGR lessons					
NC Links	Year 1 & 2 word reading objectives					
WCGR	<p><b>In Year 5, children working at ARE complete whole class guided reading lessons daily in the mornings</b>  <b>Across the week, children will complete the following in their lessons:</b></p> <ul style="list-style-type: none"> <li>-Explore an extract from a non-fiction, fiction, playscripts or poetry text each week and link this to what they have heard or read previously</li> <li>-Read and hear the text through a mixture of: choral reading, echo reading, modelled reading, independent reading, individual reading aloud, partner reading</li> <li>-Explore unfamiliar vocabulary and its meaning, including making links to words already known</li> <li>-Explore the significance of structural elements of the text including the author, illustrator, layout and its features</li> <li>-Answer questions independently and as part of group/whole class work in written and verbal form</li> <li>-Develop their oracy skills through discussion around the text, book talk and performing what they have read, learnt by heart and heard</li> <li>-Develop their listening skills through turn taking, participating in discussion, and listening and responding to others including their peers and teachers</li> <li>-Develop their comprehension skills through discussion, questioning around inference, prediction, retrieval, sequencing, summarising and explaining whereby teachers have used the KS2 reading domains as a basis for these activities</li> <li>-Explore and conventions within and across texts</li> <li>-Understand and analyse authorship, author intent and choice and the impact of this upon the reader</li> </ul> <p><b>Reading Domains</b>  <b>2a) Give / explain the meaning of words in context 2b) Retrieve and record information/identify key details from fiction and non-fiction 2c) Summarise main ideas from more than one paragraph 2d) Make inferences from the text/explain and justify inferences with evidence from the text 2e) Predict what might happen from details stated and implied 2f) Identify/explain how information /narrative content is related and contributes to meaning as a whole 2g) Identify/explain how meaning is enhanced through choice of words and phrases 2g) Make comparisons within the text</b></p>					
National Curriculum Links	<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>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Make links between the authors' use of language and the inferences drawn</p> <p>Ask questions to improve their understanding of a text</p> <p>Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context</p> <p>Predict what might happen from details stated and implied</p> <p>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</p> <p>Provide reasoned justifications for their views</p> <p>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</p> <p>Recommend books that they have read, giving reasons for their choices</p> <p>Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen</p> <p>Distinguish between statements of fact and opinion and understand why this is important to interpreting the text</p> <p>Extract information and make notes using quotations and reference to the text</p> <p>Retrieve, record and present information from non-fiction</p> <p>Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Show understanding through intonation, tone and volume so that meaning is clear to an audience</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss'</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Make comparisons within and across books</p>					

YEAR 5				
<b>Prior Knowledge:</b>		<ul style="list-style-type: none"> <li>-Learning to spell common exception words from the statutory Year 3 &amp; 4 list, further homophones and to add a range of prefixes and suffixes</li> <li>-Use a dictionary to check the spelling of words using the first few letters</li> <li>-Write dictated sentences from memory involving punctuation taught so far- possessive singular apostrophes, fronted adverbials and commas</li> <li>-Increase the legibility of handwriting including the use of diagonal strokes to join letters</li> <li>-Use a range of co-ordinating and subordinating conjunctions</li> <li>-Write using conjunctions, adverbs, prepositions for coherence</li> <li>-Use conjunctions, adverbs, prepositions to modify noun phrases</li> <li>-Punctuate speech accurately</li> <li>-Singular and possessive apostrophe</li> <li>-Use of Standard English and tense agreement</li> <li>-Present and past progressives tenses</li> <li>-Proof reading for SPaG errors</li> </ul>		
<b>Ongoing objectives:</b>		<ul style="list-style-type: none"> <li>•Write legibly, fluently and with increasing speed by choosing shapes of letters and whether to join them and the writing implement best suited to a task</li> <li>•Proofread for spelling, grammar and punctuation errors linked to the Year 5 &amp; 6 programme of study</li> <li>•Spell using further prefixes and suffixes, silent letters, homophones and near homophones</li> <li>•Use morphology and etymology to spell as well as learning some words from memory</li> <li>•Use dictionaries and thesauruses to check spelling, meaning, synonyms and antonyms to improve their work</li> <li>•Plan writing according to audience and purpose using models, noting and developing ideas using research</li> <li>•Precising longer passages</li> <li>•Select appropriate grammar and vocabulary and understand how these choice can enhance meaning and respond to audience, genre and purpose</li> <li>•Evaluate and edit their own and others' writing by assessing its effectiveness, proposing changes to vocabulary, grammar (including correct tense, subject verb agreement) and punctuation to enhance effect and clarify meaning</li> <li>•Perform their own compositions using intonation, volume and movement to make meaning clear</li> <li>•Learn the grammar and terms for Year 5 and 6 in Appendix 2, and spelling rules from Appendix 1</li> </ul>		
Purpose / Genre		Autumn	Spring	Summer
Entertain	Narrative	<p><b><u>1<sup>st</sup> Person Evacuation</u></b></p> <ul style="list-style-type: none"> <li>-Make ambitious vocabulary choices especially relating to historical context of WW2 to meet the purpose and genre</li> <li>-Specific vocabulary chosen for deliberate effect</li> <li>-Describe settings and characters to create atmosphere- use of the 5 senses, alliteration, simile, onomatopoeia</li> <li>-Use formal register to reflect the historical context of writing (WW2)</li> <li>-Incorporate dialogue to advance the action</li> <li>-Use their understanding and experience of how authors developed characters and settings in what they have listened to and read to inform their own writing</li> </ul>		<p><b><u>The Great Kapok Tree (Children's narrative)</u></b></p> <ul style="list-style-type: none"> <li>-Make ambitious vocabulary choices especially relating to geographical and historical context of the Maya to meet the purpose and genre of the writing</li> <li>-Make specific and reasoned vocabulary choices to respond direct to the audience (younger children)</li> <li>-Specific vocabulary chosen for deliberate effect</li> <li>-Describe settings and characters to create atmosphere- use of the 5 senses, alliteration, simile, onomatopoeia, personification, metaphor</li> <li>-Incorporate dialogue to advance the action</li> <li>-Use their understanding and experience of how authors developed characters and settings in</li> </ul>

		<ul style="list-style-type: none"> <li>-Use a wide range of devices to create cohesion in and across paragraphs</li> <li>-Punctuate direct speech accurately using the 'show not tell' technique to add further detail and offer insight in to character thoughts and feelings</li> <li>-Distinguish between language of spoken and written language to create character including the use of register</li> <li>-Use a range of sentence structures and types including a range of conjunctions and punctuation to entertain the reader</li> <li>-Past tenses (including perfect forms)</li> <li>-1<sup>st</sup> person pronouns</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets for parenthesis</li> <li>-Relative clauses containing commas, brackets and relative pronouns</li> <li>-Expanded noun phrases to communicate detail concisely</li> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> </ul>		<ul style="list-style-type: none"> <li>what they have listened to and read to inform their own writing</li> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, adverbs and prepositions</li> <li>-Distinguish between language of spoken and written language to create character including the use of register</li> <li>-Use a range of sentence structures and types to entertain the reader including the use of a range of conjunctions and punctuation</li> <li>Past tenses (including perfect forms)</li> <li>-3<sup>rd</sup> person pronouns and proper nouns to create cohesion</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets, commas and dashes to indicate parenthesis</li> <li>-Relative clauses containing commas, brackets and relative pronouns</li> <li>-Expanded noun phrases to communicate detail concisely</li> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> </ul>
	Poetry			
	Description	<p><b><u>The Blitz</u></b></p> <ul style="list-style-type: none"> <li>-Make ambitious vocabulary choices especially relating to historical context of WW2 to meet the purpose and genre</li> <li>-Describe settings and characters to create atmosphere- use of the 5 senses, alliteration, simile, onomatopoeia</li> <li>-Use their understanding and experience of how authors developed characters and settings in what they have listened to and read to inform their own writing</li> <li>-Use their understanding and experience of how authors developed characters and settings in what they have listened to and read to inform their own writing</li> </ul>	<p><b><u>Natural Disaster</u></b></p> <ul style="list-style-type: none"> <li>-Make ambitious vocabulary choices especially relating to purpose and genre</li> <li>-Describe settings and characters to create atmosphere- use of the 5 senses, alliteration, simile, onomatopoeia</li> <li>-Use their understanding and experience of how authors developed characters and settings in what they have listened to and read to inform their own writing</li> <li>-Use their understanding and experience of how authors developed characters and settings in what they have listened to and read to inform their own writing</li> </ul>	

		<ul style="list-style-type: none"> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, prepositions and adverbs</li> <li>-Use a range of sentence structures and types including a range of conjunctions and punctuation to entertain the reader</li> <li>-Past tenses (including perfect forms)</li> <li>-3<sup>rd</sup> person pronouns and proper nouns to create cohesion</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets for parenthesis</li> <li>-Relative clauses containing commas, brackets and relative pronouns</li> <li>-Expanded noun phrases to communicate detail concisely</li> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> <li>-Use the “show not tell” technique to show how characters are feeling</li> </ul>	<ul style="list-style-type: none"> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, prepositions and adverbs</li> <li>-Use a range of sentence structures and types including a range of conjunctions and punctuation to entertain the reader</li> <li>-Past tenses (including perfect forms)</li> <li>-3<sup>rd</sup> person pronouns and proper nouns to create cohesion</li> <li>-Integrate dialogue to advance the action</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets for parenthesis</li> <li>-Relative clauses containing commas, brackets, dashes and relative pronouns</li> <li>-Expanded noun phrases to communicate detail concisely</li> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> <li>-Use the “show not tell” technique to show how characters are feeling</li> <li>-Accurately punctuated dialogue</li> </ul>	
	Fictional Recount			
	Diary		<p><b><u>Floella’s Diary</u></b></p> <ul style="list-style-type: none"> <li>-Chronological sequences of reported events</li> <li>-Date, greeting and sign off</li> <li>-1<sup>st</sup> person pronouns</li> <li>-Technical vocabulary used to refer to the context of space exploration</li> <li>-Character’s inner thoughts and feelings are revealed through vocabulary</li> <li>-Range of punctuation including ellipses and other more informal varieties</li> <li>-Rhetorical questions</li> <li>-Sense of character voice created through vocabulary</li> <li>-Use a wide range of devices to create cohesion in and across paragraphs</li> </ul>	

			<p>including conjunctions, prepositions and adverbs</p> <ul style="list-style-type: none"> <li>-Use a range of sentence structures and types including a range of conjunctions and punctuation to entertain the reader</li> <li>-Past tenses (including perfect forms)</li> <li>-Elements of informal register to fit the genre and purpose of writing</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets for parenthesis</li> <li>-Relative clauses containing commas, brackets, dashes and relative pronouns</li> <li>-Expanded noun phrases to communicate detail concisely</li> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> <li>-Descriptive language and techniques to describe the places, people and activities referred to</li> </ul>	
	Playscript			
	Interview/ writing in role			<p><b><u>Interview a Mayan (dual purpose)</u></b></p> <ul style="list-style-type: none"> <li>-Accurate use of speech punctuation</li> <li>-1<sup>st</sup> person/2<sup>nd</sup> person pronouns for question and response structure</li> <li>-Ambitious and accurate use of vocabulary relating to the historical and geographical context of the Maya</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets for parenthesis</li> <li>-Relative clauses containing commas, brackets and relative pronouns</li> <li>-Expanded noun phrases to communicate detail concisely</li> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, prepositions and adverbs</li> <li>-Use a range of sentence structures and types including a range of conjunctions and punctuation to entertain the reader</li> </ul>

				<ul style="list-style-type: none"> <li>-Present tenses (including perfect forms)</li> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> <li>-Variety of modal verbs to create questions</li> <li>-Begin to distinguish between language and speech and writing through register/grammar</li> <li>-Elements of informal spoken language-contractions, question tags, ellipses</li> <li>-Creation of two distinct character voices through vocabulary, grammar and register (formality and standard English for interviewer, informality for interviewee)</li> </ul>
<b>Inform</b>	<b>Non-Chronological Reports</b>			<p><b><u>South American Country</u></b></p> <ul style="list-style-type: none"> <li>-Use of technical language relating to topic</li> <li>-Writing informed by relevant research</li> <li>-Subheadings and headings to guide the reader and paragraphs to split the content into sections in order to guide the reader</li> <li>-Diagrams, captions and labels to guide the reader</li> <li>-3<sup>rd</sup> person pronouns</li> <li>-Use correctly punctuated bullet points to guide the reader where appropriate</li> <li>-Colons to introduce lists and semi colons to separate items within them</li> <li>-Expanded noun phrases to communicate factually accurate detail and description concisely</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets for parenthesis</li> <li>-Relative clauses containing commas, brackets and relative pronouns</li> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, prepositions and adverbs</li> <li>-Use a range of sentence structures and types including a range of conjunctions and punctuation to entertain the reader</li> <li>-Present tenses (including perfect forms)</li> </ul>

				<ul style="list-style-type: none"> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> </ul>
	<p><b>Instructions</b></p>			<p><b><u>Instructions for Pok-A-Tok</u></b></p> <ul style="list-style-type: none"> <li>-Use of technical language relating to topic of space</li> <li>-Writing informed by relevant research</li> <li>-Modal and imperative verbs to create commands and offer advice</li> <li>-Subheadings and headings to guide the reader and paragraphs to split the content into sections in order to guide the reader</li> <li>-2<sup>nd</sup> person direct address and pronouns</li> <li>-Use correctly punctuated bullet points to guide the reader where appropriate</li> <li>-Colons to introduce lists and semi colons to separate items within them</li> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, prepositions and adverbs</li> <li>-Use a range of sentence structures and types including a range of conjunctions and punctuation</li> <li>-Chronologically sequence of steps to follow</li> <li>-Time adverbials and preposition to convey specific details</li> <li>-Use correctly punctuated bullet points to guide the reader where appropriate</li> <li>-Expanded noun phrases to communicate factually accurate detail and description concisely</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets for parenthesis</li> <li>-Relative clauses containing commas, brackets and relative pronouns</li> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> </ul>

	<p><b>Newspaper</b></p>	<p><b><u>Outbreak of WW2</u></b></p> <ul style="list-style-type: none"> <li>-Use research to plan and inform their writing</li> <li>-Archaic language and formal tone/register/vocabulary to reflect the historical context and time period</li> <li>-5 Ws introduction</li> <li>-Use columns, headings and subheadings to guide the reader</li> <li>-Puns and hyperbole according to purpose</li> <li>-Reported and direct speech with accurate punctuation</li> <li>-Expanded noun phrases to communicate factually accurate detail and description concisely</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets for parenthesis</li> <li>-Relative clauses containing commas, brackets and relative pronouns</li> <li>-3<sup>rd</sup> person past tense</li> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, prepositions and adverbs</li> <li>-Use a range of sentence structures and types including a range of conjunctions and punctuation</li> </ul>	<p><b><u>Tsunami/Earthquake</u></b></p> <ul style="list-style-type: none"> <li>-Use research to plan and inform their writing</li> <li>-5 Ws introduction</li> <li>-Use columns, headings and subheadings to guide the reader</li> <li>-Puns and hyperbole according to purpose</li> <li>-Reported and direct speech with accurate punctuation</li> <li>-Expanded noun phrases to communicate factually accurate detail and description concisely</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets for parenthesis</li> <li>-Relative clauses containing commas, brackets and relative pronouns</li> <li>-3<sup>rd</sup> person past tense</li> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, prepositions and adverbs</li> <li>-Use a range of sentence structures and types including a range of conjunctions and punctuation</li> </ul>	
	<p><b>Letter</b></p>			
	<p><b>Factual Recount</b></p>			
	<p><b>Interview</b></p>			<p><b><u>Interview A Mayan</u></b> See Above (dual purpose)</p>
	<p><b>Biography</b></p>			<p><b><u>Chico Mendes</u></b></p> <ul style="list-style-type: none"> <li>-Past tense</li> <li>-3<sup>rd</sup> Person pronouns</li> <li>-Passive voice</li> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> </ul>

				<ul style="list-style-type: none"> <li>-Paragraphs to structure writing</li> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, prepositions and adverbs</li> <li>-Use a range of sentence structures and types including a range of conjunctions and punctuation</li> <li>-Expanded noun phrases to communicate factually accurate detail and description concisely</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets for parenthesis</li> <li>-Relative clauses containing commas, brackets and relative pronouns</li> <li>-Semi colons and colons in lists and between clauses</li> <li>-Standard English agreements as formal register</li> <li>-Subjunctive to create formality</li> <li>-Vocabulary to create formality and reflect historical context</li> <li>-Subjunctive form for formality</li> </ul>
<p><b>Persuade</b></p>	<p><b>Letter</b></p>	<p><b><u>Love Letters To Earth</u></b></p> <ul style="list-style-type: none"> <li>-Geographically accurate based on research</li> <li>-Vocabulary that reflects the emotive tone</li> <li>-Addresses, date, greeting and sign off as letter conventions</li> <li>-Persuasive features- repetition, list of 3, imperative verbs, modal verbs, direct address, hyperbole, emotive language, rhetorical questions</li> <li>-2<sup>nd</sup> Person pronouns</li> <li>-Present tense</li> <li>-Modal verbs and adverbs to indicate possibility</li> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, prepositions and adverbs</li> </ul>		

		<ul style="list-style-type: none"> <li>-Use a range of sentence structures and types including a range of conjunctions and punctuation</li> <li>-Expanded noun phrases to communicate factually accurate detail and description concisely</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets for parenthesis</li> <li>-Relative clauses containing commas, brackets and relative pronouns</li> <li>-Formal register- lack of contractions, formal vocabulary and grammatical choices</li> </ul>		
	<p style="text-align: center;"><b>Speech</b></p>		<p><b>Statues</b></p> <ul style="list-style-type: none"> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, prepositions and adverbs</li> <li>-Use a range of sentence structures and types including a range of conjunctions and punctuation</li> <li>-Expanded noun phrases to communicate factually accurate detail and description concisely</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets for parenthesis</li> <li>-Persuasive features- repetition, list of 3, imperative verbs, modal verbs, direct address, hyperbole, emotive language, rhetorical questions</li> <li>-2<sup>nd</sup> Person pronouns</li> <li>-1<sup>st</sup> person pronouns</li> <li>-Language of speech</li> <li>-Formal register</li> <li>-Relative clauses containing commas, brackets and relative pronouns</li> <li>-Formal register- lack of contractions</li> </ul>	
	<p style="text-align: center;"><b>Advert</b></p>			

	<b>Travel Brochure</b>			
<b>Discuss</b>	<b>Essay</b>	<p><b><u>Time Zones</u></b></p> <ul style="list-style-type: none"> <li>-Balanced argument</li> <li>-Point of view and opinion with relevant factual information based on research</li> <li>-1<sup>st</sup> person pronouns</li> <li>-Formal register</li> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, prepositions and adverbs</li> <li>-Use a range of sentence structures and types including a range of conjunctions and punctuation</li> <li>-Expanded noun phrases to communicate factually accurate detail and description concisely</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets for parenthesis</li> <li>-Relative clauses containing commas, brackets and relative pronouns</li> <li>-Semi colons and colons for lists</li> </ul>	<p><b><u>British Empire</u></b></p> <ul style="list-style-type: none"> <li>-Balanced argument</li> <li>-Point of view and opinion with relevant factual information based on research</li> <li>-1<sup>st</sup> person pronouns</li> <li>-Formal register</li> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, prepositions and adverbs</li> <li>-Use a range of sentence structures and types including a range of conjunctions and punctuation</li> <li>-Expanded noun phrases to communicate factually accurate detail and description concisely</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets for parenthesis</li> <li>-Relative clauses containing commas, brackets and relative pronouns</li> <li>-Semi colons and colons for lists</li> </ul>	<p><b><u>Best Place To Visit In South America</u></b></p> <ul style="list-style-type: none"> <li>-Balanced argument</li> <li>-Point of view and opinion with relevant factual information based on research</li> <li>-1<sup>st</sup> person pronouns</li> <li>-Formal register</li> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, prepositions and adverbs</li> <li>-Use a range of sentence structures and types including a range of conjunctions and punctuation</li> <li>-Expanded noun phrases to communicate factually accurate detail and description concisely</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets for parenthesis</li> <li>-Relative clauses containing commas, brackets and relative pronouns</li> <li>-Semi colons and colons for lists</li> </ul>
	<b>Review</b>			

<p><b>Spelling rules:</b></p> <p><i>(National Curriculum English Appendix 1: Spelling DfE, 2014)</i></p>	<p><b>New content:</b></p> <ul style="list-style-type: none"> <li>-Nouns using the -ce ending</li> <li>-Verbs using the se ending</li> <li>-Silent letters- gh, ch, kn, bt, is, mb, tle</li> <li>-Hyphenated words</li> <li>-Endings such as -cious, -tious</li> <li>-Endings such as -cial, -tial</li> </ul> <p><b>Revise and Review:</b></p> <ul style="list-style-type: none"> <li>-Year 3 &amp; 4 content</li> </ul>	<p><b>New content:</b></p> <ul style="list-style-type: none"> <li>-The 'ough' spelling variations</li> <li>-The 'i' sound spelt ei after c and its exceptions- protein, seize, caffeine</li> <li>-Hyphenated words for double vowels and prefixes eg co-ordinate</li> <li>-Words ending -ant, -ance, -ence, -ent, -ency, -ancy</li> </ul> <p><b>Revise and Review:</b></p> <ul style="list-style-type: none"> <li>-Year 3 &amp; 4 content</li> </ul>	<p><b>New content:</b></p> <ul style="list-style-type: none"> <li>-Adding suffixes starting with vowels to words ending -er, doubling and not doubling the r</li> <li>-Words ending ible, able, ibly, ably</li> <li>-Words ending -ant, -ance, -ence, -ent, -ency, -ancy</li> <li>-Hyphenated words</li> </ul> <p><b>Revise and Review:</b></p> <ul style="list-style-type: none"> <li>-Year 3 &amp; 4 content</li> </ul>
<p><b>Statutory spellings:</b></p>	<p>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise curiosity definite desperate determined develop dictionary disastrous embarrass environment equipped, equipment especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>		
<p><b>Homophones:</b></p>	<p>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy, farther/father, guest/guessed, heard/herd, led/lead, morning/mourning, past/passed, precede/proceed, aisle/isle, allowed/aloud, effect/affect, altar/alter, ascent/assent, bridal/bridle, cereal/serial, compliment/complement, descent/dissent, desert/dessert, draft/draught, principal/principle, profit/prophet, stationary/stationery, steal/steel, wary/weary, who's/whose, advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</p>		

Year 6 English Curriculum Map

YEAR 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Genre		
<b>AUT</b> <i>Monarchs</i>  <i>Fantastic Forests</i>  <u>WCGR</u>	<b>Transition text</b>	Treason By Bertie Doherty	<b>Comprehension Ninja</b> Part 1: Crime & Punishment Part 2: Robben Island	Treason By Bertie Doherty	<b>SATs Mocks</b>	Henry VIII's Wives My Story By Alison Prince	Catherine Of Aragon My Story By Alison Prince	Queen Elizabeth I & The Spanish Armada	<b>HALF TERM</b>	The Story Of Stuff By Maggie Moat  <b>Pg 26-27, 14-15</b>	Up In The Canopy By James Aldred  Can You Hear Trees Talking? By Peter Wohlleben	The Vanishing Rainforest By Richard Platt & Rupert Van Wyk	<b>Comprehension Ninja</b> Part 1: Deforestation  Part 2: Y5 Rainforest Animals	<b>SATs Mocks</b>	The Explorer By Katherine Rundell	<b>CHRISTMAS</b>	<b>NF: 5</b> <b>F: 5</b> <b>SATs: 2</b>		
<u>SS</u>		Setting description of travelling through London to convey mood atmosphere	Narrative based on Treason up to the point of performance before the king	Letter from Catherine to ask for a divorce <b>BATTLE CRY IN TOPIC</b>	<b>INDP research project and written presentation</b>	Non-chronological report/double page spread of rainforest layers OR British forests				Should the rainforests be utilised or protected?	Narrative opening set in the rainforest			<b>Ent: 3</b> <b>Inf: 2</b> <b>Per: 1</b> <b>Dis: 1</b>					
<u>INDP</u>		Setting description of travelling through London to convey mood atmosphere	Narrative ending of performing for the king	Formal letter from Henry to Catherine (his reply) <b>OR</b> Letter to Henry from Anne Boleyn		Floodland By Marcus Sedgewick				The Last Bear By Hannah Gold  Finding Bear By Hannah Gold	<b>Comprehension Ninja</b> Part 1: Climate Change  Part 2: Plastic Pollution	Climate Emergency Atlas By Dan Hooke & Liz Bonnin <b>AND / OR</b> Climate Crisis By Prentice & Reynolds	<b>SATs Mocks</b>	<b>NF: 4</b> <b>F: 8</b> <b>SATs: 2</b>					
<b>SPR</b> <i>Egypt</i>  <i>Crucial Climate</i>  <u>WCGR</u>	Egyptian Cinderella By Shirley Climo	Secrets Of A Sun King By Emma Carroll	'Death' Non-fiction  <b>(digital)</b>	<b>SATs Mocks</b>	My Story: Cleopatra By Kristina Gregory	River Nile poem By Omar Ibrahim  <b>(digital)</b>	Dystopian fiction/descriptive writing			Which climate issue is most pressing?					<b>Ent: 2</b> <b>Inf: 1</b> <b>Per: 1</b> <b>Dis: 1</b>				
	Innovated fairy tale/myths <b>Howard Carter factual diary entry in topic</b>		Persuasive writing around archaeology and historical burial sites		A biography of Cleopatra/Howard Carter <b>Instructions for mummification in topic</b>			A Long Walk To Water By Linda Sue Park			The White Giraffe By Lauren St John	I Dreamed Of Africa By Kuki Gallman	Journey To Jo'burg By Beverly Naidoo  Bitter Chocolate By Sally Grindley	Nelson Mandela A Long Walk To Freedom By Chris Van Wyk	Africa: Amazing Africa By Atinuke & Mouni Feddag	Africa Is Not A Country By Mark Melnicove	<b>NF: 6</b> <b>F: 5</b> <b>SATs: 1</b>		
<b>SUM</b> <i>Benin</i>  <i>Amazing Africa</i>  <u>WCGR</u>	Did The Kings Of Benin Keep Pet Leopards? By Tim Cooke	A History Of The World in 25 Cities -Benin By Tracey Turner	<b>Comprehension Ninja</b> Part 1: Dinosaurs Part 2: Life On The Equator	<b>SATs Prep</b>	<b>SATs Week 2026</b>	<b>SATs Reward Week</b>	Independent research project and non fiction writing outcomes									Gap filling for writing teacher assessment			<b>Ent: N/A</b> <b>Inf: 1</b> <b>Per: N/A</b> <b>Dis: N/A</b>

## Year 6 Reading Progression

YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	RWI/Fresh Start lessons continue in the mornings for BARE children, running as interventions that are congruent with WCGR lessons					
NC Links	Year 1 & 2 word reading objectives					
WCGR	<p><b>In Year 6, children working at ARE complete whole class guided reading lessons daily in the mornings</b>  <b><u>Across the week, children will complete the following in their lessons:</u></b></p> <ul style="list-style-type: none"> <li>-Explore an extract from a non-fiction, fiction, playscripts or poetry text each week and link this to what they have heard or read previously</li> <li>-Read and hear the text through a mixture of: choral reading, echo reading, modelled reading, independent reading, individual reading aloud, partner reading</li> <li>-Explore unfamiliar vocabulary and its meaning, including making links to words already known</li> <li>-Explore the significance of structural elements of the text including the author, illustrator, layout and its features</li> <li>-Answer questions independently and as part of group/whole class work in written and verbal form</li> <li>-Develop their oracy skills through discussion around the text, book talk and performing what they have read, learnt by heart and heard</li> <li>-Develop their listening skills through turn taking, participating in discussion, and listening and responding to others including their peers and teachers</li> <li>-Develop their comprehension skills through discussion, questioning around inference, prediction, retrieval, sequencing, summarising and explaining whereby teachers have used the KS2 reading domains as a basis for these activities</li> <li>-Explore and conventions within and across texts</li> <li>-Understand and analyse authorship, author intent and choice and the impact of this upon the reader</li> </ul> <p><b>Reading Domains</b>  <b>2a) Give / explain the meaning of words in context 2b) Retrieve and record information/identify key details from fiction and non-fiction 2c) Summarise main ideas from more than one paragraph 2d) Make inferences from the text/explain and justify inferences with evidence from the text 2e) Predict what might happen from details stated and implied 2f) Identify/explain how information /narrative content is related and contributes to meaning as a whole</b>  <b>2g) Identify/explain how meaning is enhanced through choice of words and phrases</b>  <b>2g) Make comparisons within the text</b></p>					
National Curriculum Links	<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</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Refer to the text to support predictions and opinions</p> <p>Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative</p> <p>Ask questions to improve their understanding of a text</p> <p>Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context</p> <p>Predict what might happen from details stated and implied</p> <p>Participate in discussions about books that are read/heard, building on their own and others' ideas and challenging views courteously &amp; provide reasoned justifications for their views</p> <p>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</p> <p>Evaluate how successfully the organisation of a text supports the writer's purpose</p> <p>Retrieve, record and present information from non-fiction texts</p> <p>Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words</p> <p>Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers</p> <p>Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas</p> <p>Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources</p> <p>Identify how language, structure and presentation contribute to meaning including identifying and commenting on genre-specific language features used</p> <p>Show understanding through intonation, tone and volume so that meaning is clear to an audience</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Compare and discuss accounts of the same event through different character viewpoints</p> <p>Explore a similar theme or topic written in a different genre</p> <p>Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback</p> <p>Read books that are structured in different ways and read for a range of purposes and recognise texts that contain features from more than one genre, or demonstrate shifts in formality</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Make comparisons within and across books</p> <p>Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this</p>					

YEAR 6				
Prior Knowledge:		<ul style="list-style-type: none"> <li>-Relative clauses and pronouns</li> <li>-Parenthesis using commas, brackets and hypens</li> <li>-Hyphenated words</li> <li>-Commas to avoid ambiguity</li> <li>-Modal verbs</li> <li>-Range of cohesive devices within and across paragraphs</li> <li>-Range of sentence structures and punctuation</li> <li>-Prefixes and suffixes to change word class</li> </ul>		
Ongoing objectives:		<ul style="list-style-type: none"> <li>• Passive active</li> <li>• Subjunctive</li> <li>• Semi colons and colons and dashes between clauses</li> <li>• Pathetic fallacy</li> <li>• Specific structures of speech such as question tags, contractions and informal vocabulary to create character and distinguish from formal written narration.</li> <li>• Cohesive devices including ellipses</li> <li>• Hyphens for clarity</li> </ul>		
Purpose / Genre		Autumn	Spring	Summer
Entertain	Narrative	<p><b>Treason</b></p> <ul style="list-style-type: none"> <li>-Make ambitious vocabulary choices relating to the historical context of Tudor Britain</li> <li>-Make specific and reasoned vocabulary choices to respond direct to the audience (younger children)</li> <li>-Specific vocabulary chosen for deliberate effect</li> <li>-Describe settings and characters to create atmosphere- use of the 5 senses, alliteration, simile, onomatopoeia, personification, metaphor</li> <li>-Incorporate dialogue to advance the action</li> <li>-Use their understanding and experience of how authors developed characters and settings in what they have listened to and read to inform their own writing</li> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, adverbs and prepositions</li> <li>-Distinguish between language of spoken and written language to create character including the use of register</li> <li>-Use a range of sentence structures and types</li> </ul>	<p><b>Innovated Traditional Tale/Myth (SPR 1)</b> <b>Dystopian Fiction (SPR 2)</b></p> <ul style="list-style-type: none"> <li>-Make ambitious vocabulary choices</li> <li>-Make specific and reasoned vocabulary choices to respond direct to the audience (younger children)</li> <li>-Specific vocabulary chosen for deliberate effect</li> <li>-Describe settings and characters to create atmosphere- use of the 5 senses, alliteration, simile, onomatopoeia, personification, metaphor</li> <li>-Incorporate dialogue to advance the action</li> <li>-Use their understanding and experience of how authors developed characters and settings in what they have listened to and read to inform their own writing</li> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, adverbs and prepositions</li> <li>-Distinguish between language of spoken and written language to create character including the use of register</li> <li>-Use a range of sentence structures and</li> </ul>	<p><b>The White Giraffe</b></p> <ul style="list-style-type: none"> <li>-Make ambitious vocabulary choices</li> <li>-Make specific and reasoned vocabulary choices to respond direct to the audience (younger children)</li> <li>-Specific vocabulary chosen for deliberate effect</li> <li>-Describe settings and characters to create atmosphere- use of the 5 senses, alliteration, simile, onomatopoeia, personification, metaphor</li> <li>-Incorporate dialogue to advance the action</li> <li>-Use their understanding and experience of how authors developed characters and settings in what they have listened to and read to inform their own writing</li> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, adverbs and prepositions</li> <li>-Distinguish between language of spoken and written language to create character including the use of register</li> <li>-Use a range of sentence structures and types to entertain the reader including the</li> </ul>

		<p>to entertain the reader including the use of a range of conjunctions and punctuation</p> <ul style="list-style-type: none"> <li>-Past tenses (including perfect forms)</li> <li>-3<sup>rd</sup> person pronouns and proper nouns to create cohesion</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets, commas and dashes to indicate parenthesis</li> <li>-Relative clauses containing commas, brackets and relative pronouns</li> <li>-Expanded noun phrases to communicate detail concisely</li> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> <li>-Semi colons and colons between clauses</li> </ul>	<p>types to entertain the reader including the use of a range of conjunctions and punctuation</p> <ul style="list-style-type: none"> <li>Past tenses (including perfect forms)</li> <li>-3<sup>rd</sup> person pronouns and proper nouns to create cohesion</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets, commas and dashes to indicate parenthesis</li> <li>-Relative clauses containing commas, brackets and relative pronouns</li> <li>-Expanded noun phrases to communicate detail concisely</li> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> <li>-Semi colons and colons between clauses</li> </ul>	<p>use of a range of conjunctions and punctuation</p> <ul style="list-style-type: none"> <li>-Past tenses (including perfect forms)</li> <li>-3<sup>rd</sup> person pronouns and proper nouns to create cohesion</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets, commas and dashes to indicate parenthesis</li> <li>-Relative clauses containing commas, brackets and relative pronouns</li> <li>-Expanded noun phrases to communicate detail concisely</li> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> <li>-Semi colons and colons between clauses</li> </ul>
	Poetry			
	Description	<p><b><u>Tudor London</u></b></p> <ul style="list-style-type: none"> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, prepositions and adverbs</li> <li>-Use a range of sentence structures and types including a range of conjunctions and punctuation to entertain the reader</li> <li>-Past tenses (including perfect forms)</li> <li>-3<sup>rd</sup> person pronouns and proper nouns to create cohesion</li> <li>-Integrate dialogue to advance the action</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets for parenthesis</li> <li>-Relative clauses containing commas, brackets, dashes and relative pronouns</li> <li>-Expanded noun phrases to communicate detail concisely</li> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> <li>-Use the “show not tell” technique to show</li> </ul>		<p><b><u>Sahara Desert/Savannah</u></b></p> <ul style="list-style-type: none"> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, prepositions and adverbs</li> <li>-Use a range of sentence structures and types including a range of conjunctions and punctuation to entertain the reader</li> <li>-Past tenses (including perfect forms)</li> <li>-3<sup>rd</sup> person pronouns and proper nouns to create cohesion</li> <li>-Integrate dialogue to advance the action</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets for parenthesis</li> <li>-Relative clauses containing commas, brackets, dashes and relative pronouns</li> <li>-Expanded noun phrases to communicate detail concisely</li> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> <li>-Use the “show not tell” technique to show</li> </ul>

		<p>how characters are feeling</p> <ul style="list-style-type: none"> <li>-Accurately punctuated dialogue</li> <li>-Make ambitious vocabulary choices especially relating to purpose and genre</li> <li>-Describe settings and characters to create atmosphere- use of the 5 senses, alliteration, simile, onomatopoeia</li> <li>-Use their understanding and experience of how authors developed characters and settings in what they have listened to and read to inform their own writing</li> <li>-Use their understanding and experience of how authors developed characters and settings in what they have listened to and read to inform their own writing</li> <li>-Semi colons and colons in between clauses</li> </ul>		<p>how characters are feeling</p> <ul style="list-style-type: none"> <li>-Accurately punctuated dialogue</li> <li>-Make ambitious vocabulary choices especially relating to purpose and genre</li> <li>-Describe settings and characters to create atmosphere- use of the 5 senses, alliteration, simile, onomatopoeia</li> <li>-Use their understanding and experience of how authors developed characters and settings in what they have listened to and read to inform their own writing</li> <li>-Use their understanding and experience of how authors developed characters and settings in what they have listened to and read to inform their own writing</li> <li>-Semi colons and colons in between clauses</li> </ul>
	Fictional Recount			
	Diary		<u>Howard Carter in topic</u>	<p><u>Nelson Mandela/Slaves</u></p> <ul style="list-style-type: none"> <li>-Chronological sequences of reported events</li> <li>-Date, greeting and sign off</li> <li>-1<sup>st</sup> person pronouns</li> <li>-Specific vocabulary used to refer to the geographical and historical context</li> <li>-Character's inner thoughts and feelings are revealed through vocabulary</li> <li>-Range of punctuation including ellipses and other more informal varieties</li> <li>-Rhetorical questions</li> <li>-Sense of character voice created through vocabulary</li> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, prepositions and adverbs</li> <li>-Use a range of sentence structures and types including a range of conjunctions and punctuation to entertain the reader</li> <li>-Past tenses (including perfect forms)</li> <li>-Elements of informal register to fit the genre and purpose of writing</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets for parenthesis</li> </ul>

				<ul style="list-style-type: none"> <li>-Relative clauses containing commas, brackets, dashes and relative pronouns</li> <li>-Expanded noun phrases to communicate detail concisely</li> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> <li>-Descriptive language and techniques to describe the places, people and activities referred to</li> </ul>
	Playscript			
	Interview/ writing in role			
<b>Inform</b>	Non-Chronological Reports	<p><b><u>Spanish Armada/Tudors/Henry VIII (AUT 1)</u></b>  <b><u>Rainforest Layers (AUT 2)</u></b></p> <ul style="list-style-type: none"> <li>-Use of technical language relating to topic and historical context</li> <li>-Writing informed by relevant research</li> <li>-Subheadings and headings to guide the reader and paragraphs to split the content into sections in order to guide the reader</li> <li>-Diagrams, captions and labels to guide the reader</li> <li>-3<sup>rd</sup> person pronouns</li> <li>-Use correctly punctuated bullet points to guide the reader where appropriate</li> <li>-Colons to introduce lists and semi colons to separate items within them</li> <li>-Expanded noun phrases to communicate factually accurate detail and description concisely</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets for parenthesis</li> <li>-Relative clauses containing commas, brackets and relative pronouns</li> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, prepositions and adverbs</li> <li>-Use a range of sentence structures and types</li> </ul>		<p><b><u>Independent Project On Benin Kingdom</u></b></p> <ul style="list-style-type: none"> <li>-Use of technical language relating to topic and historical context</li> <li>-Writing informed by relevant research</li> <li>-Subheadings and headings to guide the reader and paragraphs to split the content into sections in order to guide the reader</li> <li>-Diagrams, captions and labels to guide the reader</li> <li>-3<sup>rd</sup> person pronouns</li> <li>-Use correctly punctuated bullet points to guide the reader where appropriate</li> <li>-Colons to introduce lists and semi colons to separate items within them</li> <li>-Expanded noun phrases to communicate factually accurate detail and description concisely</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets for parenthesis</li> <li>-Relative clauses containing commas, brackets and relative pronouns</li> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, prepositions and adverbs</li> <li>-Use a range of sentence structures and types including a range of conjunctions and punctuation to entertain the reader</li> </ul>

	including a range of conjunctions and punctuation to entertain the reader -Present tenses (including perfect forms) -Active and passive voice -Subjunctive to create formality		-Present tenses (including perfect forms) -Active and passive voice -Subjunctive to create formality
Instructions		<b>Mummification in topic</b>	
Newspaper Letter			<b><u>Informal Letter African Schoolchild</u></b> -Difference between language of speech and writing to create informality -Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives -Paragraphs to structure writing -Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, prepositions and adverbs -Use a range of sentence structures and types including a range of conjunctions and punctuation -Expanded noun phrases to communicate factually accurate detail and description concisely -Commas and hyphens to avoid ambiguity -Use brackets for parenthesis -Relative clauses containing commas, brackets and relative pronouns -Semi colons and colons in lists and between clauses -1 <sup>st</sup> and 2 <sup>nd</sup> person pronouns using the present tenses -Build a sense of character through vocabulary and grammar -Address, dates, greetings and sign off as letter conventions -Elements of informality- personal thoughts and feelings, intimate language, terms of endearment, question tags, slang, nicknames -Active voice

	Factual Recount			
	Interview			
	Biography		<p><b>Howard Carter/Cleopatra</b></p> <ul style="list-style-type: none"> <li>-Past tense</li> <li>-3<sup>rd</sup> Person pronouns</li> <li>-Passive voice</li> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, prepositions and adverbs</li> <li>-Use a range of sentence structures and types including a range of conjunctions and punctuation</li> <li>-Expanded noun phrases to communicate factually accurate detail and description concisely</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets for parenthesis</li> <li>-Relative clauses containing commas, brackets and relative pronouns</li> <li>-Semi colons and colons in lists and between clauses</li> <li>-Standard English agreements as formal register</li> <li>-Subjunctive to create formality</li> <li>-Vocabulary to create formality and reflect historical context</li> <li>-Subjunctive form for formality</li> </ul>	
Persuade	Letter	<p><b>Formal Letter Henry VIII/Catherine</b></p> <ul style="list-style-type: none"> <li>-Passive voice</li> <li>-Elements of archaic vocabulary and syntax to respond to the historical context</li> <li>- 1<sup>st</sup> and 2<sup>nd</sup> person pronouns using the present tenses</li> <li>-Emotive language</li> <li>-Build a sense of character through vocabulary and grammar</li> <li>-Persuasive devices</li> </ul>	<p><b>Archaeological Digs</b></p> <ul style="list-style-type: none"> <li>-Historically accurate information, facts, figures and anecdotal evidence based on research</li> <li>-Vocabulary that creates a formal register</li> <li>-Addresses, date, greeting and sign off as letter conventions</li> <li>-Persuasive features- repetition, list of 3, imperative verbs, modal verbs, direct address, hyperbole, emotive language,</li> </ul>	

		<ul style="list-style-type: none"> <li>-Address, dates, greetings and sign off as letter conventions</li> <li>-Standard English agreements as formal register</li> <li>-Subjunctive to create formality</li> <li>-Vocabulary to create formality and reflect historical context</li> <li>-Sense of character created through specific vocabulary choices</li> <li>-Difference between language of speech and writing to create informality</li> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, prepositions and adverbs</li> <li>-Use a range of sentence structures and types including a range of conjunctions and punctuation</li> <li>-Expanded noun phrases to communicate factually accurate detail and description concisely</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets for parenthesis</li> <li>-Relative clauses containing commas, brackets and relative pronouns</li> <li>-Semi colons and colons in lists and between clauses</li> </ul>	<ul style="list-style-type: none"> <li>rhetorical questions</li> <li>-2<sup>nd</sup> Person pronouns</li> <li>-Present tense</li> <li>-Modal verbs and adverbs to indicate possibility</li> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, prepositions and adverbs</li> <li>-Use a range of sentence structures and types including a range of conjunctions and punctuation</li> <li>-Expanded noun phrases to communicate factually accurate detail and description concisely</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets for parenthesis</li> <li>-Relative clauses containing commas, brackets and relative pronouns</li> <li>-Formal register- lack of contractions, formal vocabulary and grammatical choices</li> <li>-Passive voice</li> <li>-Subjunctive form</li> <li>-Semi colons and colons between clauses</li> </ul>	
	Speech	<b><u>Battle cry for Bosworth in topic</u></b>		
	Advert			
	Travel Brochure			<p><b><u>Madagascar</u></b></p> <ul style="list-style-type: none"> <li>-Geographically accurate figures and description based on research</li> <li>-Subheadings and headings to guide the reader and paragraphs to split the content into sections in order to guide the reader</li> <li>-Diagrams, captions and labels to guide the reader</li> </ul>

				<ul style="list-style-type: none"> <li>-Persuasive features- repetition, list of 3, imperative verbs, modal verbs, direct address, hyperbole, emotive language, rhetorical questions, description</li> <li>-2<sup>nd</sup> Person pronouns</li> <li>-Present tense</li> <li>-Modal verbs and adverbs to indicate possibility</li> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, prepositions and adverbs</li> <li>-Use a range of sentence structures and types including a range of conjunctions and punctuation</li> <li>-Expanded noun phrases to communicate factually accurate detail and description concisely</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets for parenthesis</li> <li>-Relative clauses containing commas, brackets and relative pronouns</li> <li>-Formal register- lack of contractions, formal vocabulary and grammatical choices</li> <li>-Informal features to respond to purpose and genre- question tags, personal relationship with the reader</li> <li>-Semi colons and colons between clauses</li> </ul>
<b>Discuss</b>	Essay	<p><b><u>Should Rainforests Be Protected</u></b></p> <ul style="list-style-type: none"> <li>-Balanced argument</li> <li>-Point of view and opinion with relevant factual information based on research</li> <li>-1<sup>st</sup> person pronouns</li> <li>-Formal register</li> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> </ul>	<p><b><u>Which Climate Issue Is Most Pressing?</u></b></p> <ul style="list-style-type: none"> <li>-Balanced argument</li> <li>-Point of view and opinion with relevant factual information based on research</li> <li>-1<sup>st</sup> person pronouns</li> <li>-Formal register</li> <li>-Use prefixes to generate vocabulary and a range of suffixes to create interesting verbs and adjectives</li> <li>-Paragraphs to structure writing</li> </ul>	

		<ul style="list-style-type: none"> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, prepositions and adverbs</li> <li>-Use a range of sentence structures and types including a range of conjunctions and punctuation</li> <li>-Expanded noun phrases to communicate factually accurate detail and description concisely</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets for parenthesis</li> <li>-Relative clauses containing commas, brackets and relative pronouns</li> <li>-Semi colons and colons for lists</li> </ul>	<ul style="list-style-type: none"> <li>-Use a wide range of devices to create cohesion in and across paragraphs including conjunctions, prepositions and adverbs</li> <li>-Use a range of sentence structures and types including a range of conjunctions and punctuation</li> <li>-Expanded noun phrases to communicate factually accurate detail and description concisely</li> <li>-Commas and hyphens to avoid ambiguity</li> <li>-Use brackets for parenthesis</li> <li>-Relative clauses containing commas, brackets and relative pronouns</li> <li>-Semi colons and colons for lists</li> </ul>	
	Review			
<p><b>Spelling rules:</b></p> <p><i>(National Curriculum English Appendix 1: Spelling DfE, 2014)</i></p>	<p><b>New content:</b></p> <ul style="list-style-type: none"> <li>-Nouns using the -ce ending</li> <li>-Verbs using the se ending</li> <li>-Silent letters- gh, ch, kn, bt, is, mb, tle</li> <li>-Hyphenated words</li> <li>-Endings such as -cious, -tious</li> <li>-Endings such as -cial, -tial</li> </ul> <p><b>Revise and Review:</b></p> <ul style="list-style-type: none"> <li>-Year 3 &amp; 4 content</li> </ul>	<p><b>New content:</b></p> <ul style="list-style-type: none"> <li>-The 'ough' spelling variations</li> <li>-The 'i' sound spelt ei after c and its exceptions- protein, seize, caffeine</li> <li>-Hyphenated words for double vowels and prefixes eg co-ordinate</li> <li>-Words ending -ant, -ance, -ence, -ent, -ency, -ancy</li> </ul> <p><b>Revise and Review:</b></p> <ul style="list-style-type: none"> <li>-Year 3 &amp; 4 content</li> </ul>	<p><b>New content:</b></p> <ul style="list-style-type: none"> <li>-Adding suffixes starting with vowels to words ending -er, doubling and not doubling the r</li> <li>-Words ending ible, able, ibly, ably</li> <li>-Words ending -ant, -ance, -ence, -ent, -ency, -ancy</li> <li>-Hyphenated words</li> </ul> <p><b>Revise and Review:</b></p> <ul style="list-style-type: none"> <li>-Year 3 &amp; 4 content</li> </ul>	
<p><b>Statutory spellings:</b></p>	<p>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise curiosity definite desperate determined develop dictionary disastrous embarrass environment equipped, equipment especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>			
<p><b>Homophones:</b></p>	<p>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy, farther/father, guest/guessed, heard/herd, led/lead, morning/mourning, past/passed, precede/proceed, aisle/isle, allowed/aloud, effect/affect, altar/alter, ascent/assent, bridal/bridle, cereal/serial, compliment/complement, descent/dissent, desert/dessert, draft/draught, principal/principle, profit/prophet, stationary/stationery, steal/steel, wary/weary, who's/whose, advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</p>			