

Year 1	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Story Time Enrichment Focus</b>	Dogger Shirley Hughes	The Tiger Who Came to Tea Judith Kerr	Billy and the Beast Nadia Shireen	The Pea and the Princess Mini Grey	Perfectly Norman Tom Percival	The Giraffe and the Pelly and Me Roald Dahl  National Geographical Giraffes
<b>Outcome</b>	Labelled Poster	Shopping List  Story Map	Story Board  Instructions	Diary entry  Information placards	Letter writing	Non-chronological Report  Labelled diagram
<b>RWINc</b>	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  Recognise and joining in with predictable phrases  Be encouraged to link what they read or hear read to their own experiences (Dogger)	RWI programme Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  Recognise and joining in with predictable phrases	RWI Learn to appreciate rhymes and poems, and to recite some by heart	RWI Discuss word meanings, linking new meanings to those already known	RWi Predict what might happen on the basis of what has been read so far	RWI Recognise and joining in with predictable phrases
<b>Reading Objectives</b>	Apply phonic knowledge and skills as the route to decode words		Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word		Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	

	<p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Be encouraged to link what they read or hear read to their own experiences</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Recognise and joining in with predictable phrases</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart</p> <p>Discuss word meanings, linking new meanings to those already known</p>	<p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Discuss the significance of the title and events</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p>	<p>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</p> <p>Re-read these books to build up their fluency and confidence in word reading</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>
<b>Writing Objectives</b>	saying out loud what they are going to write about	Sequence sentences to form short narratives	Discuss what they have written with the teacher or other pupils

	composing a sentence orally before writing it	Re-reading what they have written to check that it makes sense	Read aloud their writing clearly enough to be heard by their peers and the teacher
<b>Grammar</b>	Leave spaces between words  Join words and joining clauses using and	Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
<b>Spelling</b>	Name the letters of the alphabet in order  Using letter names to distinguish between alternative spellings of the same sound  Spell: words containing each of the 40+ phonemes already taught common exception words the days of the week	Use letter names to distinguish between alternative spellings of the same sound	Add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un–  using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
<b>Handwriting</b>	form capital letters form digits 0-9 Sit correctly at a table, holding a pencil comfortably and correctly	Sit correctly at a table, holding a pencil comfortably and correctly begin to form Lower-case letters in the correct direction, starting and finishing in the right place	Sit correctly at a table, holding a pencil comfortably and correctly Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Year 2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>English Core Text</b>	Silly Billy	Beauty and the Beast	Lila and the Secret Rain	The Cave	The Dark	The Magic Finger – Roald Dahl
<b>Outcome</b>	Character description, write a letter.  Instructions.	Plan and retell a story.  Labels and captions	Diary  Factual poster	Plan and retell a story.  Non-chronological report.	Explanation  Persuasive letter.  Instructions	Newspaper article.  Leaflet
<b>Reading Enhancement Texts</b>	Winnie The Witch Valerie Thomas	The Bear and the Piano David Litchfield	The Owl Who was Afraid of the Dark	Anna Hibiscus Atinuke	Flat Stanley Jeff Brown	Matilda Roald Dahl
<b>Writing Opportunities</b>	Recipe  Rhyming Spell	Story Map  Friendship Stems	Letter Writing  Non-chronological report	Character description  No-chronological report	List writing Story board	Retelling  Diary entry
<b>Reading Objectives</b>	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent  Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes  Read accurately words of two or more syllables that contain the same grapheme as above.  Understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background		Read words containing common suffixes  Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word  Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered  Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say		Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation  Re-read these books to build up their fluency and confidence in word reading.  Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.  Make inferences on the basis of answering and asking questions	

	<p>information and vocabulary provided by the teacher</p> <p>Predict what might happen on the basis of what has been read so far</p>	<p>Make inferences on the basis of what is being said and done</p>	
<b>Writing Objectives</b>	<p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>
<b>Grammar</b>	<p>Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>Learn how to use sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p>	<p>Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>Learn how to use the present and past tenses correctly and consistently including the progressive form</p>	<p>Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>Know and use some features of written Standard English</p>

		Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	
<b>Spelling</b>	<p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p>	<p>Learn to spell common exception words</p> <p>Learn to spell more words with contracted forms</p>	<p>Learn the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguish between homophones and near-homophones</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p>
<b>Handwriting</b>	<p>Form lower-case letters of the correct size relative to one another</p> <p>use spacing between words that reflects the size of the letters.</p>	<p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p>	<p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>

<b>Year 3</b>	<b>Aut 1</b>	<b>Aut 2</b>	<b>Spr 1</b>	<b>Spr 2</b>	<b>Sum 1</b>	<b>Sum 2</b>
<b>Core Text</b>	The Tin Forest	The Great Kapok Tree	Escape From Pompei	The Iron Man	Arthur and the Golden Rope	One Plastic Bag
<b>Outcome</b>	<p>Setting description (Fiction)</p> <p>Phonic Catch Up priority Aut 2021</p>	Letter (Non-fiction)	Newspaper report (Non-fiction)	Recount – Diary entry	Poetry	Non-Chronological Report (Non-fiction)
<b>Reading Objectives</b>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p>		<ul style="list-style-type: none"> <li>Identify main ideas drawn from more than one paragraph and summarise these</li> </ul>		<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	

	<p>Ask questions to improve their understanding of a text</p> <ul style="list-style-type: none"> <li>• Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Read books that are structured in different ways and reading for a range of purposes</li> <li>• Use dictionaries to check the meaning of words that they have read</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how language, structure, and presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction</li> <li>• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• Identify themes and conventions in a wide range of books</li> <li>• Prepare poems and play scripts to read aloud and to perform, showing</li> <li>• Understand through intonation, tone, volume and action</li> </ul>	<p>Predict what might happen from details stated and implied</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Recognise some different forms of poetry (for example, free verse, narrative poetry)</p>
<b>Writing Objectives</b>	<p>Plan their writing by</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn</li> </ul>	<p>Plan their writing by discussing and recording ideas.</p> <p>Draft and write by organising paragraphs around a theme</p> <ul style="list-style-type: none"> <li>• in narratives, creating settings, characters and plot</li> </ul>	<p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>

	<p>from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Draft and write by</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• Proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• in non-narrative material, using simple organisational devices (for example, headings and sub-headings).</li> <li>• Proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• Proof-read for spelling and punctuation errors</li> </ul>
<b>Grammar</b>			
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them (<a href="#">English Appendix 1</a>)</li> <li>• Spell further homophones</li> <li>• spell words that are often misspelt (<a href="#">English Appendix 1</a>)</li> </ul>	<p>Place the possessive apostrophe accurately in words with regular plurals (for example, <i>girls', boys'</i>) and in words with irregular plurals (for example, <i>children's</i>)</p>	<ul style="list-style-type: none"> <li>• Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>

<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> </ul>	<ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</li> </ul>	<ul style="list-style-type: none"> <li>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</li> </ul>			
<b>Year 4</b>	<b>Aut 1</b>	<b>Aut 2</b>	<b>Spr 1</b>	<b>Spr 2</b>	<b>Sum 1</b>	<b>Sum 2</b>
<b>Core Text</b>	Oliver and the Seawigs  Fiction	Mouse Bird Snake Wolf  Fiction	The Highland Falcon  Fiction	Jemmy Button  Non-Fiction	The King Who Banned The Dark  Fiction	The Firework Maker's Daughter  Fiction
<b>Outcome</b>	Prediction.  Persuasive Letter. Descriptive writing	Balanced Argument  Characteristics of a character  Line Poem Comic-strip	Comprehension about the blurb,  Features of the landscape and train.	Diary entry  Poetry  Role on the wall	Thoughts and ideas around a text in response to what has been read or seen in the illustrations	Character profile  Drawing inferences and justifying evidence.

			Features of Highland landscape of Scotland.  First person narrative.		Book Review  Own narrative based on themes of the book	Play script
<b>Reading Objectives</b>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and reading for a range of purposes</p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>Identify themes and conventions in a wide range of books</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Ask questions to improve their understanding of a text</p> <p>Recognise some different forms of poetry (for example, free verse, narrative poetry)</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identify themes and conventions in a wide range of books</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Understand what they read, in books they can read independently, by:</p>			

		intonation and controlling the tone and volume so that the meaning is clear.	<p>Identify main ideas drawn from more than one paragraph and summarising these</p> <p>Identify how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction</p>
<b>Writing Objectives</b>	<p>Plan their writing by: discussing writing similar to that which they are planning</p> <p>To write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas.</p>	<p>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively</p> <p>Building a varied and rich vocabulary and an increasing range of sentence structure</p> <p>Organising paragraphs around a theme in narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices (for example, headings and sub-headings).</p>	<p>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>

<b>Grammar</b>	<p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <ul style="list-style-type: none"> <li>• Use fronted adverbials</li> <li>• Use commas after fronted adverbials</li> <li>• Indicate possession by using the possessive apostrophe with plural nouns</li> <li>• Use and punctuating direct speech.</li> <li>• Use the present perfect form of verbs in contrast to the past tense</li> </ul>	<p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Use fronted adverbials</p> <p>Indicate grammatical and other features by:</p> <p>Use commas after fronted adverbials</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Use and punctuate direct speech.</p>	<p>Use the present perfect form of verbs in contrast to the past tense</p>
<b>Spelling</b>	<p>Spell further homophones</p> <p>Spell words that are often misspelt</p>	<p>Spell words that are often misspelt</p>	<p>Spell words that are often misspelt</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>

	Use further prefixes and suffixes and understand how to add them Dictionary use	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Dictionary use	Dictionary use
<b>Handwriting</b>	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters can be joined	Increase the legibility, consistency and quality of their handwriting	That lines of writing are e distant so that the ascenders and descenders do not touch each other

<b>Year 5</b>	<b>Aut 1</b>	<b>Aut 2</b>	<b>Spr 1</b>	<b>Spr 2</b>	<b>Sum 1</b>	<b>Sum 2</b>
<b>Core Text</b>	Pandora’s Box	Kensuke’s Kingdom	Last Night I Saw The City Breathing	Varmints Adventure Stories	Dragon Slayer Narrative	Cicada Non Fiction
<b>Outcome</b>						
<b>Reading Objectives</b>	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a> , both to read aloud and to understand the meaning of new words that they meet  Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction,		Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  Read books that are structured in different ways and reading for a range of purposes  Learning a wider range of poetry by heart  Preparing poems and plays to read aloud and to perform, showing understanding		Identify and discuss themes and conventions in and across a wide range of writing  Make comparisons within and across books  Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or	

	<p>fiction from our literary heritage, and books from other cultures and traditions</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Ask questions to improve their understanding</p> <p>Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>ask questions to improve their understanding</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predict what might happen from details stated and implied</p>	<p>through intonation, tone and volume so that the meaning is clear to an audience</p> <ul style="list-style-type: none"> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> </ul> <p>predicting what might happen from details stated and implied</p> <p>Learn a wider range of poetry by heart</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views</p> <p>courteously</p>	<p>textbooks</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Recommend books that they have read to their peers, giving reasons for their choices</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p>
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	Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas		
<b>Writing Objectives</b>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>	<p>Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>précising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> </ul>	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the</li> </ul>

		using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	language of speech and writing and choosing the appropriate register
<b>Grammar</b>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Use hyphens to avoid ambiguity</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>A colon to introduce a list</p> <p>Punctuating with bullet points consistently.</p>

<b>Spelling</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</li> <li>• Use dictionaries to check the spelling and meaning of words</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> <li>•</li> </ul> <p>Spell some words with 'silent' letters (for example, <i>knight, psalm, solemn</i>)</p>	<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus.</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p>	<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus.</p> <p>Continue to distinguish between homophones and other words which are often confused</p>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>○ choosing which shape of a letter to use when given choices and deciding</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>○ choosing which shape of a letter to use when given choices and deciding</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>○ choosing which shape of a letter to use when given choices and deciding</li> </ul> </li> </ul>

	<p>whether or not to join specific letters</p> <ul style="list-style-type: none"> <li>○ Choose the writing implement that is best suited for a task.</li> </ul>	<p>whether or not to join specific letters</p> <ul style="list-style-type: none"> <li>○ Choose the writing implement that is best suited for a task.</li> </ul>	<p>whether or not to join specific letters</p> <ul style="list-style-type: none"> <li>○ Choose the writing implement that is best suited for a task.</li> </ul>
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<b>Year 6</b>	<b>Aut 1</b>	<b>Aut 2</b>	<b>Spr 1</b>	<b>Spr 2</b>	<b>Sum 1</b>	<b>Sum 2</b>
<b>Core Text</b>	<p>Shakespeare Stories</p> <p>I am Winter King of Seasons (poem)</p>	<p>The Secret Garden</p> <p>Persuasive Writing</p>	<p>The Lighthouse</p> <p>Crater Lake</p>	<p>The Highway Man(poem)</p> <p>Robin Hood</p>	<p>The Journey</p> <p>Shackleton's Journey</p>	<p>The Hobbit</p> <p>The Tyger (poem)</p>
<b>Outcome</b>	<p>A diary entry for Lady Macbeth</p> <p>An understanding of themes found within a story</p> <p>Poem</p>	<p>Character portrait to show changes in character</p> <p>Letter of complaint</p> <p>Fact and opinion</p> <p>Inferring detail for character</p>	<p>News report</p> <p>Identifying fact and opinions in journalistic writing</p>	<p>The Highwayman – Character descriptions of main characters</p> <p>Writing in the character of...</p> <p>Looking for differences and similarities in legendary characters</p> <p>The story of the tournament</p>	<p>Looking at news stories and finding information about countries and refugees</p> <p>Non chronological report</p> <p>Research for biography of Shackleton</p>	<p>Quest story based on investigation of characters</p>
<b>Reading Objectives</b>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>		<p>Maintain positive attitudes to reading and an understanding of what they read by:</p>			

	<p>Retrieve, record and present information from non-fiction.</p> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• distinguish between statements of fact and opinion.</li> </ul> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteous</p> <p>Distinguish between statements of fact and opinion</p>	<p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbook</p> <p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Learn a wider range of poetry by heart</p> <p>Prepare poems and plays to read aloud and to perform, Show understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Read books that are structured in different ways and reading for a range of purposes</p> <p>Predict what might happen from details stated and implied</p> <p>Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>Identify how language, structure and presentation contribute to meaning</p>
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<p><b>Writing Objectives</b></p>	<p>In Year 6 (age 10–11), pupils will be aiming to build upon the goals and expectations they were first introduced to in Year 5.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Plan their writing by identifying the audience for and purpose of the writing noting and developing initial ideas and drawing on reading and research where necessary</p>	<p>Plan their writing by identifying the audience for and purpose of the writing noting and developing initial ideas and drawing on reading and research where necessary</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>	<p>Ensure the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proofread for spelling and punctuation errors.</p>
<p><b>Grammar</b></p>	<p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using</p>	<p>Use passive verbs to affect the presentation of information in a sentence</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p>	<p>Practise the perfect form of verbs to mark relationships of time and cause</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use a colon to introduce a list</p> <ul style="list-style-type: none"> <li>• punctuating bullet points consistently</li> </ul>

	<p>commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p>		
<b>Spelling</b>	<p>Suffixes and prefixes</p> <p>OUGH letter string</p> <p>Dictionary and thesaurus work</p>	<p>Homophones</p> <p>Sh spelt ti or ci</p> <p>Sh spelt si or ssi</p> <p>Dictionary and thesaurus work</p>	<p>Ible and able words</p> <p>Plural nouns</p> <p>More homophones</p> <p>Dictionary and thesaurus work</p>
<b>Handwriting</b>	<p>Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task.</p>	<p>Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task.</p>	<p>Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task.</p>