



**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 write the sound with letter/s, using taught GPCs CVC words</p> <p>Write simple phrases and sentences that can be re 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>
<p>YEAR 1</p>	<p>READ TO WRITE</p>		
<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>The Lion Inside Writing outcome: To write a story about a small animal (mouse) who befriends a large animal in the African Savannah Gateway Keys Compose a sentence orally before writing it <ul style="list-style-type: none"> • Join words using and • Use plural noun suffixes –s and -es • Punctuate sentences using a capital letter and a full stop • Use capital letters for names of people • Leave spaces between Words Mastery keys <ul style="list-style-type: none"> • Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks • Join words and clauses using and • Some accurate use of the prefix un- • Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est Feature Keys <ul style="list-style-type: none"> • Use some story language • Include and describe new characters • Include and describe the setting • Write simple sentences in sequence (link ideas with pronouns) • Include a beginning, middle and end <p style="text-align: center;">Year 1 Pathways to Write: Spring 1 Additional texts linked to theme (not</p> </p>	<p>Toys in Space Writing outcome: To write a fantasy story about some toys who are taken onto a spaceship. They will be changing the characters in the story Gateway Texts <ul style="list-style-type: none"> • Join words and clauses using and • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Add suffixes where no change is needed to the root word e.g –ed, -er, -ing, -est Mastery Keys <ul style="list-style-type: none"> • Join words and clauses using and • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Add suffixes where no change is needed to the root word e.g. ed, -ing, -er, -est • Change the meaning of verbs and adjectives by adding the prefix un Feature Keys <ul style="list-style-type: none"> • Use some story language • Include and describe characters • Include and describe the setting • Write simple sentences in sequence • Include a beginning, middle and end <p>Year 1 Pathways to Write: Summer 1 Additional texts linked to theme (not essential): <i>Traction Man</i> by Mini Grey <i>Biscuit Bear</i> by Mini Grey <i>It was a dark and stormy night</i> by Janet and Allan Ahlberg <i>One true bear</i> by Ted Dewan</p> </p>	

		<p>essential):</p> <p>How to be a lion by Ed Vere The tiger who came to tea by Judith Kerr Mog the forgetful cat by Judith Kerr Zoo-ology by Joelle Jolivet The Lion King (1994 film) by Disney</p>	<p><i>Dr Xargles by Jeanne Willis</i> <i>Toy Story 2 (1999 film) by Disney/Pixar</i></p>
	<p>The Secret of Black Rock</p> <p>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</p> <p style="text-align: center;">Linked Texts</p> <p>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</p>	<p>Beegu</p> <p>Writing outcome: To write their own version of the story with a new lost creature.</p> <p>Gateway keys (non-negotiables/basic skills)</p> <ul style="list-style-type: none"> • Punctuate sentences using a capital letters and a full stop, some question marks and exclamation marks • Use 'and' between words and some clauses • Some accurate use of the prefix un- • Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est • Leave spaces between words <p>Mastery keys (year group & NC expectations)</p> <ul style="list-style-type: none"> • Join words and clauses using and • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est <p>Feature keys (vocabulary, manipulating sentences and tense, structure)</p>	<p>Goldilocks and Just One Bear</p> <p>Writing outcome: To write a new version of the story with a new character or new setting</p> <p>Gateway keys (non-negotiables/basic skills)</p> <ul style="list-style-type: none"> • Join words and clauses using and • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Add suffixes where no change is needed to the roo word e.g –ed, -er, -ing, -est • Change the meaning of verbs and adjectives by adding the prefix un- <p>Mastery Keys</p> <ul style="list-style-type: none"> • Join words and clauses using and • Use simple description • Sequence sentences to form short narratives (link ideas or events by pronouns) • Use a capital letter for places and days of the week • Punctuate sentences using a capital letters, full stop, question mark or exclamation mark <p>Feature Keys</p> <ul style="list-style-type: none"> • Story language • Simple description for character and setting • Sequence of events • Include a beginning, middle and end • Past tense

Look Up!

Writing outcome:

To write a diary entry about a space flight.

Gateway keys**(non-negotiables/basic skills)**

Combine words to make sentences

- Join words and clauses using and
- Sequence sentences to form short narratives

- Leave spaces between words

Mastery keys**(year group national curriculum expectations)**

- Use punctuation correctly – full stops, capital letters
- Use expanded noun phrases to describe and specify
- Use subordination (because) and coordination (and)

Feature keys**(vocabulary, manipulating sentences and tense, structure)**

- Include detail and description to inform the reader
- Write in first person
- Use consistent past tense
- Order events with adverbs of time
- Include personal comments and own viewpoint
- Set the scene with a clear opening and establish the context
- Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had!

The Dragon Machine

Writing Outcome:

To write a story based upon the model text using own ideas for a change of character and Machine

Gateway keys**(non-negotiables/basic skills)**

- Use subordination (because) and coordination (and)
- Write expanded noun phrases to describe and specify
- Use punctuation correctly –full stop, capital letters
- Add suffixes to verbs where no change is needed to the root (Y1)

Mastery keys**(year group national curriculum expectations)**

- Write sentences with different forms: statement, question, exclamation, command
- Use subordination (apply because, introduce when)
- Use present and past tenses correctly and consistently (some progressive)
- Use punctuation correctly - exclamation marks, question marks

Feature keys**(vocabulary, manipulating sentences and tense, structure)**

- Use phrases from story language
- Create and describe characters
- Create and describe settings
- Use past tense consistently and correctly
- Write in 3rd person
- Sequence of events with beginning,

Tidy

Writing Outcome:

To write a persuasive letter in role as Pete.

Gateway keys**(non-negotiables/basic skills)**

Use the progressive form of verbs in the present and past tense

- Some use of subordination (because, when) and coordination (and, but)
- Use punctuation correctly (as taught so far)
- Write sentences with different forms: statement, question, exclamation, command

Mastery keys**(year group national curriculum expectations)**

- Use subordination (if, that)
- Add -er and -est to adjectives
- Use homophones and near homophones
- Use punctuation correctly – apostrophes for contracted forms

Feature keys**(vocabulary, manipulating sentences and tense, structure)**

- Include detail and description to inform the reader
- Use a range of sentence forms to address the reader
- Write in 1st person
- Include personal comments and own viewpoint
- Use openings and closings e.g. dear, opening statement to state why we are writing, from

The Owl Who was Afraid of the Dark

Writing Outcome:

To write a fact sheet about owls using information gathered from the text

Gateway keys

(non-negotiables/basic skills)

- Sequence sentences to form short narratives
- Join words and clauses using and
- Use subordination (because)
- Add suffixes to verbs where no change is needed to the root
- Write expanded noun phrases to describe and specify

Mastery keys

(year group national curriculum expectations)

- Use co-ordination (but, or)
- Add -ly to turn adjectives into adverbs
- Use commas to separate items in a list

Feature keys

(vocabulary, manipulating sentences and tense, structure)

- Specific vocabulary linked to the topic
- Clear and precise description
- Present tense
- Title
- Sub-Headings
- Introduction
- Grouped information
 - Facts from research

My Name is Not Refugee

Writing Outcome:

Writing outcome:

To write a recount of events from the text from the character's point of view.

Gateway keys

(non-negotiables/basic skills)

- Write sentences with different forms: statement, question, exclamation, command
- Use subordination (because, when)
- Use present and past tenses correctly and consistently
- Use punctuation correctly – exclamation marks, question marks

Mastery keys

(year group national curriculum expectations)

- Use the progressive form of verbs in the present and past tense
- Use subordination (apply because, when; introduce (so) that)
- Use present and past tenses correctly and consistently
- Use punctuation correctly – apostrophes for the possessive (singular)

Feature keys

(vocabulary, manipulating sentences and tense, structure)

- Include detail and description to inform the reader
- Write in 1st person
- Use consistent past tense
- Order events with adverbs of time
- Include personal comments and own viewpoint
- Set the scene with a clear opening and establish the context
- Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had!

Grandad's Secret Giant

Writing Outcome

To write own version of the story with a focus on morals and acceptance of others

Gateway keys

(non-negotiables/basic skills)

- Use subordination (if, that)
- Add -er and -est to adjectives
- Use homophones and near homophones
- Use punctuation correctly – apostrophes for contracted forms

Mastery keys

(year group national curriculum expectations)

- Use present and past tenses correctly and consistently including the progressive form
- Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Use expanded noun phrases to describe and specify
- Add suffixes to spell longer words e.g -ment,- ful

Feature keys

(vocabulary, manipulating sentences and tense, structure)

- Use phrases from story language
- Create and describe characters
- Create and describe settings
- Sequence of events
- Section story into beginning, middle and end
- Use 3rd person consistently
- Use tenses appropriately

STEPS TO READ

N/A Read Write Inc

N/A Read Write Inc Comprehension

The Great Fire of London

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

Word Reading

Build on Previous Year & Focus on:

Read most words containing common suffixes –
ness

Read all common exception words with
automaticity

Read sufficiently fluently to allow a focus on
understanding

Read accurately most words of two or more
syllables

Comprehension

Build on Previous Year & Focus on:

Discuss their favourite words and phrases using
some of them in their writing

Make some inferences on the basis of what is
being said and done across the book and drawing
on other books they have read

Understand many non-fiction books that are
structured in different ways

Skills and Strategies

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

Identify how texts are organised, e.g. lists,
numbered points, tables and bullet points

			<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 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 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 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>
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YEAR 3	READ TO WRITE		
<p style="text-align: center;">Coming to England Writing Outcome: To write letters from Floella to her Grandmother telling her about settling into life in the UK.</p> <p>Gateway keys <u>(non-negotiables/basic skills)</u></p> <ul style="list-style-type: none"> • Use punctuation at Y2 standard correctly (full stops, capital letters – including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) • Use subordination (when, if, that, because) and co- ordination (or, and, but) • Use present and past tenses consistently and correctly • Use progressive forms of verbs • Use expanded noun phrases • Write sentences with different forms: statement, command, question, exclamation <p>Mastery keys <u>(year group national curriculum expectations)</u></p> <ul style="list-style-type: none"> • Group related ideas into paragraphs • Build a varied and rich vocabulary • Use prepositions to express time, place and cause • Introduce inverted commas to punctuate direct speech (one session) <p>Feature keys <u>(vocabulary, manipulating sentences and tense, structure)</u></p> <ul style="list-style-type: none"> • Write in the first person • Use apostrophe in contractions • Provide detail through use of prepositions to express time, place and cause • Use a variety of sentence forms including statements and questions • Write in consistent past and present tense including progressive forms • Use some future tense verbs • Use layout and structure of a 	<p style="text-align: center;">Stone Age Boy Writing Outcome: Write the story from the point of view of the boy</p> <p>Gateway keys <u>(non-negotiables/basic skills)</u></p> <ul style="list-style-type: none"> • Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) • Use a range of co-ordinating and subordinating conjunctions • Create characters, settings and plot in narrative <p>Mastery keys <u>(year group national curriculum expectations)</u></p> <ul style="list-style-type: none"> • Form nouns with a range of prefixes • Use present and past tenses correctly and consistently including progressive and present perfect forms • Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters) • Build a varied and rich vocabulary <p>Feature keys <u>(vocabulary, manipulating sentences and tense, structure)</u></p> <ul style="list-style-type: none"> • Write a sequence of events to follow the structure of the model story • Write an opening paragraph and further paragraphs for each stage • Create dialogue between characters that shows their relationship with each other • Use 3rd or 1st person consistently • Use tenses appropriately • Add historical detail to characters, setting and events 	<p style="text-align: center;">Amazing Rivers Writing Outcome: Write the text for an information board, designed to give visitors information and persuade them to look after our waterways.</p> <p>Gateway keys <u>(non-negotiables/basic skills)</u></p> <ul style="list-style-type: none"> • Use punctuation at Y2 standard correctly (full stops, capital letters – including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) • Use headings and sub- headings to aid presentation <p>Mastery keys <u>(year group national curriculum expectations)</u></p> <ul style="list-style-type: none"> • Use a or an according to whether the next word begins with a vowel or consonant • Use prepositions, conjunctions and adverbs to express time, place and cause • Group related ideas into paragraphs • Use the present perfect form of verbs in contrast to the past tense <p>Feature keys <u>(vocabulary, manipulating sentences and tense, structure)</u></p> <ul style="list-style-type: none"> • Use specific e.g. fertile, terrain, and some technical vocabulary e.g. precipitation • Use description to compare and contrast • Use persuasive language e.g.alliteration, commands, repetition • Write in logical order • Use 2nd person to talk directly to the reader • Write in the present tense, using present perfect for questions • Select organizational features e.g. opening statement, sub-headings, questions to draw in the reader 	

	<p>letter</p> <ul style="list-style-type: none"> • Ensure chronological order to explain sequence of events 		
	<p style="text-align: center;">Winter's Child/Ice Palace Writing Outcome:</p> <p style="text-align: center;">To write a fantasy story based on a fable</p> <p>Gateway keys (non-negotiables/basic skills)</p> <ul style="list-style-type: none"> • Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) • Use subordination (when, if, that, because) and co- ordination (or, and, but) • Use present and past tenses consistently and correctly • Use noun phrases and prepositions to add detail • Group related ideas into paragraphs <p>Mastery keys (year group national curriculum expectations)</p> <ul style="list-style-type: none"> • Use conjunctions and adverbs to express, time, place and cause • Use a or an according to whether the next word begins with a vowel or consonant • In narratives, create characters, settings and plot • Use inverted commas to punctuate direct speech <p>Feature keys (vocabulary, manipulating sentences and tense, structure)</p> <ul style="list-style-type: none"> • Use small details to describe characters • Establish the setting in the first line • Include a setting to create atmosphere • Use imagery for description • Use 1st or 3 rd person consistently • Use tenses appropriately • Sequence story and use paragraphs 	<p style="text-align: center;">The Silence Seeker Writing Outcome:</p> <p style="text-align: center;">Rewrite the story 'The Silence Seeker' using the 3rd person, including details of the setting and some dialogue.</p> <p>Gateway keys (non-negotiables/basic skills)</p> <ul style="list-style-type: none"> • Use punctuation at Y2 standard correctly (full stops, capital letters – including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) • Use some inverted commas to punctuate direct speech • Use conjunctions, adverbs and prepositions to express time, place and cause • Create characters, settings and plot in narrative • Group related ideas into paragraphs <p>Mastery keys (year group national curriculum expectations)</p> <ul style="list-style-type: none"> • Form nouns with a range of prefixes • Use present and past tenses correctly and consistently including the progressive and present perfect forms • Build a varied and rich vocabulary • Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters) <p>Feature keys (vocabulary, manipulating sentences and tense, structure)</p> <ul style="list-style-type: none"> • Use small details to describe characters • Include a setting to create atmosphere • Write a sequence of events to follow the structure of the model story • Write an opening paragraph and further paragraphs for each stage • Create dialogue between characters that 	<p style="text-align: center;">Zeraffa Giraffa Writing Outcome:</p> <p style="text-align: center;">Plan and write a persuasive guide for visiting Zeraffa at the Jardin des Plantes in Paris</p> <p>Gateway keys (non-negotiables/basic skills)</p> <ul style="list-style-type: none"> • Full stops, capital letters, exclamation marks, question marks, commas and apostrophes • Use prepositions to express time, place and cause • Group related ideas in paragraphs <p>Mastery keys (year group national curriculum expectations)</p> <ul style="list-style-type: none"> • Build an increasing range of sentence structures • In non-narrative material, use simple organizational devices including headings and sub-headings to aid presentation • Use present and past tenses correctly and consistently including the progressive and present perfect forms <p>Feature keys (vocabulary, manipulating sentences and tense, structure)</p> <ul style="list-style-type: none"> • Use persuasive language e.g. alliteration, repetition. • Write in logical order • Use 2nd person or 3rd person to talk directly to the reader • Select organizational features e.g. opening statement, sub-headings.

- shows their relationship with each other
- Use 3rd or 1st person consistently
 - Use tenses appropriately

YEAR 3		
STEPS TO READ		
<p>Reading Skills</p> <p>Kindness is Catching Scarlett Macaw What is a Volcano? A Happy Accident Alice Ball's Discovery</p>	<p>Reading Skills</p> <p>How to Make a Flint Axe Time Traveller Of Gods and Men Radiant Rainforests Edith Cavell</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 Identify main ideas drawn from more than one paragraph and summarise these Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence Retrieve and record some information from non-fiction</p> <p>Skills and Strategies</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>Reading Skills Knock, Knock! Legionary Life Buzzing Bees A Hammer for Thor The Lost Friend</p>	<p>Forces, Magnets & Rocks The Robot and the Bluebird, The Tin Forest, Forces in Action, The Wild Robot and My Book of Rocks and Minerals Word Reading 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 Comprehension Build on Previous Year & Focus on: 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 Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context Retrieve and record some information from nonfiction Predict what might happen from details stated and some which are implied Build on Previous Year & Focus on:</p>	<p>Egyptians The Genius of the Ancient Egyptians, Life in Ancient Egypt, Cinderella of the Nile and Secrets of a Sun King Word Reading 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 Comprehension Build on Previous Term & Focus on: 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 Discuss some words and phrases that capture the reader's interest and imagination Identify how language and structure contribute to meaning Retrieve and record some information from non-fiction Skills and Strategies</p>

		<p>Recognise and read many Year 3&4 Word List words</p> <p>Read aloud using punctuation to aid expression including speech</p> <p>Self-correction, including re-reading and reading ahead</p> <p>Skim to gain an overview of a text, e.g. topic, purpose</p> <p>Identify different purposes of texts, e.g. to inform, instruct, explain</p> <p>Read short information texts independently with concentration</p>	<p>Recognise and read all Year 3&4 Word List words with automaticity</p> <p>Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts</p> <p>Skim to gain an overview of a text, e.g. topic, purpose</p> <p>Look for specific information in texts using contents, indexes, glossaries, dictionaries</p> <p>Build on Previous Term & Focus on:</p>
YEAR 4	READ TO WRITE		
<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;">Alba the Hundred Year Old Fish</p> <p>Writing Outcome: To write an information board for an exhibit in an aquarium.</p> <p><u>Gateway keys</u> <u>(non-negotiables/basic skills)</u></p> <ul style="list-style-type: none"> • Revise use of simple organisational devices in non-narrative material • Use punctuation at Y2 standard correctly (full stops, capital letters – including for proper nouns, exclamation marks, question marks, commas in a list apostrophes for contraction and singular noun possession) • Use subordination (when, if, that, because) and co- rdination (or, and, but) • Use expanded noun phrases <p><u>Mastery keys</u> <u>(year group national curriculum expectations)</u></p> <ul style="list-style-type: none"> • Recognise the grammatical difference between plural and possessive ‘s’ • Indicate possession by using the possessive apostrophe with plural nouns • Organise paragraphs around a theme 	

			<ul style="list-style-type: none"> • Build a varied and rich vocabulary • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p><u>Feature keys</u> <u>(vocabulary, manipulating sentences and tense, structure)</u></p> <ul style="list-style-type: none"> • Use specific e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal • Use precision in technical vocabulary • Use description to compare and contrast • Use connecting adverbs and fronted adverbials e.g. also, additionally, usually, commonly • Write in the present tense • Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas together
	<p style="text-align: center;">Leaf Outsider / Information Grammar: Word Build on previous year & focus on: Grammatical difference between plural and possessive -s</p> <p style="text-align: center;">Grammar: Sentence Build on previous year & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials</p> <p style="text-align: center;">Grammar: Text Build on previous year & focus on: Paragraphs to organise ideas around a theme</p> <p style="text-align: center;">Grammar: Punctuation Apostrophes for possession (plural nouns) Use commas after fronted adverbials</p> <p style="text-align: center;">Terminology for Pupils Determiner, pronoun, possessive pronoun, adverbial</p>	<p style="text-align: center;">Amazing Islands Writing Outcome</p> <p style="text-align: center;">To write their own version of ‘Koji’s Island’ in the first person from the point of view of the boy in the story.</p> <p>Gateway keys (non-negotiables/basic skills)</p> <ul style="list-style-type: none"> • Use past and present tenses correctly and consistently • Sequence events • Section story into beginning, middle and end • Use third person consistently • Write expanded noun phrases (Y2) • Use inverted commas to punctuate direct speech <p>Mastery keys (year group national curriculum expectations)</p> <ul style="list-style-type: none"> • Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<p style="text-align: center;">Blue John Writing Outcome</p> <p style="text-align: center;">Write a letter in role as an expert containing an explanation about cave formation</p> <p>Gateway keys (non-negotiables/basic skills)</p> <ul style="list-style-type: none"> • Full stops, capital letters, exclamation marks, question marks, commas and apostrophes • Group related ideas into paragraphs • Use past and present tense consistently • Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases <p><u>Mastery keys</u> <u>(year group national curriculum expectations)</u></p> <ul style="list-style-type: none"> • Build a rich and varied vocabulary and an increasing range of sentence structures • Use a variety of verb forms correctly and consistently including the progressive and the present perfect forms • Use paragraphs to organize information and

- Use and punctuate direct speech
- Use commas after fronted adverbials

**Feature keys
(vocabulary, manipulating sentences and tense, structure)**

- Sequence stories in different stages: introduction, build-up, climax, resolution
- Create dialogue between characters that shows their relationship with each other
- Use first or third person consistently
- Use small details to describe characters and for time, place and mood

ideas around a theme Integrated as revision: The grammatical difference between plural and possessive s

**Feature keys
(vocabulary, manipulating sentences and tense, structure)**

Explanation

- Use language to explain a process or how something works
 - Use some technical vocabulary
 - Use simple present tense
 - Use words /phrases to make sequential, causal or logical connections e.g. because, as a result of
 - Use organisational features e.g. opening statement, paragraphs, steps explained in logical order, diagrams and flowchart
- Letter
- Choose sentence forms to address the reader directly
 - Use fronted adverbials to introduce paragraphs
 - Use layout features including an address/date, suitable closing

STEPS TO READ

Reading Skills

1066: The Newspapers
The 'Unsinkable' Giant
The Vegetable Killer
An Interview with Sophie Finch
The Tragedy of Icarus

Reading Skills

Invading Britannia
Time Crime
A Thief and an Oath Breaker
The Story of Saint Patrick
A Fair Cup

Europe

The Travel Book, Survivors, The Dragon of Krakow,
Non-Fiction Website and Online Poetry

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

Comprehension

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>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</p> <p>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</p> <p>Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information</p> <p>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</p> <p>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>Reading Skills The Midnight Visitor The Odyssey: A Long Way from Home A Sloth's Guide to the Amazon Caroline Herschel A Nightly Battle</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>Living Things/ Habitats/Animals The World of Whales, Habitats, Wild World, When the Mountains Roared, Why the Whales Came and Wild in the Streets</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: 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>Increasing their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language</p> <p>Predicting what might happen from details stated and implied</p> <p>Asking some questions to improve their understanding of the text</p> <p>Recognising a range of poetic forms [for example, free verse, narrative poetry]</p> <p>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</p> <p>Read aloud using punctuation to aid expression including speech</p> <p>Self-correction, including rereading and reading ahead</p>	
YEAR 5	READ TO WRITE		
	<p style="text-align: center;">The Promise</p> <p>Writing Outcome: Writing Outcomes: Character Narrative and Newspaper Report</p> <p>Purpose: To narrate Recount: Newspaper Report Purpose: To recount</p> <p>Grammar: Word</p> <p>Build on previous units & focus on: Verb prefixes re, over, dis</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p> <p>Grammar: Sentence</p>	<p style="text-align: center;">Henry's Freedom Box</p> <p>Character/ Newspaper Grammar: Word</p> <p>Build on previous year & focus on: Verb prefixes dis Grammar: Sentence</p> <p>Build on previous year & focus on: Indicate degrees of possibility using modal verbs</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Grammar: Text</p> <p>Build on previous year & focus on: Devices to build cohesion - pronouns Grammar: Punctuation</p> <p>Build on previous year & focus on: Commas for parenthesis</p> <p>Dashes to mark boundaries between independent clauses</p> <p>Linked Texts</p> <p>Rose Blanche Roberto Innocenti, The Matchbox Diary</p>	<p style="text-align: center;">The Paperbag Prince</p> <p>Writing Outcomes: To write a persuasive leaflet to give information about waste management (selecting an appropriate audience e.g. for councils to distribute to home and schools)</p> <p>Gateway keys (non-negotiables/basic skills)</p> <ul style="list-style-type: none"> • Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) • Organise paragraphs around a theme • Use expanded noun phrases to convey complicated

	<p>Build on previous units & focus on:</p> <p>Indicate degrees of possibility using modal verbs and adverbs</p> <p>Grammar: Text</p> <p>Build on previous units & focus on:</p> <p>Linking ideas across paragraphs, using adverbials</p> <p>Grammar: Punctuation</p> <p>Build on previous units & focus on:</p> <p>Use hyphens to avoid ambiguity</p>	<p>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 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>information concisely</p> <ul style="list-style-type: none"> • Use relative clauses to add detail and description • Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4) <p>Mastery keys (year group national curriculum expectations)</p> <ul style="list-style-type: none"> • Use modal verbs to indicate degrees of possibility • Use devices to build cohesion within a paragraph • Choose the appropriate register • Use brackets, dashes or commas to indicate parenthesis • Enhance meaning through selecting appropriate grammar and vocabulary <p>Feature keys (vocabulary, manipulating sentences and tense, structure)</p> <ul style="list-style-type: none"> • Use precise word choices • Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would) • Use persuasive language: quotes and rhetorical questions • Directly appeal to the reader • Support points using persuasive examples and provide evidence • Provide well-developed factual information for the reader • Include a summarizing statement
	<p>FARThER</p> <p>Setting / Letter</p> <p>Grammar: Word</p> <p>Build on previous units & focus on:</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p> <p>Grammar: Sentence</p> <p>Build on previous units & focus on:</p> <p>Indicate degrees of possibility using modal verbs</p> <p>Grammar: Text</p> <p>Build on previous units & focus on:</p> <p>Linking ideas across paragraphs, using adverbials</p>	<p>Where Once We Stood</p> <p>Exploration Formal Report</p> <p>Grammar: Word</p> <p>Build on previous year & focus on:</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p> <p>Grammar: Sentence</p> <p>Build on previous year & focus on:</p> <p>Indicate degrees of possibility using modal verbs</p> <p>Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use</p>	<p>Radiant Child/Life Doesn’t Frighten Me</p> <p>Writing Outcome:</p> <p>To write an information text about Jean-Michel Basquiat suitable for an art gallery.</p> <p>Gateway keys (non-negotiables/basic skills)</p> <ul style="list-style-type: none"> • Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) • Use a variety of verb forms consistently and

<p>Grammar: Punctuation Build on previous units & focus on: Commas for parenthesis Dashes to mark boundaries between independent clauses Linked Texts 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 Non-Fiction 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>of the passive form Grammar: Text Build on previous year & focus on: Linking ideas across paragraphs, using adverbials Grammar: Punctuation Speech punctuation Dashes for parenthesis and to introduce further information Brackets for parenthesis 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 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>correctly (Including progressive and present perfect) • Organise paragraphs around a theme • Use a range of sentences with more than one clause (when, if, because, although) • Use fronted adverbials</p> <p>Mastery keys (year group national curriculum expectations) • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Use adverbs to indicate degrees of possibility • Use a wider range of devices to build cohesion across paragraphs • Link ideas using tense choices</p> <p>Feature keys (vocabulary, manipulating sentences and tense, structure) • Use precise word choices • Select language to appeal to the reader • Use a formal tone • Provide well-developed factual information for the reader • Manipulate style for specific purpose and audience • Write an introduction</p>
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STEPS TO READ

<p>Reading Skills Good Ole’ Jane Goodall Everest Expedition Spring Cub Fairtrade Approval Did You Say Six?</p>	<p>Myths and Legends, Plays and Poetry Between Worlds, Outlaw, How the Whale Became and Other Stories, The Highwayman and The Lady of Shalott Word Reading 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 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,</p>	<p>North and South America/America North America, My Side of the Mountain, Amazon, My Name is River, Poetry (Online) Word Reading 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 Comprehension Build on Previous Term & Focus on: Explain and discuss their understanding of what they have read, including through formal</p>
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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

	<p style="text-align: center;">Reading Skills Sir David Attenborough The Mystery of Mrs Mitchell's Mug Too Hot to Handle Through Each Window The Maid</p>		<p>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 how language, structure and presentation contribute to meaning 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</p> <p style="text-align: center;">Skills and Strategies</p> <p style="text-align: center;">Build on Previous Term & Focus on:</p> <p>Recognise and read all Year 5&6 Word List words with automaticity Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality Use information on-screen and on paper Read closely, annotating for specific purposes Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes</p>

READ TO WRITE			
<p>YEAR 6</p>	<p>Rose Blanche Diary and Biography</p> <p>Writing Outcome & Writing Purpose</p> <p>Recount: Diary Purpose: To recount Recount: Bravery Speech Award Purpose: To recount & inform (hybrid)</p> <p>Grammar: Word Build on previous year & focus on: Understand how words are related by meaning as synonyms and antonyms</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices</p> <p>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</p> <p>Grammar: Text Build on previous year & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials</p> <p>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</p>	<p>Shackleton’s Journey Writing outcome: To write an entry for Shackleton’s journal giving a narrative account of a significant event.</p> <p>Gateway keys (non-negotiables/basic skills)</p> <ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Select appropriate grammar and vocabulary • Use brackets, dashes or commas to indicate parenthesis (Y5) • Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4) <p>Mastery keys (year group national curriculum expectations)</p> <ul style="list-style-type: none"> • Distinguish between the language of speech and writing • Recognise vocabulary and structures for formal speech and writing, including subjunctive forms • Use passive verbs • Use semi-colons to mark boundaries between independent clauses <p>Feature keys (vocabulary, manipulating sentences and tense, structure)</p> <ul style="list-style-type: none"> • Select the appropriate style to engage the audience • Engage reader through use of detail, description, feelings and opinions • Use thematic language specific to the subject • Use a wide range of cohesive devices e.g. conjunctions, synonyms, adverbials, punctuation • Use verb tenses consistently and correctly 	<p>Plastic Planet Greta’s Story: The Schoolgirl who went on Strike to Save the Planet Writing Outcome: To write a persuasive speech campaigning for the reduction in plastic waste to an audience of peers.</p> <p>Gateway keys (non-negotiables/basic skills)</p> <ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Organise paragraphs around a theme • Use fronted adverbials • Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition • Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) <p>Mastery keys (year group national curriculum expectations)</p> <ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5) • Use a wider range of devices to build cohesion e.g. conjunctions, synonyms, adverbials, punctuation • Use a colon to introduce a list and use semi-colons within lists • Use hyphens to avoid ambiguity <p>Feature keys (vocabulary, manipulating sentences and tense, structure) Information</p> <ul style="list-style-type: none"> • Use precise word choices • Clarify technical vocabulary • Use a formal tone

- Provide well-developed factual information for the reader
- Include a summarizing statement

Persuasion

- Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would)
- Directly appeal to the reader
- Support points using persuasive examples and provide evidence
- Create authority through a formal style where appropriate
- Pre-empt reader objections. e.g. you may disagree but...

The Place for Me: Stories about the Windrush Generation

Writing Outcome:

To write an information leaflet about a period in Black history (hybrid text type including information, recount and explanation).

Gateway keys

(non-negotiables/basic skills)

- Use expanded noun phrases to convey complicated information concisely
- Apply persuasive language
- Use passive verbs
- Link ideas across paragraphs using a wider range of cohesive devices
- Use clear organizational features

Mastery keys

(year group national curriculum expectations)

- Enhance meaning through selecting appropriate grammar and vocabulary
- Use modal verbs and adverbs to indicate degrees of possibility
- Use brackets, dashes or commas to indicate parenthesis

Feature keys

(vocabulary, manipulating sentences and tense, structure)

- Use concise word choices
- Select language to appeal to the reader
- Clarify technical vocabulary
- Adapt formality to suit purpose and audience
- Provide well-developed factual information for the reader
- Manipulate style for specific purpose and audience (hybrid text)
 - Include a summarizing statement

Island / Jeremy Button

Writing Outcome:

To write a journalistic report (hybrid) about Charles Darwin's discoveries

Gateway keys

(non-negotiables/basic skills)

- Select appropriate grammar and vocabulary
- Distinguish between the language of speech and writing
- Use a wide range of devices to build cohesion
- Use Y5 standard punctuation correctly
- Use semi-colons to mark boundaries between independent clauses (GD)

Mastery keys

(year group national curriculum expectations)

- Use passive verbs
- Variety of verb forms used correctly and consistently including the progressive and the present perfect forms
- Use a wide range of devices to build cohesion
- Use organisational and presentational devices to structure text
- Use colons to mark boundaries between independent clauses

Feature keys

(vocabulary, manipulating sentences and tense, structure)

Journalistic report hybrid:

- Add details of the 5Ws throughout piece – who, what, where, when, why and how
- Direct address to the reader through questions as Subheadings
- Use quotes from people to provide opinions and information
- Use passive voice for ambiguity
- Use appropriate formality for intended audience
- Use layout features of a journalistic report, including headline, photographs and captions and ending with a summary, comment or question

Sky Chasers

Writing Outcome:

To write the next chapter of Sky Chasers in the style of the author from two different viewpoints

Gateway keys

(non-negotiables/basic skills)

- Use expanded noun phrases to convey complicated information concisely
- Select appropriate grammar and vocabulary
- Integrate dialogue to convey character and advance the action
- Use a wide range of devices to build cohesion

Mastery keys

(year group national curriculum expectations)

- Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
- Identify the audience for and purpose of writing
- Choose the appropriate register
- Use semi-colons, colons or dashes to mark boundaries between independent clauses

Feature keys

(vocabulary, manipulating sentences and tense, structure)

- Use language carefully to influence the reader's opinion of a character, place or situation
- Use powerful and varied verbs for action
- Use paragraphs to vary pace and emphasis
- Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood
- Combine action, dialogue and description

	<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>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>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: 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>Reading Skills</p> <p>Shackleton’s Endurance The Climate Crisis Beatrice Shilling Silver</p>	<p>Reading Skills</p> <p>A Silver Encounter Red Robber Robs Regal Faith in Fossils Notes on the Diary of a Witch</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>Reading Skills</p> <p>Over the River</p> <p>The Pooka</p> <p>The Penicillin Diaries</p> <p>Light</p> <p>Jungle Fever</p>
	<p>Reading Skills</p> <p>War Child</p> <p>Dressing the Victorian</p> <p>Forest Tracks</p> <p>Ella of the Tree</p> <p>The Naughty List</p>	<p>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>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>Make comparisons within and across books e.g. plot, genre and theme</p> <p>Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas</p> <p>Distinguishing between statements of fact and opinion</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions,</p>	

		<p>and justifying inferences with evidence Identify how language, structure and presentation contribute to meaning 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 Summarising a text</p> <p>Secure responses and understanding through rereading and cross-check information</p> <p>Read closely, annotating for specific purposes</p>	
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