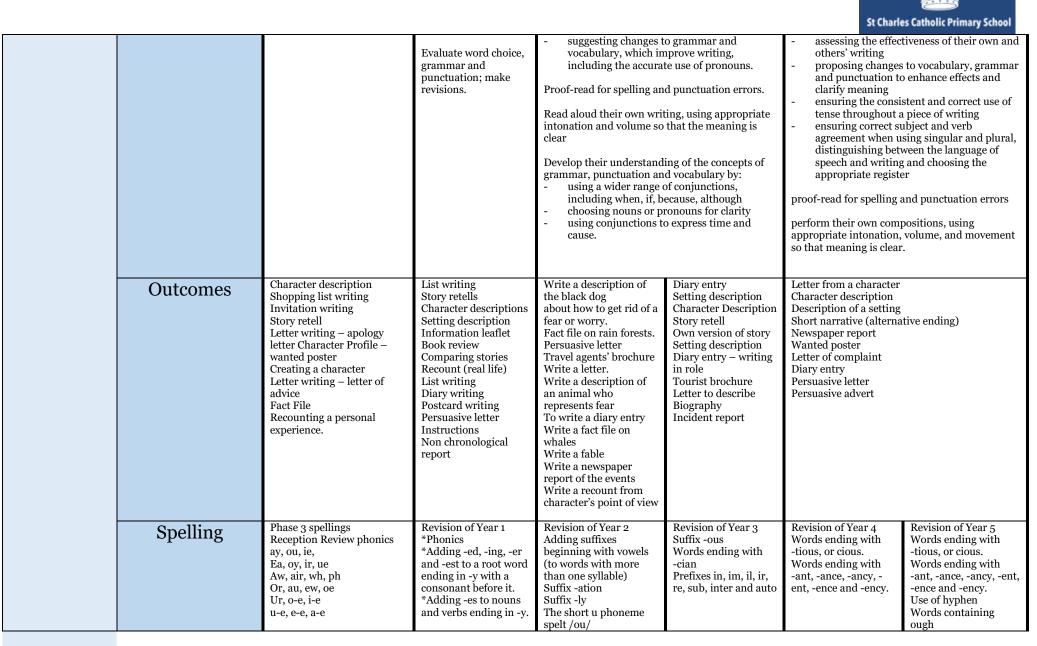


## <u>St Charles Primary School</u> <u>English Curriculum Map: 2024-2025</u>

Term		Year 1	Year 2	Year 3	Year 4 Inc. Yr 3/4	
		KS	1	LK		UKS2
Autumn	Texts	The Tiger Who to Teo Due to the Strong, Due to the Broug, Due to the B	THE BEAR UNDER STAIRS HEEPER COOPER C			<image/>



					st charles catholic i finally school
		Prove to set a THE FOR ALL PAPERS FOR OUT AND		UT AN THE MARK	
	Writin	<u>η</u> σ	Writ	ing	Writing
Composition	As cited in the National Curriculum: Children will say out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives 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	As cited in the National Curriculum: Compose sentences orally. Use the drafting process to gather and write down ideas and key words. 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. Compose orally and write poetry in a variety of forms. Re-read and check own writing.	As cited in the National Cu Plan their writing by: - discussing writing sin are planning to write and learn from its str grammar - discussing and record Draft and write by: - composing and rehea (including dialogue), a varied and rich voc increasing range of so - introduce the paragra- related material; beg information around a - in narratives, develop 'setting', 'character' a use in own writing - in non-narrative writ use simple organisati heading, sub-heading Evaluate and edit by:	urriculum: milar to that which they in order to understand ructure, vocabulary and ding ideas. arsing sentence orally , progressively building abulary and an entence structures aph as a way to group in to organise a theme p understanding of and 'plot' and begin to ting, understand and ional device [e.g. gs].	<ul> <li>As cited in the National Curriculum: plan their writing by: <ul> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>draft and write by: <ul> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>précising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul></li></ul>





	Harder to Read and Spell Words.	Harder to Read and Spell Words.				Words ending in -able, -ible, -ably and -ibly.
	Pseudo Words	Pseudo Words				
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.	are needed to join let which letters, when a are best left un-joine increase the legibilit quality of their hand by ensuring that the are parallel and equi writing are spaced su	adjacent to one another, d y, consistency and writing (for example, down strokes of letters	<ul> <li>speed by:</li> <li>choosing which sl when given choic or not to join speed</li> </ul>	ntly and with increasing nape of a letter to use es and deciding whether cific letters ing implement that is best
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 - 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.	Revise:         Inverted commas         Statements/commands         Commas in a clause         Pronouns (incl.         possessive)         Noun phrases         Apostrophes         Main & subordinate         clauses         Prefixes         Active & passive         Adverbs         Adverbial phrases         Word types         Suffixes         -       Challenging         prepositions         -       Brackets         -       Adverbs (not just         Jy)       Colons         -       Semi colons         -       Modal verbs



- Subject/ agreeme					
Reading	ing	Read			
Reading             Children will learn to:       -         -       apply their growing knowledge of words, prefixes and suffixes (morj and etymology), both to read alou understand the meaning of new w they meet.	mowledge of root uffixes (etymology and o read aloud and to ning of new words they n words, noting the nces between spelling	morphology), both to understand the mear meet - read further exceptio	<b>Ng</b> Recap Phase 3-5         Harder to Read and Spell Words.         Pseudo Words         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	Recap Phase 3-4         Phase 5         Harder to Read and Spell         Words.         Pseudo Words         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	Phonics Word Reading



 				St charles catholic Frinary School
	the apostrophe represents the omitted letter(s) - 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.	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 - re-read these books to build up their fluency and confidence in word reading.		
Comprehension	As cited in the National Curriculum: Children will develop pleasure in reading, motivation to read, vocabulary and understanding by: - 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	As cited in the National Curriculum: Children will develop pleasure in reading, motivation to read, vocabulary and understanding by: - 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	<ul> <li>As cited in the National Curriculum:</li> <li>Children will develop positive attitudes to reading and understanding of what they read by: <ul> <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>using dictionaries to check the meaning of words that they have read</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> </ul> </li> </ul>	<ul> <li>As cited in the National Curriculum:</li> <li>Children will maintain positive attitudes to reading and an understanding of what they read by: <ul> <li>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</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> </ul> </li> </ul>



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bo al fir	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, linking new meanings to those already known. thildren will understand oth the books they can lready read accurately and uently and those they listen o by: 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> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in different ways</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>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Children will understand both the books that they can already read accurately and fluently</li> </ul>	<ul> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>recognising some different forms of poetry (for example, free verse, narrative poetry)</li> <li>understand what they read, in books they can read independently, by:</li> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</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>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>retrieve and record information from nonfiction</li> </ul>	<ul> <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>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> <li>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</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>Children will understand what they read by:</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> </ul>



and those that they	
listen to by:	
- drawing on what they already	
they already	
know or on	
background	
information and	
vocabulary	
provided by the	
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	
anguaring and	
- answering and	
<ul> <li>answering and asking questions</li> <li>predicting what</li> </ul>	
- predicting what	
might happen on the basis of what	
the basis of what	
has been read so far	
- participate in discussion about	
discussion about	
books, poems	
and other works	
that are read to	
them and those	
that they can read for	
read for	
themselves,	
taking turns and	
listening to what	
others say.	



## <u> Spring Term: 2022 – 2023</u>

Term		Year 1	Year 2	Yr 3	Yr 4 (Incl. 3/4)	Yr 5 & Yr 6
		KS	1	LK	S2	UKS2
Spring	Texts	Alex Daom BEEGU The Man on the Hoon! STRO CIRL	THE LONELY BEAST CONTRACTOR CONTRACTON CONTRACTOR CONTR	POMPEI	A DEMENSION TA DEMENSION THE LION WITCH STATES THE Constants Const	ROMEO REND JULIET WILLOW RATERIZAN WILLOW RATERIZAN WILLOW RATERIZAN
			AHOUSE THAT ONCE WAS	The Whales' Song Private States and States a	NEIL GAIMAN Merine Wassenaar	ANIBORM
		A LAND		THE Twits	CRESSION COWELL HORIOTRUCTION DRAGON	THE ICHTEENSTH
				Addet I Address State	UITMATE OPEDIA	



		Writi	ng	Writing	Writing
Со	omposition	As cited in the National	As cited in the National	As cited in the National Curriculum:	As cited in the National Curriculum:
Со	omposition	Writi As cited in the National Curriculum: Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives 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	As cited in the National Curriculum: Compose sentences orally. Use the drafting process to gather and write down ideas and key words. 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. Compose orally and write poetry in a variety of forms. Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make	<ul> <li>Plan their writing by:</li> <li>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>discussing and recording ideas.</li> <li>Draft and write by:</li> <li>composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>introduce the paragraph as a way to group related material; begin to organise information around a theme</li> <li>in narratives, develop understanding of 'setting', 'character' and 'plot' and begin to use in own writing</li> <li>in non-narrative writing, understand and use simple organisational device [e.g. heading, subheadings].</li> <li>Evaluate and edit by:</li> <li>assessing the effectiveness of their own and others' writing, and suggesting improvements</li> <li>suggesting changes to grammar and</li> </ul>	<ul> <li>plan their writing by: <ul> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>draft and write by: <ul> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>précising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>evaluate and edit by:</li> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance</li> </ul> </li> </ul>
			revisions.	vocabulary, which improve writing, including the accurate use of pronouns. Proof-read for spelling and punctuation errors.	<ul> <li>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</li> </ul>
				Read aloud their own writing, using appropriate intonation and volume so that the meaning is clear	plural, distinguishing between the language of speech and writing and choosing the appropriate register
				Develop their understanding of the concepts of grammar, punctuation and vocabulary by: • using a wider range of conjunctions, including	proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and
				when, if, because, although	movement so that meaning is clear.



			· choosing nouns or pron	oung fon alonity		
			0 1	2		
			<ul> <li>using conjunctions to ex</li> </ul>	spress time and cause.		
Outcomes	To plan & write a space adventure story Job application (persuasive writing) – to go to the moon Diary entry Descriptive writing – creating a dragon Persuasive letter writing Dragon Keeper's Handbook Create a character – brave knight.	Recount (real life) Newspaper report Diary Letter with instructions Description of a character Story- narrative Leaflet Character descriptions Persuasive letter Story Wanted poster	Persuasive letter Write own story based Write a diary entry Non chronological report about tea Descriptive writing of scene Write instructions Write a swapping story Character description Setting description.	TV/radio advert Report on tea growing Retell of legend of monkeys who pick tea Instructions Persuasive letter Narrative Own version of story Character description Setting description	Persuasive advert To plan and write stor To write a profile of a Explanation text Persuasive speech Balanced argument Character description To plan and write stor Letter Narrative Newspaper report Instruction writing.	person in history
Spelling	Alternate pron – ow, ie Ea, er Oo, ear Alternate spellings – ai, ay, ae Alt sp – oi, oy Alt sp – ee, ea, y Alt sp – igh, ie, y Alt sp – oa, oe, ow, oe Alt sp – oo, ou, ue, ew Alt sp – ur, ir, er, ear Exception words Question words	Revision of Year 1 Phonics Suffixes -ment, -ness, - ful, -less and -ly. Contractions Possessive apostrophe Homophones and near homophones	Revision of Year 2 Prefixes: dis, mis, in, super, anti Words ending in /sure/, /ture/ (treasure, picture) Words ending in -tion, - ssion and -sion.	Revision of Year 3 Words ending in - tion, -ssion and - sion. Words with /k/ phoneme spelt ch and que Short /i/ phoneme spelt y in the middle of words (pyramid) Possessive apostrophe for irregular plural words.	Revision of Year 4 Short /i/ phoneme spelt y in the middle of words (gym) Use of hyphen words with long e (ee) phoneme, spelt ei after c. Words containing - ough	Revision of Year 5 Use of hyphen words with long e (ee) phoneme, spelt ei after c. Words ending in -ible, -ibly, -able and -ably. -ough letter string Silent letters Adding suffixes to words ending in -fer Further use of homophones and near homophones.
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	<ul> <li>Holds pencil correctly.</li> <li>Writing is legible.</li> <li>All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.</li> <li>Spacing is appropriate to the size of letters.</li> <li>Some letters are joined correctly, according to</li> </ul>	are needed to join let which letters, when a another, are best left increase the legibility quality of their hand by ensuring that the are parallel and equi writing are spaced su	horizontal strokes that tters and understand adjacent to one un-joined y, consistency and writing (for example, downstrokes of letters distant; that lines of	<ul> <li>speed by:</li> <li>choosing which s when given choic or not to join spe</li> </ul>	ntly and with increasing hape of a letter to use es and deciding whether cific letters ing implement that is



		.1 1 11				s catholic Primary School
		the school's				
Vocab, grammar & Punctuation	Prepositions Determiners Pronouns Adjectives Past and present Suffixes and prefixes Question marks Subject-verb agreement	handwriting approach. 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	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 Yuture 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</i> <i>were</i> or <i>Were they to</i> <i>come</i> in very formal writing and speech.
	Deed		Prepositions			
	Readi					
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	morphology), both to	xnowledge of root suffixes (etymology and	prefixes and suffix etymology), both understand the mean	al Curriculum: nowledge of root words, es (morphology and to read aloud and to ning of new words that meet.



<ul> <li>respond speedily with</li> </ul>	words until - read fur	rther exception words, noting the	
the correct sound to	automatic unusua	l correspondences between spelling	
graphemes (letters or	decoding has and sou	ind, and where these occur in the	
groups of letters) for all	become embedded word.	<i>,</i>	
40+ phonemes,	and reading is		
including, where	fluent		
applicable, alternative	- read accurately by		
sounds for graphemes	blending the		
sounds for graphemes			
- read accurately by	sounds in words		
blending sounds in	that contain the		
unfamiliar words	graphemes taught		
containing GPCs that	so far, especially		
have been taught	recognising		
<ul> <li>read common</li> </ul>	alternative sounds		
exception words,	for graphemes		
noting unusual	- read accurately		
correspondences	words of two or		
between spelling and	more syllables		
sound and where these	that contain the		
occur in the word	same graphemes		
<ul> <li>read words containing</li> </ul>	as above		
taught GPCs and -s, -	- read words		
es, –ing, –ed, –er and –	containing		
est endings	common suffixes		
- read other words of	- read further		
more than one syllable	common		
that contain taught	exception words,		
GPCs	noting unusual		
- read words with	correspondences		
contractions [for	between spelling		
example, I'm, I'll, we'll],	and sound and		
and understand that	where these occur		
the apostrophe	in the word		
represents the omitted	- read most words		
letter(s)	quickly and		
read aloud accurately books	accurately,		
that are consistent with their	without overt		
developing phonic	sounding and		
knowledge and that do not	blending, when		
require them to use other	they have been		
attraction to use other	frequently		
strategies to work out words.			
	encountered		
	- read aloud books		
	closely matched to		
	their improving		
	phonic		
	knowledge,		
	sounding out		
	unfamiliar words		
	accurately,		
	accuracity,		



		automatically and		
		without undue		
		hesitation		
		re-read these books to		
		build up their fluency		
		and confidence in word		
		reading.		
Comprehension	Children will develop	Children will develop	Children will develop positive attitudes to	Children will maintain positive attitudes to
comprehension	pleasure in reading,	pleasure in reading,	reading and understanding of what they read by:	reading and an understanding of what they
	motivation to read,	motivation to read,	- listening to and discussing a wide range of	read by:
	vocabulary and	vocabulary and	fiction, poetry, plays, non-fiction and	<ul> <li>continuing to read and discuss an</li> </ul>
	understanding by:	understanding by:	reference books or textbooks	increasingly wide range of fiction, poetry,
	<ul> <li>listening to and</li> </ul>	<ul> <li>listening to,</li> </ul>	<ul> <li>reading books that are structured in</li> </ul>	plays, non-fiction and reference books or
	discussing a wide range	discussing and	different ways and reading for a range of	textbooks
	of poems, stories and	expressing views	purposes	reading books that are structured in
	non-fiction at a level	about a wide	<ul> <li>using dictionaries to check the meaning of</li> </ul>	different ways and reading for a range of
	beyond that at which	range of	words that they have read	purposes
	they can read	contemporary and	<ul> <li>increasing their familiarity with a wide</li> </ul>	<ul> <li>increasing their familiarity with a wide</li> </ul>
	independently	classic poetry,	range of books, including fairy stories,	range of books, including myths, legends
	<ul> <li>being encouraged to</li> </ul>	stories and non-	myths and legends, and retelling some of	and traditional stories, modern fiction,
	link what they read or	fiction at a level	these orally	fiction from our literary heritage, and
	hear read to their own	beyond that at	<ul> <li>identifying themes and conventions in a</li> </ul>	books from other cultures and traditions
	experiences	which they can	wide range of books	<ul> <li>recommending books that they have read</li> </ul>
	- becoming very familiar	read	<ul> <li>preparing poems and play scripts to read</li> </ul>	to their peers, giving reasons for their
	with key stories, fairy	independently	aloud and to perform, showing	choices
	stories and traditional	- discussing the	understanding through intonation, tone,	<ul> <li>identifying and discussing themes and</li> </ul>
	tales, retelling them	sequence of events	volume and action	conventions in and across a wide range of
	and considering their	in books and how	<ul> <li>discussing words and phrases that capture</li> </ul>	writing
	particular	items of	the reader's interest and imagination	- making comparisons within and across
	characteristics	information are	<ul> <li>recognising some different forms of poetry</li> </ul>	books
	<ul> <li>recognising and joining</li> </ul>	related	(for example, free verse, narrative poetry)	<ul> <li>learning a wider range of poetry by heart</li> </ul>
	in with predictable	- becoming	- understand what they read, in books they	<ul> <li>preparing poems and plays to read aloud</li> </ul>
	phrases	increasingly	can read independently, by:	and to perform, showing understanding
	- learning to appreciate	familiar with and	- checking that the text makes sense to them,	through intonation, tone and volume so
	rhymes and poems, and	retelling a wider	discussing their understanding and	that the meaning is clear to an audience
	to recite some by heart	range of stories,	explaining the meaning of words in context	- checking that the book makes sense to
	- discussing word	fairy stories and	- asking questions to improve their	them, discussing their understanding and
	meanings, linking new	traditional tales	understanding of a text	exploring the meaning of words in
	meanings to those	- being introduced	- drawing inferences such as inferring	context
	already known.	to non-fiction	characters' feelings, thoughts and motives	asking questions to improve their
	Children will understand	books that are	from their actions, and justifying inferences	understanding
	both the books they can	structured in	with evidence	- drawing inferences such as inferring
	already read accurately and	different ways	- predicting what might happen from details	characters' feelings, thoughts and motives
	fluently and those they listen	- recognising	stated and implied	from their actions, and justifying
	to by:	simple recurring	- identifying main ideas drawn from more	inferences with evidence
	- drawing on what they	literary language	than one paragraph and summarising these	- predicting what might happen from
	already know or on	in stories and	- identifying how language, structure, and	details stated and implied
	background	poetry	presentation contribute to meaning	
	information and	- discussing and	- retrieve and record information from non-	Children will understand what they read by:
	vocabulary provided by	clarifying the	fiction	





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
		KS1	L	LKS	52	UKS2
Summer	Texts			<image/>		<image/>
		Writi	ng	Writ	ing	Writing
	Composition	Saying out loud what they are going to write about	Compose sentences orally.	Plan their writing by: • discussing writing similar	r to that which they are	plan their writing by: - identifying the audience for and purpose of the writing, selecting the
		Composing a sentence orally before writing it Sequencing sentences to	Use the drafting process to gather and write down ideas and key words.	planning to write in order t from its structure, vocabula · discussing and recording	ary and grammar	<ul> <li>appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where</li> </ul>
		form short narratives	nor nordo.			necessary



	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	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. Compose orally and write poetry in a variety of forms. Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.	<ul> <li>Draft and write by:</li> <li>composing and rehearsing (including dialogue), progrevaried and rich vocabulary a of sentence structures</li> <li>introduce the paragraph a material; begin to organise in theme</li> <li>in narratives, develop und 'character' and 'plot' and begin writing</li> <li>in non-narrative writing, usimple organisational device headings].</li> <li>Evaluate and edit by:</li> <li>assessing the effectiveness others' writing, and suggesti</li> <li>suggesting changes to gran which improve writing, inclu- of pronouns.</li> <li>Proof-read for spelling and p Read aloud their own writin intonation and volume so the Develop their understanding grammar, punctuation and volume using a wider range of com when, if, because, although</li> <li>choosing nouns or pronout</li> <li>using conjunctions to explanation</li> </ul>	ssively building a and an increasing range s a way to group related nformation around a erstanding of 'setting', gin to use in own anderstand and use e [e.g. heading, sub- s of their own and ing improvements mmar and vocabulary, uding the accurate use punctuation errors. g, using appropriate lat the meaning is clear g of the concepts of vocabulary by: junctions, including ans for clarity ress time and cause.	authors have dev settings in what p listened to or see draft and write by: - selecting approprivo vocabulary, unde choices can change meaning - in narratives, des characters and at integrating dialoge and advance the - précising longer p - using a wide range cohesion within a - using further org presentational de and to guide the headings, bullet p evaluate and edit by: - assessing the effect and others' writtin - proposing change grammar and put effects and clarify - ensuring the com- of tense throughd - ensuring the com- of tense throughd - ensuring correct agreement when plural, distinguis language of speed choosing the app	n performed iate grammar and rstanding how such ge and enhance cribing settings, mosphere and gue to convey character action passages e of devices to build nd across paragraphs anisational and vices to structure text reader [for example, points, underlining] ctiveness of their own ag so to vocabulary, netuation to enhance r meaning sistent and correct use but a piece of writing subject and verb using singular and hing between the h and writing and ropriate register
Outcomes	Blurb Set of instructions Persuasive letter writing Descriptive character writing Letter writing - thank you letter, information letter Information text Descriptive writing	Recount (real life) Character descriptions Diary entry Recount (familiar story) persuasive letter non-chronological report	Poem - rainforest Postcard Re-tell the story from different perspective Character description Letter of response Story writing Police report of events.	Set of instructions Character description Setting description Create own character Newspaper report Iron menu writing Character perspective writing		To write an explanation text To write a persuasive speech To write a balanced argument



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	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 wirh 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.	of their handwriting (f	ers and understand jacent to one another, consistency and quality or example, by ensuring of letters are parallel and of writing are spaced ascenders and	when given choic whether or not to	ntly and with by: nape of a letter to use es and deciding join specific letters ing implement that is
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



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	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.
	Readi	ng				
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	<ul> <li>Children will learn to: <ul> <li>apply phonic</li> <li>knowledge and skills as the route to decode words</li> </ul> </li> <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> </ul>	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	<ul> <li>Children will learn to: <ul> <li>apply their growing kn prefixes and suffixes (e morphology), both to r understand the meanin meet</li> <li>read further exception unusual correspondent and sound, and where</li> </ul> </li> </ul>	etymology and ead aloud and to ng of new words they words, noting the	words, prefixes a (morphology and read aloud and to	etymology), both to



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	<ul> <li>read other words of more than one syllable that contain taught GPCs</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> </ul>	<ul> <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>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 re-read these books to build up their fluency and confidence in word reading.</li> </ul>		
Comprehension	Children will develop pleasure in reading, motivation to read, vocabulary and understanding by: - 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	Children will develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at	<ul> <li>Children will develop positive attitudes to reading and understanding of what they read by:</li> <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>using dictionaries to check the meaning of words that they have read</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> </ul>	<ul> <li>Children will maintain positive attitudes to reading and an understanding of what they read by: <ul> <li>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</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary</li> </ul> </li> </ul>



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<ul> <li>bear 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</li> <li>learning to appreciate rhymes and poend, and to recite some by heart</li> <li>discussing word meanings to those already known.</li> <li>Children will understand both the books they can already read accurately and fluently and those they lister to by:</li> <li>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</li> <li>discussing the significance of the tile and events</li> <li>making inferences on the basis of what has been read so far.</li> <li>predicting what might happen on the basis of both what obtem is participate in discussion about what is read to them, taking turns and listening to</li> </ul>	<ul> <li>range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of</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>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>retrieve and record information from non- fiction</li> </ul>	<ul> <li>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</li> <li>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> <li>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</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> </ul> Children will understand what they read by: <ul> <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> </ul>



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	<ul> <li>explain clearly their understanding of what is read to them.</li> </ul>	Children will understand both the books that they can already read accurately and fluently and those that they listen to by: - drawing on what they already know or on background 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	<ul> <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 provide reasoned justifications for their views.</li> </ul>
		teacher - checking that the text makes sense to them as they	
		correcting inaccurate reading - making	
		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	
		<ul> <li>participate in discussion about books, poems and other works that are read to them</li> </ul>	
		and those that they can read for themselves, taking turns and listening to what others say.	