

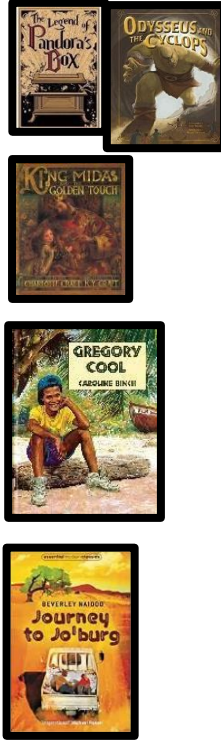
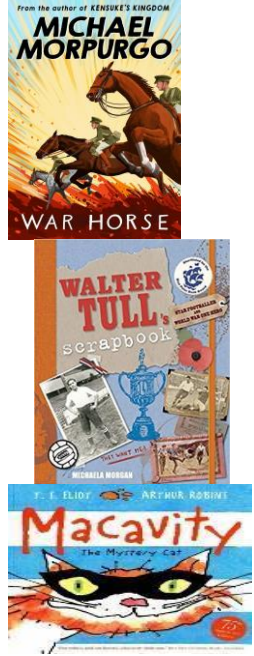
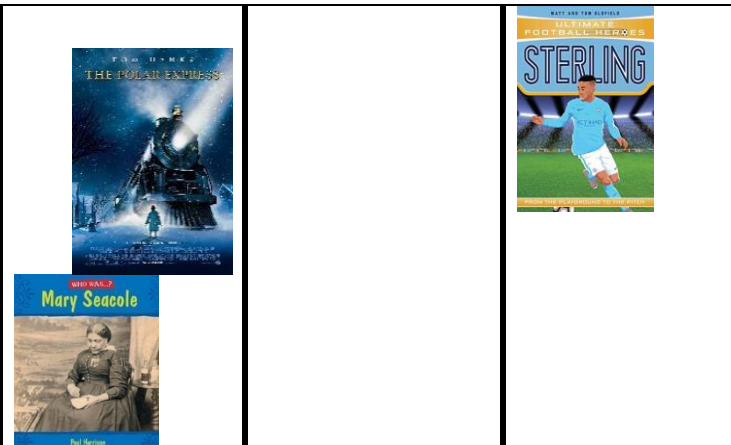


St Charles Primary School

English Curriculum Map: 2024-2025

Term		Year 1	Year 2	Year 3	Year 4 Inc. Yr 3/4	
		KS1		LKS2		UKS2
Autumn	Texts					



Composition	Writing		Writing		Writing	
	<p>As cited in the National Curriculum: Children will say out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Sequencing sentences to form short narratives</p> <p>Re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>As cited in the National Curriculum: Compose sentences orally.</p> <p>Use the drafting process to gather and write down ideas and key words.</p> <p>Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form. Write about real events, maintaining form and purpose.</p> <p>Compose orally and write poetry in a variety of forms.</p> <p>Re-read and check own writing.</p> <p>Proof read for errors.</p>	<p>As cited in the National Curriculum: Plan their writing by:</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas. <p>Draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - introduce the paragraph as a way to group related material; begin to organise information around a theme - in narratives, develop understanding of 'setting', 'character' and 'plot' and begin to use in own writing - in non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings]. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing, and suggesting improvements 		<p>As cited in the National Curriculum: plan their writing by:</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p>	

			Evaluate word choice, grammar and punctuation; make revisions.	<ul style="list-style-type: none"> - suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns. <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing, using appropriate intonation and volume so that the meaning is clear</p> <p>Develop their understanding of the concepts of grammar, punctuation and vocabulary by:</p> <ul style="list-style-type: none"> - using a wider range of conjunctions, including when, if, because, although - choosing nouns or pronouns for clarity - using conjunctions to express time and cause. 		<ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>proof-read for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
Outcomes	<p>Character description</p> <p>Shopping list writing</p> <p>Invitation writing</p> <p>Story retell</p> <p>Letter writing – apology letter</p> <p>Character Profile – wanted poster</p> <p>Creating a character</p> <p>Letter writing – letter of advice</p> <p>Fact File</p> <p>Recounting a personal experience.</p>	<p>List writing</p> <p>Story retells</p> <p>Character descriptions</p> <p>Setting description</p> <p>Information leaflet</p> <p>Book review</p> <p>Comparing stories</p> <p>Recount (real life)</p> <p>List writing</p> <p>Diary writing</p> <p>Postcard writing</p> <p>Persuasive letter</p> <p>Instructions</p> <p>Non chronological report</p>	<p>Write a description of the black dog about how to get rid of a fear or worry.</p> <p>Fact file on rain forests.</p> <p>Persuasive letter</p> <p>Travel agents' brochure</p> <p>Write a letter.</p> <p>Write a description of an animal who represents fear</p> <p>To write a diary entry</p> <p>Write a fact file on whales</p> <p>Write a fable</p> <p>Write a newspaper report of the events</p> <p>Write a recount from character's point of view</p>	<p>Diary entry</p> <p>Setting description</p> <p>Character Description</p> <p>Story retell</p> <p>Own version of story</p> <p>Setting description</p> <p>Diary entry – writing in role</p> <p>Tourist brochure</p> <p>Letter to describe</p> <p>Biography</p> <p>Incident report</p>	<p>Letter from a character</p> <p>Character description</p> <p>Description of a setting</p> <p>Short narrative (alternative ending)</p> <p>Newspaper report</p> <p>Wanted poster</p> <p>Letter of complaint</p> <p>Diary entry</p> <p>Persuasive letter</p> <p>Persuasive advert</p>	
Spelling	<p>Phase 3 spellings</p> <p>Reception Review phonics</p> <p>ay, ou, ie,</p> <p>Ea, oy, ir, ue</p> <p>Aw, air, wh, ph</p> <p>Or, au, ew, oe</p> <p>Ur, o-e, i-e</p> <p>u-e, e-e, a-e</p>	<p>Revision of Year 1</p> <p>*Phonics</p> <p>*Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.</p> <p>*Adding -es to nouns and verbs ending in -y.</p>	<p>Revision of Year 2</p> <p>Adding suffixes beginning with vowels (to words with more than one syllable)</p> <p>Suffix -ation</p> <p>Suffix -ly</p> <p>The short u phoneme spelt /ou/</p>	<p>Revision of Year 3</p> <p>Suffix -ous</p> <p>Words ending with -cian</p> <p>Prefixes in, im, il, ir, re, sub, inter and auto</p>	<p>Revision of Year 4</p> <p>Words ending with -tious, or cious.</p> <p>Words ending with -ant, -ance, -ancy, -ent, -ence and -ency.</p>	<p>Revision of Year 5</p> <p>Words ending with -tious, or cious.</p> <p>Words ending with -ant, -ance, -ancy, -ent, -ence and -ency.</p> <p>Use of hyphen</p> <p>Words containing ough</p>

		Harder to Read and Spell Words.	Harder to Read and Spell Words.				Words ending in -able, -ible, -ably and -ibly.
	Handwriting	Pseudo Words Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place	Pseudo Words Holds pencil correctly. Writing is legible. All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. Spacing is appropriate to the size of letters. Some letters are joined correctly, according to the school's handwriting approach.	Children will learn to: - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined - increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).		Children will learn to: - write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task.	
		Vocab, grammar & Punctuation	Leaving spaces between words Joining words and joining clauses using 'and'. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Nouns Verbs Adjectives	Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Punctuating sentences using a capital letter and a full stop, question mark or exclamation mark - Commands - Nouns - Verbs - Coordinating conjunctions - Commas in a list - Suffixes	Revise: Capital Letters Subject-verb agreement Commas in a list Inverted commas Adjectives Exclamation Marks Coordinating Conjunctions Subordinating Conjunctions - Adverbs - Determiners - Prepositions - Apostrophes - Statements and commands	Revise: Question marks Verbs Full stops / proper nouns / capital letters Commas in a list prepositions Adjectives - Subordinate clauses - Commas to mark clauses - Direct speech - Subordinating conjunctions - Adverbs - Apostrophes - Determiners & articles - adverbials	Revise: Commas Nouns / Pronouns Inverted commas Determiners & articles Prepositions Exclamation marks Statement/question & commands. - Subordinating conjunctions - Past and present progressive - Adverbial phrases. - Modal verbs - Coordinating conjunctions - Brackets.



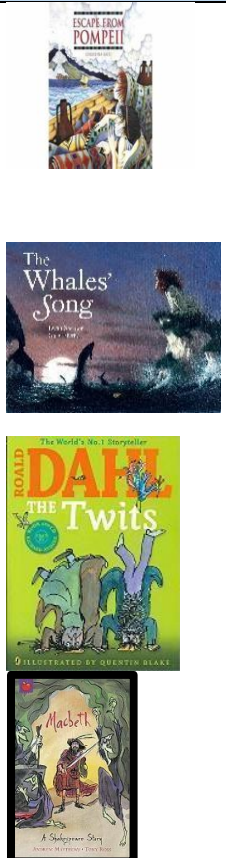
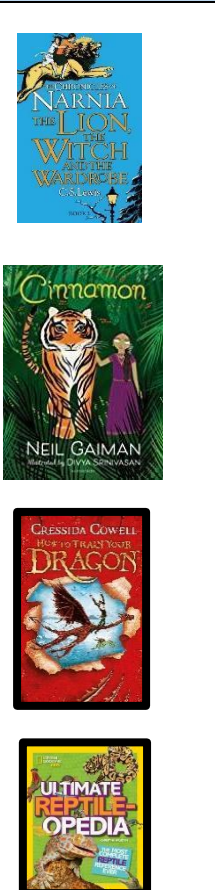
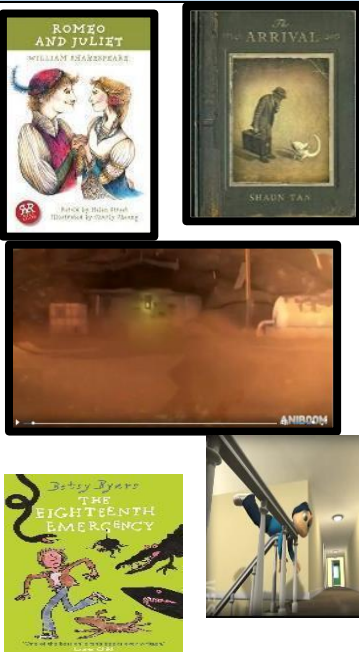
							- Dashes - Subject/verb agreement
		Reading		Reading		Reading	
Phonics	Recap Phase 3-4 Phase 5 Harder to Read and Spell Words. Pseudo Words	Recap Phase 3-5 Harder to Read and Spell Words. Pseudo Words	Recap phase 3-5 Harder to Read and Spell Words. Pseudo Words	----	----	----	
Word Reading	Children will learn to: <ul style="list-style-type: none"> - apply phonic knowledge and skills as the route to decode words - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings - read other words of more than one syllable that contain taught GPCs - read words with contractions [for example, <i>I'm, I'll, we'll</i>], and understand that 	Children will learn to: <ul style="list-style-type: none"> - continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - read accurately words of two or more syllables that contain the same graphemes as above - read words containing common suffixes - read further common exception words, noting unusual correspondences between spelling 	Children will learn to: <ul style="list-style-type: none"> - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 		Children will learn to: <ul style="list-style-type: none"> - 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. 		

		<p>the apostrophe represents the omitted letter(s)</p> <ul style="list-style-type: none"> - read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. 	<p>and sound and where these occur in the word</p> <ul style="list-style-type: none"> - read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - re-read these books to build up their fluency and confidence in word reading. 		
	<p>Comprehension</p>	<p>As cited in the National Curriculum:</p> <p>Children will develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - being encouraged to link what they read or hear read to their own experiences - becoming very familiar with key stories, fairy stories and traditional 	<p>As cited in the National Curriculum:</p> <p>Children will develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - 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 	<p>As cited in the National Curriculum:</p> <p>Children will develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<p>As cited in the National Curriculum:</p> <p>Children will maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - 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 - recommending books that they have read to their peers, giving reasons for their choices

		<p>tales, retelling them and considering their particular characteristics</p> <ul style="list-style-type: none"> - recognising and joining in with predictable phrases - learning to appreciate rhymes and poems, and to recite some by heart - discussing word meanings, linking new meanings to those already known. <p>Children will understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading - discussing the significance of the title and events - making inferences on the basis of what is being said and done - predicting what might happen on the basis of what has been read so far. - participate in discussion about what is read to them, taking turns and listening to what others say - explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> - discussing the sequence of events in books and how items of information are related - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - being introduced to non-fiction books that are structured in different ways - recognising simple recurring literary language in stories and poetry - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - discussing their favourite words and phrases - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. <p>Children will understand both the books that they can already read accurately and fluently</p>	<ul style="list-style-type: none"> - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry (for example, free verse, narrative poetry) - understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning - retrieve and record information from non-fiction 	<ul style="list-style-type: none"> - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - 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 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied <p>Children will understand what they read by:</p> <ul style="list-style-type: none"> - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction - 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 - 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 - provide reasoned justifications for their views.
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			<p>and those that they listen to by:</p> <ul style="list-style-type: none">- drawing on what they already know or on background information and vocabulary provided by the teacher- checking that the text makes sense to them as they read and correcting inaccurate reading- making inferences on the basis of what is being said and done- answering and asking questions- predicting what might happen on the basis of what has been read so far- 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.		
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Spring Term: 2022 – 2023

Term		Year 1	Year 2	Yr 3	Yr 4 (Incl. 3/4)	Yr 5 & Yr 6
		KS1		LKS2		UKS2
Spring	Texts					

		Writing		Writing	Writing
Composition	As cited in the National Curriculum:	As cited in the National Curriculum:	As cited in the National Curriculum:	As cited in the National Curriculum:	As cited in the National Curriculum:
	<p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Sequencing sentences to form short narratives</p> <p>Re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>Compose sentences orally.</p> <p>Use the drafting process to gather and write down ideas and key words.</p> <p>Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.</p> <p>Write about real events, maintaining form and purpose.</p> <p>Compose orally and write poetry in a variety of forms.</p> <p>Re-read and check own writing.</p> <p>Proof read for errors.</p> <p>Evaluate word choice, grammar and punctuation; make revisions.</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> · discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar · discussing and recording ideas. <p>Draft and write by:</p> <ul style="list-style-type: none"> · composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures · introduce the paragraph as a way to group related material; begin to organise information around a theme · in narratives, develop understanding of 'setting', 'character' and 'plot' and begin to use in own writing · in non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings]. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> · assessing the effectiveness of their own and others' writing, and suggesting improvements · suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns. <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing, using appropriate intonation and volume so that the meaning is clear</p> <p>Develop their understanding of the concepts of grammar, punctuation and vocabulary by:</p> <ul style="list-style-type: none"> · using a wider range of conjunctions, including when, if, because, although 	<p>plan their writing by:</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - precisising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>proof-read for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	

				<ul style="list-style-type: none"> · choosing nouns or pronouns for clarity · using conjunctions to express time and cause. 		
Outcomes	<p>To plan & write a space adventure story</p> <p>Job application (persuasive writing) – to go to the moon</p> <p>Diary entry</p> <p>Descriptive writing – creating a dragon</p> <p>Persuasive letter writing</p> <p>Dragon Keeper’s Handbook</p> <p>Create a character – brave knight.</p>	<p>Recount (real life)</p> <p>Newspaper report</p> <p>Diary</p> <p>Letter with instructions</p> <p>Description of a character</p> <p>Story- narrative</p> <p>Leaflet</p> <p>Character descriptions</p> <p>Persuasive letter</p> <p>Story</p> <p>Wanted poster</p>	<p>Persuasive letter</p> <p>Write own story based</p> <p>Write a diary entry</p> <p>Non chronological report about tea</p> <p>Descriptive writing of scene</p> <p>Write instructions</p> <p>Write a swapping story</p> <p>Character description</p> <p>Setting description.</p>	<p>TV/radio advert</p> <p>Report on tea growing</p> <p>Retell of legend of monkeys who pick tea</p> <p>Instructions</p> <p>Persuasive letter</p> <p>Narrative</p> <p>Own version of story</p> <p>Character description</p> <p>Setting description</p>	<p>Persuasive advert</p> <p>To plan and write stories</p> <p>To write a profile of a person in history</p> <p>Explanation text</p> <p>Persuasive speech</p> <p>Balanced argument</p> <p>Character description</p> <p>To plan and write stories</p> <p>Letter</p> <p>Narrative</p> <p>Newspaper report</p> <p>Instruction writing.</p>	
Spelling	<p>Alternate pron – ow, ie</p> <p>Ea, er</p> <p>Oo, ear</p> <p>Alternate spellings – ai, ay, ae</p> <p>Alt sp – oi, oy</p> <p>Alt sp – ee, ea, y</p> <p>Alt sp – igh, ie, y</p> <p>Alt sp – oa, oe, ow, oe</p> <p>Alt sp – oo, ou, ue, ew</p> <p>Alt sp – ur, ir, er, ear</p> <p>Exception words</p> <p>Question words</p>	<p>Revision of Year 1</p> <p>Phonics</p> <p>Suffixes -ment, -ness, -ful, -less and -ly.</p> <p>Contractions</p> <p>Possessive apostrophe</p> <p>Homophones and near homophones</p>	<p>Revision of Year 2</p> <p>Prefixes: dis, mis, in, super, anti</p> <p>Words ending in /sure/, /ture/ (treasure, picture)</p> <p>Words ending in -tion, -ssion and -sion.</p>	<p>Revision of Year 3</p> <p>Words ending in -tion, -ssion and -sion.</p> <p>Words with /k/ phoneme spelt ch and que</p> <p>Short /i/ phoneme spelt y in the middle of words (pyramid)</p> <p>Possessive apostrophe for irregular plural words.</p>	<p>Revision of Year 4</p> <p>Short /i/ phoneme spelt y in the middle of words (gym)</p> <p>Use of hyphen words with long e (ee) phoneme, spelt ei after c.</p> <p>Words containing -ough</p>	<p>Revision of Year 5</p> <p>Use of hyphen words with long e (ee) phoneme, spelt ei after c.</p> <p>Words ending in -ible, -ibly, -able and -ably. -ough letter string</p> <p>Silent letters</p> <p>Adding suffixes to words ending in -fer</p> <p>Further use of homophones and near homophones.</p>
Handwriting	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>Holds pencil correctly.</p> <p>Writing is legible.</p> <p>All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.</p> <p>Spacing is appropriate to the size of letters.</p> <p>Some letters are joined correctly, according to</p>	<p>Children will learn to:</p> <ul style="list-style-type: none"> - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined - increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch). 	<p>Children will learn to:</p> <ul style="list-style-type: none"> - write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task. 		

		the school's handwriting approach.				
Vocab, grammar & Punctuation	Prepositions Determiners Pronouns Adjectives Past and present Suffixes and prefixes Question marks Subject-verb agreement	Commas in a list Suffixes Exclamation marks Commands Apostrophes Coordinating conjunctions Word types Commas after -ly openers Tense agreement Modal verbs – should/could	Indicate grammatical features by: possessive apostrophe with both singular and plural nouns (In Year 3, revise singular nouns and teach plural to pupils who are ready.) Using and punctuating direct speech. Present perfect form of verbs instead of the simple past [e.g. He has gone out to play rather than He went out to play. Word families Tense agreement Subordinating & Coordinating conjunctions Word types Determiners Prepositions	Commas to mark clauses Apostrophes Determiners and articles Adverbials Direct Speech Commas to clarify meaning Pronouns (& Possessive) Present and past continuous Question marks Tense agreement Suffixes Prefixes Noun Phrases Identify the subject.	Past tense Noun Phrases Apostrophe Modal verbs Contractions Commas to clarify meaning, Dash Relative clauses Main and subordinate clauses Verb form Brackets Prefixes \suffixes Future tense Relative pronouns colons	Modal Verbs Colons Semi Colons Conjunctions Subject / Verb agreement Different phrases and clauses Direct Speech Hyphens Relative Clauses I and me Past Progressive Synonyms and antonyms Determiners Difference between structures of informal and formal speech structures. E.g. use of question tags: He's your friend, isn't he? Or the subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in very formal writing and speech.
	Reading					
Phonics	Recap Phase 3-4 Phase 5 Phase 5 Alternatives Harder to Read and Spell Words Pseudo Words	Recap Phase 3-5 Phase 5 Alternatives Harder to Read and Spell Words Pseudo Words	Recap phase 3-5 Phase 5 Alternatives Harder to Read and Spell Words Pseudo Words	----	----	----
Word Reading	As stated in the National Curriculum: Children will learn to: - apply phonic knowledge and skills as the route to decode words	As stated in the National Curriculum: Children will learn to: - continue to apply phonic knowledge and skills as the route to decode	As stated in the National Curriculum: Children will learn to: - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet	As stated in the National Curriculum:	As stated in the National Curriculum: Children will learn to: 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.	

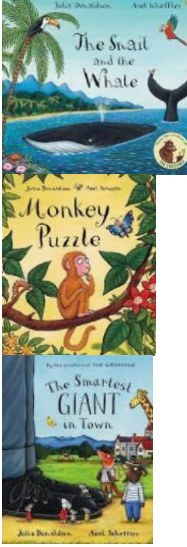




		<ul style="list-style-type: none"> - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings - read other words of more than one syllable that contain taught GPCs - read words with contractions [for example, <i>I'm, I'll, we'll</i>], and understand that the apostrophe represents the omitted letter(s) <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p>	<p>words until automatic decoding has become embedded and reading is fluent</p> <ul style="list-style-type: none"> - read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - read accurately words of two or more syllables that contain the same graphemes as above - read words containing common suffixes - read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, 	<ul style="list-style-type: none"> - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	
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			<p>automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading.</p>		
	<p>Comprehension</p>	<p>Children will develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - being encouraged to link what they read or hear read to their own experiences - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - recognising and joining in with predictable phrases - learning to appreciate rhymes and poems, and to recite some by heart - discussing word meanings, linking new meanings to those already known. <p>Children will understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by 	<p>Children will develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - 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 - discussing the sequence of events in books and how items of information are related - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - being introduced to non-fiction books that are structured in different ways - recognising simple recurring literary language in stories and poetry - discussing and clarifying the 	<p>Children will develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry (for example, free verse, narrative poetry) - understand what they read, in books they can read independently, by: - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning - retrieve and record information from non-fiction 	<p>Children will maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - 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 - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - 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 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied <p>Children will understand what they read by:</p>

		<p>the teacher checking that the text makes sense to them as they read and correcting inaccurate reading</p> <ul style="list-style-type: none"> - discussing the significance of the title and events - making inferences on the basis of what is being said and done - predicting what might happen on the basis of what has been read so far. - participate in discussion about what is read to them, taking turns and listening to what others say - explain clearly their understanding of what is read to them. 	<p>meanings of words, linking new meanings to known vocabulary</p> <ul style="list-style-type: none"> - discussing their favourite words and phrases - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. <p>Children will understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading - making inferences on the basis of what is being said and done - answering and asking questions - predicting what might happen on the basis of what has been read so far - participate in discussion about 		<ul style="list-style-type: none"> - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction - 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 - 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>provide reasoned justifications for their views.</p>
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			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.		
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Summer Term: 2022 - 2023

Term		Year 1	Year 2	Yr 3	Yr 4 (Incl. Yr 3/4)	Yr 5 & Yr 6
Summer	Texts	KS1		LKS2		UKS2
						
	Composition	<p data-bbox="831 1190 965 1230" style="text-align: center;">Writing</p> <p data-bbox="638 1233 913 1278">Saying out loud what they are going to write about</p> <p data-bbox="638 1305 913 1350">Composing a sentence orally before writing it</p> <p data-bbox="638 1377 913 1422">Sequencing sentences to form short narratives</p>	<p data-bbox="831 1190 965 1230" style="text-align: center;">Writing</p> <p data-bbox="938 1233 1128 1278">Compose sentences orally.</p> <p data-bbox="938 1305 1128 1401">Use the drafting process to gather and write down ideas and key words.</p>	<p data-bbox="1361 1190 1496 1230" style="text-align: center;">Writing</p> <p data-bbox="1189 1233 1659 1385">Plan their writing by:</p> <ul data-bbox="1189 1270 1659 1385" style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas. 	<p data-bbox="1845 1190 1980 1230" style="text-align: center;">Writing</p> <p data-bbox="1700 1233 2123 1422">plan their writing by:</p> <ul data-bbox="1700 1254 2123 1422" style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary 	

		<p>Re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form. Write about real events, maintaining form and purpose.</p> <p>Compose orally and write poetry in a variety of forms.</p> <p>Re-read and check own writing.</p> <p>Proof read for errors.</p> <p>Evaluate word choice, grammar and punctuation; make revisions.</p>	<p>Draft and write by:</p> <ul style="list-style-type: none"> · composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures · introduce the paragraph as a way to group related material; begin to organise information around a theme · in narratives, develop understanding of ‘setting’, ‘character’ and ‘plot’ and begin to use in own writing · in non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings]. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> · assessing the effectiveness of their own and others’ writing, and suggesting improvements · suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns. <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing, using appropriate intonation and volume so that the meaning is clear</p> <p>Develop their understanding of the concepts of grammar, punctuation and vocabulary by:</p> <ul style="list-style-type: none"> · using a wider range of conjunctions, including when, if, because, although · choosing nouns or pronouns for clarity · using conjunctions to express time and cause. 	<ul style="list-style-type: none"> - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précisising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others’ writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>proof-read for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	
	<p>Outcomes</p>	<p>Blurb Set of instructions Persuasive letter writing Descriptive character writing Letter writing - thank you letter, information letter Information text Descriptive writing</p>	<p>Recount (real life) Character descriptions Diary entry Recount (familiar story) persuasive letter non-chronological report</p>	<p>Poem - rainforest Postcard Re-tell the story from different perspective Character description Letter of response Story writing Police report of events.</p>	<p>Set of instructions Character description Setting description Create own character Newspaper report Iron menu writing Character perspective writing</p>	<p>To write an explanation text To write a persuasive speech To write a balanced argument</p>

		Persuasive letter writing Jungle animal poem Senses poem	Newspaper report setting description Story Predicting story writing book review Instructions Creating and writing a poem		Poem – descriptive/poetic devices. Narrative poem.		To explore the motivation of Macbeth To write a Newspaper Report To write a set of instructions
	Spelling	Or, Common Exception Words Air, ear Tch, -ve, Plurals -es Suffixes -ing, -ed, -er, -est Compound words Prefixes -un St, oo, ui Tricky words (x2 per week).	Revision of Year 1 Phonics Words ending in -tion Revision of all objectives covered in year 2.	Revision of Year 2 Words spelt with 'ay' phoneme spelt /ei/ /eigh/ or /ey/. Extend known homophones and near homophones. Possessive apostrophes – plurals. Revision of all objectives covered in year 3.	Revision of Year 3 Words with the hard /g/ phoneme spelt gue. Further homophone and near homophones. Revision of all objectives covered in year 4.	Revision of Year 4 Words with letters that are not sounded out. Further homophone and near homophones. Revision of all objectives covered in year 5.	Revision of Year 5 Further use of the hyphen. Words beginning with auto-, aero- Words beginning with trans-, bi-, aqu(a/e) Continued literacy vocabulary Revision of all objectives covered in year 6.
	Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place	Holds pencil correctly. Writing is legible. All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. Spacing is appropriate to the size of letters. Some letters are joined correctly, according to the school's handwriting approach.	Children will learn to: - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined - increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).	Children will learn to: - write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.		
	Vocab, grammar & Punctuation	Present & Past tense Question marks Statements Exclamation marks Coordinating conjunctions Prefixes Suffixes	Modal verbs Apostrophes Present and past tense Questions, statements and exclamation marks	Word families Present and past progressive Possessive pronouns Synonyms and antonyms Commas after fronted adverbials	Tense agreement Suffixes Prefixes Commas in a list Commas after fronted adverbials Noun phrases	Adverbs Verbs Pronouns Modal verbs Relative pronouns Relative clauses Colons	Synonyms and antonyms Active and passive Formal and informal speech

		Apostrophes - contractions	Subordinating conjunctions Revision of all objectives covered this year.	Ellipses (introduce to keep reader hanging on) Revision of all objectives covered this year.	Subject (identifying) Conjunctions Word families Revision of all objectives covered this year.	Brackets Dashes Changing nouns/adjectives into verbs. Revision of all objectives covered this year.	Using words as nouns and verbs (point / paint) Subjunctive form Revision of all objectives covered this year.
	Reading						
	Phonics	Recap Phase 3-4 Phase 5 Phase 5 Alternatives Harder to Read and Spell Words Pseudo Words	Recap Phase 3-5	Recap phase 3-5	----	----	----
	Word Reading	Children will learn to: - apply phonic knowledge and skills as the route to decode words - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	Children will learn to: - continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - read accurately words of two or more syllables that contain the same graphemes as above	Children will learn to: - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Children will learn to: - 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.		

		<ul style="list-style-type: none"> - read other words of more than one syllable that contain taught GPCs - read words with contractions [for example, <i>I'm, I'll, we'll</i>], and understand that the apostrophe represents the omitted letter(s) <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p>	<ul style="list-style-type: none"> - read words containing common suffixes - read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation <p>re-read these books to build up their fluency and confidence in word reading.</p>		
	<p>Comprehension</p>	<p>Children will develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - being encouraged to link what they read or 	<p>Children will develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at 	<p>Children will develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books 	<p>Children will maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary

		<p>hear read to their own experiences</p> <ul style="list-style-type: none"> - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - recognising and joining in with predictable phrases - learning to appreciate rhymes and poems, and to recite some by heart - discussing word meanings, linking new meanings to those already known. <p>Children will understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading - discussing the significance of the title and events - making inferences on the basis of what is being said and done - predicting what might happen on the basis of what has been read so far. - participate in discussion about what is read to them, taking turns and listening to what others say 	<p>a level beyond that at which they can read independently</p> <ul style="list-style-type: none"> - the sequence of events in books and how items of information are related - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - being introduced to non-fiction books that are structured in different ways - recognising simple recurring literary language in stories and poetry - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - discussing their favourite words and phrases - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry (for example, free verse, narrative poetry) - understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning - retrieve and record information from non-fiction 	<p>heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - 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 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied <p>Children will understand what they read by:</p> <ul style="list-style-type: none"> - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction - 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
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		<p>- explain clearly their understanding of what is read to them.</p>	<p>Children will understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading - making inferences on the basis of what is being said and done - answering and asking questions - predicting what might happen on the basis of what has been read so far - 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. 		<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 provide reasoned justifications for their views.</p>
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