



**ST CHARLES' CATHOLIC PRIMARY
SCHOOL**



ENGLISH MEDIUM TERM PLANNING

	AUTUMN	SPRING	SUMMER
EYFS NURSERY	PHONICS		
	<p>To listen to and discriminate between the sounds I hear in the environment. (aspect 1)</p> <p>To listen to and discriminate between different instrumental sounds. (aspect 2)</p> <p>To explore the sounds I can create with my own body. (aspect 3)</p> <p>To develop my awareness of rhyming words. (aspect 4)</p> <p>To develop my awareness of alliteration and initial sounds. (aspect 5)</p> <p>To copy different voice sounds. (aspect 6)</p>	<p>To talk about and describe the sounds I hear in the environment. (aspect 1)</p> <p>To talk about and describe different instrumental sounds. (aspect 2)</p> <p>To describe the sounds I can make with my body and make connections between those and other sounds I am familiar with. (aspect 3)</p> <p>To identify words that rhyme. (aspect 4)</p> <p>To identify words that begin with the same initial sound. (aspect 5)</p> <p>To recreate a variety of different voice sounds, including some letter sounds.</p> <p>To develop my awareness of oral blending and segmenting VC and CVC words. (aspect 7)</p> <p>To engage in purposeful mark making, giving meaning to the marks I make.</p> <p>To use a range of one-handed tools competently, safely and confidently.</p>	<p>To practise and consolidate aspects 1-6.</p> <p>To consolidate aspect 7: oral blending and segmenting, using Fred talk.</p> <p>To begin to read and write set 1 letters sounds on the RWI programme.</p> <p>To clap syllables in words.</p>
	WORD READING		
<p>To look at books independently, handling them correctly and carefully.</p> <p>To turn pages in a book, one at a time.</p> <p>To recognise some familiar logos.</p> <p>To read own name with visual support.</p>	<p>To understand that print carries meaning.</p> <p>To identify the front and back cover of a book.</p> <p>To recognise some print in the environment.</p> <p>To read own name without visual support.</p>	<p>To understand print is read from top to bottom and left to right and has different purposes.</p> <p>To identify the spine, title and blurb on a book, showing some awareness of page number.</p> <p>To say and recognise some letter sounds from my own name.</p> <p>To read own name in different contexts and begin to recognise some letters from their own name in other text.</p>	

	COMPREHENSION		
	To show engagement and begin to make relevant comments when sharing a book with an adult. To be able to answer simple questions based on a familiar text. To use props and resources to retell key phrases in familiar stories	To use story talk when playing independently and begin to use vocabulary from a familiar story. To be able to answer more complex questions about a familiar text. To use props and resources to retell familiar stories.	To use story talk in extended conversations when playing in a small group and correctly use new vocabulary from a familiar story. To be able to answer more complex questions about an unfamiliar text. To retell simple stories, using props and other resources.
	WRITING		
	To draw lines and circles. To talk about my drawings.	To use letter like shapes when mark making. To engage in purposeful mark making, giving meaning to the marks I make.	To write some letters from my own name accurately
	FINE MOTOR SKILLS		
To use simple tools safely and with increasing control and intent.	To use a range of one-handed tools competently, safely and confidently.	To engage in purposeful early writing, using my print and letter knowledge. To use a comfortable grip with good control when holding pens, pencils and other small tools. To show a preference for a dominant hand.	
EYFS RECEPTION	Marvellous Me The Colour Monster, The Three Little Pigs, Peepo	What a Wonderful World Lost and Found, Handa's Surprise and Harry and the Bucketful of Dinosaurs	Down at the Bottom of the Garden Christopher's Caterpillar, What the Ladybird Heard
	It was a Dark, Dark Night Star in the Jar, How to Catch as Star, Whatever Next, Owl Babies	Watch us Grow! The Extraordinary Gardener, Jack and the Beanstalk, Oliver's Vegetables	The Deep Blue Sea The Storm Whale, Somebody Swallowed Stanley
	READING COMPREHENSION AND WORD READING		
	Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary. Recall key events ... <i>event</i> Talk about main characters... <i>character, beginning, middle, end</i> Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment Understand the five key concepts about print, with a focus on left to right 1-1 correspondence ... word, letter, first / last Continue to develop P1 phonological	Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play... <i>fiction, non-fiction, set</i> Retell story in small world / role play (in correct sequence) ... <i>beginning, middle, end, set</i> Take on role of character using some story language Talk about likes and dislikes of texts, rhymes and poems Choose a book and begin to explain why ... <i>because</i>	Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate-where appropriate-key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Begin to notice some relationships between one text and another

	<p>awareness, focusing on Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting ... <i>blending, segmenting</i></p> <p>Read individual letters by saying the sounds for them</p> <p>Secure Set 1 Sounds</p> <p>Blend sounds into words, so that they can read short words made up of known GPCs</p> <p>Set 1 VC words CVC words</p> <p>Begin to read a few common exception words matched to the school's phonic programme</p> <p>Begin to read simple phrases / sentences</p> <p>Apply Set 1 GPC</p> <p>Read Photocopiable ditties* during RWI and linked storybooks (Sound Blending Books) at home.</p>	<p>Begin to anticipate - where appropriate - some key events in stories ...<i>predict / prediction</i> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Continue to develop Set 1 phonological awareness, focusing on Oral blending and segmenting</p> <p>Say the sound for:</p> <p>For each letter of the alphabet</p> <p>Double letters and consonant digraphs (Set 1 Special Friends)</p> <p>Begin to read words consistent with their phonic knowledge</p> <p>Mid Introduce Set 2 CVC words</p> <p>Read some common exception words matched to the school's phonic programme and read simple phrases / sentences</p> <p>Apply Set 1 and Some Set 2 sounds, including Wordtime 1.1-1.7 and green words</p> <p>Read red guided reading books aligned to phonic knowledge</p> <p>Read Photocopiable green books during RWI and linked storybooks (Sound Blending Books) at home.</p> <p>*depending on RWI assessments each half term</p>	<p>Begin to comment on perceived links with own life experience or other experiences, <i>e.g. films, books</i></p> <p>Say the sound for each letter of the alphabet and for at least 10 digraphs</p> <p>Secure Set 1& 2 (including digraphs and trigraphs)</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words</p>
WRITING			
	<p>Write name correctly</p> <p>Use correct letter formation</p> <p>Use some of their print and letter knowledge in their early writing</p> <p>Begin to form lower-case letters correctly</p> <p>Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPC</p> <p>Use initial sounds VC CVC words</p> <p>Write labels</p>	<p>Form most lower-case and capital letter correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words</p> <p>Write captions/phrases and begin to write simple sentences using known GPCs</p> <p>Include word spacing</p> <p>Orally rehearse caption of sentence before writing</p>	<p>Write recognisable letters (lower case and capital) most of which are formed correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs CVC words</p> <p>Write simple phrases and sentences that can be read by themselves and others</p> <p>Including: oral rehearsal of sentence before writing word spacing full stop capital letter</p> <p>Begin to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as:</p>

	<p>Begin to write lists & captions Oral rehearsal / vocabulary Begin to reread what they have written</p>	<p>Re-read what they have written to make sure it makes sense Begin to write a variety of fiction and nonfiction sentences / captions</p>	<p>2-3 part story (e.g. using map/planner) Instructions and Fact cards</p>
YEAR 1	READ TO WRITE		
	<p>Little Red & Rapunzel Traditional Tale and Instructions Grammar: Word Build on previous year & focus on: Reinforce plural noun suffix -s -es and suffix added to verbs - er Grammar: Sentence Build on previous year & focus on: Combining words to make sentences and joining words and clauses using-and Grammar: Text Build on previous year & focus on: Sequencing sentences to form short narratives Grammar: Punctuation Build on previous year & focus on: Separation of words with spaces, Capital letters and full Stops Linked Texts Room on the Broom Julia Donaldson, Winnie the Witch Valerie Thomas and Korky Paul, The Troll Julia Donaldson, Troll Stinks Jeanne Wills and Tony Ross, Little Red Bethan Woollvin, Hansel and Gretel Bethan Woollvin, Jack and the beanstalk Ed Bryan, The Magic Paintbrush Julia Donaldson, Grimms fairytales Jacob & Wilhelm Grimm Non-Fiction STEM solves Fairy tales Rapunzel Jasmine Brooke, Inside the Villains Clotilde Perrin, Trolls Brian Frond</p>	<p>Hermelin Detective Story and Letters Grammar: Word Build on previous year & focus on: Reinforce plural noun suffix -s -es How prefix un – changes the meaning of verbs and adjectives Grammar: Sentence Build on previous year & focus on: Combining words to make sentences Joining words and clauses using-and, because, so Grammar: Text Build on previous year & focus on: Sequencing sentences to form short narratives Grammar: Punctuation Build on previous year & focus on: Separation of words with spaces, capital letters, full Stops, question mark and exclamation mark Linked Texts Space Dog, The Last Wolf, Toys in Space, Traction Man Biscuit Bear, Stickman Julia Donaldson, The Way Back Home Oliver Jeffers, Meerkat Mail Emily Gravett, The Lion Inside Rachel Bright, The Tiger Who Came to Tea Laura Knowles, Little Mouse’s Big Book of Fears Emily Gravett, Fierce Grey Mouse Chantal Bourgonje Non-Fiction A Street Through Time Steve Noon, Fantastic Facts About Mice Miles Merchant, Houses and Homes Sally Hewitt, Mice Bobby Sherwood</p>	<p>The Secret of Black Rock Return Story and Postcards Grammar: Word Build on previous units & focus on: Reinforce plural noun suffix -s -es Reinforce how prefix un – changes the meaning of verbs and adjectives Grammar: Sentence Build on previous year & focus on: Combining words to make sentences Joining words and clauses using-and, because, so, but Grammar: Text Build on previous year & focus on: Sequencing sentences to form short narratives Grammar: Punctuation Build on previous year & focus on: Separation of words with spaces Capital letters, full Stops, question mark, exclamation mark and capital Letters for names and personal pronoun – I Linked Texts We’re Going on a Bear Hunt Michael Rosen, Rosie’s Walk Pat Hutchins, William & the Missing Masterpiece Helen Hancocks, Where the Wild Things Are Morris Sendak, South Daniel Duncan, The Coral Kingdom Laura Knowles, Under the Sea Anna Milbourne, Grandad’s Island Benji Davies, Ocean Meets Sky Eric Fan & Terry Fan, Into the Blue Nicola Davies & Abbie Cameron Non-Fiction Layer by Layer: Under the Sea Anne Rooney, See Under the Sea Kate Davies, The Big Book of the</p>

	<p>Major Glad, Major Dizzy Discovery Narrative and Messages Grammar: Word Build on previous year & focus on: Plural noun suffix -s Grammar: Sentence Build on previous year & focus on: Combining words to make sentences Joining words and clauses using-and Grammar: Text Build on previous year & focus on: Sequencing sentences to form short narratives Grammar: Punctuation Build on previous year & focus on: Separation of words with spaces, Capital letters and Full Stops Linked Texts Traction Man Mini Grey, Old Bear Jane Hissey, Dogger Shirley Hughes, Threadbear Mick Inkpen, Where’s my Teddy? Jez Alborough, Non-Fiction Toys Galore Peter Stein, Toys and Games (History Snapshots) Sarah Ridley</p>	<p>Where the Wild Things Are Portal Story and Information Grammar: Word Build on previous units & focus on: Suffix added to verbs – ing ed er Grammar: Sentence Build on previous year & focus on: Combining words to make sentences Joining words and clauses using-and, because, so, but Grammar: Text Build on previous year & focus on: Sequencing sentences to form short narratives Grammar: Punctuation Build on previous year & focus on: Separation of words with spaces Capital letters, full Stops, question mark, exclamation mark and capital Letters for names and personal pronoun – I Linked Texts We’re Going on a Bear Hunt Michael Rosen, Rosie’s Walk Pat Hutchins, William & the Missing Masterpiece Helen Hancocks, The Antlered Ship Dashka Slater, Nutshell Library Maurice Sendak, In The Night Kitchen Maurice Sendak, Outside Over There Maurice Sendak, Nibbles The Dinosaur Guide Emma Yarlett Non-Fiction Dr. Xargle’s Book of Earthlets Jeanne Willis and Tony Ross, Dr. Xargle’s Book of Earth Mobiles Jeanne Willis and Tony Ross,Encyclopaedia Prehistorica, Dinosaurs Matthew Reinhart and Roberta Sabuda</p>	<p>Blue Yuval Zommer, Life on Earth: Ocean Heather Alexander & Andres Lozano The Last Wolf Hunting Story and Recipes Grammar: Word Build on previous year & focus on: Reinforce plural noun suffix -s -es Suffix added to verbs - ed Grammar: Sentence Build on previous year & focus on: Combining words to make sentences Joining words and clauses using-and, because, so, but Grammar: Text Build on previous year & focus on: Sequencing sentences to form short narratives Grammar: Punctuation Build on previous year & focus on: Separation of words with spaces Capital letters, full Stops, question mark and exclamation mark Linked Texts Traction Man, The Pea and the Princess, Toys in Space, Little Red Bethan Woollvin, The Wolf’s Story: What Really Happened to Little Red Riding Hood Toby Forward, Honestly, Red Riding Hood was Rotten Trisha Speed Shaskan, Little Red Riding Hood (in Revolting Rhymes) Roald Dahl, Beware of the Storybook Wolves Lauren Child, The Tree: An Environmental Fable Neal Layton, The Wild Woods Simon James, The Lorax Dr Seuss, The Curious Garden Peter Brown Non-Fiction National Geographic: Wolves Laura Marsh, Walk With A Wolf Janni Howker, Lynx (Wild Cats) Arnold Ringstad</p>
YEAR 2	READ TO WRITE		
	<p>The River Circular Narrative and Letter</p>	<p>Bog Baby Finding Narrative and Instructions</p>	<p>Rosie Revere Engineer Invention Narrative and Explanation</p>

	<p>Grammar: Word Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives</p> <p>Grammar: Sentence Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) sentence indicates its function as a statement and question. Expanded Noun Phrases for description and specification</p> <p>Grammar: Text Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing</p> <p>Grammar: Punctuation Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences. Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)</p> <p>Linked Texts A Forest, Lots, Everything and Everywhere, The Very Angry Ladybug Eric Carle, Mr Grumpy’s Outing John Birmingham, Peace at last Jill Murphy, Feathers Phil Cummings, 10 seeds Ruth Brown, Why Mosquitoes Buzz in People’s Ears: A West African Tale Verna Aardema, Who is the Bear Keith Baker The Journey Home Frann Preston-Gannon, Jemmy Button Valerio Vidali, Journey Aaron Becker, Lost and Found Oliver Jeffers, Goat on a Boat Leslie Simms, Where the forest meets the sea Jeannie Baker</p>	<p>Grammar: Word Build on previous units & focus on: Formation of adjectives using suffixes e.g. –ful, –less</p> <p>Use of the suffix –ly to turn adjectives into adverbs Grammar: Sentence Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification</p> <p>How the grammatical patterns in a sentence indicates its function as a statement, question and command</p> <p>Grammar: Text Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing</p> <p>Grammar: Punctuation Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences. Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)</p> <p>Linked Texts The King of the Tiny Things, Dr Xargle’s Book of Earthlets, The First Slodge, Misery Moo, Lost and Found Oliver Jeffers, The Flower John Light, The Storm Whale Benji Davies, Guess What I Found In Dragon Wood Timothy Knapman, The Egg M. P. Robertson, Greenling Levi Pinfold Beegu Alexis Deacon, Aaaaarrgghh Spider! Lydia Monks, How Do Dinosaurs Love Their Cats? Jane Yolen, Sparky! Jenny Offill</p>	<p>Grammar: Word Build on previous units & focus on: Formation of adjectives using suffixes e.g. –ful, –less</p> <p>Use of the suffix –ly to turn adjectives into adverbs Grammar: Sentence Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a statement, question and command</p> <p>Grammar: Text Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing</p> <p>Grammar: Punctuation Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences. Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)</p> <p>Linked Texts Ada Twist the Scientist Andrea Beaty, Iggy Peck the Architect Andrea Beaty, Sofia Valdez future Prez Andrea Beaty, The Most Magnificent thing Ashley Spires, The Dragon Machine Helen Ward, The Dot Peter H Reynolds, Violet the Pilot Steve Breen, Audry the Amazing Inventor Rachel Valentine, The Girl Who Never Made Mistakes Matt Prett, Izzy Gizmo Pip Jones</p> <p>Non-Fiction How things work Jason Conrad, Wallace and Gromit Cracking Contractions Derek Smith and Graham Bleatham, Until I Met Dudley Roger</p>
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			<p>McGough and Chris Riddle, My crazy invention sketchbook Andrew Rae and Lisa Regin, Fantastically Great Woman Who Changed The World Kate Pankhurst</p>
	<p>The Night Gardener Narrative and Diary Grammar: Word Build on previous year by: Use of the suffix –ly to turn adjectives into adverbs Grammar: Sentence Build on previous year & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) sentence indicates its function as a statement and question. Expanded Noun Phrases for description and specification Grammar: Text Build on previous year & focus on: Correct choice and consistent use of past and present tense throughout writing Grammar: Punctuation Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Apostrophes to mark where letters are missing in spelling Commas to separate items in a list Linked Texts The Antlered Ship, Ocean Meets Sky, The Darkest Dark, The Faraway Tree Enid Blyton, Into the forest Anthony Browne, Voices in the Park Anthony Brown, Tree: Seasons Come, Seasons Go Patricia Hegarty, Moon Patricia Hegarty, Leaf Man Lois Ehert Non-Fiction Greenling Levi Pinfold, Black Dog Levi Pinfold, Bog Baby Jean Willis</p>	<p>Grandad’s Island Return Narrative and Information Grammar: Word Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs Grammar: Sentence Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) sentence indicates its function as a statement, question, command, and exclamation Expanded Noun Phrases for description and specification Grammar: Text Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing Grammar: Punctuation Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Apostrophes to mark singular possession in nouns Linked Texts The Storm Whale, The Storm Whale in Winter, Grandma Bird, Tad, On Sudden Hill, Mr Gumpy’s Motor Car John Birmingham, Emma Jane’s Aeroplane Katie Haworth & Daniel Rieley, Jack and The Flumflum Tree Julia Donaldson, The Tunnel Anthony Browne, The Way Back Home Oliver Jeffers, The Goodbye Book Todd Parr, Badger’s Parting Gift Susan Varley, The Heart and</p>	<p>The King Who Banned the Dark Mistake Narrative and Information Grammar: Word Build on previous units & focus on: Formation of nouns using suffixes e.g. –ness, –er and by compounding Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs Grammar: Sentence Build on previous units & focus on: Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as a question, exclamation and statement. Grammar: Text Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs Grammar: Punctuation Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list Linked Texts The Last Tree, George in the Dark Madeline Valentine, Orion and the Dark Emma Yarlett, Can’t you sleep, Little Bear? Martin Waddell, The Owl Who was Afraid of the Dark Jill Tomlinson</p>

		<p>the Bottle Oliver Jeffers, Herman's Letter Tom Percival, Michael Rosen's Sad Book Michael Rosen</p>	<p>Don't Cross the Line Isabel Minhos Martins, The Accidental Prime Minister Tom McLaughlin, Horrid Henry meets the Queen Francesca Simon, The Emperor's New Clothes Various, King Pig Nick Bland</p>
STEPS TO READ			
	N/A Read Write Inc	N/A Read Write Inc Comprehension	<p style="text-align: center;">The Great Fire of London</p> <p>The Great Fire, The Baker's Boy and the Great Fire of London, The Great Fire of London, Why do we remember The Great Fire of London</p> <p style="text-align: center;">Word Reading</p> <p>Build on Previous Year & Focus on: Read most words containing common suffixes – ness</p> <p>Read all common exception words with automaticity</p> <p>Read sufficiently fluently to allow a focus on understanding</p> <p>Read accurately most words of two or more syllables</p> <p style="text-align: center;">Comprehension</p> <p>Build on Previous Year & Focus on: Discuss their favourite words and phrases using some of them in their writing</p> <p>Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read</p> <p>Understand many non-fiction books that are structured in different ways</p> <p style="text-align: center;">Skills and Strategies</p> <p>Build on Previous Year & Focus on: Recognise and read all common exception words with automaticity</p> <p>Read a range of texts with increasing accuracy and fluency</p> <p>Self-correction, including re-reading and reading ahead</p> <p style="text-align: center;">Talk about book preferences</p>

			<p>Identify how texts are organised, e.g. lists, numbered points, tables and bullet points</p>
			<p>Stories and Plays & Poetry - Contemporary The Owl Who was Afraid of the Dark, The Tunnel, George’s Marvellous Medicine and The Works</p> <p>Word Reading</p> <p>Build on Previous Year & Focus on: Read most words containing all common suffixes Read all common exception words with automaticity Read sufficiently fluently to allow a focus on understanding</p> <p>Comprehension</p> <p>Build on Previous Year & Focus on: Demonstrate familiarity with and retell a wide range of stories and plays Discuss their favourite words and phrases using some of them in their writing Show good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher</p> <p>Skills and Strategies</p> <p>Build on Previous Year & Focus on: Recognise and read all common exception words with automaticity Read a range of texts with increasing accuracy and fluency Self-correction, including re-reading and reading ahead Talk about book preferences</p>
YEAR 3	READ TO WRITE		
	<p>The Iron Man Approach Threat/ Explanation Grammar: Word Build on previous year & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti-</p>	<p>The Rhythm of the Rain Setting / Leaflet Grammar: Word Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel</p>	<p>Egyptology Mystery / Diary Grammar: Word Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-)</p>

	<p>Grammar: Sentence Build on previous year & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)</p> <p>Grammar: Text Build on previous year & focus on: Present perfect form of verbs</p> <p>Grammar: Punctuation Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p> <p>Linked Texts The Iron Woman, The Tigerboy, How the Whale Became and Other Stories, Meet my Folkes!, Ffangs the Vampire Bat and the Kiss of Truth, The Wild Robot by Peter Brown, The Wild Robot Escapes by Peter Brown, The Tin Forest by Helen Ward and Wayne Anderson, Runaway Robot by Frank Cottrell-Boyce, Grandad's Secret Giant by David Litchfield, Greenling by Levi Pinfold</p> <p>Non-Fiction Usborne Look Inside: Space Galaxy of her own: Amazing stories of women in space by L. Jackson The skies above my eyes by C. Guillian & Y. Zommer DK: Meet the machines of the future DK: Find out! Robots</p> <p>Poetry: The Sea by James Reeves, The Iron Wolf, What is the Truth? The March Calf, The Thought Fox by Ted Hughes, The Coming of the Iron Man by Brenda Williams</p>	<p>Grammar: Sentence Build on previous units & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)</p> <p>Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)</p> <p>Grammar: Text Build on previous units & focus on: Introduction to paragraphs as a way to group related material</p> <p>Grammar: Punctuation Inverted commas to punctuate direct speech Terminology for Pupils Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas</p> <p>Linked Texts Farther, Leon and the Place Between, Winter's Child Journey to the River Sea Eva Ibbotson, Wind in the willows Kenneth Grahame, The River: An Epic Journey to the Sea Patricia Hegarty, Once Upon a Rain drop James Carter, One Well: The Story of Water on Earth Rochelle Strauss, Why Water's worth it Lori Harrison</p> <p>Non-Fiction Volcanoes and Earthquakes Kathy Furgang, Volcano and Earthquake DK, Natural Wonders of the World Molly Oldfield and Federica Bordoni, Rivers, Where on earth? Susie Brookes</p>	<p>Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning</p> <p>Grammar: Sentence Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using prepositions eg before, after, during, in, because of</p> <p>Grammar: Text Build on previous units & focus on: Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation</p> <p>Grammar: Punctuation Build on previous units & focus on: Inverted commas to punctuate direct speech</p> <p>Linked Text Wizardology, Dragonology, Mythology, Monsterology, Cinderella of the Nile - Marjan Vafaeian, Secrets of a Sun King – Emma Carroll, The Story of Tutankhamun – Patricia Cleveland-Peck, Seeker of Knowledge – James Rumford, Marcy and the Riddle of the Sphinx – Joe Todd Stanton, The Secrets of Tutankhamun: Egypt's Boy King and His Incredible Tomb – Patricia Cleveland-Peck</p> <p>Non-Fiction The Legend of Tutankhamun - Sally Jane Morgan and James Weston, Lewis Gods and Goddesses of Ancient Egypt: Egyptian Mythology for Kids – Morgan E. Moroney, So You Think You've Got It Bad? A Kid's Life in Ancient Egypt – Chae Strathie, Ancient Egypt: Tales of Gods and Pharaohs – Marcia Williams, Egypt Magnified – David Long</p>
	Fox	Jeremy Button	Into the Forest

	<p>Fables / Report Grammar: Word Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (unand re-) Grammar: Sentence Build on previous units & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) Grammar: Text Build on previous units & focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material Grammar: Punctuation Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Terminology for Pupils Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas Linked Texts The Treasure Box, Bogtrotter, The Stone Lion Aesop's Fables Orchard/Michael Morpurgo, A Mouse Called Julian Joe Todd Stanton, Favourite Greek Myths Bob Hartman, The Boy Who Cried Wolf Tony Ross, The Little Green Hen, Alison Murray, Hip Hop Aesop Kay Davenport, Why Mosquitoes Buzz in People's Ears: A West African</p>	<p>Return / Letter Grammar: Word Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning Grammar: Sentence Build on previous units & focus on: Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of) Grammar: Text Build on previous units & focus on: Introduction to paragraphs as a way to group related material Grammar: Punctuation Build on previous units & focus on: Inverted commas to punctuate direct speech Linked Texts The Forest, The Tunnel Anthony Browne, The Very Angry Ladybug Eric Carle, Mr Grumpy's Outing John Birmingham, Peace at last Jill Murphy, Feathers Phil Cummings 10 seeds Ruth Brown, Why Mosquitoes Buzz in People's Ears: A West African Tale Verna Aardema, Who is the Bear Keith Baker, The Journey Home Frann Preston-Gannon, The Journey Francesca Sanna, Journey/Quest/Return Aaron Becker, Lost and Found Oliver Jeffers, Goat on a Boat Leslie Simms, Where the forest meets the sea Jeannie Baker, Emma Jane's Aeroplane Katie Haworth & Daniel Rieley</p>	<p>Lost / Newspaper Grammar: Word Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning Grammar: Sentence Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Grammar: Text Build on previous units & focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Grammar: Punctuation Inverted commas to punctuate direct speech Terminology for Pupils Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter Linked Texts The Tunnel, Gorilla, Hansel and Gretel, Willy the Wimp, Voices in the Park, Piggy Book The Wolf's Story: What Really Happened to Little Red Riding Hood Toby Forward and Izhar Cohen, Three Little Wolves and The Big Bad Pig Eugene Trivizas and Helen Oxenbury, Wolfie's Secret Nicola Senior, The Lost Thing Shaun Tan Non-Fiction The Lost Words Robert Macfarlane and Jackie Morris, National Trust: I Am the Seed That Grew the Tree: A Nature Poem for Every Day of the Year Fiona Waters and Frann Preston Gannon, The</p>
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	<p>Tale Verna Aardema, Fairy Tales Hans Christian Anderson, Charlotte's Web E.B. White Winnie The Pooh A.A. Milne, The Lion Inside Rachel Bright, Lost and Found Oliver Jeffers, A Friend Like You Andrea Schomburg, The Rainbow Fish Marcus Pfsiter The Three Little Pigs and The Big Bad Wolf Eugene Trivizas, The Wolf's Story Toby Forward</p> <p>Non-Fiction</p> <p>Amazing Foxes! Nancy Williams</p>		<p>Book of Trees Piotr Socha and Wojciech Grajkowski, Look and Find in the Forest Gareth Lucas</p>

YEAR 3	STEPS TO READ		
<p>Forces, Magnets & Rocks</p> <p>The Robot and the Bluebird, The Tin Forest, Forces in Action, The Wild Robot and My Book of Rocks and Minerals</p> <p>Word Reading</p> <p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Comprehension</p> <p>Build on Previous Year & Focus on:</p> <p>Read a range of books that are structured in different ways and read for a range of purposes Identify how language, structure and presentation contribute to meaning</p> <p>Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context</p> <p>Retrieve and record some information from nonfiction</p> <p>Predict what might happen from details stated and some which are implied</p> <p>Skills and Strategies</p>	<p>Rivers and Mountains</p> <p>King of the Cloud Forest, Rivers A Dazzling Geographic Journey, Rivers and Mountains and Where the Mountains Meet the Moon</p> <p>Word Reading</p> <p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Comprehension</p> <p>Build on Previous Year & Focus on:</p> <p>Read a range of books that are structured in different ways and read for a range of purposes Identify how language and structure contribute to meaning</p> <p>Identify main ideas drawn from more than one paragraph and summarise these</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence</p> <p>Retrieve and record some information from non-fiction</p> <p>Skills and Strategies</p>	<p>Egyptians</p> <p>The Genius of the Ancient Egyptians, Life in Ancient Egypt, Cinderella of the Nile and Secrets of a Sun King</p> <p>Word Reading</p> <p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Comprehension</p> <p>Build on Previous Term & Focus on:</p> <p>Read a range of books that are structured in different ways and read for a range of purposes Identify simple themes and conventions in an increasing range of books</p> <p>Discuss some words and phrases that capture the reader's interest and imagination</p> <p>Identify how language and structure contribute to meaning</p> <p>Retrieve and record some information from non-fiction</p> <p>Skills and Strategies</p> <p>Build on Previous Term & Focus on:</p>	

	<p>Build on Previous Year & Focus on: Recognise and read many Year 3&4 Word List words Read aloud using punctuation to aid expression including speech Self-correction, including re-reading and reading ahead Skim to gain an overview of a text, e.g. topic, purpose Identify different purposes of texts, e.g. to inform, instruct, explain Read short information texts independently with concentration</p>	<p>Build on Previous Year & Focus on: Recognise and read most Year 3&4 Word List words Skim to gain an overview of a text, e.g. topic, purpose Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points Look for specific information in texts using contents, indexes, glossaries, dictionaries Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information Re-reading sentences for clarity</p>	<p>Recognise and read all Year 3&4 Word List words with automaticity Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts Skim to gain an overview of a text, e.g. topic, purpose Look for specific information in texts using contents, indexes, glossaries, dictionaries</p>
<p>YEAR 4</p>	<p style="text-align: center;">READ TO WRITE</p>		
<p style="text-align: center;">The Whale Setting / Newspaper Grammar: Word Build on previous units & focus on: Verb inflections (we were instead of we was) Grammar: Sentence Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials Grammar: Text Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme Grammar: Punctuation Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials Linked Texts The Blue Whale Jenni Desmond, Whale Boy Nicola Davies, Whale Judy Allen, Why the Whales Came</p>	<p style="text-align: center;">Arthur and the Golden Rope Myth / Explanation Grammar: Word Build on previous units & focus on: Grammatical difference between plural and possessive -s Grammar: Sentence Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials Grammar: Text Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme Grammar: Punctuation Apostrophes for possession (plural nouns) Linked Texts Myth Match Good Wives and Warriors, A Miscellany of Magical Beasts Simon Holland, The Lost Book of Adventure Unknown Adventurer, Vikings in 30 Seconds Mark Cavendish, Viking</p>	<p style="text-align: center;">The Journey Refugee / Diary Grammar: Word Build on previous units & focus on: Verb inflections (we were instead of we was) Grammar: Sentence Build on previous units & focus on: Fronted adverbials Grammar: Text Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme Grammar: Punctuation Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials Linked Text Red: A Crayon's Story Michael Hall The Carrot, the Egg and the Tea Bag A. M. Marcus A Boy Called Bat Elana K. Arnold After Tomorrow Gillian Cross Azzi</p>	

	<p>Michael Morpurgo, How the Whale Became and other Stories Ted Hughes, Journey Aaron Becker, Quest Aaron Becker, Return Aaron Becker</p> <p>Non-Fiction</p> <p>The Big Book of the Blue Yuval Zoomer, Animalium Jenny Broom & Katie Scott, The Wonder Garden Jenny Broom and Kristjana S, Williams The Whale: In Search of the Giants of the Sea Philip Hoare</p>	<p>Gods! From Odin to Thor Left Brain Kids, The Death of Baldur Louise Simonson, Norse Myths James Corbett, Norse Myths Eric Braun, Norse Myths: Tales of Odin, Thor and Loki Kevin Crossley-Holland, The Dragon’s Hoard: Stories from the Viking Sagas Lari Don, Riddle of the Runes Janina Ramirez</p> <p>Non-Fiction</p> <p>Vicious Vikings Ellie Dean, Vikings DK Vikings Stephanie Turnbull, Norse Mythology A to Z Kathleen N. Daly</p>	<p>In Between Sarah Garland Oranges in No Man’s Land Elizabeth Laird, Ali’s Story – A Journey from Afghanistan Andy Glynne, Hamid’s Story - A Journey from Eritrea Andy Glynne, Juliane’s Story - A Journey from Zimbabwe Andy Glynne Navid’s Story - A Journey from Iran Andy Glynne, The Unforgotten Coat Frank Cottrell Boyce</p> <p>Non-Fiction</p> <p>Who are Refugees and Migrants? What Makes People Leave their Homes? And Other Big Questions. Michael Rosen and Annemarie, Young Dreams of Freedom Frances Lincoln, I Have the Right to Be a Child Alain Serres and Aurélia Fronty ,We Are All Born Free by Amnesty International Frances Lincoln</p>
	<p>Leaf</p> <p>Outsider / Information</p> <p>Grammar: Word</p> <p>Build on previous year & focus on: Grammatical difference between plural and possessive -s</p> <p>Grammar: Sentence</p> <p>Build on previous year & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Fronted adverbials</p> <p>Grammar: Text</p> <p>Build on previous year & focus on: Paragraphs to organise ideas around a theme</p> <p>Grammar: Punctuation</p> <p>Apostrophes for possession (plural nouns) Use commas after fronted adverbials</p> <p>Terminology for Pupils</p> <p>Determiner, pronoun, possessive pronoun, adverbial</p> <p>Linked Texts</p>	<p>The Lost Happy Endings</p> <p>Twisted / Letter</p> <p>Grammar: Word</p> <p>Build on previous units & focus on: Grammatical difference between plural and possessive -s</p> <p>Grammar: Sentence</p> <p>Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions</p> <p>Fronted adverbials</p> <p>Grammar: Text</p> <p>Build on previous units & focus on: Paragraphs to organise ideas around a theme</p> <p>Grammar: Punctuation</p> <p>Inverted commas and other punctuation to indicate direct speech</p> <p>Apostrophes for possession (plural nouns) Use commas after fronted adverbials</p> <p>Linked Texts</p> <p>Queen Munch and Queen Nibble Carol Ann Duffy and Lydia Monks, 101 Poems for Children Chosen by Carol Ann Duffy, The Princess’ Blankets Carol</p>	<p>Manfish</p> <p>Invention / Biography</p> <p>Grammar: Word</p> <p>Build on previous units & focus on: Verb inflections (we were instead of we was)</p> <p>Grammar: Sentence</p> <p>Build on previous units & focus on: Fronted adverbials</p> <p>Grammar: Text</p> <p>Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition</p> <p>Paragraphs to organise ideas around a theme</p> <p>Grammar: Punctuation</p> <p>Inverted commas and other punctuation to indicate direct speech</p> <p>Use commas after fronted adverbials</p> <p>Terminology for Pupils</p> <p>Determiner, pronoun, possessive pronoun, adverbial</p> <p>Linked Texts</p> <p>The Watcher: Jane Goodall’s Life with the Chimps Jeanette Winter, Queen of the Falls Chris Van</p>

<p>The Last Polar Bears Harry Horse, The Journey Home Frann Preston-Gannon, The Last Polar Bear Jean Craighead George, The Polar Bear Son Lydia Dabcovich, The Ice Bear Jackie Morris, Polar Bear Explorers' Club Alex Bell, White Fox Jackie Morris, The Lost Thing Shaun Tan, Beegu Alexis Deacon</p> <p>Non-Fiction</p> <p>The Polar Bear Jenni Desmond,, Ice Bear Nicola Davies, Wild Animals of the North Dieter Braun, Polar Bears Mark Newman, Polar Bears and The Arctic Natalie Pope Boyce, Polar Bears Facts & Myths Susan J Crockford Polar Bear Ina Felix</p>	<p>Ann Duffy, Red Riding Hood Was Rotten Trisha Speed Shaskan and Gerald Claude Guerlais, Snow White in New York Fiona French, Jim and the Beanstalk Raymond Briggs, Battle Bunny Jon Scieszka & Mac Barnett, Snow White in New York Fiona French, Me and You Anthony Brown</p> <p>The true story of the three little pigs Jon Scieszka & Lane Smith, The Wolf's Story Toby Forward Izhar Cohen</p> <p>Non-Fiction</p> <p>A Seed is Sleepy Dianna Aston & Sylvia Long, Wangari's Tree of Peace: A True Story from Africa Jeanette Winter, Botanicum Kathy Willis & Katie Scott, The Lost Words Jackie Morris</p>	<p>Allsburg, Swimming with Sharks: The Daring Discoveries of Eugenie Clark Heather, Lang Shark Lady: The Daring Tale of How Eugenie Clark Dove Into History Jess Keating, Stories for Boys who Dare to be Different Ben Brooks and Quinton Winter, The Man who Walked between the Towers Mordicai Gerstein, The Hidden Garden Jeannie Baker</p>
STEPS TO READ		
<p>Living Things/ Habitats/Animals</p> <p>The World of Whales, Habitats, Wild World, When the Mountains Roared, Why the Whales Came and Wild in the Streets</p> <p>Word Reading</p> <p>Build on Previous Year & Focus on: Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Comprehension</p> <p>Build on Previous Year & Focus on: Read a wide range of books that are structured in different ways and read for a range of purposes Identify how language, structure and presentation contribute to meaning Check that the text makes sense to them, discuss most of their understanding and explain the</p>	<p>Vikings</p> <p>Explore! Vikings, 100 Facts Vikings, The Saga of Erik the Viking, Blood, Fire Vengeance, Viking Boy</p> <p>Word Reading</p> <p>Build on Previous Year & Focus on: Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur</p> <p>Comprehension</p> <p>Build on Previous Year & Focus on: Read a wide range of books that are structured in different ways and read for a range of purposes Identify main ideas drawn from more than two paragraphs and summarise these Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence</p>	<p>Europe</p> <p>The Travel Book, Survivors, The Dragon of Krakow, Non-Fiction Website and Online Poetry</p> <p>Word Reading</p> <p>Build on Previous Year & Focus on: Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Comprehension</p> <p>Build on Previous Year & Focus on: Read a wide range of books that are structured in different ways and read for a range of purposes Discuss many words and phrases that capture the reader's interest and imagination Identify how language, structure and presentation contribute to meaning</p>

<p>meaning of many words in context, asking questions to improve their understanding of a text Predict what might happen from details stated and implied Confidently retrieve and record information from non-fiction</p> <p>Skills and Strategies Build on Previous Year & Focus on: Read aloud using punctuation to aid expression including speech Self-correction, including re-reading and reading ahead Skim to gain an overview of a text, e.g. topic, purpose Scan for specific information using a variety of features in texts, e.g. titles, illustrations, pre taught vocabular, bold print, captions, bullet points •Read short information texts independently with concentration Identify how texts differ in purpose, structure and layout Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount</p>	<p>Identify how language, structure and presentation contribute to meaning Confidently retrieve and record information from non-fiction</p> <p>Skills and Strategies Build on Previous Year & Focus on: Recognise and read Year 3&4 Word List Skim to gain the gist of a text or the main idea in a chapter Scan for specific information using a variety of features in texts, e.g. titles, illustrations, pre taught vocabulary, bold print, captions, bullet points Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information Look for specific information in texts using contents, indexes, glossaries, dictionaries Re-reading sentences for clarity</p>	<p>Identify themes and conventions in an increasing range of books Confidently retrieve and record information from non-fiction</p> <p>Skills and Strategies Build on Previous Year & Focus on: Recognise and read Year 3&4 Word List Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts Look for specific information in texts using contents, indexes, glossaries, dictionaries Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount Skim to gain the gist of a text or the main idea in a chapter</p>
<p>Stories & Poetry - Different Forms Miraculous Journey-Edward Tulane, Night of the Gargoyles, The Girl Who Stole an Elephant, Where Zebras Go</p> <p>Word Reading Build on Previous Term & Focus on: Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Comprehension Build on Previous Term & Focus on:</p>	<p>Myths and Legends & Poetry in Different Forms Beowulf, Stories from Around the World, Tales from Africa, The Poetry Chest</p> <p>Word Reading Build on Previous Term & Focus on: Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur</p> <p>Comprehension Build on Previous Term & Focus on:</p>	<p>Stories and Plays & Poetry - Different Forms The Firework Maker’s Daughter, The Wild in the Willows, The Legend of Podkin One-Ear and Werewolf Club Rules</p> <p>Word Reading Build on Previous Year & Focus on: Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Comprehension Build on Previous Year & Focus on:</p>

	<p>Increasing their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language Predicting what might happen from details stated and implied Asking some questions to improve their understanding of the text Recognising a range of poetic forms [for example, free verse, narrative poetry] Preparing poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action</p> <p>Skills and Strategies</p> <p>Recognise and read Year 3&4 Word List Read aloud using punctuation to aid expression including speech Self-correction, including rereading and reading ahead</p>	<p>Increase their familiarity with a wide range of myths and legends, and retelling some of these orally with an appropriate use of storybook language Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence Identify themes and conventions in an increasing range of books Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action Recognise a range of poetic forms [for example, free verse, narrative poetry]</p> <p>Skills and Strategies</p> <p>Build on Previous Term & Focus on: Recognise and read Year 3&4 Word List Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks and intonation Re-reading sentences for clarity</p>	<p>Increase their familiarity with a wide range of stories and plays and retelling some of these orally with an appropriate use of story-book language Discuss many words and phrases that capture the reader's interest and imagination Identify themes and conventions in an increasing range of books Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action Recognise a range of poetic forms [for example, free verse, narrative poetry]</p> <p>Skills and Strategies</p> <p>Build on Previous Year & Focus on: Recognise and read Year 3&4 Word List Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks and intonation</p>
YEAR 5	READ TO WRITE		
<p>The Hound of the Baskervilles Cliff hanger Formal Event Report Grammar: Word Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Grammar: Sentence Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use commas to clarify meaning and avoid ambiguity Semi-colons to separate the boundary between independent clauses</p>	<p>Where Once We Stood Exploration Formal Report Grammar: Word Build on previous year & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Grammar: Sentence Build on previous year & focus on: Indicate degrees of possibility using modal verbs Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form Grammar: Text Build on previous year & focus on:</p>	<p>The Lost Book of Adventure Survival / Explanation Grammar: Word Build on previous units & focus on: Use a thesaurus with confidence Verb prefixes mis, over and de Transforming nouns and adjectives into verbs Grammar: Sentence Build on previous units & focus on: Indicate degrees of possibility using adverbs. Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form Grammar: Text Build on previous units & focus on:</p>	

	<p>Grammar: Text Build on previous units & focus on: Linking ideas across paragraphs, using adverbials</p> <p>Grammar: Punctuation Build on previous units & focus on: Use hyphens to avoid ambiguity</p> <p>Linked Texts The Enchanted Wood Enid Blyton, Cogheart Peter Bunzl, There May Be A Castle Piers Torday, What Not To Do If You Turn Invisible Ross Welford, Baker Street Boys Anthony Read, Young Sherlock Andrew Lane, Jane Eyre Charlotte Bronte, The Adventure Series Willard Price, The Falcon Chronicles Steve Backshall, Northern Lights Phillip Pullman, Murder Most Unladylike Robin Stevens</p> <p>Non-Fiction Usborne Beginners: History Various</p>	<p>Linking ideas across paragraphs, using adverbials</p> <p>Grammar: Punctuation Speech punctuation Dashes for parenthesis and to introduce further information Brackets for parenthesis</p> <p>Linked Texts The Jamie Drake Equation Christopher Edge, If I forget thee O Earth Short story Arthur C Clarke, Cosmic Frank Cottrell Boyce, The Time and Space of Uncle Albert Russell Stannard, George's Cosmic Treasure Hunt (George's Secret Key to the Universe) Lucy Hawking</p> <p>Non-Fiction A Galaxy of Her Own: Amazing Stories of Women in Space Libby Jackson, The Skies Above My Eyes (Look Closer) Charlotte Guillain, HIDDEN FIGURES: The True Story of Four Black Women and the Space Race Margot Shetterly</p>	<p>Linking ideas across paragraphs, using adverbials</p> <p>Grammar: Punctuation Build on previous units & focus on: Semi-colons to mark boundaries between independent clauses of equal weighting Use hyphens to avoid ambiguity Commas for clarity</p> <p>Linked Texts Quest Daniel Hahn, Explorers on Witch Mountain Alex Bell, Congo Michael Crichton, The Explorer Katherine Rundell, Survivors David Long, True Stories of Survival Paul Dowswell</p> <p>Non-Fiction Bushcraft 101 Dave Canterbury, Great Adventurers Alistair Humphreys, Incredible Journeys Levison Wood Unfolding Journeys – Amazon Adventure Lonely Planet Kids, Atlas of Adventures Lucy Leatherland, Shackleton's Journey William Grill</p>
	<p>FArTHER Setting / Letter</p> <p>Grammar: Word Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p> <p>Grammar: Sentence Build on previous units & focus on: Indicate degrees of possibility using modal verbs</p> <p>Grammar: Text Build on previous units & focus on: Linking ideas across paragraphs, using adverbials</p> <p>Grammar: Punctuation Build on previous units & focus on: Commas for parenthesis</p>	<p>Henry's Freedom Box Character/ Newspaper</p> <p>Grammar: Word Build on previous year & focus on: Verb prefixes dis</p> <p>Grammar: Sentence Build on previous year & focus on: Indicate degrees of possibility using modal verbs Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Grammar: Text Build on previous year & focus on: Devices to build cohesion - pronouns</p> <p>Grammar: Punctuation Build on previous year & focus on: Commas for parenthesis</p>	<p>King Kong Dilemma / Balanced Argument</p> <p>Grammar: Word Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p> <p>Grammar: Sentence Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form</p> <p>Grammar: Text Build on previous units & focus on:</p>

<p>Dashes to mark boundaries between independent clauses</p> <p>Linked Texts</p> <p>Leon and the Place Between, Winter’s Child, The Rhythm and the Rain Aesop’s Fables Michael Rosen, The Orchard Book of Aesop’s Fables Michael Morpurgo</p> <p>Non-Fiction</p> <p>Leonardo da Vinci: Dreams, Schemes and Flying Machines Heinz Kaehne, Flying Machines Ian Graham Flight: Discover the Remarkable Machines that made Possible Man’s Quest to conquer the Sky Andrew Nahum, The Balloon Factory: The story of the men who built Britain’s first flying machines Alexander Frater, Flight (Eyewitness) Andrew Nahum</p>	<p>Dashes to mark boundaries between independent clauses</p> <p>Linked Texts</p> <p>Rose Blanche Roberto Innocenti, The Matchbox Diary Paul Fleischman, The Little Ships Louise Borden and Michael Foreman, Erika’s Story Ruth Vander Zee and Roberto Innocenti, My Secret War Diary Marcia Williams, The Journey Francesca Sanna, The Eagle and the Snow Michael Morpurgo</p> <p>Biographies</p> <p>Stories for Boys who Dare to be Different Ben Brooks, Goodnight Stories for Rebel Girls Elena Favilli and Francesca Cavallo, Who are Refugees and Migrants? Michael Rosen and Annemarie , Young Journey to Jo’burg Beverley Naidoo</p>	<p>Linking ideas across paragraphs, using adverbials Use a range of devices to build cohesion, e.g. conjunctions</p> <p>Grammar: Punctuation</p> <p>Build on previous units & focus on: Recap speech punctuation Brackets for parenthesis</p> <p>Linked Texts</p> <p>The One and Only Ivan Katherine Applegate Ape Martin Jenkins and Vicky White Congo Michael Crichton Good Night, Gorilla Peggy Rathmann, The Murderer’s Ape Jakob Wegelius</p> <p>Non-Fiction</p> <p>Ivan: The Remarkable True Story of the Shopping Mall Gorilla Katherine Applegate, Primates: The Fearless Science of Jane Goodall, Dian Fossey, and Biruté Galdikas Jim Ottaviani and Maris Wicks, Gorillas Seymour Simon, Animals on the Edge: Gorilla Anna Claybourne, Gorillas (Amazing Animals) Kate Riggs, Gorilla Journal Carolyn Franklin, Dynamic Duos of Science: Jane Goodall, and Mary Leakey, Dynamic Duos of Science: In Conversation with Jane Goodall, Chimpanzee Protector Robin S Doak</p>
STEPS TO READ		
<p>Victorians</p> <p>Victorians, How They Made Things Work in the Age of the Industry, Articles, A Christmas Carol and Street Child</p> <p>Word Reading</p> <p>Build on Previous Year & Focus on: Apply 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>Comprehension</p> <p>Build on Previous Year & Focus on:</p>	<p>Space</p> <p>The Infinite Lives of Maisie Day, Planets, A Poem for Every Night of the Year, War of the Worlds and Newspaper Articles</p> <p>Word Reading</p> <p>Build on Previous Year & Focus on: Apply 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>Comprehension</p> <p>Build on Previous Year & Focus on:</p>	<p>North and South America/America</p> <p>North America, My Side of the Mountain, Amazon, My Name is River, Poetry (Online)</p> <p>Word Reading</p> <p>Apply 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>Comprehension</p> <p>Build on Previous Term & Focus on: Explain and discuss their understanding of what they have read, including through formal</p>

<p>Make comparisons within and across books e.g. plot, genre and theme</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 some views</p> <p>With support, locate relevant information in a text, summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Skills and Strategies</p> <p>Build on Previous Year & Focus on: Recognise and read most Year 5&6 Word List words with automaticity</p> <p>Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes</p> <p>Identify features of texts, e.g. introduction to topic, sequence, illustrations, formality through language choices</p> <p>Finding the main idea of a text</p> <p>Use information on-screen and on paper</p> <p>Read closely, annotating for specific purposes</p>	<p>Read books that are structured in different ways and read for a range of purposes</p> <p>Make comparisons within and across books e.g. plot, genre and theme</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Predict what might happen from details stated and implied</p> <p>Retrieve, record and present some information from fiction and non-fiction</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Distinguishing between statements of fact and opinion</p> <p>Skills and Strategies</p> <p>Build on Previous Year & Focus on: Recognise many Year 5&6 Word List words with automaticity</p> <p>Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences</p> <p>Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning</p> <p>Connecting prior knowledge and textual information to make inferences and predictions</p> <p>Scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams etc</p> <p>Use information on-screen and on paper</p>	<p>presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader</p> <p>Provide reasoned justifications for their views</p> <p>Skills and Strategies</p> <p>Build on Previous Term & Focus on: Recognise and read all Year 5&6 Word List words with automaticity</p> <p>Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality</p> <p>Use information on-screen and on paper</p> <p>Read closely, annotating for specific purposes</p> <p>Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes</p>
<p>Modern Fiction & Poetry – Wider Range</p> <p>Wonderland-Alice in Poetry, The Storm Keeper's Island, Sky Song, Nowhere Emporium</p> <p>Word Reading</p> <p>Build on Previous Term & Focus on: Applying growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud</p>	<p>Myths and Legends, Plays and Poetry</p> <p>Between Worlds, Outlaw, How the Whale Became and Other Stories, The Highwayman and The Lady of Shalott</p> <p>Word Reading</p> <p>Build on Previous Year & Focus on: Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed</p>	<p>Other Cultures and Traditions and Potery</p> <p>Journey to Jo'burg, Kick, Oranges in No Man's Land, Wicked World!</p> <p>Word Reading</p> <p>Build on Previous Year & Focus on: Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to</p>

and to understand the meaning of new words

Comprehension

Build on Previous Term & Focus on:

Increasing their familiarity with a wide range of books, including modern fiction

Making comparisons within and across books e.g. plot, genre and theme

Predicting what might happen from details stated and implied

Participating in discussions about books that are read to them and those they can read for themselves

Asking questions to improve their understanding

Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Skills and Strategies

Build on Previous Term & Focus on:

Recognising and reading many Year 5&6 Word List words with automaticity

Identifying how punctuation relates to sentence structure and how meaning is constructed in complex sentences

Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation helps make meaning

Connecting prior knowledge and textual information to make inferences and predictions
Reading closely, annotating for specific purposes

in English Appendix 1, both to read aloud and to understand the meaning of new words

Comprehension

Build on Previous Year & Focus on:

Increase their familiarity with a wide range of books, including myths and legends

Identify and discuss themes and conventions in and across a wide range of writing

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 some views

With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Provide reasoned justifications for their views

Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Skills and Strategies

Build on Previous Year & Focus on:

Recognise and read most Year 5&6 Word List words with automaticity

Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences

Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning

Read closely, annotating for specific purposes
Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes

understand the meaning of new words

Comprehension

Build on Previous Year & Focus on:

Increase their familiarity with a wide range of books, including books from other cultures and traditions

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

Identify and discuss themes and conventions in and across a wide range of writing

Identify, discuss and evaluate the difference between literal and figurative language, commenting on the effectiveness of the author's language to create mood and build tension and the impact on the reader

Provide reasoned justifications for their views
Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Skills and Strategies

Build on Previous Year & Focus on:

Recognise and read all Year 5&6 Word List words with automaticity

Read closely, annotating for specific purposes
Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences

Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning

Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning, e.g. finding key words

<p>YEAR 6</p>	<p>Rose Blanch and Anne Frank Diary / Speech Grammar: Word Build on previous year & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices Grammar: Sentence Build on previous year & focus on: The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech Grammar: Text Build on previous year & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Grammar: Punctuation Build on previous year & focus on: Colons to introduce a list and semi-colons for more elaborate lists Use commas, brackets and dashes for parenthesis Semi-colon to separate two main clauses Linked Texts Letters from the Lighthouse – Emma Carroll, Anne Frank – Josephine Poole & Angela Barrett, The Harmonica – Tony Johnston Erika’s Story – Ruth Vander Zee, Carrie’s War – Nina Bawden, Our Castle by the Sea – Lucy Strange, Goodnight Mr Tom – Michelle Magorian, I Am David – Ann Holm, My Secret Diary – Flossie Albright, Once – Morris Gleitzman, Wave Me Goodbye – Jaqueline Wilson, The Silver sword – Ian Serrailier, The Boy in the Striped Pyjamas – John Boyne Non-Fiction</p>	<p>On the Origin of Species Discovery Explanation Grammar: Word Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing Grammar: Sentence Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Grammar: Text Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and sub-headings to structure information Grammar: Punctuation Build on previous units & focus on: Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation) Terminology for Pupils Active, passive, synonym, antonym, colon Linked Texts The Great Sea Dragon Discovery Pippa Goodheart, Stone Girl Bone Girl: The Story of Mary Anning of Lyme Regis Laurence Anholt Non-Fiction Our Family Tree – An Evolution Story Lisa Westberg Peters, Amazing Evolution – The Journey of Life Anna Claybourne, All About Evolution Robert Winston, The Tree of Life Peter Sis Moth – An Evolution Story Isabel Thomas</p>	<p>Shackleton’s Journey Endurance Narrative and Magazine Article Grammar: Word Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Grammar: Sentence Build on previous units & focus on: Use of the passive to affect the presentation of information in a sentence Grammar: Text Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Use headings and sub-headings to structure text Grammar: Punctuation Build on previous year & focus on: Use commas to clarify meaning and avoid ambiguity: Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis Using semi-colons as boundaries between independent clauses Linked Texts The Pilot and the Little Prince: The Life of Antoine de Saint Peter Sis, Dare the Wind: The Record-Breaking Voyage of Eleanor Prentiss and The Flying Cloud Tracey Fern, Survivors David Long, The Lost Book of Adventure: from the notebooks of the Unknown Adventurer, Great Adventurers Alastair Humphreys, How to be an Explorer Dugald Steer The Explorer Katherine Rundell, Sky Song Abi Elphinstone, Brightstorm: A Sky-Ship Adventure Vashti Hardy, The Polar Bear Explorers’ Club Alex Bell</p>
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	<p>The Daily Life of a World War II Evacuee Alan Childs The Diary of Anne Frank World War II: A Heroes History of - Life on the home front Lorraine Childs World War II (DK Eyewitness) DK Children and World War II Sarah Ridley</p>		
	<p>Story Like the Wind Flashback Narrative and Newspaper Report Grammar: Word Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices Grammar: Sentence Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Grammar: Text Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis Use headings, sub-headings, columns and captions to structure information Grammar: Punctuation Build on previous year & focus on: Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation) Linked Texts Floodlands Marcus Sedgwick, Eye of the Wolf Daniel Pennac, Holes Louis Sachar, Carrie’s War Nina Bawden, The Nowhere Emporium Ross MacKenzie, Private Peaceful Michael Morpurgo,</p>	<p>Wolves First Person Narrative, Balanced Argument, Information Text and Suspense Information Grammar: Word Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – technical vocabulary and precise use of nouns, verbs and adjectives to add to formal tone Grammar: Sentence Build on previous units & focus on: Use of the passive to affect the presentation of information in a sentence The use of question tags in informal speech Grammar: Text Build on previous units & focus on: Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, pronouns and synonyms Use of headings, sub-headings and bullets to structure texts Grammar: Punctuation Build on previous year & focus on: Colon to introduce a list and semi-colons for more elaborate lists Use commas to punctuate relative clauses Speech punctuation Use the semi-colon as the boundary between independent clauses Punctuation of bullet points</p>	<p>Hansel and Gretel Dual Narrative and Persuasive Letter Grammar: Word Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Grammar: Sentence Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal speech in writing –the use of the subjunctive form in some very formal speech and writing Wish – if I were... Grammar: Text Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns Grammar: Punctuation Build on previous year & focus on: Use the semi-colon as the boundary between independent clauses Hyphens are used to clarify meaning and avoid ambiguity Linked Texts Wonder R. J. Palacio, In Darkling Wood Emma Carroll, Frost Hollow Hall Emma Carroll, Jaws Peter Benchley Beauty and the Beast: As Old as Time. A Twisted Tale. Yuval Zoomer, Mulan: Reflection. A twisted Tale. Elizabeth Lim, Sleeping</p>

	<p>The Piano Aidan Gibbons The Day the War Came Nicola Davies, The Journey Francesca Sanna, Passage to Freedom Ken Mochizuki, The Arrival Shaun Tan, Oranges in No Man’s Land Elizabeth Laird, My Name is not Refugee Kate Milner, Refugee Boy Benjamin Zephaniah, Give Me Shelter: An Asylum Seeker Anthology Tony Bradman</p> <p>Non-Fiction</p> <p>Who are Refugees and Migrants? What Makes People Leave their Homes? And Other Big Questions Michael Rosen, Refugees and Migrants (Children in Our World) Ceri Roberts, Stormy Seas Mary Beth Leatherdale</p>	<p>Hyphens used to avoid ambiguity</p> <p>Linked Texts</p> <p>Wolf Brother Michelle Paver, She Wolf Dan Smith, Wolf Rider Katherine Rundell, The Last Wolf Michael Morpurgo, The Wolves of Willoughby Chase Joan Aiken</p> <p>Non-Fiction</p> <p>Wild Animals of the North Dieter Braun, Exploring the World of Wolves Tracy C Read, The Hidden Life of Wolves Jim Dutcher, Mission: Wolf Rescue: All About Wolves and How to Save Them (Mission: Animal Rescue) National Geographic Kids</p>	<p>Beauty: Once Upon a Time. A Twisted Tale. Liz Braswell, Aladdin: A Whole New World. A twisted Tale. Liz Braswell</p>
STEPS TO READ			
	<p style="text-align: center;">War</p> <p>The Boy in the Striped Pyjamas, Poems from the Second World War, Fireweed, World War 2, The Diary of a Young Girl- Anne Frank</p> <p style="text-align: center;">Word Reading</p> <p>Build on Previous Year & Focus on: Apply 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 style="text-align: center;">Comprehension</p> <p>Build on Previous Year & Focus on: Read books that are structured in different ways and read for a range of purposes Make comparisons within and across books e.g. plot Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Predict what might happen from details stated and implied Identify how language, structure and presentation contribute to meaning</p>	<p style="text-align: center;">Evolution and Inheritance</p> <p>When Darwin Sailed by the Sea, Darwin-Life in Poems, When the Whales Walked, The Explorer, The Great Sea Dragon Discovery</p> <p style="text-align: center;">Word Reading</p> <p>Build on Previous Year & Focus on: Apply 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 style="text-align: center;">Comprehension</p> <p>Build on Previous Year & Focus on: Make comparisons within and across books e.g. plot, genre and theme Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas Distinguishing between statements of fact and opinion Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p style="text-align: center;">Coasts</p> <p>Coastlines, Overheard in a Tower Block, The Island at the End of Everything, Orphans of the Tide</p> <p style="text-align: center;">Word Reading</p> <p>Build on Previous Year & Focus on: Apply 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 style="text-align: center;">Comprehension</p> <p>Build on Previous Year & Focus on: Identify and discuss themes and conventions in and across a wide range of writing Discuss and evaluate how authors use language, including figurative language considering the impact on the reader Provide reasoned justification for their views Identify how language, structure and presentation contribute to meaning 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>Retrieve, record and present information from non-fiction</p> <p>Skills and Strategies</p> <p>Build on Previous Year & Focus on:</p> <p>Recognise all Year 5&6 Word List words with automaticity</p> <p>Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentences</p> <p>Read closely, annotating for specific purposes</p> <p>Use a range of strategies for finding and locating information e.g. skimming scanning for detail</p> <p>Connecting prior knowledge and textual information to make inferences and predictions</p>	<p>Identify how language, structure and presentation contribute to meaning</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</p> <p>Skills and Strategies</p> <p>Build on Previous Year & Focus on:</p> <p>Recognise all Year 5&6 Word List words with automaticity</p> <p>Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity</p> <p>Use a range of strategies for finding and locating information e.g. skimming scanning for detail</p> <p>Summarising a text</p> <p>Secure responses and understanding through rereading and cross-check information</p> <p>Read closely, annotating for specific purposes</p>	<p>Skills and Strategies</p> <p>Consolidate and embed all skills not secured and focus on:</p> <p>Recognise all Year 5&6 Word List words with automaticity</p> <p>Read closely, annotating for specific purposes</p> <p>Confidently use a range of strategies for finding and locating information e.g. skimming scanning for detail</p> <p>Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes</p>
	<p>Boy in the Tower, Asha and the Spirit Bird</p> <p>Word Reading</p> <p>Build on Previous Year & Focus on:</p> <p>Applying 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>Comprehension</p> <p>Build on Previous Year & Focus on:</p> <p>Increasing their familiarity with a wide range of books, including modern fiction</p> <p>Making comparisons within and across books e.g. plot, genre and theme</p> <p>Predicting what might happen from details stated and implied</p> <p>Asking questions to improve their understanding</p> <p>Preparing poems to read aloud and to perform, showing understanding through intonation, tone</p>	<p>Literary Heritage, Plays & Poetry</p> <p>The Wolves of Willoughby Chase, The Call of the Wild, Black Beauty, A Poem for Every Night of the Year</p> <p>Word Reading</p> <p>Build on Previous Year & Focus on:</p> <p>Apply 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>Comprehension</p> <p>Build on Previous Year & Focus on:</p> <p>Increase their familiarity with a wide range of books, including fiction from our literary heritage</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Traditional Tales</p> <p>Grimms Fairy Tales, Blackberry Blue, The House with the Chicken Legs, Song Lyrics</p> <p>Word Reading</p> <p>Build on Previous Year & Focus on:</p> <p>Apply 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>Comprehension</p> <p>Build on Previous Year & Focus on:</p> <p>Increase their familiarity with a wide range of books, including traditional tales</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p> <p>Discuss and evaluate how authors use language, including figurative language considering the impact on the reader</p> <p>Provide reasoned justification for their views</p>

	<p>and volume so that the meaning is clear to an audience</p> <p>Participating 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</p> <p>Skills and Strategies</p> <p>Build on Previous Year & Focus on:</p> <p>Recognising all Year 5&6 Word List words with automaticity</p> <p>Identifying how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentences</p> <p>Reading closely, annotating for specific purposes</p> <p>Connecting prior knowledge and textual information to make inferences and predictions</p>	<p>Provide reasoned justifications for their views</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</p> <p>Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Skills and Strategies</p> <p>Build on Previous Year & Focus on:</p> <p>Recognise all Year 5&6 Word List words with automaticity</p> <p>Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity</p> <p>Secure responses through re-reading and crosscheck information</p> <p>Read closely, annotating for specific purposes</p> <p>Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes</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>Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Skills and Strategies</p> <p>Build on Previous Year & Focus on:</p> <p>Recognise all Year 5&6 Word List words with automaticity</p> <p>Read closely, annotating for specific purposes</p> <p>Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences</p> <p>Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning</p> <p>Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes</p>
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