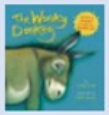
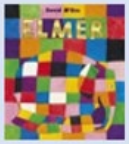
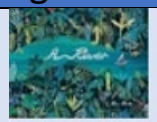
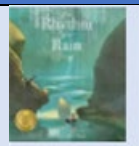
Cherry Tree Academy
Long Term English Planning Cycle A

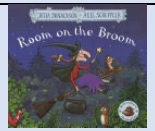
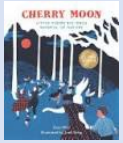
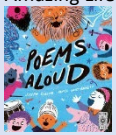
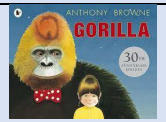
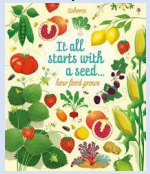
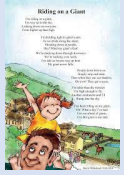
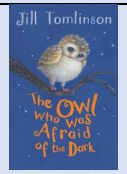
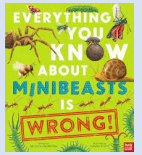
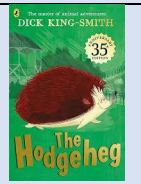
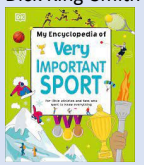
		Autumn		Spring		Summer	
EYFS	Core Texts	Ruby's Worry – Tom Percival Owl Babies – Martin Waddell Farmer Duck – Martin Waddell Can't You Sleep Little Bear – Martin Waddell Stickman – Julia Donaldson	Billy's Bucket – Kes Gray Scarecrow's Wedding – Julia Donaldson Slow Samson – Bethany Christou One Snowy Night – Nick Butterworth  Wonkey Donkey – Craig Smith	Lost and Found – Oliver Jeffers Tiddler – Julia Donaldson The Rainbow Fish – Marcus Pfister	After the Fall – Dan Santat Sonya's Chickens – Phoebe Wahl Gecko's Echo – Lucy Rowland Extraordinary Gardner – Sam Boughton Anna Hibiscus' Song – Atinuke	Perfectly Norman – Tom Percival Handa's Hen – Eileen Browne Supertato – Paul Linnet and Sue Hendra The Giant Jam Sandwich – Janet Burroway and John Vernon Lord	Zog – Julia Donaldson  Elmer – David McKee The Lion Inside – Rachel Bright I'm in Charge – Jeanne Willis On the Way Home – Jill Murphy

	Key vocabulary	Explore, discover, wonder, emourmous, barely, unexpected, shrink, tumble Hunt, silent, fuss, bounced, brave, flap Crept, wriggle, creak, wearily, fled, squeezed Settle, groan, curl, glow, hook, twinkly, puzzle, cosy Twirl, tumbling, sharp, weary, chuckle, doze, clattering, drifts	Explained, persuaded, sighed, excitedly, special, chuckled, frowned, imagination Hunt, spotted, hurried, gathered, certain, exclaimed, staggering, sprinkled Arrived, distracted, charged, annoyed, sobbed, received, noted, lonley Cosy, miserable, snuggled, shivering, shoved, scraping, fierce, chuckle Immeditely, hurling, dragged, staggered, squealed, panic, plunged, struggled	Ignored, floated, disappointment, discovered, delighted, lonely, searched, wonderful. Captured, struggled, dawdling, hauling, glimmering, shivered, peeped, bashed Sparkling, glide, admire, emerged, discover, peculiar, whizzed, delighted	Eventually, famous, grand, fortunately, admit, perfect, terfffified Spruced, tending, nestled, ruckus, crept, cowering, exhausted Brave, muttered, spied, scampered, beware, boomed, crept, precious Imagination, wild, ordinary, roamed, soared, longed, discovered Amazing, pound, scattering, floats, chuckles, explode, reasons	Extraordinary, uncomfortabl, swooping, miserable, hesitantly, problematic, wonderful, nervously Hunted, fluttery, peered, waving, shiny, peeped, scurried, skipped Escaped, gasped, rescue, distress, vanished, crept, leapt, shrieked Nuisance, mighty, leaped, spoil, swelled, squealed, humming, dived	Gripping, wildly, fearsome, expert, crowded, triumph, soared, roared Slipped, absolutely, serious, burst, gasped, celebrate, decorate Sparkled, mighty, craggy, meek, whimpered, ignored, impressed, slumbering Bellowed, startled, barged, sneaked, grinned, dreadful, stomped, refused Sneaking, gasped, crammed, soaring, vast, gloomy, slithering, struggled
	Writing purpose	Child initiated opportunities for writing in indoor and outdoor provision areas that give opportunities to: *Write narrative about personal experiences and those of others (real and ficitonal) *Write about real events *Write poetry *Write for different purposes					
	Writing skills grammar and punctuation	Orally speak in full sentences.	Orally rehearse captions and sentences before writing them down.	Orally rehearse a sentence before writing it down. Begin the practise 'Think a sentence, Say a sentence, Write a sentence'	Orally rehearse a sentence before writiting it down sometimes using a capital letter and a full stop. Develop ability to 'Think a sentene, say a sentence, write a sentence' and begin to 'check a sentence'.	Orally rehearse a sentence before writiting it down sometimes using a capital letter and a full stop. Develop ability to 'Think a sentene, say a sentence, write a sentence and check a sentence'.	Orally use the conjucntion and in sentences. Orally rehearse a sentence before writiting it down sometimes using a capital letter and a full stop. Develop ability to 'Think a sentene, say a sentence, write a sentence and check a sentence'.
		Spelling taught in line with RWI phonics progression.					
	Spelling	Write the first 16 single set 1 letter sounds.	Write all single letter set 1 letter sounds. Hear the sounds in CVC words.	Write all single letter set 1 letter sounds. Use these know sounds to write CVC words.	Write the 4 double consonants. Write CVC, CCVC, and CVCC words using sounds they know. Spell common exception 'red storybook' words.	Write CVC, CCVC and CVCC words using sounds they know. Spell common exception 'red storybook' words.	Write the first 6 set 2 sounds and use these to spell words. Write CVC, CCVC and CVCC words using sounds they know. Spell common exception 'red storybook' words

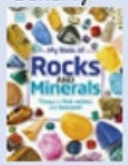
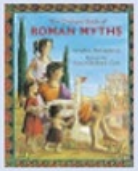
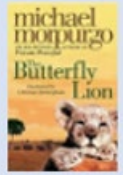
	Reading Skills	Reading skills taught through RWI phoincs and storybook sessions alongide 'Talk Through Stories' for comprehension and vocabulary development.					
		Read single-letter set 1 sounds (first 16).	Read all set 1 single letter sounds. Blend sounds into words orally.	Blend sounds to read words. Read short Ditty stories.	Read Red Storybooks. Read 4 double consonants.	Read Green Storybooks.	Read Green or Purple storybooks. Read fisrt 6 set 2 sounds.

		Autumn		Spring		Summer	
Year 1 /2	Core Text Writing	 Major Glad, Major Dizzy Jan Oke The History of Toys - Helen Cox Cannons	 Why do Leaves Fall From Trees? The Dragon Machine - Helen Ward The Egg - M.P Robertson	 A Thing Called Snow - Yuval Zommer The Three Billy Goats Gruff Troll Swap - Leigh Hodgkinson	 A River - Marc Martin Grandad's Secret Giant - David Litchfield Little Bear's Spring - Elli Woollard & Briony May Smith	 The rhythm of the rain - Grahame Baker-Smith The whale who wanted more - Rachel Bright & Jim Field Blue Planet: life in our oceans and river - Moira Butterfield & Johnathon Woodward	 The Turtle and the Crane - Stan Cullimore Grandad's Island - Benji Davis Tree- Season's come, seasons go _ Patricia Hegarty & Britta Teckentrup

	Writing Purpose	Entertain Describe Inform	Recount Entertain Inform Instruct Describe	Recount Describe Entertain Inform / Persuade	Recount Describe Inform/persuade Entertain	Inform Describe Entertain Inform	Recount Describe Inform Instruct
	Writing Outcomes	Narrative – retelling parts of the story Setting description Character description Report (Y1 captions and labels)	Autumn Walk recount Narrative – story re-tell Letter Instructions – how to hatch an egg Setting description	Winter walk recount Character description Narrative – retell Letter	Spring walk recount Setting description Letter Narrative - retell	Diary entry / Letter Setting description Story re-tell Report	Summer walk recount Setting description Report Instructions – how to get to Grandad's Island Postcard
	Key Vocabulary Y1	*Knock, stole, rattle, shook, shiver, vanish*	*Ignore, perch, sank, tick, rattle, delight, sizzle, swoop*	*Leap, nibble, yelp, tug, chuckle, frown, squelch, swap*	*Stretch, valley, peer, gaze, shore, sharp, terrify, sigh*	*Plunge, vast, glitter, stir, ripple, drift, quest, root, cram*	*grumble, burst, attic. Deck, horizon, smooth, shack*
	Key Vocabulary Y2	*Knock, stole, rattle, shook, bulge, shiver, dainty, private, empire, vanish, cease, monstrous*	*Unseen, ignore, overlook, perch, sank, troublesome, consult, capture, lumber, tick, click, whir, rattle, clunk, clatter, venture, bargain, rumble, chirrup, delight, distress, defeat, longing, sizzle, beat, perch, clamber, soar, swoop, gape*	*Leap, twitch, prick, venture, nibble, bound, shimmer, yelp, tumble, scramble, quiver, squirt, tug, trot, chuckle, frown, twirl, crouch, burst, fling, ram, squelch, disgust, swap*	*Stretch, swept, horizon, grind, plumes, patchwork, valley, murmur, peer, gaze, mumbled, shore, sharp, scoff, humongous, terrify, pickle, sigh, hoist*	*Plunge, swell, wind, current, steams, grateful, vast, glitter, stir, hubbub, ripple, amass, lonesome, drift, stud, quest, pulled at his heart, life-longing, rifle, root, haul, chaos, cram, bicker, quick wit, eternal, gripe, plunge, brawl*	*Grumble, cast, agree, wither, burst, attic, deck, lurch, smooth course, horizon, shore, shack, shipshape, chug, churn, prise*
	Grammar and Punctuation Y1	Magic 5 sentences – capital letters, finger spaces, full stops, sense Writing structure rehearsal (think a sentence, say a sentence, write a sentence, check a sentence) word classes - nouns	Magic 5 sentences – capital letters, finger spaces, full stops, sense Writing structure rehearsal (think a sentence, say a sentence, write a sentence, check a sentence) word classes – nouns, adjectives	Magic 5 sentences – capital letters, finger spaces, full stops, sense Writing structure rehearsal (think a sentence, say a sentence, write a sentence, check a sentence) Word classes – nouns, adjectives	Magic 5 sentences – capital letters, finger spaces, full stops, sense Writing structure rehearsal (think a sentence, say a sentence, write a sentence, check a sentence) Word classes – nouns, adjectives Question marks	Magic 5 sentences – capital letters, finger spaces, full stops, sense Writing structure rehearsal (think a sentence, say a sentence, write a sentence, check a sentence) Word classes – nouns, adjectives Exclamation marks	Magic 5 sentences – capital letters, finger spaces, full stops, sense Writing structure rehearsal (think a sentence, say a sentence, write a sentence, check a sentence) Word classes – nouns, adjectives Exclamation marks
	Grammar and	Magic 5 sentences – capital letters, finger spaces, full stops, sense	conjunction 'and' word classes - nouns, adjectives, verbs conjunctions 'but, so'	conjunction 'and' word classes - nouns, adjectives, verbs conjunctions 'but, so'	conjunction 'and' word classes - nouns, adjectives, verbs, adverbs conjunctions 'but, so'	conjunction 'and' word classes - nouns, adjectives, verbs, adverbs conjunctions 'but, so'	conjunction 'and' word classes - nouns, adjectives, verbs, adverbs conjunctions 'but, so'

	Punctuation Y2	Writing structure rehearsal (think a sentence, say a sentence, write a sentence, check a sentence) conjunction 'and' word classes nouns, adjectives, verbs Conjunction because Expanded noun phrases	conjunctions 'because, when' question sentences time adverbials past tense sentences	conjunctions 'because, when' question sentences exclamation sentences statement sentences commas in a list present tense sentences	conjunctions 'because, when' question sentences exclamation sentences statement sentences command sentences commas in a list past tense sentences	conjunctions 'because, when' question sentences exclamation sentences statement sentences commas in a list	conjunctions 'because, when' question sentences exclamation sentences statement sentences commas in a list possessive apostrophe
	Spelling Y1	Sounds and Spelling Patterns Covered Progressively Through RWI Phonics Programme					
	Spelling Y2	Words ending in ff, ll, ck, ss, zz, ve S and es endings suffix 'ed' with all rules. Revisiting Y1 CEWs	Prefix 'un' Homophones and near homophones 'l' spelt 'y' at the end of words. 'kn' and 'gn' 'wr' Revisiting Y1 CEWs	Suffixes 'ed' 'ing' 'er' Y2 CEWs	Suffixes 'er' 'est' le, il, al at the end of words Y2 CEWs	's' spelt 'c' 'or' spelt 'a' Contraction words Suffixes 'ful' 'less' 'ment' 'ness' Y2 CEWs	Suffix 'ly' tion 'ee' spelt 'ey' 'er' spelt 'or' Possessive apostrophe Y2 CEWs
	Reading Y1	Following RWI Phonics and Story Book Sessions					
		Read Purple Storybooks. Read Set 2 sounds.	Read Pink Storybooks. Read 9 Set 3 sounds.	Read Orange storybooks. Read 17 set 3 sounds.	Read Yellow Storybooks Read all Set 3 sounds and additional graphemes (e-e, ie, ue, au, kn, wh, ph)	Read Yellow Storybooks.	Read Blue Storybooks.
	Core Reading Text Y2	 The Room on the Broom Julia Donaldson Famous Explorers Collins Big Cat  Cherry Moon Poetry- Life is Big	 The Day the Crayons Quit Drew Daywalt Amazing Life Cycles Plants  Poems Aloud - Feelings	 Gorilla Anthony Browne  It all Starts with a Seed Chocolate Cake – Michael Rosen	 Amazing Grace Mary Hoffman The Big Book of Blooms  I'm Riding on a Giant	 The Owl who was Afraid of the Dark Jill Tomlinson  Everything you know about mini-beasts is wrong Spider Web Mornings	 The Hodgeheg Dick King-Smith  Very Important Sport

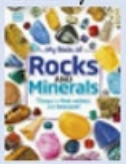
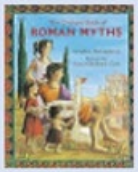
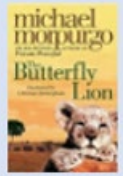
	Reading Skills Y2	• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
		• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
		• Read accurately most words of two or more syllables that contain the same graphemes as above.
		• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
		
		• Read words containing common suffixes.
		• Discuss and clarify the meanings of words, linking new meanings to known vocabulary.
		• Discuss their favourite words and phrases.
		• Recognise recurring language in stories and poems.
		• Learn Tier Two Vocabulary through reading lessons and use this vocabulary orally and in written sentences.
		
		• 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 books that are consistent with their improving phonic knowledge, to build up their fluency and confidence in word reading.
		• Recite some poems leant by heart with appropriate intonation to make the meaning clear.
		
		• Draw on what they already know or on background information and vocabulary provided by the teacher.
		• Discussing the sequence of events in books and how items of information are related.
		• Re-tell using a wider variety of story language.
		• Order events from the text.
		• Begin to discuss how events are linked focusing on the main content of the story.
		• Check that the text makes sense to them as they read and correcting inaccurate reading.
		
		• 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.
		  • Express own views about a book or a poem.
		  • Discuss some similarities between books.
		
		• Ask and answer questions.
		• Predict what might happen on the basis of what has been read so far.
		• Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.
		
		• Make inferences on characters' feelings using what they say and do.
		• Infer basic points and begin, with support to pick up on more subtle references.
		• Use pictures or words to make inferences.
		
		• Independently read and answer simple questions about what they have just read.
		• Ask and answer retrieval questions.

Year 3/4		Autumn		Spring		Summer	
	Core Text Writing	Blue John – Berlie Doherty  My Book of Rocks and Minerals – Dr Devin Denny	The Iron Man – Ted Hughes	Escape from Pompeii – Christina Balit Atlas of Adventure – Lucy Leatherland	 Orchard Book of Roman Myths – Geraldine McCaughrean Around the World in 80 Musical Instruments – Nancy Dickmann	The Lion, The Witch and The Wardrobe – C.S Lewis David Attenborough – Maria Isabel, Sanchez Vegara	 The Butterfly Lion – Michael Morpurgo The Rainforest Book – Charlotte Milner
	Writing Purpose	Describe	Entertain Instruct	Describe Entertain Inform	Describe inform	Entertain Inform / persuade	Entertain inform
	Purpose and Audience	Setting description Character description	Narrative retell Instructions	Character description Narrative Report	Character description Non-chronological report	Narrative Brochure Poetry	Letter Narrative Report
	Key Vocabulary Y3	*Force, gush, lock, crack, surge, hollow, tunnel, mine, drawn, sorrow, tearful, heartbroken, seep, promise, skid, sprawl, crawl, tumble, cave, cavern, stalactite, stalagmite, fossil, limestone, glacier, mountain*	*Blaze, clang, crane, creep, dart, glide, glow, jab, peer, scatter, scuttle, stride, spray, topple, tumble, clatter, gasp, gaze, glare, grind, invite, loom, screech, sneak, vanish, wallow, wander, whirl, gleam, graze, groan, march, sag, strip, tremble, blast, blaze, frown, peer, rumble, weep, wriggle, astonish, battle, droop, flicker, flop, jab, jar, jolt, rage, roast, scatter, scorch, sprawl, wheeze*	*Glimmer, protect, loom, tremor, weave, strut, bolt, churn, muffle, swell, destroy, explode, blaze*	Perch, sprawl, quarrel, tremble, summon, clatter, splutter, bellow, roam, stagger, tumble, graze, declare, regret, wept, tempt, strum, heave, glimpse, snatch, wade, spare, invade, deceive, plunge, flutter, croon, succeed, tend, shift, bombard, plead, loom, brawl, suckle, protes	*lure, forgive, sneer, sulk, gild, snigger, plunge, reckon, gloat, fidget, dispute, hoist, start (jump), bay, Grumble, glimpse, pluck, grope, consider, encourage, confront, resume, drift, stoop, betray, spurt, plunge, muffle, shudder, stoop, bundle, tower, glare, summon, perish, leer, surge,*	*roar, echo, lament, gust, swirl, haul, ramble, smother, spout, pierce, salute, forbid, reply, circle, surround, gather, burst,*

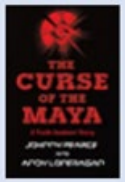
	Key Vocabulary Y4	*Force, mould, gush, lock, crack, surge, billow, hollow, pick, tunnel, mine, drawn, sorrow, grief, tearful, heartbroken, seep, pour, bittersweet, promise, oath, skid, sprawl, crawl, tumble, cave, cavern, stalactite, stalagmite, fossil, limestone, column, glacier, mountain, chambers, ledge*	*Blaze, brink, clang, cling, crane, creep, dart, glide, glow, jab, peer, scatter, scuttle, snag, spout, stride, spray, topple, tumble, wheeling, clatter, gasp, gaze, glare, grind, invite, loom, lure, screech, sneak, tower, vanish, wallow, wander, whirl, gleam, graze, groan, grope, march, pound, sag, strip, tremble, unfurl, blast, blaze, blot, char, claw, declare, frown, lament, peer, rumble, weep, wriggle, writhe, astonish, astound, battle, billow, droop, flag, flicker, flop, jab, jar, jolt, plunge, rage, roast, scatter, scorch, scuttle, singe, sprawl, submit, wheeze*	*Glimmer, protect, loom, haggle, tremor, weave, strut, bray, bolt, churn, muffle, swell, strand, destroy, explode, bray, blaze, repair, rehearse*	Perch, sprawl, quarrel, tremble, obey, grant, summon, pitch, clatter, splutter, bellow, roam, stagger, tumble, resolve, graze, declare, defy, forge, marvel, regret, wept, tempt, strum, heave, glimpse, snatch, wade, thrust, founder, spare, nestle, invade, jilt, deceive, plunge, appal, flutter, croon, succeed, conquer, tend, shift, bombard, plead, loom, brawl, shun, suckle, protest, slump	*Row, lure, forgive, sneer, jeer, sulk, gild, snigger, fraternizing, burr, plunge, reckon, gloat, abide, fidget, dispute, forfeit, renounce, hoist, start (jump), bay, Grumble, glimpse, wring, bawl, pluck, grope, fumble, consider, encourage, confront, resume, alight, drift, stoop, betray, spurt, plunge, muffle, shudder, remark, bristle, venture, stoop, restore, bundle, tower, glare, summon, perish, halt, leer, conceal, surge,*	*Scrutinise, roar, echo, sounding, lament, gust, swirl, haul, ramble, smother, spout, pierce, salute, enclose, yearn, forbid, retort, reply, circle, surround, gather, burst,*
	Grammar and Punctuation Y3	Re-capping Y2 expectations Magic 5 sentence and writing structure Commas in a list Question marks Exclamation marks Coordinating conjunctions Subordinating conjunctions Word classes Question sentences Command sentences Statement sentences Exclamation sentences Expanded noun phrases	Begin to use paragraphs to organise ideas around a theme. Begin to use inverted commas to punctuate direct speech. Begin to organise non-narrative work using simple organisational devices e.g. headings and subheadings. Express time, place and cause using adverbs (for example, then, next, soon, therefore). Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because).	Begin to use paragraphs to organise ideas around a theme. Begin to use inverted commas to punctuate direct speech. Begin to organise non-narrative work using simple organisational devices e.g. headings and subheadings. Express time, place and cause using adverbs (for example, then, next, soon, therefore). Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because). Use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with he went out to play).	Use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with he went out to play). Express time, place and cause using prepositions (e.g. before, after, during, in, because, of) Use conjunctions, adverbs and prepositions to express time and cause. Begin to use paragraphs to organise ideas around a theme. Begin to use inverted commas to punctuate direct speech. Begin to organise non-narrative work using simple organisational devices e.g. headings and subheadings.	Use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with he went out to play). Express time, place and cause using prepositions (e.g. before, after, during, in, because, of) Use conjunctions, adverbs and prepositions to express time and cause. Begin to use paragraphs to organise ideas around a theme. Begin to use inverted commas to punctuate direct speech. Begin to organise non-narrative work using simple organisational devices e.g. headings and subheadings.	Use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with he went out to play). Express time, place and cause using prepositions (e.g. before, after, during, in, because, of) Use conjunctions, adverbs and prepositions to express time and cause. Begin to use paragraphs to organise ideas around a theme. Begin to use inverted commas to punctuate direct speech. Begin to organise non-narrative work using simple organisational devices e.g. headings and subheadings.

					Express time, place and cause using adverbs (for example, then, next, soon, therefore). Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because). and, because, so, as, or	Express time, place and cause using adverbs (for example, then, next, soon, therefore). Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because). and, because, so, as, or	Express time, place and cause using adverbs (for example, then, next, soon, therefore). Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because). and, because, so, as, or
	Grammar and Punctuation Y4	Re-capping on KS1 and Y3 expectations.	Use paragraphs to organise ideas around a theme. Organise non-narrative work using simple organisational devices e.g. headings and subheadings where appropriate. Punctuate direct speech accurately, including inverted commas and other punctuation (for example, a comma after the reporting clause; end punctuation within inverted commas). Use conjunctions, adverbs and prepositions to express time and cause. Use fronted adverbials to vary sentence structure (e.g. Later that day, I heard the bad news.). Use commas after fronted adverbials. Use a wider range of conjunctions, including when, if, because, although to form complex sentences with more than one clause. Include expanded noun phrases by the addition of	Use paragraphs to organise ideas around a theme. Organise non-narrative work using simple organisational devices e.g. headings and subheadings where appropriate. Punctuate direct speech accurately, including inverted commas and other punctuation (for example, a comma after the reporting clause; end punctuation within inverted commas). Use conjunctions, adverbs and prepositions to express time and cause. Use fronted adverbials to vary sentence structure (e.g. Later that day, I heard the bad news.). Use commas after fronted adverbials. Use a wider range of conjunctions, including when, if, because, although to form complex sentences with more than one clause. Include expanded noun phrases by the addition of	Use paragraphs to organise ideas around a theme. Organise non-narrative work using simple organisational devices e.g. headings and subheadings where appropriate. Punctuate direct speech accurately, including inverted commas and other punctuation (for example, a comma after the reporting clause; end punctuation within inverted commas). Use conjunctions, adverbs and prepositions to express time and cause. Use fronted adverbials to vary sentence structure (e.g. Later that day, I heard the bad news.). Use commas after fronted adverbials. Use a wider range of conjunctions, including when, if, because, although to form complex sentences with more than one clause. and, because, so, as, or Include expanded noun phrases by the addition of	Use paragraphs to organise ideas around a theme. Organise non-narrative work using simple organisational devices e.g. headings and subheadings where appropriate. Punctuate direct speech accurately, including inverted commas and other punctuation (for example, a comma after the reporting clause; end punctuation within inverted commas). Use conjunctions, adverbs and prepositions to express time and cause. Use fronted adverbials to vary sentence structure (e.g. Later that day, I heard the bad news.). Use commas after fronted adverbials. Use a wider range of conjunctions, including when, if, because, although to form complex sentences with more than one clause. and, because, so, as, or Include expanded noun phrases by the addition of	Use paragraphs to organise ideas around a theme. Organise non-narrative work using simple organisational devices e.g. headings and subheadings where appropriate. Punctuate direct speech accurately, including inverted commas and other punctuation (for example, a comma after the reporting clause; end punctuation within inverted commas). Use conjunctions, adverbs and prepositions to express time and cause. Use fronted adverbials to vary sentence structure (e.g. Later that day, I heard the bad news.). Use commas after fronted adverbials. Use a wider range of conjunctions, including when, if, because, although to form complex sentences with more than one clause. and, because, so, as, or Include expanded noun phrases by the addition of

			modifying adjectives, nouns and preposition phrase.	modifying adjectives, nouns and preposition phrase. Use the present perfect form of verbs in contrast to the past tense. Use standard English forms of verb inflections instead of local spoken forms. Recognise when possessive apostrophe is needed and place it accurately in words with regular plurals and in words with irregular plurals.	modifying adjectives, nouns and preposition phrase. Use the present perfect form of verbs in contrast to the past tense. Use standard English forms of verb inflections instead of local spoken forms. Recognise when possessive apostrophe is needed and place it accurately in words with regular plurals and in words with irregular plurals.	modifying adjectives, nouns and preposition phrase. Use the present perfect form of verbs in contrast to the past tense. Use standard English forms of verb inflections instead of local spoken forms. Recognise when possessive apostrophe is needed and place it accurately in words with regular plurals and in words with irregular plurals. Use pronouns or alternative nouns within and across sentences to aid cohesion and avoid repetition.	modifying adjectives, nouns and preposition phrase. Use the present perfect form of verbs in contrast to the past tense. Use standard English forms of verb inflections instead of local spoken forms. Recognise when possessive apostrophe is needed and place it accurately in words with regular plurals and in words with irregular plurals. Use pronouns or alternative nouns within and across sentences to aid cohesion and avoid repetition.
	Spelling Y3	-tch (witch) -dge (fridge) -ge (orange) -j spelt g (gem) -n spelt gn and kn (knee/gnome) -le (table) -el (tunnel) -al (animal) -il (fossil)	-y making 'igh' (fly) -s, es (books / foxes) - y changed to i when adding -ed, -er and -est -dropping the 'e' before adding -ing, -ed, -er, -est -y	Contractions Possessive apostrophe Double the last consonant letter -or spelt 'a' before l or ll, (call, talk) -u spelt 'o' (mother)	Homophones -ur spelt 'or' after w (worm) -or spelt 'ar' after w (warm) -zh sound spelt 's' (measure, television, usual) -ture ending that sounds like 'ch' (furniture)	Homophones Suffixes ment, ness, ful, less, ly	-i sound spelt 'y' (pyramid) -u spelt 'ou' (trouble) Adding suffixes beginning with vowel letters to words of more than one syllable (forgotten, preferred) Prefix – mis with no change to root word (misbehave) Prefix -dis with no change to root word (disobey) Prefix -in with no change to root word (inactive)
	Spelling Y4	-zh sound spelt 's' (measure, television, usual) Contractions Last consonant letter doubled -y changed to i when adding -ed, -er and -est. Adding suffixes beginning with vowel letters to words of more than one syllable (forgotten, preferred) -i sound spelt 'y' (pyramid) -u sound spelt 'ou' (trouble)	Possessive apostrophe Prefix before a root word starting with m or p (in becomes im) Prefix before a root word starting with l (in become il) Prefix before a root word starting with r (in becomes ir) Prefix re (means again or back) Prefix sub (means under) Prefix inter (means between or among)	Suffix -ation added onto verbs to form nouns Adding –ly to adverbs. words ending in 'y' become 'ily' and '–le' become 'ly.' Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.' Word with the 'sh' sound spelled ch. These words are French in origin.	Adding the suffix '–sion.' Adding the suffix –ous. The suffix 'ous'. The final 'e' of the root word must be kept. The 'ee' sound spelt with an 'i' e.g., prettiest.	The suffix 'ous.' The suffix 'ion' when the root word ends in 't' or 'te' the suffix becomes 'tion' The suffix 'ion' becomes 'ssion' when the root word ends in 'ss' or 'mit' The suffix 'cian' used instead of 'sion' when the root word ends in 'c' or 'cs' The /s/ sound spelt c before 'i' and 'e'. This list contains 'sol' and 'real' word families	This list contains 'phon' and 'sign' word families The prefix super– means 'above'. The prefix anti– means 'against'. The prefix auto- The prefix bi- meaning two

	Core Text Reading	Blue John – Berlie Doherty  My Book of Rocks and Minerals – Dr Devin Denny	The Iron Man – Ted Hughes	Escape from Pompeii – Christina Balit Atlas of Adventure – Lucy Leatherland	 Orchard Book of Roman Myths – Geraldine McCaughrean Around the World in 80 Musical Instruments – Nancy Dickmann	The Lion, The Witch and The Wardrobe – C.S Lewis David Attenborough – Maria Isabel, Sanchez Vegara	 The Butterfly Lion – Michael Morpurgo The Rainforest Book – Charlotte Milner
	Reading Skills Y3	Word reading / Fluency *Apply a growing knowledge of root words, prefixes and suffixes, to read aloud and to understand new words they meet. *Read further common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. *Read aloud and perform poems and playscripts, showing understanding through intonation, tone, volume and action. Vocabulary *Use dictionaries to check the meaning of words that they have read. *Discuss words that capture the readers interest or imagination. *Identify how language choices help build meaning. *Find the meaning of new words using substitution within a sentence. *Explore synonyms using a thesaurus. *Learn an increasing range of tier two vocabulary through explicit teaching and use these words orally and in written sentences. *To clarify the meaning of new vocabulary and use this to understand reading. Inference *Children can infer characters' feelings, thoughts and motives from their stated actions. *Justify inferences by referencing a specific point in the text. *Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. *Make inferences about actions or events. Prediction *Justify predictions using evidence from the text. *use relevant prior knowledge to make predictions and justify them. *Use details from the text to form further predictions. Explain *Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books *Identifying how language, structure, and presentation contribute to meaning. *Recognise authorial choices and the purpose of these.					

		Retrieve *Learn the skill of 'skim and scan' to retrieve details. *Begin to use quotations from the text. *Retrieve and record information from a fiction text. *Retrieve information from a non-fiction text. Sequence / Summarise *Identifying main ideas drawn from a key paragraph or page and summarising these. *Begin to distinguish between the important and less important information in a text. *Give a brief verbal summary of a story. *Teachers begin to model how to record summary writing. *Identify themes from a wide range of books.
	Reading Skills Y4	Word reading / Fluency *Apply a growing knowledge of root words, prefixes and suffixes, to read aloud and to understand new words they meet. *Read further common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. *Read aloud and perform poems and playscripts, showing understanding through intonation, tone, volume and action. Vocabulary *Using dictionaries to check the meaning of words that they have read. *Use a thesaurus to find synonyms. *Discuss why words have been chosen and the effect these have. *Discuss new and unusual vocabulary and clarify the meaning of these. *Find the meaning of new words using the context of the sentence. *Learn an increasing range of tier two vocabulary through explicit teaching and use these words orally and in written sentences. *To clarify the meaning of new vocabulary and use this to understand reading. Inference *Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) *Infer characters' feelings, thoughts and motives from their stated actions. *Consolidate the skill of justifying them using a specific reference point in the text. Prediction *Justify predictions using evidence from the text. *Use relevant prior knowledge as well as details from the text to form predictions and to justify them. *Monitor these predictions and compare them with the text as they read on. Explain *Discussing words and phrases that capture the reader's interest and imagination. *Identifying how language, structure, and presentation contribute to meaning. *Recognise authorial choices and the purpose of these. Retrieve *Confidently skim and scan texts to record details. *Using relevant quotes to support their answers to questions. *Retrieve and record information from a fiction or non-fiction text. Sequence/Summarise *Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. *Identifying main ideas drawn from more than one paragraph. *Identify themes from a wide range of books. *Summarise whole paragraphs, chapters or texts.

Year 5/6		Autumn		Spring		Summer	
	Core Text Writing	Beowulf – Michael Morpurgo The Ways of the Wolves – Smriti Prasadam-Halls	Wolves in the Wall – Neil Gaiman King Arthur and the Knights of the Round Table – Marcia Williams A Christmas Carol – Tony Mitton	 The Curse of the Maya – Johnny Pearce The Chocolate Tree – Linda Lowery	Holes – Louis Sachar Hidden Figures – Margot Lee Shetterly	The Lost Whale – Hannah Gold Earths Incredible Oceans – Jess French	Treasure Island – Robert Lewis Stevenson What a Waste – Jess French Everything all a Once – Steven Camden
	Purpose and Audience	Describe Entertain Inform	Entertain Inform	Entertain Instruct	Entertain Inform Persuade	Entertain Inform Instruct	Entertain Inform
	Writing Outcomes	Setting description Diary entry Informal letter	Formal letter Narrative – to include speech Report	Character description Narrative Instructions	Setting description Informal letter Persuasive leaflet	Character description Narrative Non-chronological report Instructions	Narrative Formal speech Formal letter
	Key Vocabulary Y5	courage, descendants, prospered, reckless, brisk, foe, limb, lilting, envious, liar, warrior, vile, gruesome,	plotting, schemes, ignorance, possessions, treasured, puppet, gnawing, creep, exposed, ignorance, pantry,	Trudging, commonplace, mesmerising, vaulted, irate, errands, saunter, absent-minded, diminishing,	Shrivelled, forbidden, befell, obstacle, slumped, stifling, consisted, burlap, barren, particularly, relieved,	Register, enveloped, outskirts, reluctantly, flush, tentatively, prise, migration, sneery, ushered, shoal, laden, unruly,	Lodging, coarsely, seafarer, companion, decline, cutlass, oath, mistily, hoist, deserted, deformed, overhauled,

		hideous, grisly, dormitory, banish, plunge, downhearted, hilt, fiercest, grief, aloft, deeds, kinsman, grasped, fortunate, mound, venomous, staunch	huddled, astonishing, grumble, crept, smearing, dashing, banister, possession, brandishing, sustained, miserly, chamber, chimed, nervously, humbug, foolish, gruel, gloom, mournful, merely, muttered, drear, rejecting, startling, scene, folk, bustling, gazing, pallid, frail, grimly, toiled, laboured, meagre, sorrow, spectre, merged, amends, heartily	arrogant, descend, loomed, communal, wide-berth, macabre, hastily, regurgitated, ungainly, exertion, alcove, tenacious, tribulations, astute, roughshod, remonstrating, haunches, manhandled, injustice, passive, ramifications, brooding, tempestuous, redolent, clandestine, ambivalent, disconcerting, irate, nonchalant, barrage, eminent, vivid, wry, vigour, pivotal, disdain, exuberant, scrutinise, warily,	compound, attitude, realise, coincidence, torment, scarcity, unearthed, defective fleshy. Dawdle, grimaced, rotated, eternity, sprawled, radiated, vinyl, bulge, plopped, worthless, accomplish, figured, etched, glisten, haze, piercing, intently, busted, reciting, uncertainty, glanced, throbbing, widened, penetrating, jerked, gash, trailing, awakened, quack, credit, gratefully, murky, gathered, momentarily, blotchy, advise, indefinitely, hysterical, tedious, anchored	captivate, impulsively, indistinct, emerge, cursing, wildness, flailing, brief, majestically, flitting, startled, petite, adept, puzzled, pleading, burden, combing, ritual, eternal, strain, lingering, ominous, plead, gradually, coax, vulnerable, serenity, navigating, patrolling, queasy,	scatter, frenzy, plundered, odious, pluck, courage, credit, mutiny, distant, boasting, audible, faithful, landlocked, tiff, jiffy, ambush, cannibal, marooned, ringleader, dilly-dally, ebbs, stockade, isolated, idle, placid, truce, desertion, treachery, loophole, coracle, lopsided, revolves, comprehend, retreat, bucking, derision, deception, plunge, truancy, recoil, bygone, deposed, bumbling, brisk, captor, bearing, baited, skylarking, superstitious, excavated, liberty,
	Key Vocabulary Y6	courage, descendants, prospered, reckless, brisk, foe, limb, lilting, envious, liar, warrior, vile, gruesome, hideous, grisly, dormitory, banish, plunge, downhearted, hilt, fiercest, grief, aloft, deeds, kinsman, grasped, fortunate, mound, venomous, staunch	plotting, schemes, ignorance, possessions, treasured, puppet, gnawing, creep, exposed, ignorance, pantry, huddled, astonishing, grumble, crept, smearing, dashing, banister, possession, brandishing, sustained miserly, chamber, chimed, nervously, humbug, foolish, gruel, gloom, mournful, merely, muttered, drear, rejecting, startling, scene, folk, bustling, gazing, pallid, frail, grimly, toiled, laboured, meagre, sorrow, spectre, merged, amends, heartily	Trudging, commonplace, mesmerising, vaulted, irate, errands, saunter, absent-minded, diminishing, arrogant, descend, loomed, communal, wide-berth, macabre, hastily, regurgitated, ungainly, exertion, alcove, tenacious, tribulations, astute, roughshod, remonstrating, haunches, manhandled, injustice, passive, ramifications, brooding, tempestuous, redolent, clandestine, ambivalent, disconcerting, irate, nonchalant, barrage, eminent, vivid, wry, vigour, pivotal, disdain, exuberant, scrutinise, warily,	Shrivelled, forbidden, befell, obstacle, slumped, stifling, consisted, burlap, barren, particularly, relieved, compound, attitude, realise, coincidence, torment, scarcity, unearthed, defective fleshy. Dawdle, grimaced, rotated, eternity, sprawled, radiated, vinyl, bulge, plopped, worthless, accomplish, figured, etched, glisten, haze, piercing, intently, busted, reciting, uncertainty, glanced, throbbing, widened, penetrating, jerked, gash, trailing, awakened, quack, credit, gratefully, murky, gathered, momentarily, blotchy, advise, indefinitely, hysterical, tedious, anchored	Register, enveloped, outskirts, reluctantly, flush, tentatively, prise, migration, sneery, ushered, shoal, laden, unruly, captivate, impulsively, indistinct, emerge, cursing, wildness, flailing, brief, majestically, flitting, startled, petite, adept, puzzled, pleading, burden, combing, ritual, eternal, strain, lingering, ominous, plead, gradually, coax, vulnerable, serenity, navigating, patrolling, queasy,	Lodging, coarsely, seafarer, companion, decline, cutlass, oath, mistily, hoist, deserted, deformed, overhauled, scatter, frenzy, plundered, odious, pluck, courage, credit, mutiny, distant, boasting, audible, faithful, landlocked, tiff, jiffy, ambush, cannibal, marooned, ringleader, dilly-dally, ebbs, stockade, isolated, idle, placid, truce, desertion, treachery, loophole, coracle, lopsided, revolves, comprehend, retreat, bucking, derision, deception, plunge, truancy, recoil, bygone, deposed, bumbling, brisk, captor, bearing, baited, skylarking, superstitious, excavated, liberty,
	Grammar and Punctuation Y5	Structure and organisation of text is informed by its audience, purpose and context. Use paragraphs to organise information and ideas around a theme. Beginning to develop	Structure and organisation of text is informed by its audience, purpose and context. Use paragraphs to organise information and ideas around a theme. Beginning to	Structure and organisation of text is informed by its audience, purpose and context. Use paragraphs to organise information and ideas around a theme. Beginning to develop	Structure and organisation of text is informed by its audience, purpose and context. Use paragraphs to organise information and ideas around a theme. Beginning to	Structure and organisation of text is informed by its audience, purpose and context. Use paragraphs to organise information and ideas around a theme. Beginning to develop	Structure and organisation of text is informed by its audience, purpose and context. Use paragraphs to organise information and ideas around a theme. Beginning to develop

		and expand some ideas and depth. Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly). Use of tense choices to build cohesion across paragraphs. Choose pronouns and nouns to aid cohesion and clarity to avoid repetition. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure the correct subject and verb agreement when using singular and plural. Write relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun.	develop and expand some ideas and depth. Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly). Use of tense choices to build cohesion across paragraphs. Choose pronouns and nouns to aid cohesion and clarity to avoid repetition. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure the correct subject and verb agreement when using singular and plural. Write relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun. Use expanded noun phrases to convey complicated information concisely.	and expand some ideas and depth. Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly). Use of tense choices to build cohesion across paragraphs. Choose pronouns and nouns to aid cohesion and clarity to avoid repetition. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure the correct subject and verb agreement when using singular and plural. Write relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun. Use expanded noun phrases to convey complicated information concisely.	develop and expand some ideas and depth. Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly). Use of tense choices to build cohesion across paragraphs. Choose pronouns and nouns to aid cohesion and clarity to avoid repetition. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure the correct subject and verb agreement when using singular and plural. Write relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun. Use expanded noun phrases to convey complicated information concisely. Use brackets, dashes or commas to indicate parenthesis	and expand some ideas and depth. Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly). Use of tense choices to build cohesion across paragraphs. Choose pronouns and nouns to aid cohesion and clarity to avoid repetition. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure the correct subject and verb agreement when using singular and plural. Write relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun. Use expanded noun phrases to convey complicated information concisely. Use brackets, dashes or commas to indicate parenthesis Use **commas** to clarify meaning or avoid ambiguity. Indicate degrees of possibility using **adverbs** [for example, perhaps, surely] or modal	and expand some ideas and depth. Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly). Use of tense choices to build cohesion across paragraphs. Choose pronouns and nouns to aid cohesion and clarity to avoid repetition. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure the correct subject and verb agreement when using singular and plural. Write relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun. Use expanded noun phrases to convey complicated information concisely. Use brackets, dashes or commas to indicate parenthesis Use **commas** to clarify meaning or avoid ambiguity. Indicate degrees of possibility using **adverbs** [for example, perhaps, surely] or modal

						verbs [for example, might, should, will, must].	verbs [for example, might, should, will, must].
	Grammar and Punctuation Y6	Structure and organisation of text show an awareness of audience, purpose and context. Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth. Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. Include relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas. Use expanded noun phrases to convey complicated information concisely.	Structure and organisation of text show an awareness of audience, purpose and context. Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth. Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. Include relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas. Use a range of punctuation accurately: Ellipsis Colon – to introduce a list Semi-colon – within lists Bullet points – to list information Hyphens – to avoid ambiguity Use a range of layout devices, such as headings, sub-headings, columns, bullets or tables, to structure text. Use different structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't	Structure and organisation of text show an awareness of audience, purpose and context. Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth. Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. Include relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas. Use a range of punctuation accurately: Ellipsis Colon – to introduce a list Semi-colon – within lists Bullet points – to list information Hyphens – to avoid ambiguity Use a range of layout devices, such as headings, sub-headings, columns, bullets or tables, to structure text. Use different structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't	Structure and organisation of text show an awareness of audience, purpose and context. Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth. Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. Include relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas. 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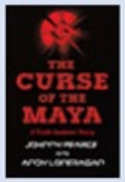
Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. Include relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas. Use a range of punctuation accurately: Ellipsis Colon – to introduce a list Semi-colon – within lists Bullet points – to list information Hyphens – to avoid ambiguity Use a range of layout devices, such as headings, sub-headings, columns, bullets or tables, to structure text. Use different structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't

			he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]. Use synonyms and antonyms and has a wide, rich range to draw on.	he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]. Use synonyms and antonyms and has a wide, rich range to draw on.	he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]. Use synonyms and antonyms and has a wide, rich range to draw on. Use **modal verbs** and **adverbs** to indicate degrees of possibility, probability and certainty Use a range of punctuation accurately: **semi-colon**, **colon** and **dash** to mark the boundary between independent clauses [for example, It's raining; I'm fed up]	forms such as If I were or Were they to come in some very formal writing and speech]. Use synonyms and antonyms and has a wide, rich range to draw on. Use **modal verbs** and **adverbs** to indicate degrees of possibility, probability and certainty Use a range of punctuation accurately: **semi-colon**, **colon** and **dash** to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use the **passive** to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. Use the **perfect form** of verbs to mark relationships of time and cause (noun + to have + past participle, for example: I have eaten, You will have eaten, They had eaten, Having eaten).	he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]. Use synonyms and antonyms and has a wide, rich range to draw on. Use **modal verbs** and **adverbs** to indicate degrees of possibility, probability and certainty Use a range of punctuation accurately: **semi-colon**, **colon** and **dash** to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use the **passive** to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. Use the **perfect form** of verbs to mark relationships of time and cause (noun + to have + past participle, for example: I have eaten, You will have eaten, They had eaten, Having eaten).
	Spelling Y5	Contractions Possessive apostrophe before and after s The prefix before a root word starting with m or p, in– becomes im–. The prefix before a root word starting with l, in– becomes il.	Word with the 'sh' sound spelled ch. These words are French in origin. Ending '–sion.' Ending '–tious'. Ending -cious Ending -cial Ending -tial	Ending -ant Ending -ance/-ancy Using -ent and -ence after soft c, g /j/ and qu. Ending -ible and -able	Ending -ibly and -ably Ending -fer with the suffixes -al, -ence, -ing and -ed Silent letters k, g, w, m, p at the start Words with silent letters e.g., island, doubt	Words with /ie/ after c Words spelt with /ei/ after c Words using the letter string 'ough' making the /aw/ sound. Words using the letter strong 'ough' making the /ow/ or /oa/ sound	Rarer GPCs: words with the /ai/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they) Homophones

		The prefix before a root word starting with r, in– becomes ir–. The prefix re– means 'again' or 'back'. The prefix sub– means 'under' The prefix inter– means 'between' or 'among' The suffix –tion added onto verbs to form nouns Adding –ly to adverbs. words ending in 'y' become 'ily' and '–le' become 'ly.'				Words where the /sc/ makes the s sound e.g., scenic Hyphenated words	
	Spelling Y6	Ending -sion/-ssion Ending –tious Ending -cious Ending -cial Ending -tial Ending -ant Ending -ance/-ancy Ending -ible/ibly and -able/ably	Words with a soft c spelt -ce/-cy and -se/-sy at the end Silent letters k, g, w, m, p at the start Words with silent letters e.g., island, doubt Words with /ie/ after c Words spelt with /ei/ after c Words using the letter string 'ough' making the /aw/ sound. Words using the letter strong 'ough' making the /ow/ or /oa/ sound Words where the /sc/ makes the s sound e.g., scenic	Prefixes -im, -il, -ir Prefixes -re, -sub, -inter Prefixes -auto and -ver Words beginning with 'acc' e.g., accompany	Where soft c sound is made when a -c is followed by an e, I or y Words spelt with -ph Homophones	Revisit hyphenated words Rarer GPCs: words with the /ai/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they) Words with /ie/ after c Words spelt with /ei/ after c Words using the letter string 'ough' making the /aw/ sound. Homophones	Statutory spelling list words

	Core Text Reading	Beowulf – Michael Morpurgo The Ways of the Wolves – Smriti Prasadam-Halls	Wolves in the Wall – Neil Gaiman King Arthur and the Knights of the Round Table – Marcia Williams A Christmas Carol – Tony Mitton	 The Curse of the Maya – Johnny Pearce The Chocolate Tree – Linda Lowery	Holes – Louis Sachar Hidden Figures – Margot Lee Shetterly	The Lost Whale – Hannah Gold Earths Incredible Oceans – Jess French	Treasure Island – Robert Lewis Stevenson What a Waste – Jess French Everything all a Once – Steven Camden
	Reading Skills Y5	Word Reading / Fluency *Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words. *Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience. Vocabulary *Explore the meaning of words in context, confidently using a dictionary. *Discuss how the author's choice of language impacts the reader. *Evaluate the authors use of language. *Investigate alternative word choices that could be made. *Begin to look at the use of figurative language. *Use a thesaurus to find synonyms for a larger variety of words. *Re-write passages using alternative word choices. *Read around the word and explore its meaning in the broader context of a section or paragraph. Inference *Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. *Make inferences about actions, feelings, events or states. *Use figurative language to infer meaning. *Give one or two pieces of evidence to support the point they are making. *Begin to draw evidence from more than one place across a text. Prediction					

		*Predicting what might happen from details stated and implied. *Support predictions with relevant evidence from the text. *Confirm and modify predictions as they read on. Explain *Provide increasingly reasoned justification for my views. *Recommend books for peers in detail *Give reasons for authorial choices. *Begin to challenge points of view. *Begin to distinguish between fact and opinion. *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. *Explain and discuss their understanding of what they have read, including through formal presentations and debates. Retrieve *Confidently skim and scan, and also use the skill of reading before and after to retrieve information (read around). *Use evidence from across larger sections of text. *Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. *Retrieve, record and present information from non-fiction texts. *Ask my own questions and follow a line of enquiry. Sequence / Summarise *Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. *Make connections between information across the text and include this is an answer. *Discuss the themes or conventions from a chapter or text. *Identify themes across a wide range of writing.
	Reading Skills Y6	Word Reading / Fluency *Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words. *Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience. Vocabulary *Evaluate how the authors' use of language impacts upon the reader. *Find examples of figurative language and how this impacts the reader and contributes to meaning or mood. *Discuss how presentation and structure contribute to meaning. *Explore the meaning of words in context by 'reading around the word' and independently. *Explore its meaning in the broader context of a section or paragraph. Inference *Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. *Discuss how characters change and develop through texts by drawing inferences based on indirect clues. *Make inferences about events, feelings, states backing these up with evidence. *Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text. Prediction *Predicting what might happen from details stated and implied. *Support predictions by using relevant evidence from the text. *Confirm and modify predictions in light of new information. Explain *Provide increasingly reasoned justification for my views. *Recommend books for peers in detail. *Give reasons for authorial choices. *Begin to challenge points of view.

		*Begin to distinguish between fact and opinion. *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. *Explain and discuss their understanding of what they have read, including through formal presentations and debates. *Distinguish between fact and opinion explaining how they know this. Retrieve *Children confidently skim and scan, and also use the skill of reading before and after to retrieve information (read around) *They use evidence from across whole chapters or texts. *Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. *Retrieve, record and present information from a wide variety of non-fiction texts. *Ask my own questions and follow a line of enquiry. Sequence / Summarise *Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. *Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. *Make comparisons across different books. *summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.