



# BERKELEY PRIMARY SCHOOL

## English Medium Term Plan



	AUTUMN	SPRING	SUMMER
Nursery	This is Me Monsters / Christmas	Winter Spring	Creepy Crawlies Travelling Around
<b>Reading - incorporating listening, attention and understanding and speaking</b>	<ul style="list-style-type: none"><li>- <b>Enjoy listening to longer stories</b> and can remember much of what happens.</li><li>- <b>Know many rhymes</b>, be able to talk about familiar books, and be able to tell a long story.</li></ul>	<ul style="list-style-type: none"><li>- Enjoy listening to longer stories and <b>can remember much of what happens.</b></li><li>- Know many rhymes, <b>be able to talk about familiar books</b>, and be able to tell a long story.</li></ul>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <ul style="list-style-type: none"><li>- Know many rhymes, be able to talk about familiar books, <b>and be able to tell a long story.</b></li></ul>
<b>Reading - phonological awareness</b>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"><li>- <b>spot and suggest rhymes</b></li><li>- count or clap syllables in a word</li><li>- recognise words with the same initial sound, such as money and mother</li><li>- <b>enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.</b></li></ul>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"><li>- spot and suggest rhymes</li><li>- <b>count or clap syllables in a word</b></li><li>- recognise words with the same initial sound, such as money and mother</li><li>- enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.</li></ul>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"><li>- spot and suggest rhymes</li><li>- count or clap syllables in a word</li><li>- <b>recognise words with the same initial sound, such as money and mother</b></li><li>- enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.</li></ul>
<b>Reading - comprehension</b>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"><li>- <b>print has meaning</b></li><li>- print can have different purposes</li><li>- we read English text from left to right and from top to bottom</li><li>- the names of the different parts of a book</li><li>- page sequencing</li><li>- engage in extended conversations about stories, learning new vocabulary.</li><li>- <b>talks about events and principal characters in stories and suggests how the story might end.</b></li></ul>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"><li>- print has meaning</li><li>- <b>print can have different purposes</b></li><li>- <b>we read English text from left to right and from top to bottom</b></li><li>- the names of the different parts of a book</li><li>- page sequencing</li><li>- engage in extended conversations about stories, learning new vocabulary.</li><li>- talks about events and principal characters in stories and suggests how the story might end.</li></ul>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"><li>- print has meaning</li><li>- print can have different purposes</li><li>- we read English text from left to right and from top to bottom</li><li>- <b>the names of the different parts of a book</b></li><li>- <b>page sequencing</b></li><li>- <b>engage in extended conversations about stories, learning new vocabulary.</b></li><li>- talks about events and principal characters in stories and suggests how the story might end.</li></ul>



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<b>Writing</b>	<b>Development Matters:</b> <ul style="list-style-type: none"><li>- Use some of their print and letter knowledge in their early writing.</li><li>- Write some or all of their name.</li><li>- Write some letters accurately.</li></ul> <b>Additional:</b> <ul style="list-style-type: none"><li>- Makes up stories, play scenarios, and drawings in response to experiences</li><li>- Sometimes gives meaning to their drawings and paintings</li><li>- Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.</li><li>- Includes mark making and early writing in their play.</li><li>- Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</li><li>- Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words.</li></ul>	<b>Development Matters:</b> <ul style="list-style-type: none"><li>- Use some of their print and letter knowledge in their early writing.</li><li>- Write some or all of their name.</li><li>- Write some letters accurately.</li></ul> <b>Additional:</b> <ul style="list-style-type: none"><li>- Makes up stories, play scenarios, and drawings in response to experiences.</li><li>- Sometimes gives meaning to their drawings and paintings.</li><li>- Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.</li><li>- Includes mark making and early writing in their play.</li><li>- Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</li><li>- Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words.</li></ul>	<b>Development Matters:</b> <ul style="list-style-type: none"><li>- Use some of their print and letter knowledge in their early writing.</li><li>- Write some or all of their name.</li><li>- Write some letters accurately.</li></ul> <b>Additional:</b> <ul style="list-style-type: none"><li>- Makes up stories, play scenarios, and drawings in response to experiences.</li><li>- Sometimes gives meaning to their drawings and paintings.</li><li>- Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.</li><li>- Includes mark making and early writing in their play.</li><li>- Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</li><li>- Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words.</li></ul>
<b>Handwriting incorporating physical, gross and fine motor</b>	<ul style="list-style-type: none"><li>- Joins in with a wide-ranging programme of physical skills development, inside and outdoors. Include large-muscle co-ordination: whole body, leg, arm and foot.</li><li>- Uses large-muscle movements to wave flags/streamers, paint and make marks.</li><li>- Creates lines and circles pivoting from the shoulder and elbow.</li><li>- Joins in with small muscle co-ordination: hands and fingers. Children also need to know the language of direction ('up', 'down', 'round', 'back').</li><li>- Use a comfortable grip with good control when holding pens and pencils.</li></ul>	<ul style="list-style-type: none"><li>- Joins in with a wide-ranging programme of physical skills development, inside and outdoors. Include large-muscle co-ordination: whole body, leg, arm and foot.</li><li>- Uses large-muscle movements to wave flags and streamers, paint and make marks.</li><li>- Creates lines and circles pivoting from the shoulder and elbow.</li><li>- Joins in with small muscle co-ordination: hands and fingers. Children also need to know the language of direction ('up', 'down', 'round', 'back' etc).</li><li>- Use a comfortable grip with good control when holding pens and pencils.</li></ul>	<ul style="list-style-type: none"><li>- Joins in with a wide-ranging programme of physical skills development, inside and outdoors. Include large-muscle co-ordination: whole body, leg, arm and foot.</li><li>- Uses large-muscle movements to wave flags and streamers, paint and make marks.</li><li>- Joins in with small muscle co-ordination: hands and fingers. Children also need to know the language of direction ('up', 'down', 'round', 'back' etc).</li><li>- Use a comfortable grip with good control when holding pens and pencils.</li></ul>



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Reception	All About Me and My Feelings It's Scary and Exciting	It's Cold Outside Let's Grow	All Creatures Great and Small Around the World and Beyond
Reading – word reading	<ul style="list-style-type: none"><li>- Read individual letters by saying the sounds for them (phase 2 letters/ sounds).</li><li>- Blend sounds into words, so that they can read short words made up of known letter – sound correspondences.</li><li>- Read a few common exception words matched to the school's phonic programme (phase 2 tricky words).</li><li>- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li><li>- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li></ul>	<ul style="list-style-type: none"><li>- Say a sound for each letter in the alphabet and begin to match sounds to early phase 3 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 (phase 2 and some phase 3).</li></ul>	<ul style="list-style-type: none"><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 (phase 2 and 3).</li></ul>
Reading - comprehension	<ul style="list-style-type: none"><li>- Listen to and talk about stories to build familiarity and understanding.</li><li>- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li><li>- Re-enact and reinvent stories they have heard in their play.</li></ul>	<ul style="list-style-type: none"><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></ul>	<ul style="list-style-type: none"><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></ul>
Writing - Spelling	<ul style="list-style-type: none"><li>- Spell words by identifying the sounds they can hear (aurally).</li><li>- Write the sounds in words that they can hear with letter/s (starting with initial sounds, moving to CVC words using the letters that they have been taught).</li></ul>	<ul style="list-style-type: none"><li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li></ul>	<ul style="list-style-type: none"><li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li></ul>
Writing - Handwriting	<ul style="list-style-type: none"><li>- Develop the foundations of a handwriting style which is fast, accurate and efficient - LetterJoin patterns</li><li>- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li></ul>	<ul style="list-style-type: none"><li>- Begin to write recognisable letters, some of which are correctly formed.</li><li>- Begin to show accuracy and care when drawing.</li></ul>	<ul style="list-style-type: none"><li>- Write recognisable letters, most of which are correctly formed.</li><li>- Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases.</li><li>- Begin to show accuracy and care when drawing.</li></ul>
Writing - Composition and VGP	<ul style="list-style-type: none"><li>- Articulate their ideas and thoughts in well-formed sentences.</li><li>- Use new vocabulary in different contexts.</li><li>- Create texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and create their own stories and books with images and sometimes with words, in print and digital formats.</li></ul>	<ul style="list-style-type: none"><li>- Write simple phrases and sentences that can be read by others.</li></ul>	<ul style="list-style-type: none"><li>- Write simple phrases and sentences that can be read by others (using capital letters and full stops).</li></ul>



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Year 1	Blue Planet Remembrance Christmas Toys	Heroes What is it made of?	Explorers
Reading – word reading	<p><b>- apply phonic knowledge and skills as the route to decode words</b></p> <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</li> <li>- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li><b>- read other words of more than one syllable that contain taught GPCs</b></li> <li>- 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</li> <li>- re-read these books to build up their fluency and confidence in word reading</li> </ul>	<p>- apply phonic knowledge and skills as the route to decode words</p> <p><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</b></p> <ul style="list-style-type: none"> <li><b>- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</b></li> <li><b>- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</b></li> <li><b>- read other words of more than one syllable that contain taught GPCs</b></li> <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>- 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</li> <li>- re-read these books to build up their fluency and confidence in word reading</li> </ul>	<p>- apply phonic knowledge and skills as the route to decode words</p> <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</li> <li>- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>- read other words of more than one syllable that contain taught GPCs</li> <li><b>- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</b></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>- re-read these books to build up their fluency and confidence in word reading</b></li> </ul>
Reading - comprehension	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li><b>- listening to and discussing a wide range of poems, stories and non-fiction</b> at a level beyond that at which they can read independently</li> <li>- being encouraged to link what they read or hear read to their own experiences</li> <li>- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li><b>- discussing word meanings, linking new meanings to those already known</b></li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li><b>- being encouraged to link what they read or hear read to their own experiences</b></li> <li><b>- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</b></li> <li><b>- recognising and joining in with predictable phrases, learning to appreciate rhymes and poems, and to recite some by heart</b></li> <li>- discussing word meanings, linking new meanings to those already known</li> </ul> <p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b></p> <ul style="list-style-type: none"> <li><b>- drawing on what they already know or on background information and vocabulary provided by the teacher</b></li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- being encouraged to link what they read or hear read to their own experiences</li> <li>- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>- recognising and joining in with predictable phrases, learning to appreciate rhymes and poems, and to recite some by heart</li> <li>- discussing word meanings, linking new meanings to those already known</li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p>



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	<ul style="list-style-type: none"> <li>- <b>discussing the significance of the title</b> and events, making inferences on the basis of what is being said and done</li> <li>- participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>- <b>explain clearly their understanding of what is read to them</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>discussing the significance of the title and events, making inferences on the basis of what is being said and done</b></li> <li>- <b>predicting what might happen on the basis of what has been read so far</b></li> <li>- <b>participate in discussion about what is read to them, taking turns and listening to what others say</b></li> <li>- <b>explain clearly their understanding of what is read to them</b></li> </ul>	<ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- <b>checking that the text makes sense to them as they read and correcting inaccurate reading</b></li> <li>- discussing the significance of the title and events, making inferences on the basis of what is being said and done</li> <li>- predicting what might happen on the basis of what has been read so far</li> <li>- <b>participate in discussion about what is read to them, taking turns and listening to what others say</b></li> <li>- explain clearly their understanding of what is read to them</li> </ul>
Writing - Spelling	<ul style="list-style-type: none"> <li>-Recap Phase 3 phonemes and teach phase 4</li> <li>-Spell: words containing each of the 40+ phonemes already taught</li> <li>- recap phase 2 common exception words (I, no, go, the, to, into)</li> <li>- learn phase 3 common exception words (he, she, we, me, be, you, are, her, was, all, they, my)</li> <li>-learn phase 4 common exception words (said, have, like, so, do, some, come, little, one, were, there, what, when, out)</li> <li>- Recap Phase 3 Letters and sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</li> <li>- Division of words into syllables (pocket, thunder sunset)</li> </ul>	<ul style="list-style-type: none"> <li>- Recap phase 3 and 4 phonemes.</li> <li>- Teach phase 5 phonemes. spell: words containing each of the 40+ phonemes already taught</li> <li>- learn common exception words (oh, Mrs, people, their, called, Mr, looked, asked, could)</li> <li>- the days of the week</li> <li>- name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound _tch, /v/ (have live and give)</li> <li>- The /ŋ/ sound spelt n before k</li> </ul>	<ul style="list-style-type: none"> <li>- Teach phase 5 Letters and sounds.</li> <li>- 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</li> <li>- 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]</li> </ul>
Writing - Handwriting	<ul style="list-style-type: none"> <li>- Handwriting is taught in discrete weekly lessons using LetterJoin. this will change inline with the new guidance</li> <li>- The children will learn handwriting through exercises in gross motor skills, fine motor skills and pencil grip.</li> <li>- <b>Pupils should sit correctly at a table, holding a pencil comfortably and correctly.</b></li> <li>-They will be introduced to the letter families: Long ladder letters (i, l, t, u, j, y) Curly caterpillar letters (a, d, c, o, f, e, s, g, q) One-armed Robot letters (b, h, k, m, n, p, r) Zig-zag letters (v, w, x, z).</li> <li>Teach the Capital Letters (A-M)</li> <li><b>Form digits 0-9</b></li> </ul>	<ul style="list-style-type: none"> <li>- Handwriting is taught in discrete weekly lessons using LetterJoin.</li> <li>-The children will learn handwriting through exercises in gross motor skills, fine motor skills and pencil grip.</li> <li>- Teach the capital letters (N-Z)</li> <li>- Printed Letters: Long ladder letters (i, l, t, u, j, y) Curly caterpillar letters (a, d, c, o, f, e, s, g, q) Dictated sentence, Common Exception words</li> </ul>	<ul style="list-style-type: none"> <li>-Handwriting is taught in discrete weekly lessons using LetterJoin.</li> <li>-The children will learn handwriting through exercises in gross motor skills, fine motor skills and pencil grip.</li> <li>-Printed Letters: One-armed Robot letters (b, h, k, m, n, p, r) Zig-zag letters (v, w, x, z). Numbers, punctuation and symbols Dictated sentence, Common Exception words</li> </ul>



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<p>Writing - Composition and VGP</p>	<p><b>Story Retell</b> <b>character descriptions</b> <b>setting descriptions</b> Simple sentences dictated by a teacher. Ideas grouped together for similarity. Simple sentences, starting with a pronoun and a verb e.g. He went home. Simple connectives are used to construct simple sentences e.g. and. write sentences by saying out loud what they are going to write about. <b>composing a sentence orally before writing it.</b> discuss what they have written with the teacher or other pupils. <b>leaving spaces between words.</b> beginning to punctuate sentences using a capital letter and a full stop. using a capital letter for the personal pronoun 'I'. mind maps to organise ideas. use of adjectives with support. labelling pictures.</p> <p><b>Letters</b> Ideas grouped in sentences in time sequence. Sentences using simple pronouns and connectives (and). write sentences by saying out loud what they are going to write about. composing a sentence orally before writing it. discuss what they have written with the teacher or other pupils.</p> <p><b>Biography</b> Ideas grouped together in time sequence. <b>Focused on individual or group participants e.g. They can, He is etc...</b> Simple connectives are used to construct simple sentences e.g. and. <b>leaving spaces between words.</b> write sentences by saying out loud what they are going to write about. composing a sentence orally before writing it. discuss what they have written with the teacher or other pupils. <b>Recount - School visit - Diary</b> Ideas grouped together in time sequence.</p>	<p><b>Story Retell</b> <b>character descriptions</b> <b>setting descriptions</b> Beginning or end of narrative signalled e.g. one day. Ideas grouped together for similarity. Attempts at third person writing. e.g. The wolf was hiding. Written in the appropriate tense. e.g. Goldilocks was... Jack is... Simple sentences, starting with a pronoun and a verb e.g. He went home. Beginning to check and edit work. Simple connectives are used to construct simple sentences e.g. and, because. <b>leaving spaces between words.</b> <b>beginning to punctuate sentences using a capital letter and a full stop</b>, question mark or exclamation mark. using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. write sentences by saying out loud what they are going to write about composing a sentence orally before writing it. <b>sequencing sentences to form short narratives</b> re-reading what they have written to check that it makes sense. discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. leaving spaces between words. <b>beginning to punctuate sentences using a capital letter and a full stop.</b> using a capital letter for the personal pronoun 'I'. <b>Letters</b> Ideas grouped in sentences in time sequence. Sentences using simple pronouns and connectives. leaving spaces between words. beginning to punctuate sentences using a capital letter and a full stop. Answering questions posed by the sender. Asking questions to the recipient. Some question marks used. <b>Biography</b> Ideas grouped together in time sequence.</p>	<p><b>Story Retell</b> <b>character descriptions</b> <b>setting descriptions</b> Beginning or end of narrative signalled e.g. one day. Ideas grouped together for similarity. Attempts at third person writing. e.g. The wolf was hiding. Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is... Simple sentences, starting with a pronoun and a verb e.g. He went home. Checks and edits work. Simple connectives are used to construct simple sentences e.g. and, because, but, then, so. leaving spaces between words. beginning to punctuate sentences using a capital letter and a full stop, <b>question mark or exclamation mark.</b> <b>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</b> composing a sentence orally before writing it. sequencing sentences to form short narratives. <b>re-reading what they have written to check that it makes sense.</b> discuss what they have written with the teacher or other pupils <b>read aloud their writing clearly enough to be heard by their peers and the teacher.</b> <b>Letters</b> Ideas grouped in sentences in time sequence. Sentences using simple pronouns and connectives. Answering questions posed by the sender. Asking questions to the recipient. Question marks used correctly. Punctuating sentences with capital letters, full stops, question marks and exclamation marks. <b>Biography</b> Ideas grouped together in time sequence. Written in the third person. Written in the past tense. Focused on individual or group participants e.g. He, she Simple connectives are used to construct simple sentences e.g. and, because but, discuss what they have written with the teacher or other pupils.</p>
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	<p>Focused on individual or group participants e.g. I, we Simple connectives are used to construct simple sentences e.g. and. <b>leaving spaces between words.</b> beginning to punctuate sentences using a capital letter and a full stop. write sentences by saying out loud what they are going to write about. composing a sentence orally before writing it. discuss what they have written with the teacher or other pupils.</p> <p><b>Non - chronological Reports</b> ideas grouped together for similarity. attempts at third person writing. e.g. The man was run over. <b>leaving spaces between words.</b> simple connectives are used to construct simple sentences e.g. and write sentences by saying out loud what they are going to write about. composing a sentence orally before writing it. discuss what they have written with the teacher or other pupils.</p> <p><b>Poetry</b> <b>Reciting nursery rhymes</b> - Identify &amp; explore structure, syllables, language. <b>- use of rhyme where appropriate.</b> - Use of alliteration and onomatopoeia with support. - write sentences by saying out loud what they are going to write about <b>- leaving spaces between words.</b> - beginning to punctuate sentences using a capital letter and a full stop.</p> <p><b>VOCABULARY</b> <b>Introduction to the following words:</b> <b>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</b></p>	<p>Written in the past tense. Focused on individual or group participants e.g. I, we <b>Simple connectives are used to construct simple sentences e.g. and, because</b> <b>Recount - School visits</b></p> <p><b>Diary</b> Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we <b>leaving spaces between words.</b> beginning to punctuate sentences using a capital letter and a full stop. Simple connectives are used to construct simple sentences e.g. and, because</p> <p><b>Non - chronological Reports</b> ideas grouped together for similarity. attempts at third person writing. e.g. The man was run over. leaving spaces between words. beginning to punctuate sentences using a capital letter and a full stop. attempts to write in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... simple connectives are used to construct simple sentences e.g. and, because, but, Use of subheadings with support.</p> <p><b>Poetry</b> - Identify &amp; explore structure, syllables, language. - use of rhyme where appropriate. - Use of alliteration and onomatopoeia with support. - composing a sentence orally before writing it. - discuss what they have written with the teacher or other pupils. - leaving spaces between words. - beginning to punctuate sentences using a capital letter and a full stop.</p> <p><b>VOCABULARY</b> <b>Introduction to the following words:</b> letter, capital letter, word, singular, plural, sentence, <b>punctuation, full stop, question mark, exclamation mark</b></p>	<p><b>Recount - School visits / Diary</b> Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we Simple connectives are used to construct simple sentences e.g. and, because, but, then, so. discuss what they have written with the teacher or other pupils. leaving spaces between words. punctuating sentences using a capital letter and a full stop.</p> <p><b>Non - chronological Reports</b> Ideas grouped together for similarity. consistency with third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... Simple connectives are used to construct simple sentences e.g. and, because, but, Use of subheadings. <b>leaving spaces between words.</b> punctuating sentences using a capital letter and a full stop.</p> <p><b>Persuasion</b> <b>Advertising a product</b> - Ideas are grouped together for similarity. - Writes in first person. - Use of ambitious vocabulary. - Simple connectives are used to construct simple sentences e.g. and, because, but, then, so.</p> <p><b>Poetry</b> - Identify &amp; explore structure, syllables, language, use of rhyme where appropriate. - Use of alliteration and onomatopoeia. - leaving spaces between words. - punctuating sentences using a capital letter and a full stop.</p> <p><b>VOCABULARY</b> <b>Introduction to the following words:</b> letter, capital letter, word, <b>singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</b></p>
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Year 2	Trains Remembrance Christmas Around the World	Our Monarchy New life	Bangladesh Wild
Reading – word reading	<ul style="list-style-type: none"> <li>-Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>-Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>-Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>-Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>-Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> </ul>	<ul style="list-style-type: none"> <li>-Read words containing common suffixes.</li> <li>-Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>-Reread these books to build up their fluency and confidence in word reading.</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>-Reread these books to build up their fluency and confidence in word reading.</li> </ul>
Reading - comprehension	<ul style="list-style-type: none"> <li>-Listening to, discussing and expressing 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.</li> <li><b>-Discussing the sequence of events in books and how items of information are related.</b></li> <li>-Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li><b>-Recognising simple recurring literary language in stories and poetry.</b></li> <li><b>-Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</b></li> <li>-Discussing their favourite words and phrases.</li> <li>-Understand both the books that they can already read accurately and fluently and those that they listen to by:               <ul style="list-style-type: none"> <li><b>-Drawing on what they already know or on background information and vocabulary provided by the teacher.</b></li> <li>-Checking that the text makes sense to them as they read, and correcting inaccurate reading.</li> <li><b>-Making inferences on the basis of what is being said and done.</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Listening to, discussing and expressing 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.</li> <li><b>-Discussing the sequence of events in books and how items of information are related.</b></li> <li><b>-Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</b></li> <li>-Recognising simple recurring literary language in stories and poetry.</li> <li><b>-Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</b></li> <li>-Discussing their favourite words and phrases.</li> <li>-Understand both the books that they can already read accurately and fluently and those that they listen to by:               <ul style="list-style-type: none"> <li><b>-Drawing on what they already know or on background information and vocabulary provided by the teacher.</b></li> <li><b>-Checking that the text makes sense to them as they read, and correcting inaccurate reading.</b></li> <li>-Making inferences on the basis of what is being said and done.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>-Listening to, discussing and expressing 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>-Discussing the sequence of events in books and how items of information are related.</li> <li><b>-Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</b></li> <li>-Recognising simple recurring literary language in stories and poetry.</li> <li>-Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</li> <li>-Discussing their favourite words and phrases.</li> <li><b>-Understand both the books that they can already read accurately and fluently and those that they listen to by:</b> <ul style="list-style-type: none"> <li>-Drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li><b>-Checking that the text makes sense to them as they read, and correcting inaccurate reading.</b></li> <li>-Making inferences on the basis of what is being said and done.</li> </ul> </li> </ul>



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	<p><b>-Answering and asking questions.</b>          -Predicting what might happen on the basis of what has been read so far.  <b>-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.</b>          -Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p><b>-Answering and asking questions.</b>          -Predicting what might happen on the basis of what has been read so far.  <b>-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.</b>          -Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p><b>-Answering and asking questions.</b>  <b>-Predicting what might happen on the basis of what has been read so far.</b>  <b>-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.</b>  <b>-Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</b></p>
<p>Writing - Spelling</p>	<p>-Recap Letters and Sounds Phase 5 GPCs, including polysyllabic words, eg, 'mountain' (2 syllables), 'helicopter' (4 syllables), etc.          -Homophones, eg, blue/blew.          -/aɪ/ spelt 'i' in common exception words (find, kind, mind, behind, child, wild, climb).          -Year 2 Common Exception Words.          -/dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y' (village, change, huge, age, badge, edge, dodge, fudge, bridge, giant, gentleman, giraffe).          -/s/ sound spelt 'c' before 'e', 'i' and 'y' (ice, race, circle, city, fancy, cycle).          -/n/ sound spelt 'kn' and 'gn' at the beginning of words (knew, knight, knot, gnome, gnat, gnaw).</p>	<p>-aɪ/ sound spelt 'y' (cry, fly, dry, try, reply, why, by and July).          -Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're).          -Sound spelt '-le' at the end of words and following a consonant (table, apple, bottle, little, middle).          -Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it (hike, shine, hope, take, write, make, like, ride).          -Adding the ending 'y' to words ending in 'e' with a consonant before it (shine, scare, stone, smoke, bone, shake).          -/i:/ sound spelt 'ey' (key, donkey, monkey, valley, chimney, honey, money, alley).          -Homophones and near homophones (bare/bear, new/knew, see/sea, sun/son, there/their/they're, one/won, quite/quiet).          -/r/ sound spelt 'wr' (wrap, wriggle, wrestler, write, wrong, wreck).          -Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel (saddest, clapped, runny, running, bigger).          -Year 2 Common Exception Words.          -/ɒ/ spelt 'a' after 'w' and 'qu' (want, watch, wander, squash and quantity, quality, quarrel).          -Mnemonics for 'tricky' words (because, eight, does, friend, said, laugh).          -/ʒ/ spelt 's' (usual, casual, visual, measure, treasure, closure).          -Adding '-es' to nouns and verbs ending in 'y' (cries, flies, carries, ladies, jellies, babies).          -The possessive apostrophe (singular nouns).          -Adding suffixes '-ful', '-less' and '-ly' (playful, harmful, careless, colourless, badly, happily).</p>	<p>-The /l/ or /əl/ sound spelt '-el' at the end of words (angel, label, parcel, tunnel, camel, tinsel).          -Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y' (copy, worry, happy, cry, reply, funny).          -The /ɔ:/ sound spelt 'a' before 'l' and 'll' (call, tall, ball, walk, talk, always).          -The /ɔ:/ sound spelt 'ar' after 'w' (war, warm, towards, ward, warn).          -Suffixes '-ment' and '-ness' (enjoyment, movement, document, kindness, happiness, silliness).          -The /ɜ:/ sound spelt 'or' after 'w' (word, work, worm, world, worth, worse, worst).          -The possessive apostrophe (singular nouns).          -Year 2 Common Exception Words.          -The /l/ or /əl/ sound spelt '-al' at the end of words ((metal, pedal, capital, hospital, animal, petal; and with suffix '-al', medical, magical).          -/ʌ/ sound spelt 'o' (other, mother, brother, nothing, none, Monday).          -/l/ or /əl/ sounds spelt 'il' at the end of words (pencil, fossil, nostril, stencil).          -Proofreading: dictionary skills.</p>



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		<p>-Words ending '-tion' (station, fiction, motion, nation, section, education).</p> <p>-Proofreading: dictionary skills.</p>	
Writing - Handwriting	<p>-Handwriting is taught in discrete weekly lessons.</p> <p>-The children will learn handwriting through revisiting formation of letter families and practicing with high frequency words:</p> <ul style="list-style-type: none"> <li>-Long ladder letters (i, l, t, u, j, y)</li> <li>-Curly caterpillar letters (a, d, c, o, f, e, s, g, q)</li> <li>-One-armed Robot letters (b, h, k, m, n, p, r)</li> <li>-Zig-zag letters (v, w, x, z)</li> <li>-Joining letters diagonally</li> <li>-Joining letters horizontally</li> <li>-Capital letters</li> </ul>	<p>-Dictation of sentences and paragraphs, incorporating letter families, high frequency words, Year 2 common exception words and number formation.</p>	<p>-Further dictation of sentences and paragraphs, incorporating letter families, high frequency words, Year 2 common exception words and number formation.</p>
Writing - Composition & VGP	<p><b>CHARACTER DESCRIPTION</b></p> <p>-Expanded noun phrases, use of a range of conjunctions, use of different sentence types (statements/questions/exclamations/commands) and punctuation (full stops, capital letters, exclamation marks, question marks and commas for lists).</p> <p><b>POETRY</b></p> <p>-Identify &amp; explore structure, syllables, language, use noun phrases, e.g., 'the sea' &amp; extended noun phrases, e.g., 'the calm, tranquil sea'.</p> <p><b>LETTER WRITING</b></p> <p>-Brief introduction and conclusion, written in the past tense, main ideas organised in groups/sections, using sequencing techniques – time related words.</p> <p><b>INSTRUCTION WRITING</b></p> <p>-A goal is outlined – a statement about what is to be achieved, written in sequenced steps to achieve the goal, diagrams and illustrations are used to make the process clearer, imperative verbs are used to begin sentences, use simple adverbs e.g. slowly, quickly, use simple noun phrases e.g. long stick.</p> <p><b>STORY SETTING</b></p> <p>-Written in the appropriate tense, expanded noun phrases, use of a range of conjunctions, use of different sentence types, attempt to create/enhance/imply themes and atmosphere, e.g., a happy/sad scene. Use of different punctuation.</p>	<p><b>LETTER WRITING</b></p> <p>-Build on prior learning of letter structure and extend use of vocabulary. Use of apostrophes for contracted forms and the possessive (singular) correctly.</p> <p><b>NON-CHRONOLOGICAL REPORT</b></p> <p>-Build on prior knowledge and extend use of Contents/Index/Glossary features.</p> <p><b>STORY SETTING</b></p> <p>-Build on prior learning and extend use of vocabulary and themes/atmosphere, e.g., a busy/calm scene. Use of apostrophes for contracted forms and the possessive (singular) correctly.</p> <p><b>CHARACTER DESCRIPTION</b></p> <p>-Build on prior learning and extend use of vocabulary.</p> <p>-Use of apostrophes for contracted forms and the possessive (singular) correctly.</p> <p><b>POETRY</b></p> <p>-Build on prior learning and extend use of vocabulary.</p> <p><b>NEWSPAPER REPORT</b></p> <p>-Brief introduction and conclusion, written in the past tense, main ideas organised in groups/sections, using sequencing techniques – time related words, use of captions to accompany pictures.</p> <p><b>PERSONAL RECOUNT/DIARY WRITING</b></p> <p>-Brief introduction and conclusion, main Ideas organised in groups/sections in chronological order using conjunctions that signal time, written in first person, written in the past tense. Use of apostrophes for contracted forms and the possessive (singular) correctly.</p>	<p><b>LETTER WRITING</b></p> <p>-Build on prior learning of letter structure and extend use of vocabulary.</p> <p><b>NON-CHRONOLOGICAL REPORT</b></p> <p>-Build on prior knowledge and extend use of Contents/Index/Glossary features.</p> <p><b>WRITING TO PERSUADE (leaflet)</b></p> <p>-Build on prior learning and extend use of vocabulary.</p> <p><b>STORY SETTING</b></p> <p>-Build on prior learning and extend use of vocabulary and themes/atmosphere, e.g., a busy/calm scene.</p> <p><b>CHARACTER DESCRIPTION</b></p> <p>-Build on prior learning and extend use of vocabulary.</p> <p><b>POETRY</b></p> <p>-Build on prior learning and extend use of vocabulary.</p> <p><b>INSTRUCTION WRITING</b></p> <p>-Build on prior learning and extend use of vocabulary.</p>



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**WRITING TO PERSUADE (advert)**

-Introduction and conclusion. written In the present tense, main ideas organised in groups/sections, expanded noun phrases, use of a range of conjunctions, use of different sentence types and punctuation.

**NON-CHRONOLOGICAL REPORT**

-Written in the appropriate tense, main ideas organised in groups/sections, use of headings/subheadings, captions to accompany pictures.



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Year 3	Stone Age to Iron Age All Creatures Great and Small What is Christmas like in ...?	What makes the Earth angry? Polar opposites	Let there be Light Romans How does your garden grow?
Reading – word reading	<ul style="list-style-type: none"> <li>-Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet</li> <li>-Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>-Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet</li> <li>-Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>-Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet</li> <li>-Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>
Reading - comprehension	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> <li>-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>-reading books that are structured in different ways and reading for a range of purposes</li> <li><b>-using dictionaries to check the meaning of words that they have read</b></li> <li>-increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>-identifying themes and conventions in a wide range of books</li> <li>-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li><b>-discussing words and phrases that capture the reader's interest and imagination</b></li> <li>-recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li><b>-checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</b></li> <li><b>-asking questions to improve their understanding of a text</b></li> <li><b>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</b></li> <li><b>-predicting what might happen from details stated and implied</b></li> <li>-identifying main ideas drawn from more than 1 paragraph and summarising these</li> </ul>	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> <li><b>-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</b></li> <li><b>-reading books that are structured in different ways and reading for a range of purposes</b></li> <li><b>-using dictionaries to check the meaning of words that they have read</b></li> <li>-increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li><b>-identifying themes and conventions in a wide range of books</b></li> <li>-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li><b>-discussing words and phrases that capture the reader's interest and imagination</b></li> <li>-recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li><b>-checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</b></li> <li><b>-asking questions to improve their understanding of a text</b></li> <li><b>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</b></li> <li>-predicting what might happen from details stated and implied</li> <li>-identifying main ideas drawn from more than 1 paragraph and summarising these</li> </ul>	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> <li>-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>-reading books that are structured in different ways and reading for a range of purposes</li> <li><b>-using dictionaries to check the meaning of words that they have read</b></li> <li><b>-increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</b></li> <li>-identifying themes and conventions in a wide range of books</li> <li><b>-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</b></li> <li><b>-discussing words and phrases that capture the reader's interest and imagination</b></li> <li><b>-recognising some different forms of poetry [for example, free verse, narrative poetry]</b></li> </ul> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li><b>-checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</b></li> <li><b>-asking questions to improve their understanding of a text</b></li> <li><b>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</b></li> <li><b>-predicting what might happen from details stated and implied</b></li> <li><b>-identifying main ideas drawn from more than 1 paragraph and summarising these</b></li> </ul>



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	<ul style="list-style-type: none"> <li>-identifying how language, structure, and presentation contribute to meaning</li> <li><b>-retrieve and record information from non-fiction</b></li> <li><b>-participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</b></li> </ul>	<ul style="list-style-type: none"> <li><b>-identifying how language, structure, and presentation contribute to meaning</b></li> <li><b>-retrieve and record information from non-fiction</b></li> <li><b>-participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</b></li> </ul>	<ul style="list-style-type: none"> <li>-identifying how language, structure, and presentation contribute to meaning</li> <li><b>-retrieve and record information from non-fiction</b></li> <li><b>-participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</b></li> </ul>
Writing - Spelling	<ul style="list-style-type: none"> <li>-Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</li> <li>-Revise prefix 'un-' Teach prefix 'dis-'</li> <li>-From Year 2: Apostrophes for contractions</li> <li>-Words from Year 3 Statutory list.</li> <li>-/ei/ sound spelt 'ei', eg. (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)</li> <li>-Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)</li> <li>-Prefixes 'mis-' and 're-'</li> <li>-The /ɪ/ sound spelt 'y'</li> <li>-Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)</li> </ul>	<ul style="list-style-type: none"> <li>-From Year 2: suffixes '-ness' and '-ful' following a consonant</li> <li>-Prefixes 'sub-' and 'tele-'</li> <li>-From Year 2: apostrophe for contraction</li> <li>-Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'</li> <li>-Words from Year 3 Statutory list.</li> <li>-Suffixes -ness, -ful, -less, -ly.</li> <li>-Prefixes 'super-' and 'auto-'</li> <li>-Homophones</li> <li>-Words with the /k/ sound spelt 'ch' (Greek in origin)</li> </ul>	<ul style="list-style-type: none"> <li>-Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')</li> <li>-Suffix '-ly' with root words ending in 'le' and 'ic'</li> <li>-From Year 2: Apostrophes for contractions</li> <li>-Words from Year 3 Statutory list.</li> <li>-Rare GPCs (/ɪ/ sound)</li> <li>-From Years 1 and 2: vowel digraphs</li> <li>-The /ʌ/ sound spelt 'ou'</li> <li>-Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/ reign)</li> </ul>
Writing - Handwriting	<p>Pupils will have a weekly discrete handwriting lesson which is teacher led and uses LetterJoin. Handwriting lessons will be based on spelling and grammar learning for practice. The children will use joined script in all areas of the curriculum. We will practice fluency so children can write in a timely manner. Their script should be legible, consistent and be of good quality, this means;</p> <ul style="list-style-type: none"> <li>- numbers, letters and joins correctly formed, letters consistent in size, ascenders and descenders are parallel and equidistant, letters sit on the line appropriately, sufficient space, consistent style.</li> </ul>		
Writing - Composition and VGP	<p><b>PERSUASIVE WRITING</b></p> <ul style="list-style-type: none"> <li>-Identify different word classes – adverbs, adjectives.</li> <li>-Find a range of synonyms.</li> <li>-Use a range of adverbs when writing sentences.</li> <li>-Begin sentences with verbs e.g. imagine, consider, enjoy.</li> <li>-Consider vocabulary that will persuade the reader</li> <li>-Use of subheadings</li> <li>-Begin to understand the purpose of persuasive writing.</li> </ul> <p><b>INSTRUCTION WRITING</b></p> <ul style="list-style-type: none"> <li>-Identify the features of instruction writing.</li> <li>-Present perfect forms of imperative verbs instead of 'the'.</li> <li>-Choose appropriate adjectives.</li> <li>-Conjunctions to express time and cause.</li> <li>-Use capital letters and full stops consistently.</li> <li>-Use headings and subheadings to clearly outline equipment needed.</li> <li>-Use of adverbs to express time and cause.</li> <li>-Adverbial phrases.</li> </ul>	<p><b>PERSUASIVE WRITING (FORM OF LETTER WRITING)</b></p> <ul style="list-style-type: none"> <li>-Identify different word classes – adverbs, adjectives.</li> <li>-Identifying and writing expanded noun phrases.</li> <li>-Use of prepositional phrases.</li> <li>-Persuasive apostrophes for possession.</li> <li>-Find a range of synonyms.</li> <li>-Use a range of adverbs when writing sentences.</li> <li>-Begin sentences with verbs e.g. imagine, consider, enjoy.</li> <li>-Consider vocabulary that will persuade the reader</li> <li>-Begin to understand the purpose of persuasive writing.</li> <li>-Clear Introduction and conclusion.</li> <li>-Organised into paragraphs.</li> <li>-Letter layout features - date, Dear... , from...</li> <li>-Use of adverbials.</li> <li>-Conjunctions to express time and cause.</li> </ul> <p><b>SETTING DESCRIPTION</b></p> <ul style="list-style-type: none"> <li>-Use of dictionaries to aid and extend vocabulary.</li> <li>-Creating expanded noun phrases.</li> <li>-Use of prepositional phrases.</li> <li>-Use of emotive language.</li> <li>-Opening sentences using adverbial openers.</li> </ul>	<p><b>PERSUASIVE WRITING</b></p> <ul style="list-style-type: none"> <li>-Identify different word classes – adverbs, adjectives.</li> <li>-Find a range of synonyms.</li> <li>-Use a range of adverbs when writing sentences.</li> <li>-Begin sentences with verbs e.g. imagine, consider, enjoy.</li> <li>-Consider vocabulary that will persuade the reader</li> <li>-Use of subheadings</li> <li>-Be able to explain the purpose of persuasive writing.</li> </ul> <p><b>STORY RETELL</b></p> <ul style="list-style-type: none"> <li>-Assess the effectiveness of their own and others' writing and suggest improvements</li> <li>-Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>-Plan 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>-Organised into paragraphs.</li> <li>-Expanded noun phrases.</li> <li>-Adverbial phrases.</li> <li>-Discuss and record ideas.</li> <li>-Retell a familiar story.</li> </ul>



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<p>-Organised into clear points - numbered, bullet points.</p> <p>-Research facts for a non-fiction report.</p> <p>-Write a fact file.</p> <p><b>SETTING DESCRIPTION</b></p> <p>-Dialogue through speech bubbles.</p> <p>-Creating expanded noun phrases.</p> <p>-Use of prepositional phrases.</p> <p>-Inverted commas.</p> <p>-Coordinating conjunctions to create interesting sentences.</p> <p>-Opening sentences using adverbs.</p> <p>-Write a setting description.</p> <p><b>STORY RETELL</b></p> <p>-Assess the effectiveness of their own and others' writing and suggest improvements</p> <p>-Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>-Plan 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.</p> <p>-Proofread my writing for spelling and punctuation errors.</p> <p>-Organised into paragraphs.</p> <p>-Expanded noun phrases.</p> <p>-Adverbial phrases.</p> <p>-Discuss and record ideas.</p> <p>-Retell a familiar story.</p> <p><b>NON-CHRONOLOGICAL REPORT</b></p> <p>-Features of non fiction texts.</p> <p>-Headings and subheadings</p> <p>-Paragraphs – introductory and concluding paragraphs.</p> <p>-past and present tense.</p> <p>-Use of bullet points.</p> <p>-Use of a or an.</p> <p>-Singular and plural nouns.</p> <p>-Apostrophes for possession.</p> <p>-Use of pictures/diagrams, captions and labels</p> <p>-Look at a range of stylistic choices.</p> <p>-Practice research skills.</p> <p>-Use research to write a non-chronological report - Include specific topic related language when writing non-fiction.</p> <p><b>RECOUNT</b></p>	<p>-Comparison of two setting descriptions.</p> <p>-Finding and using a range of synonyms and antonyms to make a comparison of two setting descriptions.</p> <p>-Developed thesaurus skills both in book form and online.</p> <p>-Write a setting description.</p> <p><b>CHARACTER DESCRIPTION</b></p> <p>-Use of emotive language.</p> <p>-Expanded noun phrases.</p> <p>-Sentence openers.</p> <p>-Use of inverted commas.</p> <p>-Use of speech bubbles.</p> <p><b>REPORT WRITING - TV NEWS SCRIPT</b></p> <p>-Inverted commas.</p> <p>-Use of descriptive vocabulary related to weather.</p> <p>-Plan 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.</p> <p>-Editing work and looking for improvements in vocabulary.</p> <p>-Use of question marks.</p> <p><b>INSTRUCTION WRITING / WRITING A LEAFLET</b></p> <p>-Correctly identifying and use of imperative verbs</p> <p>-Identify the features of instruction writing.</p> <p>-Present perfect forms of imperative verbs instead of 'the'.</p> <p>-Choose appropriate adjectives.</p> <p>-Time conjunctions and adverbial sentence openers conjunction to express time and cause.</p> <p>-Use headings and subheadings to clearly outline equipment needed.</p> <p>-Use of adverbs to express time and cause.</p> <p>-Adverbial phrases.</p> <p>-Organised into clear points - numbered, bullet points.</p> <p>-Research facts for a non-fiction report.</p> <p><b>DIARY WRITING</b></p> <p>-Clear introduction and a closing statement.</p> <p>-Use of word clines to find appropriate adjectives.</p> <p>-Verb, subject agreement - correct use of was and were.</p> <p>-Correct and consistent use of past tense and present tense.</p> <p>-Consistent use of first person writing.</p> <p>-Emotive language to express fear and dread relevant to the story</p> <p>-A range of different sentence openers.</p>	<p>-Use direct and reported speech in writing.</p> <p><b>CHARACTER DESCRIPTION</b></p> <p>-Ask questions about a character.</p> <p>-Expanded noun phrases.</p> <p>-Sentence openers.</p> <p><b>INSTRUCTION WRITING</b></p> <p>-Identify the features of instruction writing.</p> <p>-Present perfect forms of imperative verbs instead of 'the'.</p> <p>-Choose appropriate adjectives.</p> <p>-Conjunctions to express time and cause.</p> <p>-Use capital letters and full stops consistently.</p> <p>-Use headings and subheadings to clearly outline equipment needed.</p> <p>-Use of adverbs to express time and cause.</p> <p>-Adverbial phrases.</p> <p>-Organised into clear points - numbered, bullet points.</p> <p>-Research facts for a non-fiction report.</p> <p>-Write a fact file.</p> <p><b>POETRY</b></p> <p>-Use a range of interesting nouns and adjectives.</p> <p>-Pattern and structure.</p> <p>-Assess Writing</p> <p>-Read my work aloud to others, using an expressive voice to make the meaning clear.</p> <p><b>STORY WRITING</b></p> <p>-Time and place are referenced to guide the reader through the text (e.g. in the morning) paragraphs.</p> <p>-discuss and record ideas.</p> <p>-simple/compound/complex sentences</p> <p>-create setting/character/plot</p> <p>-Assess Writing</p> <p>-Proofread my writing for spelling and punctuation errors.</p> <p>-Use a range of conjunctions including subordinating conjunctions in my writing.</p> <p>-Dialogue is realistic in style.</p> <p>-Fronted adverbials</p> <p><b>DIARY WRITING</b></p> <p>-Clear introduction and a closing statement.</p> <p>-Verb, subject agreement - correct use of was and were.</p> <p>-Correct and consistent use of past tense.</p> <p>-A range of different sentence openers.</p> <p>-Use of adverbs to express time and cause.</p> <p>-Nouns and pronouns used to avoid repetition.</p>
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	<ul style="list-style-type: none"><li>-Clear introduction and a closing statement.</li><li>-Verb, subject agreement - correct use of was and were.</li><li>-Correct and consistent use of past tense.</li><li>-A range of different sentence openers.</li><li>-Use of adverbs to express time and cause.</li><li>-Nouns and pronouns used to avoid repetition.</li><li>-Recording ideas to plan their writing.</li><li>-Use of paragraphs shaped around key events.</li><li>-Writing in chronological order.</li><li>-Editing and improving work.</li><li>-Redraft work for presentation.</li></ul> <p><b>CHARACTER DESCRIPTION</b></p> <ul style="list-style-type: none"><li>-Ask questions about a character.</li><li>-Expanded noun phrases.</li><li>-Sentence openers.</li></ul> <p><b>LETTER WRITING</b></p> <ul style="list-style-type: none"><li>-Clear Introduction and conclusion.</li><li>-Organised into paragraphs.</li><li>-Letter layout features - date, Dear... , from...</li><li>-Use of adverbials.</li><li>-Conjunctions to express time and cause.</li><li>-Correct and consistent use of past and present tense.</li></ul> <p><b>POETRY</b></p> <ul style="list-style-type: none"><li>-Use a range of interesting nouns and adjectives.</li><li>-Pattern and structure.</li><li>-Read my work aloud to others, using an expressive voice to make the meaning clear.</li></ul> <p><b>NEWSPAPER REPORT</b></p> <ul style="list-style-type: none"><li>-Recognise the key features.</li><li>-Headlines and orientation.</li><li>-Organised into paragraphs.</li><li>-Some newspaper layout features included.</li><li>-Direct speech</li><li>-Reported speech</li><li>-Improving and editing work.</li></ul>	<ul style="list-style-type: none"><li>-Use of adverbs to express time and cause.</li><li>-Nouns and pronouns used to avoid repetition.</li><li>-Recording ideas to plan their writing.</li><li>-Use of paragraphs shaped around key events.</li><li>-Writing in chronological order.</li><li>-Editing and improving work.</li><li>-Redraft work for presentation to achieve success criteria.</li><li>-Use of a success criteria to check work</li><li>-Express time cause using conjunctions such as when, so, after, before, while, because.</li></ul> <p><b>POETRY</b></p> <ul style="list-style-type: none"><li>-Memorising and recalling poetry.</li><li>-Use drama and expression to show meaning.</li><li>-Read my work aloud to others, using an expressive voice to make the meaning clear.</li></ul>	<ul style="list-style-type: none"><li>-Recording ideas to plan their writing.</li><li>-Use of paragraphs shaped around key events.</li><li>-Writing in chronological order.</li><li>-Editing and improving work.</li><li>-Redraft work for presentation.</li><li>-Express time cause using conjunctions such as when, so, after, before, while, because.</li><li>-Correct and consistent use of tenses.</li></ul> <p><b>LETTER WRITING</b></p> <ul style="list-style-type: none"><li>-Clear Introduction and conclusion.</li><li>-Organised into paragraphs.</li><li>-Letter layout features - date, Dear... , from...</li><li>-Use of adverbials.</li><li>-Conjunctions to express time and cause.</li><li>-Correct and consistent use of past and present tense.</li><li>-Clear points about the issue.</li><li>-persuasive vocabulary used.</li></ul>
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Year 4	Super South America What is Christmas like in ...?	Earliest Civilisations and Ancient Egyptians Making Waves	Sparks might fly! Settlement by Anglo Saxons and Scots As a matter of fact
Reading – word reading	<ul style="list-style-type: none"> <li>-Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet.</li> <li>-Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>-Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet.</li> <li>-Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>-Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet.</li> <li>-Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>
Reading - comprehension	<ul style="list-style-type: none"> <li>Develop positive attitudes to reading, and an understanding of what they read, by:               <ul style="list-style-type: none"> <li>-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>-reading books that are structured in different ways and reading for a range of purposes</li> <li><b>-using dictionaries to check the meaning of words that they have read</b></li> <li>-increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li><b>-identifying themes and conventions in a wide range of books</b></li> <li>-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li><b>-discussing words and phrases that capture the reader's interest and imagination</b></li> <li><b>-recognising some different forms of poetry</b></li> </ul> </li> <li>Understand what they read, in books they can read independently, by               <ul style="list-style-type: none"> <li><b>-checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</b></li> <li>-asking questions to improve their understanding of a text</li> <li><b>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</b></li> <li>-predicting what might happen from details stated and implied</li> <li><b>-identifying main ideas drawn from more than 1 paragraph and summarising these</b></li> <li>-identifying how language, structure, and presentation contribute to meaning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes to reading, and an understanding of what they read, by:               <ul style="list-style-type: none"> <li>-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>-reading books that are structured in different ways and reading for a range of purposes</li> <li><b>-using dictionaries to check the meaning of words that they have read</b></li> <li><b>-increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</b></li> <li>-identifying themes and conventions in a wide range of books</li> <li>-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li><b>-discussing words and phrases that capture the reader's interest and imagination</b></li> <li>-recognising some different forms of poetry</li> </ul> </li> <li>Understand what they read, in books they can read independently, by               <ul style="list-style-type: none"> <li><b>-checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</b></li> <li><b>-asking questions to improve their understanding of a text</b></li> <li>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li><b>-predicting what might happen from details stated and implied</b></li> <li>-identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>-identifying how language, structure, and presentation contribute to meaning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes to reading, and an understanding of what they read, by:               <ul style="list-style-type: none"> <li>-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li><b>-reading books that are structured in different ways and reading for a range of purposes</b></li> <li><b>-using dictionaries to check the meaning of words that they have read</b></li> <li>-increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <li>-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li><b>-discussing words and phrases that capture the reader's interest and imagination</b></li> <li>-recognising some different forms of poetry</li> </ul> </li> <li>Understand what they read, in books they can read independently, by               <ul style="list-style-type: none"> <li><b>-checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</b></li> <li>-asking questions to improve their understanding of a text</li> <li>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li><b>-predicting what might happen from details stated and implied</b></li> <li><b>-identifying main ideas drawn from more than 1 paragraph and summarising these</b></li> <li>-identifying how language, structure, and presentation contribute to meaning</li> </ul> </li> </ul>



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	<p><b>-retrieve and record information from non-fiction</b></p> <ul style="list-style-type: none"> <li>-participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>	<p><b>-retrieve and record information from non-fiction</b></p> <ul style="list-style-type: none"> <li>-participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>	<p>-retrieve and record information from non-fiction</p> <ul style="list-style-type: none"> <li>-participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>
Writing - Spelling	<ul style="list-style-type: none"> <li>-Words from Year 4 Statutory list.</li> <li>-Words ending /ʒə/</li> <li>-From Year 2: possessive apostrophe with singular proper nouns</li> <li>-Homophones (peace/piece, main/mane, fair/fare)</li> <li>-Prefixes 'in-', 'il-', 'im-' and 'ir-'</li> <li>-Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' --</li> <li>-Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'</li> <li>-Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</li> </ul>	<ul style="list-style-type: none"> <li>-Words from Year 4 Statutory list.</li> <li>-The /g/ sound spelt 'gu'</li> <li>-Words with endings sounding like /tʃə/ spelt '-ture'</li> <li>-Possessive apostrophe with plurals</li> <li>-Homophones (scene/seen, mail/male, bawl/ball)</li> <li>-Prefixes 'anti-' and 'inter-'</li> <li>-Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</li> </ul>	<ul style="list-style-type: none"> <li>-Words from Year 4 Statutory list.</li> <li>-Words with the /s/ sound spelt 'sc' (Latin in origin)</li> <li>-Endings that sound like /ʒən/ spelt 'sion'</li> <li>-Apostrophes for possession, including singular and plural</li> <li>-Homophones</li> <li>-Suffix '-ous'</li> <li>-Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-', Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</li> </ul>
Writing - Handwriting	<p>Pupils will have a weekly discrete handwriting lesson which is teacher led and uses LetterJoin. Handwriting lessons will be based on spelling and grammar learning for practice. The children will use joined script in all areas of the curriculum. We will practice fluency so children can write in a timely manner. Their script should be legible, consistent and be of good quality, this means:</p> <ul style="list-style-type: none"> <li>- numbers, letters and joins correctly formed, letters consistent in size, ascenders and descenders are parallel and equidistant, letters sit on the line appropriately, sufficient space, consistent style.</li> </ul>		
Writing - Composition and VGP	<p><b>Great Kapok Tree</b> <b>Setting description</b></p> <ul style="list-style-type: none"> <li>-Choose right nouns and pronouns within sentence</li> <li>-Expand noun phrases by adding adjectives and prepositional phrases</li> <li>-Understand terms article and determiner</li> <li>-Paragraphs organised correctly (sights, sounds ..)</li> <li>-Vary sentence structure</li> <li>-Know what an adverbial phrase is and use fronted adverbials with a comma</li> <li>-Use appropriate adjectives (cline)</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>-Expand noun phrases by adding adjectives and preposition phrases</li> <li>-Know what an adverbial phrase is and use fronted adverbials with a comma</li> <li>-Powerful verbs and adjectives</li> </ul> <p><b>Balanced Argument for and against deforestation</b></p> <ul style="list-style-type: none"> <li>-I can use conjunctions e.g. in addition, furthermore, consequently, moreover ...</li> <li>-Clear introduction and conclusion</li> </ul>	<p><b>Cinderella of the Nile</b> <b>Newspaper (Rhodopis being kidnapped)</b></p> <ul style="list-style-type: none"> <li>-Links between sentences - help to navigate reading from one idea to the next</li> <li>-Include features: headline, orientation, captions, reorientation</li> <li>-Quotations - direct speech</li> <li>-Paragraphs organised around key events - chronological order</li> </ul> <p><b>Informal Letter (from Rhodopis to Aesop)</b></p> <ul style="list-style-type: none"> <li>-Clear introduction and conclusion</li> <li>-Paragraphs organised into key ideas</li> <li>-All letter layout features included (address, date ...)</li> <li>-Variation in sentence structure</li> <li>-Embedded / relative clauses</li> <li>-Adverbs to show how often e.g. frequently</li> <li>-Nouns and pronouns for clarity and cohesion</li> <li>-Apostrophe for singular and plural possession</li> <li>-Punctuation for direct speech</li> <li>-Commas after fronted adverbials</li> <li>-Modal verbs to hint future action: should, would, could</li> </ul>	<p><b>Beowulf</b> <b>Narrative: write own story</b></p> <ul style="list-style-type: none"> <li>-Link between opening and resolution</li> <li>-Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously</li> <li>-Links between sentences</li> <li>-Understand and use story structure in planning (opening, build-up, climax, resolution and ending)</li> <li>-Paragraphs organised correctly to build up to key event</li> <li>-Repetition avoided through different sentence structures</li> <li>-Variation in sentence structures</li> <li>-Embedded and relative clauses</li> <li>-Tense changes appropriate including continuous action</li> <li>-Build-up of suspense / tension</li> <li>-Ambitious vocabulary used</li> </ul> <p><b>True Story of the 3 Little Pigs</b> <b>Newspaper</b></p> <ul style="list-style-type: none"> <li>-Links between sentences - help to navigate reading from one idea to the next</li> </ul>



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	<p>-Links between paragraphs -Variation in sentence types - fronted adverbials, subordinate clauses</p> <p><b><u>South America Endangered Animals</u></b> <b>Non-Chronological Report</b> -Clear introduction and conclusion -Links between sentences - wide range of conjunctions -Paragraphs organised by key ideas -Subheadings -Variation in sentence structure - subordinate clauses, fronted adverbials -Use embedded / relative clauses -Technical vocabulary -Useful vocabulary e.g. as a rule, usually, despite the fact, normally ... -Correct use of past and present tense</p> <p><b><u>Red and Lulu</u></b> <b>2 contrasting setting descriptions</b> -Choose right nouns and pronouns within sentence -Expand noun phrases by adding adjectives and preposition phrases -Understand terms article and determiner -Paragraphs organised correctly (sights, sounds ..) -Vary sentence structure -Know what an adverbial phrase is and use fronted adverbials with a comma -Use appropriate adjectives (cline)</p>	<p><b><u>Narrative: Re-tell Cinderella of the Nile</u></b> -Links between sentences -Paragraphs organised correctly to build up to key event -Repetition avoided through different sentence structures -Variation in sentence structures -Embedded and relative clauses -Tense changes appropriate including continuous action -Fronted adverbials</p> <p><b><u>Literacy Shed: The Clock Tower</u></b> <b>Narrative: write own story</b> -Link between opening and resolution -Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously -Links between sentences -Paragraphs organised correctly to build up to key event -Repetition avoided through different sentence structures -Variation in sentence structures -Embedded and relative clauses -Tense changes appropriate including continuous action -Build up of suspense / tension -Ambitious vocabulary used</p> <p><b><u>It's Just a Game (Internet Safety)</u></b> <b>Leaflet</b> -Clear introduction and conclusion -Topic sentences -Links between key ideas -Subheadings -Variation in sentence structures -Persuasive language e.g. It is clear that, Extremely significant ... -Ambitious vocabulary -Include statistics / facts e.g. 75% ... -More complicated rhetorical questions - haven't you always longed to ..? -Embedded / relative clauses -Apostrophe for singular / plural possession</p>	<p>-Include features: headline (with alliteration), orientation, captions, reorientation -Quotations - direct speech -Paragraphs organised around key events - chronological order -Variation in sentence structures -Embedded / relative clauses -Correct use of tense -Wide range of conjunctions</p> <p><b><u>Balanced Argument</u></b> -Use conjunctions e.g. in addition, furthermore, consequently, moreover ... -Clear introduction and conclusion -Links between paragraphs -Topic sentences -Variation in sentence types - fronted adverbials, subordinate clauses -Embedded / relative clauses -Adverbs to show how often -More complicated rhetorical questions e.g. Have you ever considered the impact of...? -Nouns and pronouns for clarity and cohesion</p> <p><b><u>Biography of the wolf</u></b> -Clear introduction and conclusion -Links between sentences -Paragraphs organised around key events -Elaboration to reveal emotions and responses -Variation in sentence structure -Embedded / relative clauses -Adverbs to show how often -Fronted adverbials with commas -Sentences move from general to specific -Noun phrases expanded by modifying adjectives, nouns and prepositional phrases -Standard English form for verbs -Wide range of conjunctions -Correct use of past and present tense</p> <p><b><u>Charlie and the Chocolate Factory</u></b> <b>Persuasion / Advert</b> -Clear introduction and conclusion -Topic sentences -Links between key ideas -Subheadings -Variation in sentence structures</p>
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		<p><b><u>My Name is not Refugee</u></b> <b>Diary</b> -Past tense -Chronological order -First person -Feelings / emotive language -Rhetorical questions -Vary sentence structure -Informal language</p> <p><b><u>Grandad's Island</u></b> <b>Write a letter that Syd might receive</b> -Clear introduction and conclusion -Paragraphs organised into key ideas -All letter layout features included (address, date ...) -Variation in sentence structure</p>	<p>-Persuasive language e.g. It is clear that, Extremely significant ... -Ambitious vocabulary -Include statistics / facts e.g. 75% ... -More complicated rhetorical question. Eg. Haven't you always longed to...? -Embedded / relative clauses -Apostrophe for singular / plural possession</p> <p><b>Instructions for a chocolate bar</b> -Variation in sentence structures e.g. while the pastry cooks -As the sauce thickens ... Adverbs to show how often - additionally, frequently, rarely, -Comma after fronted adverbials -Nouns and pronouns for clarity and cohesion -Appropriate adjectives</p> <p><b><u>Non-fiction Books linked to Topic</u></b> <b>Non-chronological report (e.g. Anglo Saxon Houses)</b> -Clear introduction and conclusion -Links between sentences - wide range of conjunctions -Paragraphs organised by key ideas Subheadings -Variation in sentence structure - subordinate clauses, fronted adverbials -Sentences build from general idea to more specific -Use embedded / relative clauses -Technical vocabulary -Useful vocabulary e.g. as a rule, usually, despite the fact, normally ... -Correct use of past and present tense</p> <p><b>Recount (about a trip)</b> -Past tense -Chronological order -First person -Feelings / emotive language -Rhetorical questions -Vary sentence structure -Informal language</p> <p><b><u>Arthur and the Golden Rope</u></b> <b>Biography of a hero</b> -Clear introduction and conclusion -Links between sentences</p>
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- Paragraphs organised around key events
- Elaboration to reveal emotions and responses
- Variation in sentence structure
- Embedded / relative clauses
- Adverbs to show how often
- Fronted adverbials with commas
- Sentences move from general to specific
- Noun phrases expanded by modifying adjectives, nouns and prepositional phrases
- Standard English form for verbs
- Wide range of conjunctions
- Correct use of past and present tense

### **Pied Piper of Hamelin**

#### **Diary entry (before and after the rats)**

- Past tense
- Chronological order
- First person
- Feelings / emotive language - elaboration used to reveal emotions - it inspired me to ...
- Rhetorical questions
- Vary sentence structure
- Informal language
- Embedded clauses
- Adverbs to show how often
- Sentences build from a general idea to more specific
- Expanded noun phrases
- Wide range of conjunctions



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Year 5	The Viking and Anglo-Saxon Struggle Feel the Force Who is Father Christmas?	Beyond the Skies Islamic Civilisations	River Deep, Mountain High Marvellous Materials
Reading – word reading	-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.	-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.	-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.
Reading - comprehension	<p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> <li>-continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>-reading books that are structured in different ways and reading for a range of purposes</li> <li><b>-increasing 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</b></li> <li>-recommending books that they have read to their peers, giving reasons for their choices</li> <li>-identifying and discussing themes and conventions in and across a wide range of writing</li> <li>-making comparisons within and across books</li> <li><b>-learning a wider range of poetry by heart preparing 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</b></li> </ul> <p>Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <ul style="list-style-type: none"> <li>-asking questions to improve their understanding</li> <li>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>-predicting what might happen from details stated and implied</li> <li><b>-summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</b></li> <li>-identifying how language, structure and presentation contribute to meaning</li> <li><b>-distinguish between statements of fact and opinion</b></li> </ul>	<p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> <li>-continuing to read and 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	<p>-discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p><b>-retrieve, record and present information from non-fiction</b></p> <p>-participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>-explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>-provide reasoned justifications for their views.</p>	<p><b>-discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</b></p> <p>-distinguish between statements of fact and opinion</p> <p>-participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p><b>-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</b></p> <p><b>-provide reasoned justifications for their views</b></p>	<p><b>-discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</b></p> <p><b>-distinguish between statements of fact and opinion</b></p> <p>-participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>-explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>-provide reasoned justifications for their views</p>
Writing - Spelling	<ul style="list-style-type: none"> <li>- Words with the letter string 'ough'</li> <li>- Words with 'silent' letters</li> <li>- Etymology</li> <li>- Words ending in '-able' and '-ible'</li> <li>- Homophones</li> <li>- Statutory Words</li> <li>- From previous years: plurals (adding '-s', '-es' and '-ies')</li> <li>- From previous years: apostrophe for contraction and possession</li> <li>- Use of the hyphen</li> <li>- Proofreading, focusing on checking words from personal lists</li> <li>- Using a dictionary to support learning word roots, derivations and spelling patterns</li> </ul>	<ul style="list-style-type: none"> <li>- Apostrophe for possession</li> <li>- Rare GPCs</li> <li>- Words ending in '-ably' and '-ibly'</li> <li>- Homophones</li> <li>- Statutory Words</li> <li>- Proofreading: checking from another source after writing</li> <li>- Building words from root words</li> <li>- Words with the /i:/ sound spelt 'ei'</li> </ul>	<ul style="list-style-type: none"> <li>- Strategies at the point of writing: using etymological/morphological strategies for spelling</li> <li>- Proofreading for words on statutory list</li> <li>- Homophones</li> <li>- Revise spellings taught in the last half term</li> <li>- Proofreading: use of dictionary to check words referring to first three or four letters</li> <li>- Strategies for learning words: problem suffixes</li> <li>Homophones</li> </ul>
Writing – Handwriting and Presentation	<p>Pupils will have a weekly discrete handwriting lesson which is teacher led and uses LetterJoin. Handwriting lessons will be based on spelling and grammar learning for practice. The children will use joined script in all areas of the curriculum that are relevant. They will be taught to use an unjoined style and know when this is relevant, for example for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form. We will practice fluency and speed and children should choose the writing implement best suited for a task. Their script should be legible, consistent and be of good quality, this means;</p> <ul style="list-style-type: none"> <li>- numbers, letters and joins correctly formed, letters consistent in size, ascenders and descenders are parallel and equidistant, letters sit on the line appropriately, sufficient space, consistent style.</li> </ul>		
Writing - Composition and VGP	<p><b>Setting Description</b></p> <ul style="list-style-type: none"> <li>-Adjectives</li> <li>-Use expanded noun phrases.</li> <li>-Prepositions</li> </ul> <p><b>Diary Entry</b></p> <ul style="list-style-type: none"> <li>-Direct speech</li> <li>-Use adverbials of time, reason, manner and place</li> <li>-Fronted Adverbials</li> <li>-Chronology</li> <li>-Paragraphs</li> </ul>	<p><b>Balanced Argument Counting on Katherine</b></p> <ul style="list-style-type: none"> <li>-Adverbials to link points e.g. therefore, in addition</li> <li>-Conjunctions</li> <li>-Relative Clauses</li> <li>-Structure and paragraphing for effectiveness</li> <li>-Present tense</li> <li>-Third person</li> <li>-Impersonal voice</li> <li>-Formal writing</li> <li>-Technical vocabulary (statistics, evidence)</li> <li>-Standard English</li> </ul>	<p><b>Non-Chronological Report - Rivers</b></p> <ul style="list-style-type: none"> <li>-Sub headings</li> <li>-Fact based</li> <li>-Fronted adverbials</li> <li>-Paragraphs</li> <li>-Punctuation including parenthesis</li> <li>-Subject specific vocabulary</li> <li>-Use of a glossary</li> <li>-Note taking</li> <li>-Use of bullet points</li> <li>-Build up information to create a double page spread</li> </ul>



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	<p>-1st Person</p> <p><b><u>Narrative</u></b></p> <ul style="list-style-type: none"><li>-Adjectives</li><li>-Use expanded noun phrases</li><li>-Use adverbials of time, reason, manner and place</li><li>-Fronted adverbials</li><li>-Pronouns</li><li>-Relative clauses</li><li>-Commas to indicate parenthesis</li><li>-Figurative language</li><li>-Direct speech</li><li>-Paragraphs</li><li>-Opening and resolution</li></ul> <p><b><u>Non-Chronological Report</u></b></p> <ul style="list-style-type: none"><li>-Clear Introduction</li><li>-Note taking</li><li>-Summarising related notes into paragraphs</li><li>-Headings and subheadings</li><li>-Subordinating conjunctions</li><li>-Subject specific vocabulary</li><li>-Images and captions</li><li>-Past tense</li><li>-3rd Person</li><li>-Formal tone</li></ul> <p><b><u>Poetry (including performance poetry)</u></b></p> <ul style="list-style-type: none"><li>-Haiku's and Kennings</li><li>-Syllables</li></ul>	<p>-Debate- speaking and listening</p> <p><b><u>The Boy at the Back of the Class</u></b></p> <p><b><u>Narrative (Character description)</u></b></p> <ul style="list-style-type: none"><li>-Using dashes to show parenthesis</li><li>-Apostrophes for possession</li></ul> <p><b><u>Diary Entry</u></b></p> <ul style="list-style-type: none"><li>-Fronted adverbials</li><li>-Relative clauses</li><li>-Chronology</li><li>-1st person</li><li>-Impersonal language</li><li>-Subject specific vocabulary</li><li>-Past tense</li><li>-Parenthesis (brackets, dashes and commas)</li></ul> <p><b><u>Formal letter writing</u></b></p> <ul style="list-style-type: none"><li>-Formal language</li><li>-Structure</li><li>-Persuasive language</li><li>-Colons and semicolons</li><li>-Subject specific vocabulary</li><li>-Parenthesis (commas only for formal writing)</li><li>-Avoiding contractions</li><li>-Opening and concluding paragraphs</li></ul>	<ul style="list-style-type: none"><li>-Newspaper Report - Tuesday</li><li>-Direct and reported speech</li><li>-Paragraphs</li><li>-Chronological order</li><li>-Headline using pun, rhyme or alliteration</li><li>-Subtitles</li><li>-Introductory paragraph which uses at least 3 of the 5 w's (who, what, where, why, when)</li><li>-Include pictures with captions</li><li>-Write in the 3rd person and past tense</li><li>-Include formal language</li><li>-Concluding paragraph</li></ul> <p><b><u>Narrative Poetry - River based</u></b></p> <ul style="list-style-type: none"><li>-Written in stanzas</li><li>-Tells a story</li><li>-Can include rhyme but doesn't have too</li><li>-Long and short sentence types to help build atmosphere and speed when performing the poem.</li><li>-Provokes a mood or feeling in the reader when it is read.</li><li>-Alliteration, metaphors and similes</li><li>-To read aloud with expression</li></ul> <p><b><u>Character and setting descriptions - King of the cloud forests (write a new chapter)</u></b></p> <ul style="list-style-type: none"><li>-Range of punctuation</li><li>-Character and setting descriptions should not be independent of each other. Characters need to interact with their environment.</li><li>-Create and introduce characters</li><li>-Chapter should continue in the same style as the book is written, 1st person</li><li>-Include characters' moods, feelings and emotions using figurative language.</li><li>-Use paragraphs</li><li>-Engaging vocabulary</li><li>-Parenthesis</li><li>-Vary sentence type and length to engage the reader</li></ul> <p><b><u>Persuasive leaflet/advert - Cloud Tea Monkeys &amp; George's Marvellous Medicine</u></b></p> <ul style="list-style-type: none"><li>-Use of imperative verbs</li><li>-Rhetorical questions</li><li>-Fronted adverbials</li><li>-Adverbs and adverbials</li></ul>
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			<ul style="list-style-type: none"> <li>-Persuasive language</li> <li>-Creative language - made up words (GMM)</li> <li>-Onomatopoeia</li> <li>-Varied length of paragraphs</li> <li>-Full range of punctuation</li> <li>-Parenthesis</li> </ul> <p><b>Report - Cloud Tea Monkeys</b></p> <ul style="list-style-type: none"> <li>-Paragraphs</li> <li>-Accurate use of punctuation including brackets, - dashes and commas for parenthesis</li> <li>-Subject specific vocabulary</li> <li>-Chronological order</li> <li>-Summarising related notes into paragraphs</li> <li>-Headings and subheadings</li> <li>-Subordinating conjunctions</li> <li>-Bullet points/numbering to show step by step procedures</li> <li>-Formal tone</li> </ul>
<b>Year 6</b>	<b>Up the Iron Why is our Christmas like it is?</b>	<b>Light fantastic Ancient and Modern Greece</b>	<b>Coast to Coast</b>
Reading – word reading	-apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.	-apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.	-apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.
Reading - comprehension	Maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> <li>-continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>-reading books that are structured in different ways and reading for a range of purposes</li> <li>-increasing 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</li> <li>-recommending books that they have read to their peers, giving reasons for their choices</li> <li>-identifying and discussing themes and conventions in and across a wide range of writing</li> <li>-making comparisons within and across books learning a wider range of poetry by heart</li> <li>-preparing 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</li> </ul>	Maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> <li>-continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>-reading books that are structured in different ways and reading for a range of purposes</li> <li>-increasing 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</li> <li>-recommending books that they have read to their peers, giving reasons for their choices</li> <li>-identifying and discussing themes and conventions in and across a wide range of writing</li> <li>-making comparisons within and across books learning a wider range of poetry by heart</li> <li>-preparing 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</li> </ul>	Maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> <li>-continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>-reading books that are structured in different ways and reading for a range of purposes</li> <li>-increasing 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</li> <li>-recommending books that they have read to their peers, giving reasons for their choices</li> <li>-identifying and discussing themes and conventions in and across a wide range of writing</li> <li>-making comparisons within and across books learning a wider range of poetry by heart</li> <li>-preparing 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</li> </ul>



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## English Medium Term Plan



	<ul style="list-style-type: none"> <li>-understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>-asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>-predicting what might happen from details stated and implied</li> <li>-summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>identifying how language, structure and presentation contribute to meaning</li> <li>-discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>-distinguish between statements of fact and opinion</li> <li>-retrieve, record and present information from non-fiction</li> <li>-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</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>-provide reasoned justifications for their views.</li> <li>-answering 3 mark questions using PEE or PEPE</li> </ul>	<ul style="list-style-type: none"> <li>-understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>-asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>-predicting what might happen from details stated and implied</li> <li>-summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>-identifying how language, structure and presentation contribute to meaning</li> <li>-discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>-distinguish between statements of fact and opinion</li> <li>-retrieve, record and present information from non-fiction</li> <li>-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</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>-provide reasoned justifications for their views.</li> <li>-answering 3 mark questions using PEE or PEPE</li> </ul>	<ul style="list-style-type: none"> <li>-understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>-asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>-predicting what might happen from details stated and implied</li> <li>-summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>-identifying how language, structure and presentation contribute to meaning</li> <li>-discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>-distinguish between statements of fact and opinion</li> <li>-retrieve, record and present information from non-fiction</li> <li>-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</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>-provide reasoned justifications for their views.</li> <li>-answering 3 mark questions using PEE or PEPE</li> </ul>
Writing - Spelling	<ul style="list-style-type: none"> <li>- Words from statutory word lists</li> <li>- Words ending '-able' / '-ably', and '-ible' / '-ibly'</li> <li>- Adding suffixes beginning with vowels to words ending in '-fer'</li> <li>- SATS practice</li> <li>- Proofreading in smaller chunks (sentences, paragraphs)</li> <li>- Words from statutory word lists</li> <li>- Homophones ('ce' / 'se')</li> <li>- Endings that sound like /ʃəs/ spelt '-cious' or '-tious'</li> </ul>	<ul style="list-style-type: none"> <li>- Words with 'ough' letter string</li> <li>- Words from statutory word lists</li> <li>- Words ending '-cial' and '-tial'</li> <li>- Proofreading someone else's writing</li> <li>- Generating words from prefixes</li> <li>- Homophones</li> <li>- Generating words from prefixes and roots</li> </ul>	<ul style="list-style-type: none"> <li>- Strategies for learning words: rare GPCs from statutory word list</li> <li>- Words ending in 'ant', '-ance and '-ancy'</li> <li>- Proofreading own writing independently</li> <li>- Root words and meaning</li> <li>- Words from statutory word lists</li> <li>- Words ending '-ent', '-ence' and '-ency'</li> <li>- Homophones</li> <li>- Strategies for learning words: commonly misspelt homophones</li> </ul>



# BERKELEY PRIMARY SCHOOL

## English Medium Term Plan



<p>Writing – Handwriting and Presentation</p>	<p>Pupils will have a weekly discrete handwriting lesson which is teacher led and uses LetterJoin. Handwriting lessons will be based on spelling and grammar learning for practice. The children will use joined script in all areas of the curriculum that are relevant. They will be taught to use an unjoined style and know when this is relevant, for example for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form. We will practice fluency and speed and children should choose the writing implement best suited for a task. Their script should be legible, consistent and be of good quality, this means;</p> <ul style="list-style-type: none"> <li>- numbers, letters and joins correctly formed, letters consistent in size, ascenders and descenders are parallel and equidistant, letters sit on the line appropriately, sufficient space, consistent style.</li> </ul>		
<p>Writing - Composition and VGP</p>	<p><b>Street Child, Rose Blanche, The Christmas miracle of Jonathan Toomey, Earth Poems</b> 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 language of speech and writing and choosing the appropriate register</li> <li>-proofread for spelling and punctuation errors</li> </ul> <p><b>Persuasive writing</b></p> <ul style="list-style-type: none"> <li>-Use of imperative verbs</li> <li>-Causal conjunctions</li> <li>-Rhetorical questions</li> <li>-Fronted adverbials</li> <li>-Subjunctive form-If I were you, I suggest that</li> <li>-Adverbs e.g. obviously, clearly</li> <li>-Varied length of paragraphs</li> <li>-Full range of punctuation</li> <li>-Introduce semi colons, colons, dashes and commas for parenthesis</li> </ul> <p><b>Diary entry</b></p> <ul style="list-style-type: none"> <li>-Adjectives to convey emotion</li> <li>-Emotive language</li> <li>-Personal pronouns</li> <li>-Direct and indirect speech</li> <li>-Figurative language</li> <li>-Chronology through adverbial phrases</li> <li>-Past tense</li> <li>-1st person</li> <li>-Informal/formal writing</li> </ul>	<p><b>Wonder, The Lost Thing, Funky Chickens, Macbeth</b> 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 language of speech and writing and choosing the appropriate register</li> <li>-proofread for spelling and punctuation errors</li> </ul> <p><b>Recount</b></p> <ul style="list-style-type: none"> <li>-Introductory paragraphs</li> <li>-1st or 3rd person</li> <li>-Past tense with elements of present and future in conclusion</li> <li>-Nouns</li> <li>-Chronology- time conjunctions</li> <li>-Quotations- inverted commas</li> <li>-conclusion writing</li> <li>-Fact and opinion</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>-Rhythm and rhyme (meter)</li> <li>-alliteration</li> <li>-similes</li> <li>-metaphors</li> <li>-powerful verbs and adjectives</li> <li>-Memorable style</li> <li>-Repetition and word play</li> <li>-Mood and feelings</li> <li>-Convey a message</li> <li>-Read aloud with intonation and expression</li> </ul>	<p><b>Kensuke's Kingdom, Flotsam, The Arrival and Intensive Care</b> 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 language of speech and writing and choosing the appropriate register</li> <li>-proofread for spelling and punctuation errors</li> </ul> <p><b>Biography</b></p> <ul style="list-style-type: none"> <li>-Use a question or interesting statement to hook the reader</li> <li>-Summarise the main event of the person's life in the first paragraph</li> <li>-Write in the past tense</li> <li>-Use 3rd person pronouns</li> <li>-Write about key events in the person's life</li> <li>-Write about key influences in the person's life</li> <li>-Use passive voice</li> <li>-Link sentences using ellipsis, repetition and adverbials</li> <li>-Summarise the person's life by mentioning their main achievements, personality and how they will be remembered</li> </ul> <p><b>Setting description</b></p> <ul style="list-style-type: none"> <li>-extended similes</li> <li>-metaphors</li> <li>-personification</li> <li>-alliteration</li> <li>-use of senses</li> <li>-Figurative language</li> <li>-Fronted adverbials</li> <li>-Prepositional phrases</li> <li>-Expanded noun phrases</li> </ul>



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### Writing dialogue to convey character

- Full range of punctuation
- Powerful verbs to describe characters' actions as they speak.
- Adverbs to describe how actions are completed e.g. carefully

### Balanced Argument

- Adverbials to link points e.g. therefore, in addition
- Subjunctive form
- Active and passive voice
- Structure and paragraphing for effectiveness
- Present tense
- Third person
- Impersonal voice
- Bias
- Formal writing
- Technical vocabulary (statistics, evidence)
- Standard English
- Debate- speaking and listening

### Formal Letter Writing - To complain

- Letter layout e.g. address
- Formal vocabulary
- Standard English
- Paragraphing
- Introduction/summary writing
- Subject specific vocabulary

### Setting/Character description

- extended similes
- metaphors
- personification
- alliteration
- use of senses
- Figurative language
- Fronted adverbials
- Prepositional phrases
- Expanded noun phrases

### Poetry

- Rhythm and rhyme (meter)
- alliteration
- similes
- metaphors
- powerful verbs and adjectives
- Memorable style

### Writing to persuade - advert

- Use of imperative verbs
- Causal conjunctions
- Rhetorical questions
- Fronted adverbials
- Subjunctive form-If I were you, I suggest that
- Adverbs e.g. obviously, clearly
- Varied length of paragraphs
- Full range of punctuation
- Introduce semi colons, colons, dashes and commas for parenthesis

### Playscripts

- Playscript features
- Use of narrator to move action forward
- Dialogue without speech marks
- Scene structure
- Stage directions ( )
- To speak fluently and audible with an increasing command of standard English
- Use correct intonation and select appropriate register to communicate effectively

### Setting description

- extended similes
- metaphors
- personification
- alliteration
- use of senses
- Figurative language
- Fronted adverbials
- Prepositional phrases
- Expanded noun phrases

### Newspaper report

- Include name of the newspaper
- Headline using pun, rhyme or alliteration
- Subtitle giving more information about the report)
- Include a by-line
- Include an introductory paragraph including the 5 w's (who, what, where, why, when)
- Information about the main event presented in chronological order
- Include pictures with captions
- Write in the 3rd person and past tense
- Include direct and reported speech
- Include formal language

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- Write in the 3rd person and past tense
- Include direct and reported speech
- Include formal language
- Include rhetorical questions
- Summarising paragraph about what might happen next

### Narrative

- Interesting title
- Describe the setting and atmosphere using figurative language
- Create and introduce characters
- Describe characters using figurative language
- Create an engaging 'beginning' to the story/narrative
- Create a believable 'problem' in the story/narrative
- Devise a way for the characters solve the 'problem'
- Show feelings of characters using figurative language
- Create an engaging ending
- Use paragraphs to show a new idea or event
- Use engaging vocabulary to excite the reader e.g. powerful adjectives
- Vary sentence type and length to engage the reader
- Use direct speech and punctuate it correctly
- Read, correct and edit work and correct punctuation and grammar mistakes
- Use comic strips

### Informal letter writing

- Letter layout e.g. one address
- Informal vocabulary
- Include colloquialisms/slang/idioms/contractions
- Paragraphing
- Introduction/summary writing
- Subject specific vocabulary



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## English Medium Term Plan



	<ul style="list-style-type: none"><li>-Repetition and word play</li><li>-Mood and feelings</li><li>-Convey a message</li><li>-Read aloud with intonation and expression</li></ul> <p><b><u>Narrative</u></b></p> <ul style="list-style-type: none"><li>-Interesting title</li><li>-Describe the setting and atmosphere using figurative language</li><li>-Create and introduce characters</li><li>-Describe characters using figurative language</li><li>-Create an engaging 'beginning' to the story/narrative</li><li>-Create a believable 'problem' in the story/narrative</li><li>-Devise a way for the characters solve the 'problem'</li><li>-Show feelings of characters using figurative language</li><li>-Create an engaging ending</li><li>-Use paragraphs to show a new idea or event</li><li>-Use engaging vocabulary to excite the reader e.g. powerful adjectives</li><li>-Vary sentence type and length to engage the reader</li><li>-Use direct speech and punctuate it correctly</li><li>-Read, correct and edit work and correct punctuation and grammar mistakes</li><li>-Use comic strips</li></ul>	<ul style="list-style-type: none"><li>-Include rhetorical questions</li><li>-Summarising paragraph about what might happen next</li></ul>	<p><b><u>Instructions</u></b></p> <ul style="list-style-type: none"><li>-Introduction with questions to interest the reader</li><li>-Include what is needed and a method/list of steps</li><li>-Chronological order</li><li>-Use imperative verbs</li><li>-Use conjunctions, prepositions and adverbs to show time, place and cause</li><li>-Include tips and extra advice for reader</li><li>-Include a conclusion</li><li>-Use organisational devices to organise writing (dashes, sub-headings, colons, bullet points, semi-colon ,parenthesis)</li></ul> <p><b><u>Performance Poetry</u></b></p> <ul style="list-style-type: none"><li>-Rhythm and rhyme (meter)</li><li>-Alliteration</li><li>-Similes</li><li>-Metaphors</li><li>-Powerful verbs and adjectives</li><li>-Memorable style</li><li>-Repetition and word play</li><li>-Mood and feelings</li><li>-Convey a message</li><li>-Read aloud with intonation and expression</li><li>-Vary tone, volume and pace</li><li>-Use actions to convey meaning</li></ul>
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