
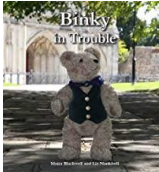

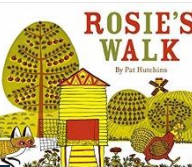
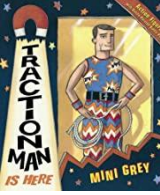
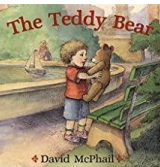





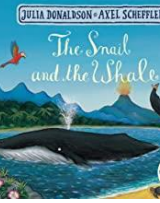
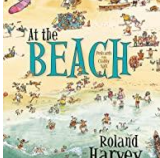





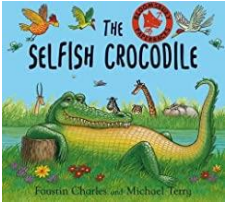
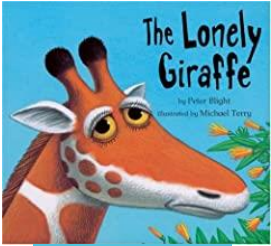
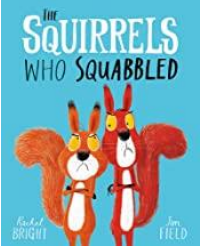



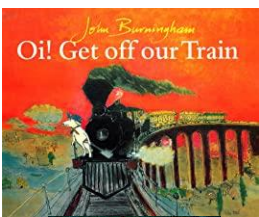

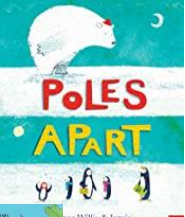
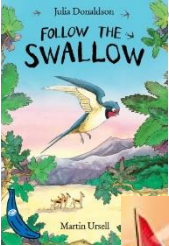

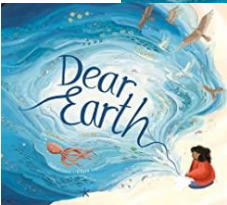
# English Overview 2021-22

## Writing – Text Drivers/ Guided Reading Texts / Class readers

### Willow Year R/1

Term	Autumn – Fun and Games	Spring - Explorers	Summer – Who Lives Here?
<b>Stimulus / Shared reading</b>	<p><b>Binky's Big adventure</b> M.Blackwell</p>  <p><b>Binky in trouble</b> M.Balckwell</p>  <p><b>Henry's Map</b> D. Elliot</p>  <p><b>Rosie's Walk</b> - P Hutchins</p>  <p><b>Traction Man is here</b> M Grey</p>  <p><b>The Teddy Bear</b> D. McPhail</p>  <p><b>Dogger</b> S.Hughes</p> 	<p><b>Lost and Found</b> O.Jeffers</p>  <p><b>The Tiger who came to tea</b> J.Kerr</p>  <p><b>Emma Jane's Aeroplane</b> K.Haworth</p>  <p><b>Man on the Moon (a Day the Life of Bob)</b> Simon Bartram</p>  <p><b>The Snail and the Whale</b> J.Donaldson</p> 	<p><b>At the Beach</b> R.Harvey</p>  <p><b>One Day on our Blue Planet</b> E.Bailey</p>  <p><b>In Every House, On Every Street</b> J.Hitchman</p>  <p><b>Here We Are</b> O.Jeffers</p> 
<b>Writing Outcomes</b>	<p>WRITING TO ENTERTAIN</p> <ul style="list-style-type: none"> <li>Re-tell the story of Rosie's Walk</li> <li>Write a poem about toys</li> </ul> <p>WRITING TO INFORM</p> <ul style="list-style-type: none"> <li>Leaflet about Sparsholt</li> <li>How to play 'snakes and ladders'</li> </ul> <p>WRITING TO PERSUADE</p> <ul style="list-style-type: none"> <li>A letter to Binky Bear</li> </ul>	<p>WRITING TO ENTERTAIN</p> <ul style="list-style-type: none"> <li>Poetry- Shape poems that rhyme</li> <li>Writing about the snail's journey</li> </ul> <p>WRITING TO INFORM</p> <ul style="list-style-type: none"> <li>Poster to find the penguin</li> <li>Information about Antarctica</li> </ul> <p>WRITING TO PERSUADE</p> <ul style="list-style-type: none"> <li>Invitation to the tiger to come back for tea</li> </ul>	<p>WRITING TO ENTERTAIN</p> <ul style="list-style-type: none"> <li>Postcards to a friend</li> <li>Write your own version of 'In Every House, On Every Street'</li> </ul> <p>WRITING TO INFORM</p> <ul style="list-style-type: none"> <li>Information booklet about Alice Springs</li> </ul> <p>WRITING TO PERSUADE</p> <ul style="list-style-type: none"> <li>A letter to someone in Australia telling them about ourselves and Winchester</li> </ul>
<b>Foundation Stage Key Writing Skills</b>	<p><b>Children at the expected level of development will</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>		
<b>Key Writing Skills Y1</b>	<ul style="list-style-type: none"> <li>Leave spaces between words</li> <li>Use capital letter for names</li> <li>Use capital letter for the personal pronoun 'I'</li> <li><b>Begin to punctuate sentences using a capital letter and a full stop</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Begin to punctuate sentences using a question mark</b></li> <li>Join clauses using 'and'</li> <li>Use a capital letter for days of the week</li> </ul>	<ul style="list-style-type: none"> <li><b>Begin to punctuate sentences using an exclamation mark</b></li> <li><b>Use simple noun phrases (adjective + noun)</b></li> <li>Can use the following terminology from Appendix 2 to discuss their writing: <i>letter, capital letter, word, singular, plural,</i></li> </ul>



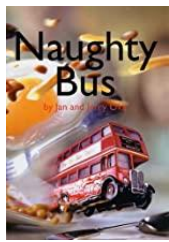

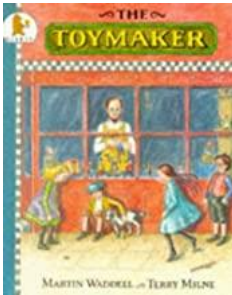
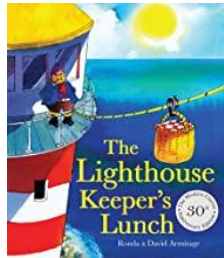
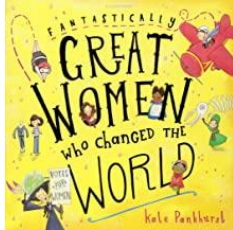

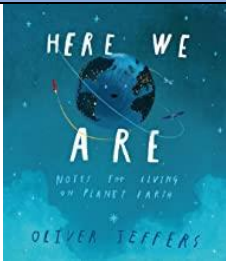
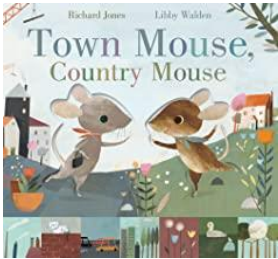
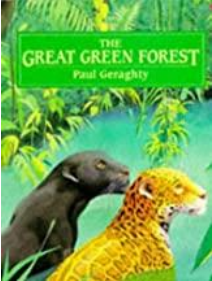
	<ul style="list-style-type: none"> <li>Join words using ‘and’</li> <li>Compose a sentence orally before writing it</li> <li>Write a simple sentence starting with a personal pronoun</li> <li>Write a simple sentence starting with a noun/proper noun</li> <li>Has an awareness that ideas can be organised into a sequence</li> <li>Say out loud what they are going to write about</li> <li>Discuss what they have written with the teacher or other pupils</li> <li>Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Write a simple sentence with straight forward subject/ verb agreement</li> <li>Sequence sentences to form short narratives</li> <li>Select basic ideas and content linked to the purpose of a task</li> <li>Re-read what they have written to check that it makes sense</li> </ul>	<p>sentence, punctuation, full stop, question mark, exclamation mark</p> <ul style="list-style-type: none"> <li>Write reliably formed simple and compound sentences</li> <li>Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions</li> <li>Use simple prepositions</li> </ul>
<b>Key Spelling Skills Year 1</b>	<ul style="list-style-type: none"> <li>Spell words containing each of the 40+ phonemes already taught</li> <li>Spell common exception words that have been taught</li> <li>Name the letters of the alphabet in order</li> <li>Use letter names to distinguish between alternative spellings of the same sound</li> <li>Use –ing and –ed, where no change is needed in the spelling of root words</li> </ul>	<ul style="list-style-type: none"> <li>Spell the days of the week</li> <li>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>Begin to spell words using contracted forms</li> </ul>	<ul style="list-style-type: none"> <li>Can use the prefix un–</li> <li>Can add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>
<b>READING</b>			
<b>Guided Reading Texts</b>	<p><b>The Selfish Crocodile</b> Faustin Charles and Mike Terry</p>  <p><b>The Lonely Giraffe</b> Peter Blight Michael Terry</p>  <p><b>Squirrels who squabble</b> Rachel Bright and Jim Field</p>  <p><b>The Bear who stared</b> Duncan Beedie</p> 	<p><b>The Journey Home</b> F.Preston Gannon</p>  <p><b>Blue Penguin</b> Petr Horacek</p>  <p><b>Oi! Get off our train</b> John Burningham</p>  <p><b>Moon</b> Britta Teekentrup</p> 	<p><b>Poles Apart</b> Jeanne Willis and Jarvis</p>  <p><b>Follow the Swallows</b> Julia Donaldson</p>  <p><b>To the edge of the World</b> Julia Green</p>  <p><b>Dear Earth</b> Isabel Otter and Clara Anganuzz</p> 
<b>Class Reader</b>	SEE TEXT DRIVERS/ Guided Reading	SEE TEXT DRIVERS/ Guided Reading	SEE TEXT DRIVERS/ Guided Reading
<b>Foundation Stage Key Reading Skills</b>	<ul style="list-style-type: none"> <li><b>Comprehension ELG: Children at the expected level of development will:</b></li> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>Anticipate – where appropriate – key events in stories</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> <li><b>Word Reading ELG Children at the expected level of development will: -</b></li> <li>Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>Read words consistent with their phonic knowledge by sound-blending</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>		
<b>Key Reading skills</b>	<ul style="list-style-type: none"> <li>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught</li> <li>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> </ul>	<ul style="list-style-type: none"> <li>Re-read books to build up their fluency and confidence in word reading</li> <li>Read other words of more than one syllable that contain taught GPCs</li> </ul>	<ul style="list-style-type: none"> <li>Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>Discuss word meanings, linking new meanings to those already known</li> </ul>



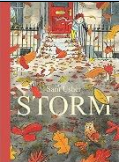
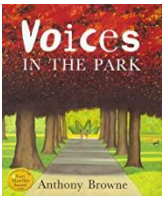
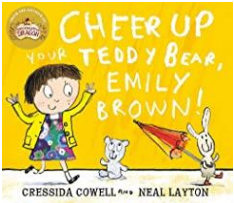

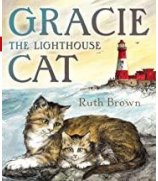


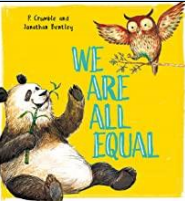
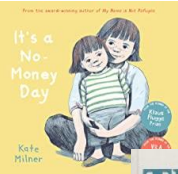
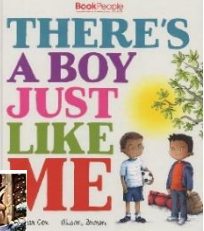


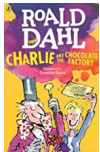

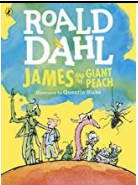


<b>Year 1</b>	<ul style="list-style-type: none"><li>• <b>Read common exception words that have been taught</b>, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• <b>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</b></li><li>• <b>Understand both the books they can already read accurately and fluently, and those they listen to</b></li><li>• <b>Check that the text makes sense to them as they read and correcting inaccurate reading</b></li><li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li><li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences</li><li>• <b>Ask questions and express opinions about main events and characters in stories</b></li><li>• <b>Predict what might happen on the basis of what has been read so far</b></li><li>• Recognise and join in with predictable phrases</li><li>• <b>Become very familiar with key stories, fairy stories and traditional tales</b></li><li>• Begin to appreciate rhymes and poems, and to recite some by heart</li><li>• <b>Discuss the significance of the title and events</b></li><li>• <b>Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author</b></li></ul>	<ul style="list-style-type: none"><li>• Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li><li>• Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>• <b>Can seek out books around a simple theme or topic</b></li><li>• <b>Recall the main points of a narrative in the correct sequence</b></li><li>• Explain clearly their understanding of what is read to them</li><li>• Make inferences on the basis of what is being said and done</li><li>• <b>Identify how repetitive patterns, words and phrases aid their enjoyment of the text</b></li><li>• Become very familiar with key stories, fairy stories and traditional tales, retelling them</li><li>• <b>Understand the difference between fiction and non-fiction</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Find key points in a story or some key facts from an information text</b></li><li>• <b>Talk about significant features of layout, e.g., enlarged text, bold, italic, etc.</b></li><li>• Read aloud their <b>own</b> writing clearly enough to be heard by their peers and the teacher <b>(from writing national curriculum)</b></li><li>• <b>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</b></li></ul>
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## Beech Year 1/2

Term	Autumn – Fun and Games	Spring - Explorers	Summer – Who Lives Here?
Stimulus	<p><b>The Naughty Bus</b> Jan &amp; Jerry Oke</p>  <p><b>Toys in Space</b> Mini Grey</p>  <p><b>The Language of Cats</b> - Rachel Rooney (Poetry)</p> <p><b>The Toy Maker</b> Martin Waddell</p>  <p><i>Range of non-fiction texts about toys</i> <i>Range of Instruction Texts</i> <i>Range of books about Toys from the past</i></p>	<p><b>Lighthouse Keeper's Lunch</b> R &amp; D Armitage</p>  <p><b>Great Women who changed the World</b> Kate Pankhurst</p>  <p><b>Man on the Moon (a Day in the Life of Bob)</b> Simon Bartram</p>  <p><i>Range of non-fiction texts</i></p>	<p><b>Here we are</b> Oliver Jeffers</p>  <p><b>Town Mouse and Country Mouse</b> Libby Walden and Richard Jones</p>  <p><b>The Great Green Forest</b> Paul Geraghty</p> 
Outcomes	<p>WRITING TO ENTERTAIN</p> <ul style="list-style-type: none"> <li>Innovating stories</li> <li>Diary entries- written in the past</li> </ul> <p>WRITING TO INFORM</p> <ul style="list-style-type: none"> <li>Writing instructions for game</li> <li>Diary entry from character</li> <li>Character descriptions</li> <li>Non- chronological report</li> </ul> <p>Writing to Persuade</p> <ul style="list-style-type: none"> <li>Letter to persuade character to change</li> </ul>	<p>WRITING TO ENTERTAIN</p> <ul style="list-style-type: none"> <li>Retelling stories</li> <li>Innovate - stories from a different viewpoint</li> </ul> <p>WRITING TO INFORM</p> <ul style="list-style-type: none"> <li>Chronological Report</li> <li>Diary entry</li> <li>Instructions</li> </ul> <p>WRITING TO PERSUADE</p> <ul style="list-style-type: none"> <li>Letter</li> </ul>	<p>WRITING TO ENTERTAIN</p> <ul style="list-style-type: none"> <li>Poems linked to the environment</li> <li>Stories with different settings</li> </ul> <p>WRITING TO INFORM</p> <ul style="list-style-type: none"> <li>Local Area Leaflet</li> <li>Advert</li> <li>Non-chronological reports</li> </ul> <p>WRITING TO PERSUADE</p> <ul style="list-style-type: none"> <li>Letter writing</li> </ul>
Key Writing Skills Year 1	<ul style="list-style-type: none"> <li>Leave spaces between words</li> <li>Use capital letter for names</li> <li>Use capital letter for the personal pronoun 'I'</li> <li><b>Begin to punctuate sentences using a capital letter and a full stop</b></li> <li>Join words using 'and'</li> <li>Compose a sentence orally before writing it</li> <li>Write a simple sentence starting with a personal pronoun</li> <li>Write a simple sentence starting with a noun/proper noun</li> <li>Has an awareness that ideas can be organised into a sequence</li> <li>Say out loud what they are going to write about</li> <li>Discuss what they have written with the teacher or other pupils</li> <li>Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary</li> </ul>	<ul style="list-style-type: none"> <li><b>Begin to punctuate sentences using a question mark</b></li> <li>Join clauses using 'and'</li> <li>Use a capital letter for days of the week</li> <li>Write a simple sentence with straight forward subject/ verb agreement</li> <li><b>Sequence sentences to form short narratives</b></li> <li>Select basic ideas and content linked to the purpose of a task</li> <li><b>Re-read what they have written to check that it makes sense</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Begin to punctuate sentences using an exclamation mark</b></li> <li>Use simple noun phrases (adjective + noun)</li> <li>Can use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</li> <li>Write reliably formed simple and compound sentences</li> <li>Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions</li> <li>Use simple prepositions</li> </ul>



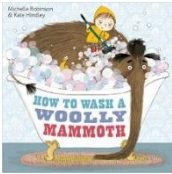
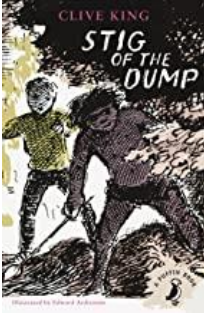
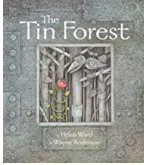

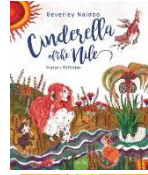



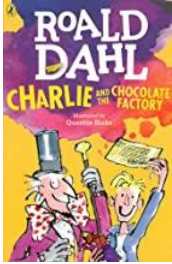
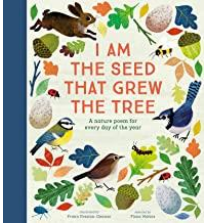
<b>Key Spelling Skills Year 1</b>	<ul style="list-style-type: none"> <li>• <i>Spell words containing each of the 40+ phonemes already taught</i></li> <li>• Spell common exception words <b>that have been taught</b></li> <li>• <i>Name the letters of the alphabet in order</i></li> <li>• Use letter names to distinguish between alternative spellings of the same sound</li> <li>• Use –ing and –ed, where no change is needed in the spelling of root words</li> </ul>	<ul style="list-style-type: none"> <li>• Spell the days of the week</li> <li>• Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• <b>Begin to spell words using contracted forms</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can use the prefix un–</li> <li>• Can add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words</li> <li>• <b>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</b></li> </ul>
<b>Key Writing Skills Year 2</b>	<ul style="list-style-type: none"> <li>• <i>Use capital letters, full stops, question marks and exclamation to demarcate sentences</i></li> <li>• <i>Use coordinating conjunctions (or/and/but)</i></li> <li>• Write expanded noun phrases to describe and specify</li> <li>• <i>Use the present and past tenses correctly and consistently</i></li> <li>• <i>Use –ly to turn adjectives into adverbs – slow/ slowly</i></li> <li>• <b>Write questions (beginning with who/ what/ when/ where/ how etc)</b></li> <li>• <b>Write statements</b></li> <li>• <i>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</i></li> <li>• <b>Use brief opening and ending</b></li> <li>• <b>Appropriately sequences ideas</b></li> <li>• Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</li> <li>• When planning, write down ideas and/or key words, including new vocabulary</li> <li>• Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</li> <li>• Re-read to check that writing makes sense <b>e.g. verb tense</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Use subordinating conjunctions (when/ if /that /because)</i></li> <li>• <i>Use commas to separate items in a list</i></li> <li>• Use apostrophes to mark where letters are missing in spelling</li> <li>• <i>Use the suffixes –er, –est, in adjectives</i></li> <li>• <b>Write exclamatory sentences starting with ‘what’ or ‘how’.</b></li> <li>• <b>Write commands using the imperative form of a verb</b> <ul style="list-style-type: none"> <li>• <b>Link related sentences through the use of pronouns and adverbials where appropriate</b></li> </ul> </li> <li>• <b>Proof-read to check for errors in spelling, grammar and punctuation</b></li> <li>• <b>Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience</b></li> <li>• <b>Use adventurous vocabulary appropriate to task</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use the progressive form correctly and consistently e.g he was shouting.</li> <li>• Use apostrophes to mark singular possession in nouns</li> <li>• Form nouns using suffixes –ness, –er and by compounding e.g. whiteboard, superman</li> <li>• Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</i></li> <li>• Use sentences with different forms: statement, question, exclamation, command</li> <li>• <b>Use a range of prepositions (behind, before, above, along)</b></li> </ul>
<b>Key Spelling Skills Year 2</b>	<ul style="list-style-type: none"> <li>• <i>Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</i></li> <li>• <i>Spell by learning new ways of spelling phonemes for which one or more spellings are already known</i></li> <li>• <i>Spell common homophones</i></li> <li>• Spell common exception words <b>taught so far</b></li> <li>• Add suffixes to spell longer words, including –ly</li> </ul>	<ul style="list-style-type: none"> <li>• Use the possessive apostrophe (singular)</li> <li>• Add suffixes to spell longer words, including –ful, –less (to create adjectives)</li> <li>• Spell more words with contracted forms</li> <li>• Distinguish between homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>• Add suffixes to spell longer words –ment, –ness</li> <li>• <b>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</b></li> </ul>
<b>READING</b>			
<b>Guided Reading Texts</b>	<p><b>The Storm</b> Sam Usher</p>  <p><b>Voices in the Park</b> Anthony Browne</p>  <p><b>Cheer up your teddy bear</b> Emily Brown Cressida Cowell</p> 	<p><b>The Suitcase</b> Chris Naylor-Ballesteros</p>  <p><b>Gracie the Lighthouse Cat</b> Ruth Brown</p>  <p><b>Too Much Stuff</b> Emily Gravett</p>  <p><b>Boundless Sky</b> Amanda Addison + Manuela Adreani</p> 	<p><b>We are all Equal</b> P Crumble + Jonathan Bentley</p>  <p><b>It's a NO-Money Day</b> Kate Milner</p>  <p><b>There's a boy just like me</b> Frasier Cox, Alison Brown</p>  <p><b>Percy the Park Keeper Stories</b> Nick Butterworth</p> 
<b>Class Reader</b>	<p><b>Jeremiah in the dark woods</b> Janet and Allan Ahlberg</p>  <p><b>Charlie and the chocolate factory</b> Roald Dahl</p> 	<p><b>James and the Giant Peach</b> Roald Dahl</p>  <p><b>The Great Glass Elevator</b> Roald Dahl</p>  <p><i>Picture books linked to exploring and adventure.</i></p>	<p><b>The Secret Garden</b> Francis Hodgson Burnett</p>  <p><b>The Hodgeheg</b> Dick King Smith</p>  <p><i>Picture books linked to different environments</i></p>





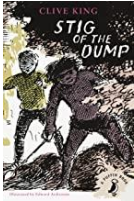

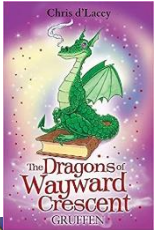
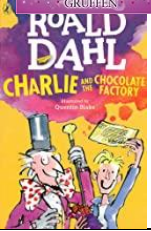
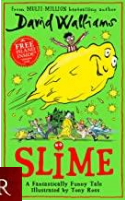
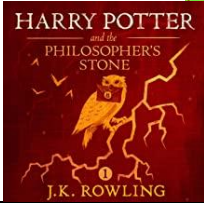


<p><b>Key Reading skills Year 1</b></p>	<ul style="list-style-type: none"> <li>• <b>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught</b></li> <li>• <b>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</b></li> <li>• <b>Read common exception words that have been taught</b>, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• <b>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</b></li> <li>• <b>Understand both the books they can already read accurately and fluently, and those they listen to</b></li> <li>• <b>Check that the text makes sense to them as they read and correcting inaccurate reading</b></li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences</li> <li>• <b>Ask questions and express opinions about main events and characters in stories</b></li> <li>• <b>Predict what might happen on the basis of what has been read so far</b></li> <li>• Recognise and join in with predictable phrases</li> <li>• <b>Become very familiar with key stories, fairy stories and traditional tales</b></li> <li>• Begin to appreciate rhymes and poems, and to recite some by heart</li> <li>• <b>Discuss the significance of the title and events</b></li> <li>• <b>Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author</b></li> </ul>	<ul style="list-style-type: none"> <li>• Re-read books to build up their fluency and confidence in word reading</li> <li>• Read other words of more than one syllable that contain taught GPCs</li> <li>• Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• <b>Can seek out books around a simple theme or topic</b></li> <li>• <b>Recall the main points of a narrative in the correct sequence</b></li> <li>• Explain clearly their understanding of what is read to them</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• <b>Identify how repetitive patterns, words and phrases aid their enjoyment of the text</b></li> <li>• Become very familiar with key stories, fairy stories and traditional tales, retelling them</li> <li>• <b>Understand the difference between fiction and non-fiction</b></li> </ul>	<ul style="list-style-type: none"> <li>• Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• Discuss word meanings, linking new meanings to those already known</li> <li>• <b>Find key points in a story or some key facts from an information text</b></li> <li>• <b>Talk about significant features of layout, e.g., enlarged text, bold, italic, etc.</b></li> <li>• Read aloud their <b>own</b> writing clearly enough to be heard by their peers and the teacher <b>(from writing national curriculum)</b></li> <li>• <b>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</b></li> </ul>
<p><b>Key Reading Skills Year 2</b></p>	<ul style="list-style-type: none"> <li>• <b>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</b></li> <li>• <b>Read accurately words of two or more syllables that contain the graphemes taught so far</b></li> <li>• Read words containing common suffixes</li> <li>• <b>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</b></li> <li>• <b>Understand both the books they can already read accurately and fluently, and those they listen to</b></li> <li>• Draw on what they already know or on background information and vocabulary, provided by the teacher</li> <li>• Discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>• <b>Check that the text makes sense to them as they read and correct inaccurate reading</b></li> <li>• <b>Identify and discuss the main events or key points in a text</b></li> <li>• <b>Retell a story clearly and with appropriate detail</b></li> <li>• <b>Answer questions</b></li> <li>• Ask questions</li> <li>• <b>Extract information from the text and discuss orally with reference to the text</b></li> <li>• <b>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</b></li> <li>• <b>Predict what might happen on the basis of what has been read so far and their own experience</b></li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Recognise simple recurring literary language in stories and poetry</li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear <b>(Year 2 writing National Curriculum)</b></li> <li>• <b>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</b></li> <li>• <b>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</b></li> </ul>	<ul style="list-style-type: none"> <li>• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• <b>Re-read books to build up their fluency and confidence in word reading</b></li> <li>• <b>Use the context/ grammar of the sentence to decipher new or unfamiliar words</b></li> <li>• <b>Discuss the sequence of events in books and how items of information are related</b></li> <li>• <b>Understand how to use alphabetically ordered texts to retrieve information</b></li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> <li>• <b>Make simple inferences about characters' thoughts and feelings and reasons for actions</b></li> <li>• Discuss favourite words and phrases</li> <li>• <b>Identify how vocabulary choice affects meaning</b></li> <li>• <b>Read non-fiction books that are structured in different ways</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</b></li> <li>• <b>Identify or provide own synonyms for specific words within the text</b></li> <li>• <b>Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting</b></li> </ul>



## Maple Year 3


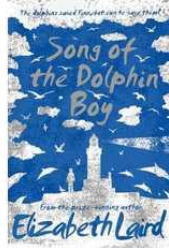
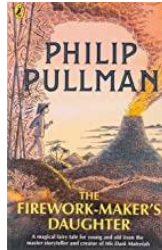

Term	Autumn – Stones, Bones and the Metal Man	Spring – Temples, Tombs and Tutankhamun	Summer – Chomping Chocolate: from Pod to Pocket
Stimulus	<p><b>How to wash a woolly mammoth</b> Michelle Robinson</p>  <p><b>Stig of the Dump</b> Clive King</p>  <p><b>Tin Forest</b> Helen Ward</p>  <p><b>The Iron Man</b> Ted Hughes</p> 	<p><b>Cinderella of the Nile</b> Beverley Naidoo</p>  <p><b>Marcy and the Riddle of the Sphinx</b> - Joe Todd Stanton</p>  <p><b>Literacy Shed – The Egyptian Pyramids</b></p>  <p><b>A variety of non-fiction books</b></p> 	<p><b>Charlie and the chocolate factory</b> Roald Dahl</p>  <p><b>Hansel and Gretel (Traditional tale)</b></p> <p><b>I am the seed that grew the tree (poetry collection book)</b></p> 
Outcomes	<p><b>Narratives, diary entry, information texts and newspapers</b></p> <ul style="list-style-type: none"> <li>- Writing to inform, entertain, express and persuade</li> </ul> <p>Diary to express Information leaflet to inform Setting description and narrative imitation to entertain Newspaper article to inform Informal letters to persuade Recounts in role to inform</p>	<p><b>Narratives, information texts and plays</b></p> <ul style="list-style-type: none"> <li>- Writing to inform and entertain</li> </ul> <p>Character and setting description to entertain Myths and Legends to entertain Dialogue and plays to entertain Information texts to inform Adventure and mystery writing to entertain</p>	<p><b>Instructions, information texts and poetry</b></p> <ul style="list-style-type: none"> <li>- Writing to inform, entertain and persuade</li> </ul> <p>Recipe writing to inform Performance poetry to entertain Shape poetry and calligrams to entertain Posters to persuade</p>
Key Writing Skills	<ul style="list-style-type: none"> <li>• <b>Use conjunctions to express time, place and cause</b></li> <li>• Use adverbs and prepositions to express time, place and cause</li> <li>• <b>Use inverted commas to punctuate direct speech</b></li> <li>• <b>Know when to use ‘a’ and ‘an’</b></li> <li>• <b>Proof-read for spelling and punctuation errors</b></li> <li>• <b>Use irregular simple past-tense verbs e.g. awake / awoke</b></li> <li>• Draft and write an increasing range of sentence structures (simple and compound)</li> <li>• <b>Use some variation in sentence types (statement/ command/ question/ exclamation)</b></li> <li>• <b>Organise writing into logical chunks and write a coherent series of linked sentences for each</b></li> <li>• <b>Select nouns and pronouns to provide clarity for the reader</b></li> <li>• <b>Use simple organisational devices, e.g. headings and subheadings</b></li> <li>• <b>Writing is clear in purpose</b></li> <li>• Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• When planning, discuss and record ideas</li> <li>• Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary</li> <li>• Evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play</b></li> <li>• Indicate possession by using the possessive apostrophe with plural nouns</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex)</li> <li>• <b>Organise paragraphs around a theme</b></li> <li>• <b>Vary nouns and pronouns to avoid repetition</b></li> <li>• <b>In narratives, creates settings, characters and plot</b></li> <li>• <b>Vocabulary choices move from generic to specific e.g. from ‘dog’ to ‘terrier’</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use fronted adverbials</li> <li>• Use commas after fronted adverbials</li> <li>• Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : <i>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma</i></li> <li>• <b>Uses varied nouns and pronouns for cohesion</b></li> <li>• <b>Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation</b></li> </ul>





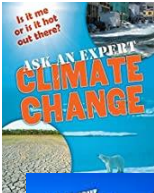

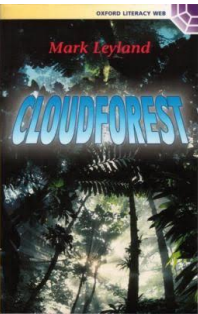
<b>Key Spelling Skills</b>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>Spell words that are often misspelt (English Appendix 1)</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Form nouns using prefixes e.g. super, anti, auto</li> <li>Spell further homophones and understand their meanings</li> </ul>	<ul style="list-style-type: none"> <li>Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>
<b>READING</b>			
<b>Guided Reading Texts</b>	<p><b>Stone age boy</b> Satoshi Kitamura</p>  <p><b>The Touchstone</b> Andrew Norriss</p>  <p><b>Stig of the Dump</b> Clive King</p> 	<p><b>The Abominables</b> Eva Ibbotson</p> 	<p><b>The Dragons of Wayward Crescent Gruffen</b> Chris d'Lacey</p>  <p><b>Charlie and the chocolate factory</b> Roald Dahl</p> 
<b>Class Reader</b>	<p><b>Slime – David Walliams</b></p>  <p><b>Harry Potter and the Philosophers Stone</b> JK Rowling</p> 	<p><b>The Creakers – Tom Fletcher</b></p> 	<p><b>The Boy who Swam with Piranhas – David Almond</b></p> 
<b>Key Reading skills</b>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li><b>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</b></li> <li>Ask questions to improve their understanding of a text</li> <li><b>Use dictionaries to check the meaning of words that they have read</b></li> <li><b>Use a range of known strategies appropriately to establish meaning in books that can be read independently</b></li> <li><b>Show understanding of the main points drawn from one paragraph</b></li> <li><b>Uses text features to locate information e.g. contents, indices, subheadings</b></li> <li><b>Locate and retrieve information using skimming, scanning and text marking</b></li> <li><b>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks</b></li> <li>Discuss words and phrases that capture the reader's interest and imagination</li> <li><b>Predict what might happen from details stated and implied</b></li> <li><b>Draw plausible inferences, often supported through reference to the text</b></li> <li>Identify how language, structure and presentation contribute to meaning</li> <li><b>Discuss the effect of specific language on the reader</b></li> <li>Read books that are structured in different ways and show some awareness of the various purposes for reading</li> <li><b>Identify themes and conventions in a wide range of books</b> e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales</li> <li><b>Identify and name presentational devices in non-fiction</b></li> </ul>	<ul style="list-style-type: none"> <li>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li><b>Show understanding of the main points drawn from more than one paragraph</b></li> <li><b>Begin to recognise fact and opinion</b></li> <li><b>Begin to use vocabulary from the text to support responses and explanations</b></li> <li><b>Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions</b></li> <li><b>Justify inferences with evidence</b></li> <li><b>Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them</b></li> <li>Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally</li> <li><b>Can explore and discuss underlying themes and ideas</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Retrieve and record information from non-fiction</b></li> <li><b>Extract information and make notes</b></li> <li><b>Use specific vocabulary and ideas expressed in the text to support own views</b></li> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <b>(Year 3 /4 writing National Curriculum)</b></li> </ul>



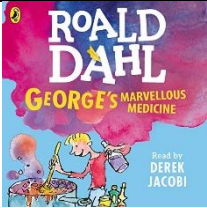
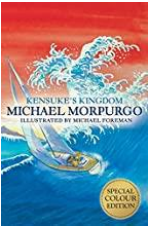

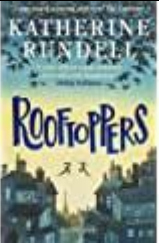
# Rowan Year 4/5

Term	Autumn – Britain Under Attack!	Spring – What Makes the Earth Angry?	Summer – What is the Circle of Life?
Stimulus	<p><b>Across the Roman Wall</b> Theresa Breslin</p> 	<p><b>Song of the Dolphin Boy</b> Elizabeth Laird</p>  <p><b>The Firework Makers Daughter</b> Philip Pullman</p> 	<p><b>The Wilderness War</b> Julia Green</p> 
Outcomes	<p><b>TO INFORM</b> -Biographical account based on research to inform</p> <p><b>TO INSTRUCT/INFORM</b> -Detailed instructions to inform</p> <p><b>TO PERSUADE</b> - Poster to persuade</p> <p><b>TO INFORM</b> - Newspaper article to entertain/inform</p>	<p><b>TO EXPLAIN</b> -Explanation text regarding Volcanoes</p> <p><b>TO ENTERTAIN</b> -Story about a mythological creature</p> <p><b>TO INFORM</b> -Write a report in the form of a leaflet</p> <p><b>TO PERSUADE</b> -Letter to advertise and persuade</p> <p><b>TO ENTERTAIN</b> - Diary extract to entertain</p>	<p><b>TO DISCUSS/INFORM</b> -Write a balanced discussion presenting two sides of an argument</p> <p><b>TO ENTERTAIN /DESCRIBE</b> - Descriptive narrative to entertain</p> <p><b>TO INFORM</b> -Research, write and present a report for a specific audience and purpose</p> <p><b>TO ENTERTAIN/INFORM</b> - Create a quiz to inform</p>
Key Writing Skills Year 4	<ul style="list-style-type: none"> <li>• <b>Use inverted commas and other punctuation to indicate direct speech</b> e.g. a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i></li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. <i>the strict maths teacher with curly hair</i></li> <li>• Understand the difference between plural and possessive -s</li> <li>• <b>Proof-read for spelling and punctuation errors</b></li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Compose and rehearse sentences orally (including dialogue)</li> <li>• Use an increasing range of sentence length and structure</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• Non-narrative material uses simple organisational devices</li> <li>• <b>Organise paragraphs around a theme</b></li> <li>• <b>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</b></li> <li>• <b>Use conjunctions, adverbs and prepositions to express time and cause for cohesion</b></li> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Plan their writing by discussing and recording ideas</li> <li>• Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Standard English forms for verb inflections instead of local spoken forms</b></li> <li>• <b>Use fronted adverbials followed by a comma</b></li> <li>• Use the present perfect form of verbs in contrast to the past tense</li> <li>• Indicate possession by using the possessive apostrophe with plural nouns</li> <li>• <b>Openings and closings are clearly signalled and well developed</b></li> <li>• <b>Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences</b></li> <li>• <b>Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary</b></li> <li>• <b>Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: <i>determiner, pronoun, possessive pronoun, adverbial</i></li> <li>• <b>Use figurative language such as similes, alliteration to build a picture in the readers head</b></li> </ul>



	<ul style="list-style-type: none"> <li><b><i>In narratives, creates settings, characters and plot</i></b></li> <li><b>Writing is clear in purpose</b></li> <li>Use a varied and rich vocabulary</li> </ul>		
<b>Key Spelling Skills Year 4</b>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>Spell further homophones</li> <li>Spell words that are often misspelt (English Appendix 1)</li> <li>Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li><b>Plural nouns of words ending in 'o'.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</b></li> </ul>
<b>Key Writing Skills Year 5</b>	<ul style="list-style-type: none"> <li><b><i>Proof-read for spelling and punctuation errors</i></b></li> <li>Use relative clauses beginning with who, which, where, when, whose, that</li> <li><b><i>Use commas to clarify meaning or avoid ambiguity in writing</i></b></li> <li><b><i>Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'</i></b></li> <li>Ensure correct subject and verb agreement when using singular and plural</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li><b>Make deliberate choices of sentence length and structure for impact on the reader</b></li> <li><b>Fronted prepositional phrases for greater effect</b></li> <li><b><i>Throughout the stormy winter ...</i></b></li> <li><b><i>Far beneath the frozen soil ...</i></b></li> <li><b><i>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</i></b></li> <li><b>Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences</b></li> <li>Note and develop initial ideas, drawing on reading and research where necessary</li> <li><b><i>Identify audience for, and purpose of, the writing</i></b></li> <li><b><i>Select the appropriate form and use other similar writing as models for their own</i></b></li> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Use expanded noun phrases to convey complicated information concisely</li> </ul>	<ul style="list-style-type: none"> <li>Use the perfect form of verbs to mark relationships of time and cause</li> <li><b><i>Use modal verbs or adverbs to indicate degrees of possibility</i></b></li> <li><b><i>Ensure the consistent and correct use of tense throughout a piece of writing</i></b></li> <li>Use a colon to introduce a list</li> <li><b>Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports</b></li> <li><b>Use a wide range of clause structures, sometimes varying their position within the sentence</b></li> <li>Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) number (<i>secondly</i>)</li> <li>Linking ideas across paragraphs through tense choice (he had seen her before)</li> <li><b><i>In narratives, describe settings, characters and atmosphere</i></b></li> <li><b>Choose the appropriate register for the audience and purpose (formal or informal)</b></li> <li><b>Viewpoint is established and generally maintained.</b></li> <li><b>Use figurative language such as similes, alliteration, metaphors and personification in poetry</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Use semi colons, colons or dashes to mark boundaries between independent clauses</b></li> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: <i>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i></li> <li><b>Use a wide range of devices to build cohesion within paragraphs</b></li> <li><b>Editing sentences by either expanding or reducing for meaning and effect</b></li> <li><b>Content is balanced e.g. between action/ description/ dialogue, fact and comment</b></li> </ul>
<b>Key Spelling Skills Year 5</b>	<ul style="list-style-type: none"> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>Use a thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-', 'de-', 'mis-', 'over-' and 're-'</li> <li>Spell some words with 'silent' letters</li> </ul>	<ul style="list-style-type: none"> <li>Continue to distinguish between homophones and other words which are often confused</li> </ul>
	<b>READING</b>		
<b>Guided Reading Texts</b>	<p><b>Tertius and The Horrible Hunt</b> Ann Jungman</p>  <p><b>Tom's Midnight Garden</b> Philippa Pearce</p> 	<p><b>Non – Fiction Climate Texts</b></p> <p><b>Ask an Expert - Climate Change</b> Richard Salisbury</p>  <p><b>Pester Power - Go Green</b> Catherine Chambers</p> 	<p><b>Cloud Forest</b> Mark Leyland</p> 



<p><b>Class Reader</b></p>	<p><b>George's Marvellous Medicine</b> Roald Dahl</p>  <p><b>Kensuke's Kingdom</b> Michael Morpurgo</p> 	<p><b>Cogheart</b> Peter Bunzl</p> 	<p><b>Rooftoppers</b> Katherine Rundell</p> 
<p><b>Key Reading skills Year 4</b></p>	<ul style="list-style-type: none"> <li>• <i>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</i></li> <li>• <i>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</i></li> <li>• Ask questions to improve their understanding of a text</li> <li>• <i>Use dictionaries to check the meaning of words that they have read</i></li> <li>• <i>Discuss understanding as it develops and explain the meaning of words in context</i></li> <li>• <i>Identify main ideas drawn from more than one paragraph and summarising these</i></li> <li>• <i>Retrieve and record information from non-fiction</i></li> <li>• <i>Recognise and distinguish between fact and opinion</i></li> <li>• <i>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i></li> <li>• Discuss words and phrases that capture the reader's interest and imagination</li> <li>• <i>Predict what might happen from details stated and implied</i></li> <li>• <i>Draw sound inferences, supported through reference to the text</i></li> <li>• Identify how language, structure, and presentation contribute to meaning</li> <li>• <i>Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader</i></li> <li>• <i>Identify themes and conventions in a wide range of books</i> e.g. make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters)</li> <li>• <i>Identify how a range of presentational devices guide the reader in non-fiction</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</i></li> <li>• <i>Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text</i></li> <li>• <i>Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence</i></li> <li>• Show understanding through intonation, tone, volume and action when performing poems and playscripts</li> <li>• <i>Identify features that characterise books set in different cultures or historical settings</i></li> <li>• Recognise some different forms of poetry [for example, free verse, narrative poetry]</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Use specific vocabulary, and ideas expressed in the text, to support own responses</i></li> <li>• <i>Infer underlying themes and ideas</i></li> <li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Yr 4 writing National curriculum)</li> <li>• <i>Make links between texts and to the wider world</i></li> </ul>
<p><b>Key Reading skills Year 5</b></p>	<ul style="list-style-type: none"> <li>• <i>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</i></li> <li>• Ask questions to improve their understanding of a text</li> <li>• <i>Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context</i></li> <li>• Distinguish between statements of fact and opinion <i>and understand why this is important to interpreting the text</i></li> <li>• <i>Retrieve, record and present information from non-fiction</i></li> <li>• <i>Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen</i></li> <li>• Recommend books that they have read, giving reasons for their choices</li> <li>• <i>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</i></li> <li>• <i>Provide reasoned justifications for their views</i></li> <li>• Predict what might happen from details stated and implied</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Show understanding through intonation, tone and volume so that meaning is clear to an audience</li> <li>• Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss'</li> <li>• Read books that are structured in different ways and read for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic</li> <li>• <i>Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas</i></li> <li>• <i>Extract information and make notes using quotations and reference to the text</i></li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• <i>Identify and explain the author's point of view with reference to the text</i></li> <li>• <i>Make links between the authors' use of language and the inferences drawn</i></li> <li>• <i>Discuss and evaluate the intended impact of the language used with reference to the text</i></li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• <i>Identify how presentational and organisational choices vary according to the form and purpose of the writing</i></li> </ul>	<ul style="list-style-type: none"> <li>• Make comparisons within and across books</li> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing)</li> <li>• <i>Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors</i></li> </ul>



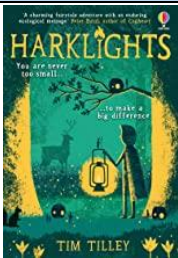
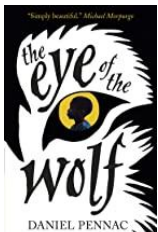
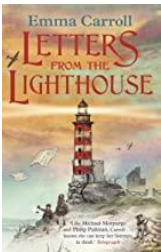
# Oak Year 5/6

Term	Autumn – We Can do it!	Spring – There is no Planet B	Summer – Why are the Rainforests so important.
Stimulus	<p><b>The Silver Sword (Extracts)</b> Ian Serraillier</p>  <p><b>Goodnight Mr Tom (Extracts)</b> Michelle Magorian</p>  <p><b>Poppy Field</b> Michael Morpurgo</p>  <p><b>On Angels' Wings</b> Michael Morpurgo</p> 	<p><b>Skellig</b> David Almond</p>  <p><b>Scavengers</b> Darren Simpson</p>  <p><b>Eye of the Wolf</b> Daniel Pennac</p> 	<p><b>Holes</b> Louis Sachar</p>  <p><b>Where once we stood</b> Christopher Riley and Martin Impey</p>  <p><b>Eren</b> Simon Clark</p> 
Outcomes	<p><b>Writing to inform</b></p> <ul style="list-style-type: none"> <li>-recount</li> <li>-explanation</li> <li>-newspaper reports</li> <li>-instruction</li> </ul> <p><b>Writing to entertain</b></p> <ul style="list-style-type: none"> <li>- diary writing</li> <li>-script writing</li> <li>- poetry</li> </ul> <p><b>Writing to persuade</b></p> <ul style="list-style-type: none"> <li>-letter</li> <li>-advert</li> <li>-poster</li> <li>-speech</li> </ul> <p><b>Writing to entertain</b></p> <ul style="list-style-type: none"> <li>- Develop a key narrative technique- settings</li> </ul>	<p><b>Writing to inform</b></p> <ul style="list-style-type: none"> <li>- Explanation texts linked to survival scenarios</li> <li>- Non –chronological reports -animals that live in extreme climates</li> </ul> <p>Leaflets</p> <p><b>Writing to entertain</b></p> <ul style="list-style-type: none"> <li>- write a series of diary extracts</li> <li>-write a report in the form of a leaflet</li> <li>-Develop a key narrative technique- settings</li> </ul>	<p><b>Writing to discuss</b></p> <ul style="list-style-type: none"> <li>-write a balanced argument</li> <li>- write and present a speech</li> </ul> <p><b>Writing to entertain</b></p> <ul style="list-style-type: none"> <li>- develop a key narrative technique- characterisation</li> </ul> <p><b>Writing to inform</b></p> <ul style="list-style-type: none"> <li>-research, write and present a report for a specific audience and purpose</li> <li>-develop a key narrative technique –atmosphere</li> </ul> <p><b>Writing to persuade</b></p> <ul style="list-style-type: none"> <li>-advert</li> <li>-letter</li> <li>-poster</li> </ul>
Key Writing Skills Year 5	<ul style="list-style-type: none"> <li>• <i>Proof-read for spelling and punctuation errors</i></li> <li>• Use relative clauses beginning with who, which, where, when, whose, that</li> <li>• <i>Use commas to clarify meaning or avoid ambiguity in writing</i></li> <li>• <i>Convert nouns or adjectives into verbs using ‘-ate’, ‘-ise’ or ‘-ify’</i></li> <li>• Ensure correct subject and verb agreement when using singular and plural</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• <i>Make deliberate choices of sentence length and structure for impact on the reader</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use the perfect form of verbs to mark relationships of time and cause</li> <li>• <i>Use modal verbs or adverbs to indicate degrees of possibility</i></li> <li>• <i>Ensure the consistent and correct use of tense throughout a piece of writing</i></li> <li>• Use a colon to introduce a list</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Use semi colons, colons or dashes to mark boundaries between independent clauses</i></li> <li>• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: <i>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i></li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Fronted prepositional phrases for greater effect</b></li> <li>• <i>Throughout the stormy winter ...</i></li> <li>• <i>Far beneath the frozen soil ...</i></li> <li>• <b>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</b></li> <li>• <b>Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences</b></li> <li>• Note and develop initial ideas, drawing on reading and research where necessary</li> <li>• <b>Identify audience for, and purpose of, the writing</b></li> <li>• <b>Select the appropriate form and use other similar writing as models for their own</b></li> <li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• Evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> </ul>	<ul style="list-style-type: none"> <li>• Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports</li> <li>• Use a wide range of clause structures, sometimes varying their position within the sentence</li> <li>• Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) number (<i>secondly</i>)</li> <li>• Linking ideas across paragraphs through tense choice (he had seen her before)</li> <li>• <b>In narratives, describe settings, characters and atmosphere</b></li> <li>• Choose the appropriate register for the audience and purpose (formal or informal)</li> <li>• Viewpoint is established and generally maintained.</li> <li>• Use figurative language such as similes, alliteration, metaphors and personification in poetry</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use a wide range of devices to build cohesion within paragraphs</b></li> <li>• Editing sentences by either expanding or reducing for meaning and effect</li> <li>• Content is balanced e.g. between action/ description/ dialogue, fact and comment</li> </ul>
<b>Key Spelling Skills Year 5</b>	<ul style="list-style-type: none"> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• Use a thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-', 'de-', 'mis-', 'over-' and 're-'</li> <li>• Spell some words with 'silent' letters</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to distinguish between homophones and other words which are often confused</li> </ul>
<b>Key Writing Skills Year 6</b>	<ul style="list-style-type: none"> <li>• <b>Proof-read for spelling and punctuation errors</b></li> <li>• <b>Ensure the consistent and correct use of tense throughout a piece of writing</b></li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• Use correct subject and verb agreement when using singular and plural</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• <b>Use a colon to introduce a list</b></li> <li>• Use a semi colon within lists</li> <li>• Use semi colons, colons or dashes to mark boundaries between independent clauses</li> <li>• Use hyphens to avoid ambiguity</li> <li>• <b>Use a wide range of clause structures, sometimes varying their position within the sentence</b></li> <li>• <b>Use the passive to affect the presentation of information in a sentence</b> e.g. <i>I broke the window in the greenhouse / the window in the greenhouse was broken</i></li> <li>• Use the structures typical of informal speech e.g. the use of question tags: <i>He's your friend, isn't he?</i></li> <li>• Use the structures appropriate for formal speech and writing e.g. <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i></li> <li>• <b>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables</b></li> <li>• Draft and write by using a wide range of devices to build cohesion within paragraphs</li> <li>• Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (<b>tense choice/ adverbials</b>) and ellipsis</li> <li>• Note and develop initial ideas, drawing on reading and research where necessary</li> <li>• <b>Identify the audience for and purpose of the writing</b></li> <li>• <b>Select the appropriate form and use other similar writing as models for their own</b></li> <li>• Evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• <b>Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use the perfect form of verbs to mark relationships of time and cause</li> <li>• <b>Use modal verbs or adverbs to indicate degrees of possibility</b></li> <li>• <b>Punctuate bullet points consistently</b></li> <li>• <b>In narratives, describe settings, characters and atmosphere</b></li> <li>• Integrate dialogue to convey character and advance the action</li> <li>• <b>Use figurative language such as similes, alliteration, metaphors and personification in a range of writing</b></li> <li>• <b>Select verb forms for meaning and effect e.g. deliberate change of tense</b></li> <li>• Use further prefixes and suffixes and understand the guidance for adding them</li> <li>• Spell some words with 'silent' letters</li> </ul>	



	<ul style="list-style-type: none"> <li>• <b>Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter</b></li> </ul>		
<b>Key Spelling Skills</b> <b>Year 6</b>	<ul style="list-style-type: none"> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• <b>Use dictionaries to check the spelling and meaning of words</b></li> <li>• Use a thesaurus</li> <li>• Recognise how words are related by meaning as synonyms and antonyms</li> </ul>		
	<b>READING</b>		
<b>Guided Reading</b> <b>Texts</b>	<b>Hark Lights</b> Tim Tilley 	<b>Eye of the Wolf</b> Daniel Pennac 	<b>Letters from the Lighthouse</b> Emma Carroll 
<b>Class Reader</b>	See Guided Reading/Text Drivers	See Guided Reading/ Text Drivers	See Guided Reading/ Text Drivers
<b>Key Reading skills</b> <b>Year 5</b>	<ul style="list-style-type: none"> <li>• <b>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</b></li> <li>• Ask questions to improve their understanding of a text</li> <li>• <b>Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context</b></li> <li>• Distinguish between statements of fact and opinion <b>and understand why this is important to interpreting the text</b></li> <li>• <b>Retrieve, record and present information from non-fiction</b></li> <li>• <b>Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen</b></li> <li>• Recommend books that they have read, giving reasons for their choices</li> <li>• <b>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</b></li> <li>• <b>Provide reasoned justifications for their views</b></li> <li>• Predict what might happen from details stated and implied</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Show understanding through intonation, tone and volume so that meaning is clear to an audience</li> <li>• Identify and discuss themes and conventions in a wide range of writing <b>e.g. 'heroism' or 'loss'</b></li> <li>• Read books that are structured in different ways and read for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and discuss their understanding of what they have read, through formal presentations and debates, maintaining a focus on the topic</li> <li>• <b>Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas</b></li> <li>• <b>Extract information and make notes using quotations and reference to the text</b></li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• <b>Identify and explain the author's point of view with reference to the text</b></li> <li>• <b>Make links between the authors' use of language and the inferences drawn</b></li> <li>• <b>Discuss and evaluate the intended impact of the language used with reference to the text</b></li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• <b>Identify how presentational and organisational choices vary according to the form and purpose of the writing</b></li> </ul>	<ul style="list-style-type: none"> <li>• Make comparisons within and across books</li> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing)</li> <li>• <b>Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors</b></li> </ul>
<b>Key Reading Skills</b> <b>Year 6</b>	<ul style="list-style-type: none"> <li>• <b>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</b></li> <li>• <b>Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context</b></li> <li>• Ask questions to improve their understanding of a text</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• Distinguish between statements of fact and opinion <b>and recognise them in the language used by authors to influence readers</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources</b></li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• <b>Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative</b></li> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing)</li> <li>• <b>Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this</b></li> </ul>



	<ul style="list-style-type: none"><li>• <b>Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas</b></li><li>• <b>Retrieve, record and present information from non-fiction</b></li><li>• <b>Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words</b></li><li>• <b>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</b></li><li>• Make comparisons within and across books</li><li>• <b>Provide reasoned justifications for their views</b></li><li>• <b>Evaluate how successfully the organisation of a text supports the writer's purpose</b></li><li>• Predict what might happen from details stated and implied</li><li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• Identify how language, structure, and presentation contribute to meaning</li><li>• Show understanding through intonation, tone and volume so that meaning is clear to an audience</li><li>• <b>Evaluate how authors use language, including figurative language, considering the impact on the reader</b></li><li>• Identify and discuss themes and conventions in a wide range of writing e.g. <b>isolation or flashback</b></li><li>• Read books that are structured in different ways and read for a range of purposes</li><li>• <b>Identify and comment on genre-specific language features used e.g. shades of meaning between similar words</b></li><li>• <b>Make comparisons within and across books</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Compare and discuss accounts of the same event through different character viewpoints</b></li><li>• <b>Explore a similar theme or topic written in a different genre</b></li><li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>• <b>Recognise texts that contain features from more than one genre, or demonstrate shifts in formality</b></li></ul>	
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