




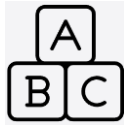


English Long-Term Plan

St Marys 'Arches Curriculum' - all our planning is based on our key principles and intent for our curriculum



EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>Writing Focus Books</p>   <p>All focus texts/films have a clear rationale and purpose: wider curriculum or has prevalence due to its theme, content or author.</p>	Nursery						
	Cycle 1	Only one me. Leaf man The squirrels who squabbled	Little Red Riding Hood The Three Little Pigs The Christmas story.	Superworm Non-fiction Spring texts	Easter Story We're going on an egg hunt Somebody Swallowed Stanley	Oliver's Vegetables Non-fiction – Duck text	Lunch on a Pirate Ship
	Cycle 2	On the way home – Jill Murphy	Whatever next – Jill Murphy	Elf on the shelf Christmas story	Harry and the bucketful of dinosaurs	Easter Story	People who help us – series of books by Rebecca Hunter
	Reception						
	Cycle 1	Incredible me Pumpkin soup	The Gingerbread man	Supertato Supertato – Evil pea rules.	Easter story Supertato – The Great Eggscape	The tiny seed Non-fiction – Duck text	Pirate Pool

			Jack and the Beanstalk Elf on a shelf The Christmas story	Non-fiction Spring texts	Clean up crew	Farmer Duck	
	Cycle 2	In every house on every street.	Welcome to Alien School. Caryl Hart & Meet the planets. Caryl Hart	Elf on the shelf. Christmas story.	How to grow a dinosaur – Caryl Hart	Easter Story	A superhero like you – Dr Ranj
Other texts 	A variety of age-appropriate fiction, non-fiction and poetry are covered throughout the year.						
Poetry focus 	Harvest songs	Christmas Nativity songs.	5 Little Dinosaurs	Easter songs: Spring chicken. Hot cross buns	5 Little ducks		
Speaking and Listening 	See whole school progression for Speaking & Listening						
Word Reading 	<ul style="list-style-type: none"> re-read these books to build up their fluency and confidence in word reading. read individual letters by saying the sounds for them. blend sounds into words, so that they can read short words made up of known letter– sound correspondences. read some letter groups that each represent one sound and say sounds for them. read a few common exception words matched to the school’s phonic programme. read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words 						

Reading



Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- listening to and discussing a wide range of rhymes, poems, stories and songs shared by an adult
- 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
- drawing on what they already know or on background information and vocabulary provided by the teacher
- 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.

Writing Composition



Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- model how you read and re-read your own writing to check 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.

Vocabulary, punctuation and grammar



- begin to leaving spaces between words
- beginning to punctuate sentences using a capital letter and a full stop.

Spelling


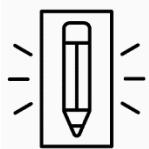





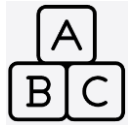
- words containing each of the phonemes already taught
- common exception words
- spell words by identifying the sounds and then writing the sound with letter/s.
- write short sentences with words with known sound-letter correspondences using a capital letter and full stop

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
- encourage children to paint, chalk or make marks with water on large vertical surfaces
- form digits 0-9
- encourage children to draw freely.
- engage children in structured activities: guide them in what to draw, write or copy.
- use one-handed tools and equipment.
- show a preference for a dominant hand.
- develop the foundations of a handwriting style which is fast, accurate and efficient.

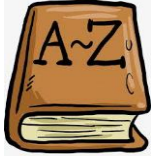




YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Writing Focus Books</p>   <p>All focus texts/films have a clear rationale and purpose: wider curriculum or has prevalence due to its theme, content or author.</p>	<p>Oi! Get off our Train by John Birmingham (History link)</p> <p>Why do Leaves Fall from Trees? By Ruth Owen (Science link)</p> <p>The Way Back Home by Oliver Jeffers (Geography link)</p> <p>Caterpillar Cake by Matt Goodfellow (Music link)</p> <p>The Dot by Peter H. Reynolds (Art link)</p>	<p>Tree by Britta Teckentrup (Science link)</p> <p>Storm by Sam Usher (Science link)</p> <p>The Naughty Bus by Jan Oke (D & T)</p> <p>Ferdinand (A traditional Spanish story – film clip) (MFL)</p> <p>Nobot – The Robot’s New Bottom by Sue Hendra (Computing)</p>	<p>Little Elizabeth: The Young Princess who became Queen by Valerie Wilding (History link)</p> <p>The Tale of a Toothbrush: A story of plastic in our oceans by MG Leonard (Science link)</p> <p>The Artist by Ed Vere (Art link)</p>	<p>Broccoli’s Big Day! By Mike Henderson (Science)</p> <p>A Guide to Wildflowers by Charlotte Voake (Science link)</p> <p>Oliver’s Milkshake by Vivian French (D & T)</p> <p>Unplugged by Steve Antony (Computing)</p> <p>Paddington at the Palace by Michael Bond (Geography link)</p>	<p>Emma Jane’s Aeroplane by Katie Haworth (History link)</p> <p>Big Green Crocodile Rhymes to say and play by Jane Newberry (Music link)</p> <p>Chicken Clicking by Jeanne Willis (Computing)</p> <p>Encanto (film clip) (MFL)</p> <p>Matisse’s Magical Trail (Art link)</p>	<p>Poles Apart by Jeanne Willis and Jarvis (Geography link)</p> <p>Seasons by Hannah Pang (Science link)</p> <p>The Wing Blew by Pat Hutchins (D & T link)</p> <p>Zim Zam Zoom! – Poems by James Carter (Music link)</p>

Other texts 	A variety of age-appropriate fiction, non-fiction and poetry are covered throughout the year.					
Poetry focus 	Poetry met through music linked texts.					
Speaking and Listening 	See whole school progression for Speaking & Listening					
Word Reading 	<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 Year 1 English Long-Term Plan • read words with contractions [for example, I’m, I’ll, we’ll], and understand that 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 • re-read these books to build up their fluency and confidence in word reading 					
Reading	Develop pleasure in reading, motivation to read, vocabulary and understanding by: <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
- Understand both the books they can already read accurately and fluently and those 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
 - 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.

Priority content domains for Year 1

				
Vocabulary	Retrieval	Inference	Prediction	Sequencing

Writing Composition



- Write sentences by:
- 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.

Vocabulary, punctuation and grammar



- Develop their understanding of the concepts set out in English Appendix 2 by:
- 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'
 - learning the grammar for year 1 in English Appendix 2
 - use the grammatical terminology in English Appendix 2 in discussing their writing.

Spelling

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week name the letters of the alphabet:
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound






Add prefixes and suffixes:





- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting



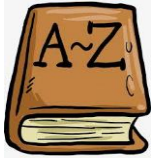






- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Writing Focus Books</p>   <p>All focus texts/films have a clear rationale and purpose: wider curriculum or has prevalence due to its theme, content or author.</p>	<p>How Trains Work by Clive Gifford (History link)</p> <p>Everyday Materials: Wood, Rock, Plastic, Water by Harriet Brundle (Science link)</p> <p>The Day the Crayons Came Home by Oliver Jeffers (Geography link)</p> <p>The Bear and the Piano by David Litchfield (Music link)</p> <p>Ish by Peter H. Reynolds (Art link)</p>	<p>There's an Rang-tan in My Bedroom by James Sellick (Science link)</p> <p>Rosie Revere Engineer by Andrea Beaty (D & T)</p> <p>Ferdinand (A traditional Spanish story – film clip) (MFL)</p> <p>A Coder like Me by Dr Shini Somara (Computing)</p>	<p>Our Queen Elizabeth by Kate Williams (History link)</p> <p>The Couch Potato by Jory John and Pete Oswald (Science link)</p> <p>Monet Paints a Day by Julie Danneberg (Art link)</p>	<p>Good Enough to Eat: A Kid's Guide to Food and Nutrition by Lizzy Rockwell (Science)</p> <p>A Seed is Sleepy by Dianna Aston & Sylvia Long (Science link)</p> <p>The Disgusting Sandwich by Gareth Edwards (D & T link)</p> <p>Troll Stinks by Jeanne Willis (Computing)</p> <p>The Queen's Hat by Steve Antony (Geography)</p>	<p>Polar the Titanic Bear by Daisy Corning Stone Seddon (History link)</p> <p>Thinker's Rap – poetry by Eloise Greenfield (Music link)</p> <p>Goldilocks (A Hashtag Cautionary Tale): 1 by Jeanne Willis (Computing)</p> <p>I am an Artist by Nikki Slade Robinson (Art link)</p>	<p>Mama Panya's Pancakes: A Village Tale from Kenya by Mary and Rich Chamberlin and Julia Cairns (Geography link)</p> <p>There's a Lion in my Cornflakes by Michelle Robinson (Science link)</p> <p>Little People Big Dreams Coco Chanel (D & T link)</p> <p>Cloud Soup Poems by Kate Wakeling Music link</p>
<p>Other texts</p> 	<p>A variety of age-appropriate fiction, non-fiction and poetry are covered throughout the year.</p>					

<p>Poetry focus</p> 	<p>Poetry met through music linked texts and visit from performance poet Paul Delaney in Year 2</p>
<p>Speaking and Listening</p> 	<p>See whole school progression for Speaking & Listening</p>
<p>Word Reading</p> 	<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 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.
<p>Reading</p> 	<p>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 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 • 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 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
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Priority content domains for Year 2

						
Vocabulary	Retrieval	Inference	Prediction	Sequencing	Compare	Summarise

Writing Composition



Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence



Make simple additions, revisions and corrections to their own writing by:



- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.


Vocabulary, punctuation and grammar







- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

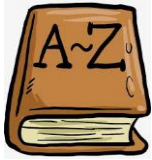








<p>Spelling</p> 	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
<p>Handwriting</p> 	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters.

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Writing Focus Books</p>   <p>All focus texts/films have a clear rationale and purpose: wider curriculum or has</p>	<p>The Railway Children (Usborne Young Reader) (History link)</p> <p>Up Close/ Humanimal (Science link)</p> <p>Let Your Spirit Fly – song lyrics (Music link)</p> <p>Yayoi Kusama Covered Everything</p>	<p><i>The Railway Children</i> (Usborne Young Reader) (History link) (Continued)</p> <p>The Lighthouse Keeper film – Lit Shed (Science link)</p> <p>Christmas text: Ituku's Christmas Journey</p>	<p><i>Ug</i> Raymond Briggs</p> <p><i>Stone Age Boy</i> Satoshi Kitamura (History links)</p> <p><i>The Iron Man</i> Ted Hughes (Science link)</p> <p><i>The Cave Painter of Lascaux</i> (Roberta Angeletti) (Art link)</p>	<p><i>The Tin Forest</i> Helen Ward</p> <p><i>Little Inventors Handbook</i> (Wilcox & Mengardon) (D & T link)</p> <p><i>Ocean Meets Sky</i> (Fan Brothers) Geography link</p>	<p>The Night Gardener (Fan Brothers) Science link</p> <p><i>It Starts with a Seed</i> (Laura Knowles)</p> <p><i>The Egyptian Cinderella</i> (Shirley Climo)</p> <p>Bringing us Together – song lyrics (Music link)</p> <p>Ferdinand the Bull Munro Leaf</p>	<p><i>Ferdinand the Bull</i> (Munro Leaf) book and film</p> <p>BBC website on Anthony Gormley</p> <p>For the Birds (Lit Shed film)</p>

prevalence due to its theme, content or author.	in Spots and Wasn't Sorry (Art link)				(Pub: Faber & Faber) (Geography link) Toro Toro Michael Morpurgo (Pub: Harper Collins) (Geography link)	
Grammar	Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond. Select, generate and effectively use adverbs e.g. suddenly, silently, soon, next, eventually. Use inverted commas to punctuate direct speech (speech marks).	Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond. Select, generate and effectively use adverbs e.g. suddenly, silently, soon, next, eventually. Use inverted commas to punctuate direct speech (speech marks).	Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box.			
Other texts 	A variety of age-appropriate fiction, non-fiction and poetry are covered throughout the year.					

<p>Poetry focus</p> 	<p>Poems by Levi Tafari</p>	<p>It Starts With a Seed Laura Knowles Seeds and Trees Brandon Walden</p>	<p>Dr Seuss poems</p>
<p>Speaking and Listening</p> 	<p>See whole school progression for Speaking & Listening</p>		
<p>Word Reading</p> 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 		
<p>Reading</p> 	<p>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 • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 		

Priority content domains for Year 3

								
Vocabulary	Retrieval	Inference	Prediction	Sequencing	Point and Justify	Compare	Word Choice	Summarise

Writing Composition



Pupils should be taught to:

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting

Vocabulary, punctuation and grammar



Pupils should be taught to:

Develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials

Learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.



Spelling

Spelling (see English Appendix 1) Pupils should be taught to:



- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.







Handwriting

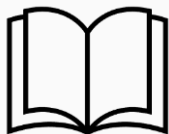
Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Writing Focus Books</p>   <p>All focus texts/films have a clear rationale and purpose: wider curriculum or has prevalence due to its theme, content or author.</p>	<p><i>Friend or Foe</i> Michael Morpurgo (History link)</p> <p><i>Forests</i> Jess French (Pub: DK) Geography link)</p> <p>States of Matter Nichola Tyrell (Science link)</p> <p><i>The Story of Abba for Young Readers</i> (Music link)</p> <p>Becky Laine 13 Artists Children Should Know</p>	<p><i>The Abonimables</i> (Eva Ibbotson)</p> <p>Non -fiction texts on electricity (Science link)</p> <p><i>Where my Wellies Take Me</i> (Michael Morpurgo)</p> <p>Winter Tales (Dawn Casey)</p>	<p><i>History VIP</i> <i>Boudicca</i> <i>Biography</i></p> <p><i>Romans on the Rampage</i></p> <p><i>Greta and the Giants</i> (Zoe Tucker)</p> <p><i>There is a Rang-Tan in my bedroom</i> (James Selleck)</p> <p><i>The Met Vincent Van Gogh: He saw the world in Vibrant Colours</i> (Amy Guglielmo)</p>	<p>Can you Feel the Noise? (Stewart Foster)</p> <p>Flotsam (David Wiesner)</p> <p>Nadiya's Bake Me a Story (Nadiya Hussain)</p>	<p><i>Journey</i> (Aaron Becker)</p> <p><i>The Sound Collector</i> (Roger McGough)</p> <p><i>My Name is not Refugee</i> (Kate Milner)</p>	<p><i>Escape from Pompeii</i> (Christina Balit) (Geography link)</p> <p><i>Kay's Anatomy</i> Adam Kay (Science link)</p> <p><i>Orchard Greek Myths and Legends</i> Geraldine McCaughrean (History link)</p> <p><i>Greek Myths</i> Marcia Williams (History link)</p> <p>Hello Lighthouse (Sophie Blackall)</p>

	(Art link)					
Grammar	Present & Past Simple tense Pronouns Create sentences with fronted adverbials Commas after fronted adverbials Commas to demarcate clauses Explore, identify and use noun phrases	Inverted commas Complex sentences Identify, select and use determiners	Explore, identify and use noun phrases			
Other texts 	A variety of age-appropriate fiction, non-fiction and poetry are covered throughout the year.					
Poetry focus 	Where my Wellies Take Me Michael Morpurgo				The Sound Collector Roger McGough	
Speaking and Listening 	See whole school progression for Speaking & Listening					
Word Reading 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 					

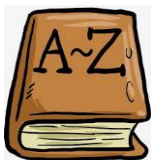








Reading



Develop positive attitudes to reading and understanding of what they read by:

- 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
 - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Priority content domains for Year 4

								
Vocabulary	Retrieval	Inference	Prediction	Sequencing	Point and Justify	Compare	Word Choice	Summarise




Writing Composition










Pupils should be taught to:

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot

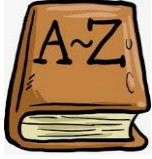








	<ul style="list-style-type: none"> • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
<p>Vocabulary, punctuation and grammar</p> 	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials <p>Learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>
<p>Spelling</p> 	<p>Spelling (see English Appendix 1). Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
<p>Handwriting</p> 	<p>Pupils should be taught 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 unjoined • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Writing Focus Books</p>   <p>All focus texts/films have a clear rationale and purpose: wider curriculum or has prevalence due to its theme, content or author.</p>	<p><i>Tail End Charlie</i> (Mick Manning) (History link)</p> <p><i>The Boy Who Flew</i> (Fleur Hitchcock) (Science link)</p> <p><i>The Highwayman</i> (Alfred Noyes)</p> <p><i>History of Rock for Big Fans and Little Punks</i> (Rita Nabais) (Music link)</p> <p><i>Little People /Big Dreams:</i> Vivienne Westwood (Art link)</p>	<p>Rochester Bridge Trust: Bridges (D & T link)</p> <p><i>George’s Secret Key to the Universe</i> (Stephen Hawking) (Science link)</p> <p>.</p> <p><i>Christmas in Europe</i> (Taliman Sluga) (MFL link)</p> <p><i>A Computer Called Katherine</i> (Slade&Jamison) (Computing link)</p>	<p><i>Winter of the Wolves</i> (Tony Bradman) (History link)</p> <p>The Fantastic Flying Books of Mr Morris Lessmore William Joyce</p> <p>V & A Introduces William Morris (William Morris)</p>	<p><i>The Many Worlds of Albie Bright</i> (Christopher Edge)</p> <p><i>World of Food</i> (Sandra Lawrence) (D & T link)</p> <p><i>The Cloud Tea Monkeys</i> (Graham & Peet)</p>	<p><i>How to Live Forever</i> (Colin Thompson)</p> <p>The Day of the Dead Jose Pasada</p> <p><i>The Raven</i> (Edgar Allen Poe)</p> <p>The Day of the Dead animation (Lit Shed)</p> <p>Song <i>Dancing in the Street</i></p>	<p><i>The Explorer</i> (Catherine Rundell) (Geography link)</p> <p>DK <i>Life Cycles</i> (Science link)</p> <p>Mayan myths: 1.<i>The Rain Player</i> 2.<i>The Chocolate Tree</i> 3.<i>The Hero Twins</i></p>
<p>Grammar</p>			<p>Expanded noun phrases -Using dashes, hyphens or commas to indicate parenthesis -Punctuating direct speech (Y4)</p>	<p>Using a colon to introduce a list -Punctuating bullet points consistently -Using modal verbs or adverbs to indicate degrees of possibility -Recognising vocabulary and structures that are appropriate for formal speech</p>	<p>Using relative clauses beginning <i>with who, which, where, when, whose, that</i></p>	<p>Using relative clauses beginning <i>with who, which, where, when, whose, that</i></p>

				(including subjunctive forms)		
Other texts 	A variety of age-appropriate fiction, non-fiction and poetry are covered throughout the year.					
Poetry focus 	<i>The Highwayman</i> Alfred Noyes/ <i>The Highway Rat</i> (Julia Donaldson)				<i>The Raven</i> (Edgar Allen Poe)	
Speaking and Listening 	See whole school progression for Speaking & Listening					
Word Reading 	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.					
Reading 	Maintain positive attitudes to reading and understanding of what they read by: <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
- understand what they read by:
- 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
- summarising the main ideas drawn from more than one 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

Priority content domains for Year 5

								
Vocabulary	Retrieval	Inference	Prediction	Sequencing	Point and Justify	Compare	Word Choice	Summarise

Writing Composition



Pupils should be taught to:



Plan their writing by:

- 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



Draft and write by:






- 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]

Evaluate and edit by:

	<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 • • proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<p>Vocabulary, punctuation and grammar</p> 	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • learning the grammar for years 5 and 6 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</p>
<p>Spelling</p> 	<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary <p>use a thesaurus</p>
<p>Handwriting</p>	<p>Pupils should be taught 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.

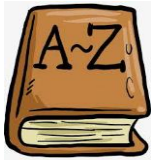






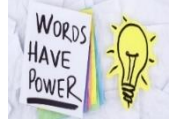



YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Writing Focus Books</p>   <p>All focus texts/films have a clear rationale and purpose: wider curriculum or has prevalence due to its theme, content or author.</p>	<p><i>The Worst Children's Jobs in History</i> Tony Robinson (History link)</p> <p><i>Wonder</i> R. J. Palacio</p> <p><i>Happy</i> Pharrell Williams (Music link)</p> <p><i>How was that Built?</i> Roma Agrawal (Art link)</p>	<p>Wilfred Owen poems</p> <p><i>This Cookbook is Gross</i> Susanna Tee</p> <p>Darwin's Dragons Lindsay Galvin (Science link)</p> <p><i>This Cookbook is Gross</i></p> <p><i>The Christmas Truce</i> (Lit Shed film)/ <i>The Christmas Truce</i> Carol Ann Duffy</p>	<p><i>Twelfth Night</i> Animated Tales</p> <p><i>Anglo-Saxon Boy</i> (Tony Bradman)</p> <p>Poetry by Tony Walsh</p>	<p><i>Holes</i> (Louis Sachar)</p> <p><i>The Lost Thing</i> (Shaun Tan)</p> <p><i>Migrants</i> Issa Watanabe</p>	<p><i>The Piano</i> (Film – Lit Shed)</p> <p><i>Junk</i> (Poetry Shed)</p> <p><i>Rose Blanche</i> (Roberto Innocenti)</p> <p>Extracts from <i>The Diary of Anne Frank</i></p>	<p><i>Rebel Girls Climate Warriors</i> (Rebel Girls) (Geography link)</p> <p><i>The incredible Eco-Systems of Planet Earth</i> (Rachel Ignotofsky) (Science link)</p> <p><i>The Wish Granter</i> (Lit Shed – Film Shed)</p>
<p>Grammar</p>	<p>REVISION</p> <p>Modal verbs Fronted adverbial Direct speech – Punctuation, move action on & convey character Colons & semi-colons Bullet points Relative clauses Active & Passive Present Progressive</p>					

<p>Other texts</p> 	<p>A variety of age-appropriate fiction, non-fiction and poetry are covered throughout the year.</p>		
<p>Poetry focus</p> 	<p>WW1 Poetry</p>	<p>Macbeth week</p>	<p>Tony Walsh: Contemporary</p>
<p>Speaking and Listening</p> 	<p>See whole school progression for Speaking & Listening</p>		
<p>Word Reading</p> 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 		
<p>Reading</p> 	<p>Maintain positive attitudes to reading and 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 <p>Understand what they read by:</p> <ul style="list-style-type: none"> 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 		

- summarising the main ideas drawn from more than one 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

Priority content domains for Year 6

								
Vocabulary	Retrieval	Inference	Prediction	Sequencing	Point and Justify	Compare	Word Choice	Summarise

Writing Composition



Pupils should be taught to plan their writing by:




- 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

Draft and write by:

- 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]

Evaluate and edit by:

- 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

	<ul style="list-style-type: none"> • proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<p>Vocabulary, punctuation and grammar</p> 	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • learning the grammar for years 5 and 6 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>
<p>Spelling</p> 	<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus
<p>Handwriting</p> 	<p>Pupils should be taught 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.

