

CHERRY TREE ACADEMY

WRITING



Subject Statement

Writing



Rationale	At Cherry Tree Academy we recognise that the skills of language are essential to participating as a highly functioning member of society. Therefore, the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single child becomes literate and progresses well in the areas of reading, writing, speaking and listening.
Vision for the curriculum	Writing is essential to everyday life and children will use writing in almost every area of the curriculum. Our vision is to equip children with the skills they need to write with confidence at school, home and within the community. We want all children to be able to use their writing skills to communicate their ideas, thoughts and feelings and to be able to express their understanding to others.
Intent	At Cherry Tree Academy we aim for our curriculum to be ambitious and to provide opportunities for our children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. There is a high focus on developing our children's knowledge in writing in sequential and progressive steps. This is underpinned by immersing our children in a wide range of fiction, poetry and non-fiction texts which help them to connect with the world around them, equipping our children for life outside of education in a modern and diverse Britain and beyond. Quality reading material is the golden thread which runs through all aspects of the writing curriculum. In developing the writing curriculum, we have carefully considered the context in which our children and young people live: • Our children live in a world where they require the skills, flexibility, emotional intelligence and expertise to be leaders and thrive as successful members of society. • Our children live in a world where early development of vocabulary skills is the most important factor in developing their skills as a writer. • Our children live in a world where building positive relationships with those around them is key to future success. We want our children and young people to: • Be articulate and be able to express themselves, their views and their feelings in a positive way. • Be ambitious and have the skills and expertise to thrive in an everchanging and communication rich world. • Be inspired to improve the world around them. • Be rich in language and have a passion for learning. • Be tolerant of others, celebrate difference and value the diverse community in which they live. Through the writing curriculum at Cherry Tree Academy we aim to relentlessly pursue growth and excellence – every day.
Implementation	To ensure our intent transfers into everyday classroom practice, we develop pedagogy, for teachers, through high-quality CPD to ensure the writing curriculum is expertly delivered.

Teaching and learning at Cherry Tree Academy is underpinned by Rosenshine's Principles of Instruction and lessons are taught following The Cherry Tree Way of teaching and learning.

Lesson Structure:

Each lesson begins with a recap of prior knowledge including retrieval practise then moves on to new learning (including a focus on vocabulary) before extending to checking understanding, making connections to the bigger picture and assessment of new learning. The curriculum is implemented through a clear structure for teaching writing across each phase ensuring a smooth pathway for developing writing.

English with a writing focus is taught daily in every class for 50-60 minutes. Handwriting is explicitly taught as part of every English lesson.

The six key concepts of writing form a part of every writing lesson (handwriting, spelling, punctuation, grammar, composition, fluency). The curriculum is mapped using these core concepts. Lesson content builds up over a sequence of lessons and culminates in independent pieces of writing

EYFS

In EYFS there is a clear focus on pre-writing skills. Through a language-rich environment and quality adult-child interactions, children practise the oral skills needed to become accomplished writers. Provision both indoors and outdoors has areas to develop gross and fine motor skills. All areas of provision have opportunities for children to write with purpose.

Letter formation is taught through the RWI phonics program and children have opportunities to practise daily.

There is a daily discrete taught handwriting lesson for all children.

KS1

Teachers in KS1 prioritise transcription skills: handwriting, spelling and basic sentence structure. Children use the 'magic 5' structure when composing, writing and checking sentences. At the start of Year 1 (and in Year 2 for those children still working at this level), time is spent at the start of the year securing the basics and building up slowly.

- Secure letter formation through explicit teaching and practice (lower case and upper case). Daily focussed handwriting lessons for 15-20 minutes. (See handwriting policy)
- Progressing to CV, and VC spellings.
- CVC word spelling and knowledge of nouns.
- A high emphasis on oral composition and teacher modelling until children have the transcriptional and spelling skills to enable them to write a sentence independently.
- Regular opportunities across the curriculum to practise and embed the skills taught in English lessons, including daily opportunities to practise oral composition through Purposeful Partner Talk (PPT).
- Daily dictated sentence work to apply transcription, spelling and sentence level grammar work.
- Write an independent sentence including labelled nouns.
- Introduce adjectives and noun phrases – through labelling.
- Write sentences made from given noun phrases.
- Make independent noun phrases and apply them in a sentence.
- Progressing to independent sentences and short paragraphs.
- Only when children have secure transcription, spelling and oral comprehension skills, will they progress to writing independently.
- There is a focus on fiction (re-telling) and real events (recounts).

LKS2

	Daily sentence level and dictated sentence practise to secure and embed transcription, spelling and sentence level grammar skills. Through LKS2 there continues to be a clear focus on ensuring the basics are in place alongside further developing compositional skills. Children are taught to write and check their work through the use of 'chunk and check' writing, with continued reference to the 'Magic 5'. Continuing focus on oral composition through oral rehearsal and Purposeful Partner Talk (PPT). There is a focus on sense, tense, punctuation and grammar. Daily handwriting continues (see handwriting policy). Children will learn to edit and check their own work. <u>UKS2</u> Handwriting continues to be taught and practised daily (see handwriting policy). There will continue to be planned opportunities to practise new skills through sentence dictation activities. There will be explicit teaching of sentence level skills and children will be given regular opportunities to practise. Throughout UKS2 children continue to write and check their work using 'chunk and check'. The focus is on sense, tense, punctuation and grammar. Oral rehearsal and Purposeful Partner Talk (PPT) will be used to secure understanding. There is an increased move to independence with a higher emphasis of editing and drafting work. Oracy forms an important part of our writing curriculum with a strong focus on oral rehearsal incorporating regular opportunities for Purposeful Partner Talk (PPT) and extension of this through our ABC (Agree, Build and Challenge) approach.
Impact	Children have secure transcriptional skills that ensure their writing is well presented and accurately punctuated. Children enjoy writing and feel proud of their writing. Writing across the curriculum is the same standard as in English books. Children have a strong command of the spoken and written word. Children incorporate vocabulary they have learned in reading and other subjects into their written work. Children write accurately and with coherence, adapting their language and style for a range of contexts, purposes and audiences.
Pedagogical Approach	At Cherry Tree Academy we follow Rosenshine's Principles when teaching using 'The Cherry Tree Way.' This involves beginning each lesson with a 'Prior Learning Activation' activity which helps our children to know more and remember more. This is followed by 'New Learning' which is taught in small steps to support the children's working memories and to avoid an overload of new information. We model new knowledge and skills to children and provide scaffolding to allow all children to access our writing curriculum. This also includes a vocabulary focus that is pre-planned across the school. The 'Independent Practice Task' is then used to check understanding of new learning. This task can be differentiated or scaffolded where needed. At the end of each lesson, the children will be assessed using a range of strategies such as peer assessment, questioning or discussions around the work produced. Handwriting is explicitly taught throughout all key stages on a daily basis and writing opportunities are derived from high-quality texts with a clear link made between reading and writing. Talk is used so that children can orally rehearse their ideas prior to writing them down. 'Magic 5' is used to check writing throughout school to ensure that the basics are always a focus.
Adaptation for SEND learners	At Cherry Tree Academy, in English writing, we use a number of evidence-based strategies to support children with SEND. Strategies include: <u>Scaffolding</u> • Support for SEND children with learning vocabulary; this may include over-learning, flash cards and word mats.

- Spelling and word level support through word banks (including the use of communication in print)
- Letter formation support (e.g. letter formation mats, phonics sound mats)
- Support with sentence writing e.g providing a writing frame or using cloze procedures to reduce cognitive load.
- Use of sentence making activities to reduce cognitive load.
- Use of 'You say, I write' for children that might find it difficult to start writing.
- All scaffolding follows a 'I do, we do, you do' approach.

Explicit Instruction

- Pupils may be supported in their thought process, e.g. using the Key Stage One approach: Think one sentence at a time, say your sentence three times, write your sentence, check your sentence using Magic 5 (capital letter, finger spaces, best handwriting, does it make sense, punctuation)
- Clear modelling from adults in class – modelling the writing structure and how to check sentences.
- Pupils will be given specific opportunities by adults to practise specific skills that are barriers to learning.
- Visual aids and concrete examples (where necessary) will be used to support learning.

Cognitive and Metacognitive Strategies

- Tasks are 'chunked' into smaller steps.
- Vocabulary prompts may be used to support sentence work.
- Depending on ability, children with SEND may be asked to evaluate their own progress and discuss what they can do to move their learning forward.

Flexible Grouping/Fading

- Pre-teaching and support with new vocabulary may be used.
- Children will be grouped flexibly depending on the task. Temporary groups may be established to support learning a particular concept.
- Buddy systems may be put in place to support with certain tasks.
- Guided teacher groups to focus on specific skills or difficulties.

Use of technology / physical resources

- Tasks set may include useful apps / websites to move learning forward.
- Speech generating apps and recording devices may be used to help children remember ideas and write them down coherently.
- Some children may use a word processor to record longer pieces of writing.
- Flexibility in the book that children record in (e.g. some children may require wider lines)
- Flexibility in the type of pencil children are writing with (thicker pencils, pencil grips, darker pencil / pen (for children with a visual impairment)
- Supporting resources can be enlarged or printed on different colour as needed.

Enabling Environments

- Flexible seating arrangement including the use of personalised workstations for children that may require their own space.
- Working Walls for English match current teaching and including sections to support spelling, vocabulary, the writing structure and the basics.
- A WAGOLL will be available for children to refer to on the English Working Wall.
- Word mats, spelling banks, letter formation charts available on tables.
- Range of other supporting materials such as dictionaries and accessible within the classroom.



Expectations of Writing

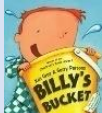
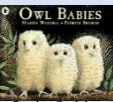
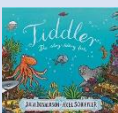
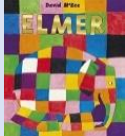
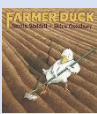
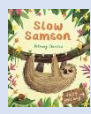
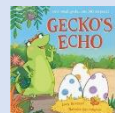
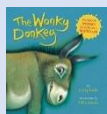
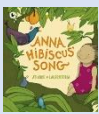
In English, children are expected to:

- Write the long date at the top of their page. In Year 1 this is built up through the year starting with children writing the day, then the day and number then then day, number and month.
- Underline the long date using a ruler. (Year 3 upwards)
- Complete handwriting underneath the date.
- Write WAL and underline using a ruler. (Year 3 upwards)
- Teacher has high expectations at all time and children present work to the best of their ability.
- There is an emphasis on quality over quantity.

When writing in the wider curriculum, children are expected to:

- Write the long date at the top of their page.
- Underline the long date using a ruler.
- Write the WAL and underline using a ruler.
- Present work to the best of their ability.
- There is an emphasis on quality over quantity.

EYFS writing overview

Cycle A EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
	Ruby's Worry – Tom Percival	Billy's Bucket – Kes Gray	Lost and Found – Oliver Jeffers	After the Fall – Dan Santat	Perfectly Norman – Tom Percival	Zog – Julia Donaldson
						
	Owl Babies – Martin Waddell	Scarecrow's Wedding – Julia Donaldson	Tiddler – Julia Donaldson	Sonya's Chickens – Phoebe Wahl	Handa's Hen – Eileen Browne	Elmer – David McKee
						
	Farmer Duck – Martin Waddell	Slow Samson – Bethany Christou	The Rainbow Fish – Marcus Pfister	Gecko's Echo – Lucy Rowland	Supertato – Paul Linnet and Sue Hendra	The Lion Inside – Rachel Bright
						
	Can't You Sleep Little Bear – Martin Waddell	One Snowy Night – Nick Butterworth		Extraordinary Gardener – Sam Boughton	The Giant Jam Sandwich – Janet Burroway and John Vernon Lord	I'm in Charge – Jeanne Willis
						
	Stickman – Julia Donaldson	Wonkey Donkey – Craig Smith		Anna Hibiscus' Song – Atinuke		On the Way Home – Jill Murphy

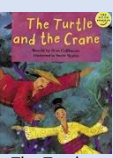
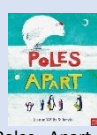
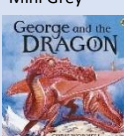
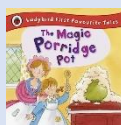
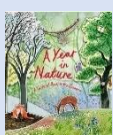
In EYFS there is a clear focus on pre-writing skills. Through a language-rich environment and quality adult-child interactions, children practise the oral skills needed to become accomplished writers. Provision both indoors and outdoors has areas to develop gross and fine motor skills. All areas of provision have opportunities for children to write with purpose.

Letter formation is taught through the RWI phonics program and children have opportunities to practise daily. There is a daily discrete taught handwriting lesson for all children.



Y1 / 2 Writing Overview

Core Text Drivers

Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A						
KS1	 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 Hodkinson	 A River – Marc Martin  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
B						
KS1	 The Last Wolf – Mini Grey  Wolves – Emily Gravett  The Leaf Thief – Alice Hemming	 Poles Apart – Jeanne Willis  Penguins – Tristan Walters  If Winter Comes Tell It I'm Not Here – Simona Ciralo	 Traction Man in Here! Mini Grey  George and the Dragon – Chris Wormell	 Bog Baby – Jeanne Willis  The Magic Porridge Pot	 The Curious Case of the mammoth – Tristan Walters  Elephants – Maurice Sendak	 The Green Giant – Katie Cottle  Lila and the Secret of Rain – David Conway  A Year on Nature – Hazel Ward



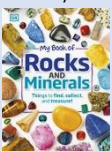
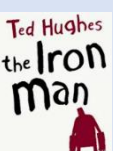
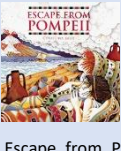
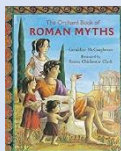
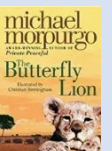
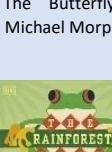
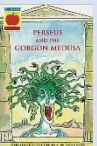
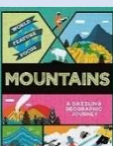
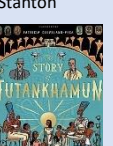
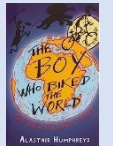
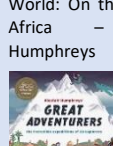
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Narrative	
Y1	Y2
• Write a simple, known story in sentences. • Write using past tense. • Include adjectives within a noun phrase. • Use the conjunction and to join clauses. • Describe a setting or a character.	• Write simple narratives for different purposes – letters, postcards, setting descriptions, character descriptions and stories. • Write a simple story that includes a beginning, middle and end. • Use simple adverbials of time to link ideas. • Describe settings and characters. • Use expanded noun phrases to add detail. • Explore different ways to start a sentence including simple time adverbials. • Use coordinating and some subordinating conjunctions within their writing. (See grammar progression) • Start to use 'ly' adverbs and different verbs to say what a character is like.
Recount	
Y1	Y2
• Write sentences based on personal experiences. • Write sentences starting with I. • Sequence events correctly. • Write simple sentences using the past tense.	• Write an introduction giving information about who, when, where and why. • Use past tense consistently. • Use simple verb tense correctly. • Describe using adjectives to create expanded noun phrases. • Use time adverbials throughout the writing. • Use a range of conjunctions to extend ideas. • Write a final summarising sentence.
Instructions	
Y1	Y2
• Write sentences that include an imperative verb. • Write instructions in chronological order.	• Write sentences that begin with simple when adverbials. (First, Then, Next) • Include a title for the instructions. • Include a 'You will need...' section. • Using numbers and bullet points. • Use technical vocabulary when appropriate. • Use some 'ly' adverbs to explain how to do something.
Non-Chronological Report	
Y1	Y2
Write labels for pictures and diagrams. Write captions to give information. Write a short sequence of sentences to describe a given thing.	Use simple headings and subheadings to organise the report. Use present tense consistently. Use noun phrases to provide detail. Use a range of conjunctions to extend ideas. Use different verb choices.
Poetry	
Y1	Y2
Explore by playing with words and creating funny sentences. Use some rhyme. Using their sentences to explore first hand experiences.	Explore alliteration. Use a range of vocabulary. Create a shape poem. Experiment with more adventurous word choices.

Y3 / 4 Writing Overview

Cycle A LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	 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
Cycle B LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	 Medusa – Orchard book of Greek Myths  Leo and the Gorgon's Curse: 4 – Joe Todd Stanton	 The Brockspectre – Linda Newbery  Mountains (World Feature Focus) – Rebecca Kahn	 Marcy and the Riddle of the Sphinx: 2 – Todd Stanton  The Story of Tutankhamun – Patricia Cleveland-Peck	 The Boy Who Biked the World: On the Road to Africa – Alister Humphreys  Great Adventurers – Alistair Humphreys	 Charlotte's Web – E.B. White  Water Cycles (DK Life Cycles) – DK	 The Land of Roar: Book 1 – Jenny McIchnlan  365 Things to make and do – Fiona Watt

Daily sentence level and dictated sentence practise to secure and embed transcription, spelling and sentence level grammar skills.

Through LKS2 there continues to be a clear focus on ensuring the basics are in place alongside further developing compositional skills.

Children are taught to write and check their work through the use of 'chunk and check' writing, with continued reference to the 'Magic 5'.

Continuing focus on oral composition through oral rehearsal and Purposeful Partner Talk (PPT).

There is a focus on sense, tense, punctuation and grammar.

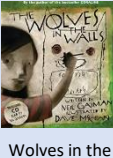
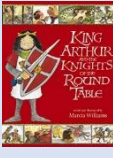
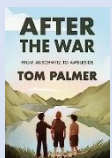
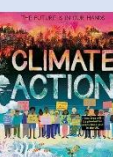
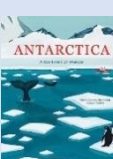
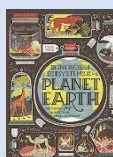
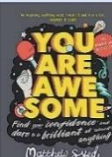
Daily handwriting continues (see handwriting policy).

Children will learn to edit and check their own work.



Narrative	
Y3	Y4
- Create a narrative. - Write quality paragraphs organised around a theme: opening, problem, solution. - Plan and write using the past tense. - Describe settings and characters using carefully chosen words and phrases. - Use some direct speech to move a story forward. - Use a range of alternative verbs and adverbials (time, manner, place).	Building on from KS1 and Y3 outcomes, children can: - Write quality paragraphs. - Write speech, punctuated correctly with a new line for a new speaker. - Use a range of adverbial phrases, changing the position within a sentence. - Use expanded noun phrases with precision.
Recount	
Y3	Y4
- Write quality paragraphs organised around an event. (Include an opening and a reflective summary). - Use when adverbials and how adverbs. - Use prepositional phrases. - Include personal reflections throughout the writing.	Building on from KS1 and Y3 outcomes, children can: - Use the present perfect form of verbs instead of simple past, where appropriate (e.g. I have learned...) - Describe settings using varied and adventurous noun phrases. - Report Speech.
Instructions	
Y3	Y4
- Organise using headings and subheadings. - Include a simple introduction. - Include a closing statement. - Use precise, carefully chosen technical vocabulary.	Building on from KS1 and Y3 outcomes, children can: - Write clear and concise sentences. - Use precise imperative verbs. - Use more sophisticated when adverbials.
Non-Chronological Report	
Y3	Y4
- Make notes using given sources (use subheadings to organise thinking). - Convert notes into texts. - Write quality paragraphs using headings and sub-headings. - Use different layout features such as labels, captions and fact boxes.	Building on from KS1 and Y3 outcomes, children can: - Use self-selected sources to make simple notes making decisions for themselves about how to organise the information. - Choose their own sub-headings. - Convert notes to text with increasing independence. - Use a summary paragraph.
Explanation	
Y3	Y4
- Write an opening statement. - Write a series of logical steps explaining why/how something words / happens. - Use a range of conjunctions to sequence.	Building on from Y3 outcomes, children can: - Use precise technical vocabulary. - Start to use diagrams and charts to support their explanation.
Persuasion	
Y3	Y4
- Plan and write quality paragraphs (include an introduction, main argument and summary). - Use facts to support. - Use simple persuasive techniques.	Building on from Y3 outcomes, children can: - Use emotive language. - Use logical conjunctions. - Use exaggeration and other forms of figurative language.
Poetry	
Y3	Y4
- Experiment by playing with words. - Use nouns, adjectives and verbs effectively. - Experiment with pattern, rhyme and alliteration.	Building on from KS1 and Y3 outcomes, children can: - Use language to create a theme. - Explore different patterns of rhyme. - Begin to use emotive language

Y5/6 Writing Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A UKS2	 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  Earth's Incredible Oceans – Jess French	 Treasure Island – Robert Lewis Stevenson  What a Waste – Jess French  Everything all a Once – Steven Camden
Cycle B UKS2	 After the War – Tom Palmer  The Missing: The True Story of my Family in World War Two – Michael Rosen	 Darwin's Dragons – Lindsay Galvin  On the Origin of Species – Sabina Radeva	 The Last Wild – Piers Torday  Climate Action: The Future is in Our Hands – Georgina Stevens	 Floodland – Marcus Sedgwick  Antarctica: A Continent of Wonder – Mario Cuesta Hernando	 The Explorer – Katherine Rundell  The Incredible Ecosystems of Planet Earth – Rachel Ignotofsky	 Jungle Book – Rudyard Kipling  You Are Awesome: Fine you Confidence and Dace to the Brilliant – Matthew Syed

Handwriting continues to be taught and practised daily (see handwriting policy).

There will continue to be planned opportunities to practise new skills through sentence dictation activities.

There will be explicit teaching of sentence level skills and children will be given regular opportunities to practise.

Throughout UKS2 children continue to write and check their work using 'chunk and check'. The focus is on sense, tense, punctuation and grammar.

Oral rehearsal and Purposeful Partner Talk (PPT) will be used to secure understanding.

There is an increased move to independence with a higher emphasis of editing and drafting work.



Narrative	
Y5	Y6
Building on from KS1 and LKS2 outcomes, children can: • Write quality sequenced paragraphs making cohesive links within and across paragraphs. • Use their reading to inform how they develop characters and settings. • From the reading, use figurative language to develop settings and atmosphere (personification and metaphor). • Develop characterisation using effective verbs and adverbials. • Use a range of grammatical devices to create mood and atmosphere. • Use dialogue accurately. • Develop awareness of the reader through the use of different sentence types and precise vocabulary.	Revisit and embed.
Recount	
Y5	Y6
Building on from KS1 and LKS2 outcomes, children can: • Plan and write quality paragraphs. • Use reported speech. • Make effective choices of sentence structure. • Use how, when an where adverbials phrases effectively in different sentence positions.	Revisit and embed.
Non-Chronological Report	
Y5	Y6
Building on from KS1 and LKS2 outcomes, children can: • Independently use a range of sources to gather interesting facts and information. • Plan in note form under their choice of paragraph headings. • Expand ideas effectively moving from a general opening sentence to more specific sentences within each paragraph. • Add comments to facts.	Revisit and embed.
Explanation	
Y5	Y6
Building on from LKS2 outcomes, children can: Introduce the text with a general statement.	Begin to use the passive voice.
Persuasion	
Y5	Y6
Building on from LKS2 outcomes, children can: • Plan and quality paragraphs. • Expand ideas effectively moving from a general opening sentence to more specific sentences within each paragraph. • Write arguments with good reasons, facts and convincing evidence. • Include a counter-argument. • Include emotive language and short sentences for effect. • Include a conclusion that links back to the opening argument. • Use rhetorical questions.	Revisit and embed.
Discussion	
Y5	Y6
• Open with a statement of the issue and a preview of the main arguments. • Use facts to support. • Write using a range of tenses. • Write arguments for and against. • Give reasons. • Provide supporting evidence.	Revisit and embed.

Writing Enhancements and Writing through the Wider Curriculum

Writing is practised and reinforced through the wider curriculum. Children are taught 'ready to write' strategies which are expected to be applied in all subjects.

High expectations of the presentation and content of writing are expected in all subjects. There is an emphasis on quality over quantity in all subjects.

Real-life events that take part throughout the year including planned mini-experiences such as seasonal walks and larger enhancements such as a class and whole school visits and visitors provide valuable opportunities for children to write about real-life experiences.

The Structure of a Lesson Y1

Handwriting	15 – 20 minutes handwriting focus (See handwriting policy for detail of this lesson structure).
 Retrieval	The structure of the Year 1 writing lesson changes throughout the year. Autumn Term: - Letter formation and motor control activities form the majority of the lesson. Oral composition and shared writing experiences form the remainder of the lesson. This progresses to: - CV, and VC spellings. - CVC word spelling and knowledge of nouns. - A high emphasis on oral composition and teacher modelling until children have the transcriptional and spelling skills to enable them to write a sentence independently. - Regular opportunities across the curriculum to practise and embed the skills taught in English lessons, including daily opportunities to practise oral composition through Purposeful Partner Talk (PPT). - Daily dictated sentence work to apply transcription, spelling and sentence level grammar work. - Write an independent sentence including labelled nouns. - Introduce adjectives and noun phrases – through labelling. - Write sentences made from given noun phrases. - Make independent noun phrases and apply them in a sentence. - Progressing to independent sentences and short paragraphs. - Only when children have secure transcription, spelling and oral comprehension skills, will they progress to writing independently and begin to follow the same lesson structure at Year 2.
 New Learning	
 Check Understanding	
 Bigger Picture Connection / Assessment of New Learning	



The Structure of a Lesson Y2

Handwriting	15 – 20 minutes handwriting focus (See handwriting policy for detail of this lesson structure).
 Retrieval	SPAG focussed teaching and retrieval practise. Should link to and support the main teaching of the lesson / unit. Includes sentence dictation.
 New Learning	Main teaching of new skill. Sentence building work. Teacher modelling. Shared writing. Oral composition.
 Check Understanding	Independent / Paired tasks. Guided writing. Application of new learning.
 Bigger Picture Connection / Assessment of New Learning	Addressing common misconceptions. Using the visualiser to model. Peer and self assessment. Editing.

The Structure of a Lesson Y3/4

Handwriting	10 minutes handwriting focus (See handwriting policy for detail of this lesson structure).
 Retrieval	SPAG focussed teaching and retrieval practise. Should link to and support the main teaching of the lesson / unit. Includes sentence dictation.
 New Learning	Main teaching of new skill. Sentence building work. Teacher modelling. Shared writing. Oral composition.
 Check Understanding	Independent / Paired tasks. Guided writing. Application of new learning.
 Bigger Picture Connection / Assessment of New Learning	Addressing common misconceptions. Using the visualiser to model. Peer and self assessment. Editing.

The Structure of a Lesson Y5/6

Handwriting	10 minutes handwriting focus (See handwriting policy for detail of this lesson structure).
 Retrieval	SPAG focussed teaching and retrieval practise. Should link to and support the main teaching of the lesson / unit. Includes sentence dictation.
 New Learning	Main teaching of new skill. Sentence building work. Teacher modelling. Shared writing. Oral composition.
 Check Understanding	Independent / Paired tasks. Guided writing. Application of new learning.
 Bigger Picture Connection / Assessment of New Learning	Addressing common misconceptions. Using the visualiser to model. Peer and self assessment. Editing.



Handwriting at CTA

Intent

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. We want all our children to develop fluent handwriting skills, ensuring they can focus on writing composition without cognitive overload.

Implementation:

In all handwriting sessions teaching staff will refer to the 'P' and 'S' checks to ensure good writing procedures are in place. Teachers will actively teach children the routines to ensure they are 'ready to write' before any writing activity (not just in English lessons).

'Ready to Write Routines'

Children will be taught and reminded about:

- How to sit correctly on a chair at a table ensuring bottoms are at the back of chairs and tummy is near the table (BBC and TNT).
- How to position their paper correctly (both for right-handed and left-handed writers), including what to do with their non-writing hand. *See Appendix A.*
- How to hold their pencil in a comfortable tripod grip and about correct pressure to apply. *See Appendix B.*
- To ensure their pencil is sharp.

EYFS	Focused Teaching Daily Daily discrete handwriting lessons that are additional to the daily phonics session. These will begin from the start of the year and will begin with focusing on 'ready to write' routines and motor-skill development before progressing to letter formation. Letters will be taught using the RWI letter formation scripts. <i>See Appendix C.</i> RWI lessons – focus on correct formation (not focusing on the line or size yet) Write Dance – Taught daily to all children in Autumn term, taught to specific children daily in Spring and Summer term. Pre-writing – hand-eye co-ordination activities. Pre-writing skills – basic shapes. Weekly Specific children engage in fine motor/ hand manipulation activities 2x per week. Continuous provision Access to fine motor activities. A range of writing and mark making tools. Indoor and outdoor enhancements.
Year 1	Daily handwriting lessons 15-20 minutes. Autumn Term Focus on fine motor tasks and gross motor tasks including crossing the mid-line. Pencil grip and hand strength. Pre-writing skills – basic shapes. Introduction of correct terminology. From Autumn Term Correct formation on the line (Using RWI scripts to support). Letters will be taught in a set order based on starting positions. (see Appendix D) Correct sizing. Increasing stamina for writing.



	Every lesson will consist of a handwriting warm-up incorporating exercises to warm up the fingers, wrists and core. Hand-eye coordination, crossing the mid-line, bi-lateral coordination and proprioception.
Year 2	Daily handwriting lessons 10-15 minutes. Autumn Term Recapping formation, on the line and sizing. From Autumn Term Focus on the positioning of descenders and ascenders. Focus on the consistency of all of the above. Maintain stamina. Summer Term If children are confident at forming letters individually they should begin explicit teaching of joining.
LKS2	Daily handwriting lessons 10 minutes. Autumn Term Recap KS1. From Autumn Term Explicit teaching of joining. Build stamina. By the end of year 4 the majority of children will: • Use joined handwriting the majority of the time. • Have ascenders and descenders in the correct place in relation to the lines. • Write with increasing speed and stamina.
UKS2	Daily handwriting lessons 10 minutes. Autumn 1 Recap from LKS2. From Autumn Term Maintain stamina. In UKS2 children will demonstrate an ability to write fluently and develop their own style of handwriting style. The majority of children will: • Write with consistent size and letter spacing. • Have a cursive, legible, accurate style. • Be able to write at speed.

Lesson outline

- Explicit teaching and reminding of the 'ready to write' procedures and routines.
- Explicit modelling of process of forming the letter by the teacher.
- Set time given. Time for teacher to move around the room and monitor children's letter formation – don't get caught up correcting children for lengthy periods.
- Looking for 'perfect' letters not a specific number.
- Time's up. Back to the front pencils down!
- Remodel. Use what you see to inform your next practise – I saw this, what do we notice?
- Re-monitor.
- Repeat.



Supporting Children with SEND

The vast majority of pupils will be able to write fluently and legibly. However, some pupils may need additional support to develop handwriting skills.

During handwriting lessons, teachers will:

- Closely observe how children are forming letters and how they are holding their pencils.
- Provide immediate feedback and individual support during the handwriting lesson to address the aspect a child is having difficulties with.
- Provide additional opportunities focussed on a child's identified specific difficulty as needed.

Teachers should be aware of the specific needs of left-handed pupils and make appropriate provision. Paper should be positioned to the left for right-handed pupils and to the right for left handed pupils.

Left-handed pupils should be positioned to the left of a right-handed pupil so that they are not competing for space. Extra practice with left-to-right exercises may be necessary before pupils write left-to right automatically

Specific adaptations to resources may be needed for some children including:

- Pencil grips.
- Writing slopes.

Adults as models

All adults own handwriting should provide a model of high-standards, across the curriculum and not just in handwriting lessons.

Terminology

Ascenders – the parts of certain lowercase letters such as b/h that extend above the waistline.

Baseline – bottom line.

Exit stroke – diagonal / horizontal stroke leaving one letter and connecting to the next.

Waistline – imaginary line for height of lowercase letters (often a dotted line in HW books)

Skyline – top line.

Handwriting Appendix A

Paper Positioning for right-handed and left-handed writers



Paper positioning for left-handers:

Paper positioning for right-handers:



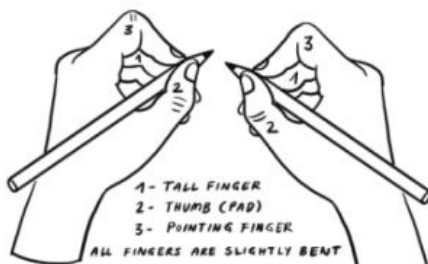
Children should be taught that the non-writing hand is used to support the paper.

Handwriting Appendix B

Holding a pencil correctly

Most pupils find the tripod grip the easiest to learn. Support grips and stickers on pencils can be used to support correct pencil grip.

Finger positioning using the tripod grip:



Handwriting Appendix C:
RWI letter formation prompts

a  Around the apple and down the leaf.	b  Down the laces to the heel and around the toe.	c  Curl around the caterpillar.	d  Around the dinosaurs bottom, up his tall neck & down to his toes.	e  Lift off the top and scoop out the egg.	f  Down the stem and draw the leaves.
g  Around the girls face, down her hair and give her a curl.	h  Down the head, to his hooves and over his back.	i  Down the body and dot for the head.	j  Down his body, curl, dot for his head.	k  Down the kangaroo's body tail and leg.	l  Down the long leg.
m  Down Maisie, mountain, mountain.	n  Down Nobby and over his net.	o  All around the orange.	p  Down the pirates plait and around his face.	qu  Round her head, up past her earring, down her hair, and flick.	r  Down the robots back and curl over his arm.
s  Slither down the snake.	t  Down the tower, across the tower.	u  Down and under, up to the top and draw the puddle.	v  Down a wing, up a wing.	w  Down, up, down, up.	x  Down the arm and leg, repeat the other side.
y  Down a horn, up a horn and under head.	z  Zig-zag-zig.				

a	Round the apple, down the leaf (Apple)	n	Down Nobby and over his net (Football net)
b	Down the laces to the heel, round the toe (Boot)	o	All around the orange (Orange)
c	Curl around the caterpillar (Caterpillar)	p	Down the plait and over the pirate's face (Pirate)
d	Round his bottom, up his tall neck, down to his feet (Dinosaur)	q	Round her head, up past her earrings and down her hair (Queen)
e	Lift off the top and scoop out the egg (Egg)	r	Down his back, then curl over his arm (Robot)
f	Down the stem and draw the leaves (Flower)	s	Slither down the snake (Snake)
g	Round her face, down her hair and give her a curl (Girl)	t	Down the tower, across the tower (Tower)
h	Down the head to the hooves and over his back (Horse)	u	Down and under, up to the top and draw the puddle (Umbrella)
i	Down the body, dot for the head (Insect)	v	Down a wing, up a wing (Vulture)
j	Down his body, curl and dot (Jack in a box)	w	Down, up, down, up (Worm)
k	Down the kangaroo's body, tail and leg (Kangaroo)	x	Down the arm and leg and repeat the other side (Exercise)
l	Down the long leg (Leg)	y	Down a horn up a horn and under his head (Yak)
m	Maisie, mountain, mountain (Maisie with mountains)	z	Zig-zag-zig (Zip)



Handwriting Appendix D:

Order letters to be taught in

1. All waistline letters that sit on the line

coa iu xvw rmn esz

2. Descenders that start at the waistline

g q y j p f

3. Ascenders with d at the end (the only tall letter that starts at the waistline)

l t k h b d

Types of joins

There are two basic joins: diagonal joins and horizontal joins.

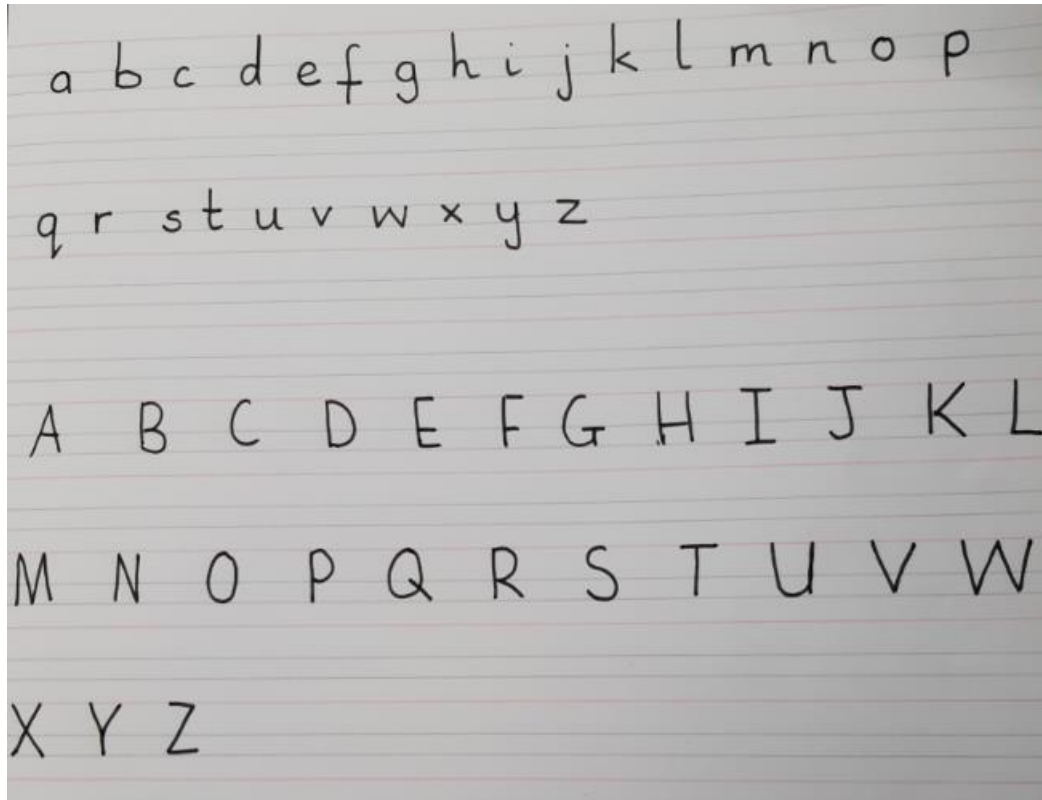
The diagonal join connects:

- Letters from the line to small letters.
- Letters from the line to tall letters.
- Letters from the line to a, d, g, c, o, q (These letters need an extra stroke backwards across the top of the a, d, g, c, o.)

The horizontal join connects:

- v, w, x, f, r to small letters.
- v, w, x, f, r to tall letters.
- v, w, x, f, r to a, d, g, c, o, q

CTA letter font style



Handwriting Appendix E:
National Curriculum Requirements

National Curriculum

Year 1:

Statutory requirements

Handwriting

Pupils should be taught to:

- 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.

Notes and guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

7

Year 2:

Statutory requirements

Handwriting

Pupils should be taught to:

- 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.

Notes and guidance (non-statutory)

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Statutory requirements

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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Notes and guidance (non-statutory)

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

UKS2:

Statutory requirements

Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task.

Notes and guidance (non-statutory)

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.



Spelling at CTA

Intent

Spelling, alongside handwriting, is part of transcription. At Cherry Tree Academy our aim is to ensure all pupils become automatic and accurate spellers enabling them to become confident fluent writers.

Implementation

How we teach spelling:

Reception and Year 1
• Throughout Reception and Y1 spelling is taught predominantly through our phonics program (Read, Write, Inc). • Children will be taught to spell words by saying the word clearly before segmenting it into the correct phonemes (using 'Fred Talk'). After that, they then use known GPCs to represent the individual phonemes with the correct corresponding graphemes. • Daily opportunities to apply their phonics knowledge are planned including sentence dictation activities. • During English lessons throughout Y1 children will also further learn and practise the spelling of the common exception words.
Post Phonics Year 2 and KS2
• There are three 10-minute discrete spelling sessions in Year 2 per week. In addition to this, children complete further focussed spelling word as part of their daily phonics / post-phonics lesson every morning. • There are three 15-minute discrete spelling sessions across LKS2 (Year 3-4) per week. • There are five 15-minute discrete spelling sessions across UKS2 (Y5-6) per week. • We follow the spelling sequence that's set out in the table below. These rules are taken from the national curriculum with a focus on embedding previously taught rules by revisiting them. This links to the spelling scheme Emile which teachers use to support their delivery of spelling teaching. • When teaching new spelling words, teachers will support children to say the words drawing attention to orthography (letter pattern conventions) and morphology (the meaning of words) when appropriate. • Sentence dictation will be used as a method for applying and consolidating spellings. • 4/6 common exception words (CEWs) will be focussed on each week and children will be supported to learn these by identifying the 'tricky' part and/or by using mnemonics. • Weekly spelling homework is set from Year 2 onwards on the Emile spelling App. • We address spellings through our marking which are edited by the students using purple pen (KS2) and pencil (KS1). • Regular and common misconception are addressed at the beginning of every writing session during editing when appropriate. • Age appropriate guidance on tables and on working walls to match the spelling rule being taught that week and to support the spelling of Common Exception Words.

Supporting children with SEND

Pupils who struggle with spelling will find it difficult to attend to composition.

Word banks and mats should be available to support children who require them.

Children who continue to struggle with spelling post phonics will continue to access phonics-based teaching as part of their spelling lessons. This may be as part of a focussed group within the classroom or as a small group / individual intervention.



What we teach:

Year 2

Term	Week	Spelling Rule	Common Exception Words
Autumn 1	1	n – spelt kn, gn	I, is, to
	2	r – spelt wr	(review: I, is, it) no, go, so
	3	s – spelt c (before e, i, y)	(review: I, is, to, no, go, so) me, he, we
	4	j – spelt j or g	(review: I, is, to, no, go, so, me, he, we) be, she, the
	5	j – spelt ge or dge	(review: I, is, to, no, go, so, me, he, we, be, she, the) of, his, has
	6	CEW (Set 1)	(review: of, his, has, she, the, be) was, by, my
	7	Assess and review	(review: of, his, has, she, the, be, was, by, my) pull, full, was
	8	Assess and review	(review: pull, full, was, my, by, was) are, were, today
Autumn 2	1	l – spelt le	(review: pull, full, was, my, by, was, are, were, today) you, your, they
	2	l – spelt el	(review: are, were, today, you, your, they) here, there, where
	3	l – spelt al	(review: are, were, today, you, your, they, here, there, where) said, says, house
	4	ll	(review: you, your, they, here, there, where, said, says, house) once, friend, our
	5	CEW (Set 2)	(review: here, there, where, said, says, house, once, friend, our) school, one,
	6	Compound words	(review: here, there, where, said, friend, our, school, one) come some
	7	Assess and review	(review: come, some, our, said, here, there, where) Christmas, door, floor
Spring 1	1	i – spelt y	(review: come, some, here, there, where) because, after, children
	2	ies – (to words ending in y)	(review: because, after, come, some, here, there, where) every, everybody, everyone
	3	ed, ing, er, est (to root words ending in y)	(review: because, come, some, our, here, there, where, every) beautiful, who, whole
	4	ing, ed, er, est, y (to words ending in e)	(review: because, every, beautiful, who, whole, come, some) could, should, would
	5	ing, ed, er, est, y (to one syllable words)	(review: could, would, should, because, every, beautiful)



			any, many, again
	6	CEW (set 3)	(review: climb, could, would, should, because, beautiful) most, only, both, old, cold, gold, hold, told
Spring 2	1	u – spelt o	(review: most, climb, could, would, should, because, beautiful) people, colour,
	2	ee - spelt ey	(review: friend, here, there, where, every, any, people, colour) great, break, steak
	3	o – spelt a (after w or qu)	(review: friend, here, there, where, every, any, great, people) fast, last, past
	4	ur – spelt or (after w)	(review: friend, here, there, where, every, any, great, last, people) father, class, grass, pass, path, bath
	5	or – spelt ar (after w)	(review: friend, people, because, every, where, there, here) move, prove, improve
	6	Zh – spelt s	(review: some, come, could, would, should) sure, cure, pure
Summer 1	1	or – spelt a (before l or ll)	(review: some, come, could, would, should, sure) all, call, called
	2	ment, ness, ful	(review: friend, any, many, every, people, sure, all, call) water, eye, busy
	3	less, ly	(review: water, every, any, sure, have, friend) Words taught / recapped as selected from mistakes made in independent writing.
	4	Tion	Teacher select words from mistakes made in independent writing.
	5	CEW (set 4)	Teacher select words from mistakes made in independent writing.
	6	CEW (set 5)	Teacher select words from mistakes made in independent writing.
	7	Assess and Review	Teacher select words from mistakes made in independent writing.
Summer 2	1	Homophones	Teacher select words from mistakes made in independent writing.
	2	Homophones and near homophones	Consolidation and review
	3	Contractions	Consolidation and review
	4	Possessive apostrophe	Consolidation and review
	5	CEW (set 6)	Consolidation and review
	6	Question words	Consolidation and review
	7	Consolidation and review	Consolidation and review



Year 3

Term	Week	Spelling Rule	Statutory Word List
Autumn 1	1	ay – spelt ei	Revisit KS1 CEW
	2	ay – spelt ey	Revisit KS1 CEW
	3	Homophones and near homophones	Revisit KS1 CEW
	4	Homophones and near homophones	Revisit KS1 CEW
	5	s – spelt c (before e, i, y)	Revisit KS1 CEW
	6	Double consonants	Revisit KS1 CEW
	7	Assess, review, consolidate	Revisit KS1 CEW
	8	Assess, review, consolidate	Revisit KS1 CEW
Autumn 2	1	Ly	accident, accidentally, actual, actually,
	2	ly (words ending in y)	occasion, occasionally, probably
	3	ly (adverbs ending le)	address, answer, arrive, believe
	4	ly (adverbs ending ic)	bicycle, breath, breathe, build
	5	ly (adverbs exceptions)	busy, business, caught, early
	6	Assess, review, consolidate	centre, century, certain, circle
	7	Assess, review, consolidate	complete, consider, continue, famous
Spring 1	1	Prefix dis	appear, disappear, different, difficult
	2	Prefix mis	exercise, experience, experiment, extreme
	3	Prefix re	famous, favourite, forward, fruit
	4	Adding suffixes	grammar, group, guard, guide,
	5	i-e	decide, describe, heard, heart,
	6	n – spelt kn, gn	knowledge, imagine, increase, important
Spring 2	1	k – spelt ch	interest, island, learn, library
	2	sh – spelt ch	material, medicine, mention, natural
	3	gue and que (endings)	naughty, notice, often, opposite
	4	s – spelt sc	ordinary, particular, peculiar, perhaps
	5	i – spelt y	popular, possess, possession, possible
	6	u – spelt ou	potatoes, pressure, promise, purpose
Summer 1	1	Ough	though, although, thought, through, enough
	2	Days of the week / seasons	calendar, question, recent, regular
	3	Months of the year	February, reign, remember, sentence
	4	Time and place	eight, eighth, position, quarter,
	5	Cross curriculum	History, separate, special, straight
	6	Direction, dimensions and amounts	height, length, minute, weight,
	7	Assess, review and consolidate	strange, strength, suppose, surprise
Summer 2	1	Ea	therefore, various, woman, women
	2	Sol	Consolidate and review
	3	dec, cent, milli, micro	Consolidate and review
	4	Conjunctions	Consolidate and review
	5	Prepositions	Consolidate and review
	6	ee – spelt y (at the end of a word)	Consolidate and review
	7	Assess, review and consolidate	Consolidate and review



Year 4

Term	Week	Spelling Rule	Statutory Word List
Autumn 1	1	Prefix in	Revisit KS1 CEW
	2	Prefix im	Revisit KS1 CEW
	3	Prefix il, ir	Revisit KS1 CEW
	4	Prefix sub, super	Revisit KS1 CEW
	5	Prefix inter	Revisit KS1 CEW
	6	Prefix anti, auto	Revisit KS1 CEW
	7	Review, consolidate and assess	Revisit KS1 CEW
	8	Review, consolidate and assess	Revisit KS1 CEW
Autumn 2	1	Adverbs of manner	accident, accidentally, actual, actually,
	2	Adverbs of time	occasion, occasionally, probably
	3	Adverbs of place	address, answer, arrive, believe
	4	Nouns ending in ation	bicycle, breath, breathe, build
	5	Y3/4 word list 1	busy, business, caught, early
	6	Y3/4 word list 2	centre, century, certain, circle
	7	Review, consolidate and assess	complete, consider, continue, famous
Spring 1	1	zhuh – spelt sure	appear, disappear, different, difficult
	2	cher – spelt ture	exercise, experience, experiment, extreme
	3	shuhn – spelt sion	famous, favourite, forward, fruit
	4	shuhn – spelt ssion	grammar, group, guard, guide,
	5	shuhn – spelt tion	decide, describe, heard, heart,
	6	shuhn – spelt cion	knowledge, imagine, increase, important
Spring 2	1	ous (no change to root word)	interest, island, learn, library
	2	ous (no root word)	material, medicine, mention, natural
	3	ous (where our is changed to or before adding ous)	naughty, notice, often, opposite
	4	ous (words ending in y changed to i)	ordinary, particular, peculiar, perhaps
	5	ous (root words ending in e)	popular, possess, possession, possible
	6	ous (consolidation)	potatoes, pressure, promise, purpose
Summer 1	1	Possessive apostrophe with plurals	though, although, thought, through, enough
	2	Suffix ary	calendar, question, recent, regular
	3	Ar	February, reign, remember, sentence
	4	Er	eight, eighth, position, quarter
	5	Word families uni, bi, tri, quad	History, separate, special, straight
	6	Word families pent, hex, oct, dec	height, length, minute, weight
	7	Review, consolidate and assess	strange, strength, suppose, surprise
Summer 2	1	Word families acro, acu, accu, aero	therefore, various, woman, women
	2	Word families anni, annu, aqu, astro	Consolidate and review
	3	Word families bi, bio	Consolidate and review
	4	Word families cert, chrono, circ	Consolidate and review
	5	Word families co, corp	Consolidate and review
	6	Word families demo, dent, dia	Consolidate and review
	7	Review, consolidate and assess	Consolidate and review



Year 5

Term	Week	Spelling Rule	Statutory Word List
Autumn 1	1	shuhs – spelt cious	Revisit LKS2 CEW
	2	shuhs – spelt tious, ious	conscious, disastrous, mischievous, marvellous
	3	i – spelt y	Revisit LKS2 CEW
	4	Con	Revisit LKS2 CEW
	5	shuhn – spelt tion	competition, explanation, pronunciation, profession
	6	l – spelt le	Revisit LKS2 CEW
	7	Silent letters	Revisit LKS2 CEW
	8	Review, consolidate and assess	Revisit LKS2 CEW
Autumn 2	1	Adjectives ending in ant into nouns ending ance, ation	convenience, existence, hinderance, nuisance
	2	Adjectives ending in ent into nouns ending ence, ency	apparent, excellent, sufficient
	3	Able	accompany, according, achieve, available
	4	able, eable	aggressive, amateur, ancient, attached
	5	Ible	average, privilege, awkward, bargain
	6	Ibly	Relevant, bruise, committee, correspond
	7	Review, consolidate and assess	definite, determined, develop, embarrass
Spring 1	1	le	equip, equipped, leisure, lightning
	2	ee – spelt ie or ei after c and exceptions	familiar, foreign, forty, guarantee
	3	c making s before i, e, y	harass, muscle, neighbour, occupy
	4	Hyphens	individual, interfere, interrupt, language
	5	Ment	environment, equipment, government, parliament
	6	Ity	community, curiosity, identity, opportunity
Spring 2	1	Adding suffixes beginning with vowel letters to words ending in fer	occur, persuade, physical, prejudice
	2	Words with endings which sound like shuh after a word spelt cial	privilege, programme, queue, recognise
	3	Words with endings which sound like shuhl after a consonant spelt tial	recommend, restaurant, rhyme, rhythm
	4	Acc	sacrifice, shoulder, signature, sincere
	5	Occ	soldier, stomach, suggest, symbol,
	6	Ant	system, temperature, thorough, twelfth,
Summer 1	1	Ough	variety, vegetable, vehicle, yacht
	2	Ate	accommodate, appreciate, communicate, exaggerate, immediate, desperate
	3	Ture	conscience, convenience, controversy, criticise,
	4	Age	Consolidate and review
	5	Ary	category, cemetery, dictionary, necessary, secretary
	6	Suffix ly	especially, frequently, immediately, sincerely



	7	Review, consolidate and assess	Consolidate and review
Summer 2	1	Prefix inter	Consolidate and review
	2	Double consonant	Consolidate and review
	3	Y5/6 word list 1	Consolidate and review
	4	Y5/6 word list 2	Consolidate and review
	5	Homophones (ce, se)	Consolidate and review
	6	Homophones	Consolidate and review
	7	Homophones	Consolidate and review

Year 6

Term	Week	Spelling Rule	Statutory Word List
Autumn 1	1	Synonyms	Revisit LKS2 CEW
	2	Synonyms	Revisit LKS2 CEW
	3	Antonyms	Revisit LKS2 CEW
	4	Word families com, contra	Revisit LKS2 CEW
	5	Word families equ, ex, extra	Revisit LKS2 CEW
	6	Word families gen, geo, graph	Revisit LKS2 CEW
	7	Revisit, consolidate and assess	Revisit LKS2 CEW
	8	Revisit, consolidate and assess	Revisit LKS2 CEW
Autumn 2	1	Word families lab, liber	convenience, existence, hinderance, nuisance
	2	Word families loc, log	apparent, excellent, sufficient
	3	Word families maxi, mini	accompany, according, achieve, available
	4	Word families mid, mal	aggressive, amateur, ancient, attached
	5	Word families mono, du	average, privilege, awkward, bargain
	6	Word families nat, mort	Relevant, bruise, committee, correspond
	7	Revisit, consolidate and assess	definite, determined, develop, embarrass
Spring 1	1	Word families non, neg	equip, equipped, leisure, lightning
	2	Word families nov, numer	familiar, foreign, forty, guarantee
	3	Word families omni, para	harass, muscle, neighbour, occupy
	4	Word families per, pre	individual, interfere, interrupt, language
	5	Word families post, pro	environment, equipment, government, parliament
	6	Word families re, reg	community, curiosity, identity, opportunity
Spring 2	1	Word families rupt, trans	occur, persuade, physical, prejudice
	2	Word families sect, super	privilege, programme, queue, recognise
	3	Word families tele, terr	recommend, restaurant, rhyme, rhythm
	4	Word families scribe, scrip	sacrifice, shoulder, signature, sincere
	5	Word families ver, verb	soldier, stomach, suggest, symbol,
	6	Word families aud, vid, vac	system, temperature, thorough, twelfth,
Summer 1	1	Key word list 1	variety, vegetable, vehicle, yacht
	2	Key word list 2	accommodate, appreciate, communicate, exaggerate, immediate, desperate



	3	Key word list 3 and 4	conscience, convenience, controversy, criticise,
	4	Key word list 5 and 6	Consolidate and review
	5	Key word list 7	category, cemetery, dictionary, necessary, secretary
	6	Key word list 8	especially, frequently, immediately, sincerely
	7	Key word list 9	Consolidate and review
Summer 2	1	CEW set 1	Consolidate and review
	2	CEW set 2	Consolidate and review
	3	CEW set	Consolidate and review
	4	CEW set 4	Consolidate and review
	5	Commonly misspelt words 1	Consolidate and review
	6	Commonly misspelt words 2	Consolidate and review
	7	Commonly misspelt words	Consolidate and review



Grammar Progression at CTA

Intent

Understanding sentence construction and grammatical features are the vehicle for moving children from writing the way they speak to using the structures of written language. At CTA we recognise the importance of teaching children about grammar alongside handwriting, spelling and composition in order to allow children to become confident, fluent writers.

Implementation

At CTA grammar is taught daily as part of English writing lessons and forms a part of our daily retrieval work and focussed new learning. Explicit teaching of sentence-level work takes place regularly including through the use of sentence dictation activities.

Oral composition lays at the root of our focussed grammar teaching and children use oral rehearsal as part of all writing activities. Grammar teaching links to the context of the overall writing focus and children are taught how skills learnt as part of grammar teaching can be used to make informed choices as a writer.

Progression of key skills through the year groups

In Reception children are immersed in a language rich environment where all adults model the correct use of spoken grammar and encourage children to speak in grammatically correct sentences. Early language interventions are in place to support children where speech and language is identified as an area that needs support. Sentence stems and the use of 'My Turn', 'Your Turn' are used to develop spoken language. Purposeful Partner Talk (PPT) begins in reception and continues throughout school as a strategy for oral rehearsal.

When children begin to write oral rehearsal is used to practise sentence construction.

When children are ready to write, they are taught to:

- Think a sentence.
- Say a sentence (3x).
- Count the words.
- Write the sentence (use Fred Talk for words).
- Check a sentence using 'Magic 5' (capital letter, finger spaces, best handwriting, sense, punctuation).

Sentence Construction and Tense		
Across all year groups, children learn that a sentence includes a subject (noun) and a verb.		
KS1	Year 1	To use simple sentence structure. To recognise nouns and adjectives in sentences.
	Year 2	To use the present and past tense consistently and correctly. To form sentences of different forms: statement, question, exclamation, command. To use some features of written Standard English.
LKS2	Year 3	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing.
	Year 4	To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately. Use the present perfect form of verbs in contrast to the past tense.
UKS2	Year 5	To use a range of adverbs and modal verbs to indicate degrees of possibility. To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject/verb agreement when using singular and plural.



	Year 6	To use the perfect form of verbs to mark relationships of time and cause. To use the passive to affect the presentation of information in a sentence.
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Conjunctions		
KS1	Year 1	To use the conjunction 'and'. To begin to form simple compound sentences.
	Year 2	To use the coordinating conjunctions 'and', 'but', 'or'. To use the subordinating conjunctions 'because', 'when', 'if', 'that'.
LKS2	Year 3	Building on all Year 2 conjunctions. To use the coordinating conjunction 'so'. To use the subordinating conjunctions 'as', 'before', 'after', 'even though'.
	Year 4	Building on all previous conjunctions taught. To use the subordinating conjunctions 'while/whilst', 'although'.
UKS2	Year 5	Building on all previous conjunctions taught. To use the coordinating conjunction 'yet'. To use the subordinating conjunctions 'however', 'until', 'whenever'.
	Year 6	Building on all previous conjunctions taught. To use the coordinating conjunctions 'nor', 'for'. To use the subordinating conjunctions 'once', 'since'.

Use of Phrases and Clauses (Expanded Noun Phrases / Adverbials/Prepositions)		
KS1	Year 1	To use adjectives. (Once the children understand nouns and can identify them in sentences, then adjectives can be used to form noun phrases.)
	Year 2	To use expanded noun phrases to describe an specify. This can be by: Using two or more adjectives. Using a simile 'like' or 'as' Using the word 'with' to add more detail or description. To use adverbs to say 'how' something is done. (Once children can identify the verb in the sentence and understand their function, then adverbs can be introduced).
LKS2	Year 3	To use conjunctions to express time, place and cause. To use adverbs to express time, place and cause. To use prepositions to express time, place and cause.
	Year 4	To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition. Use fronted adverbials to vary sentence structure.
UKS2	Year 5	To use a range of linking words / phrases between sentences and paragraphs to build cohesion, including different adverbials. To use relative clauses beginning with a relative pronoun with confidence. To use expanded noun phrases to convey complicated information concisely.
	Year 6	To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice Use expanded noun phrases to convey complicated information concisely.



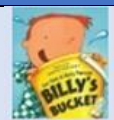
		Include relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas. Use synonyms and antonyms and has a wide, rich range to draw on. Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty
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Punctuation		
KS1	Year 1	To use capital letters for names, days of the week, places and the personal pronoun I. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.
	Year 2	To use capital letters accurately. To use question marks, full stops and exclamation marks to end sentences. To use commas in a list. To use apostrophes for contractions. To begin to use the possessive apostrophe.
LKS2	Year 3	To use the full range of punctuation from KS1. To punctuate direct speech accurately including the use of inverted commas.
	Year 4	To accurately punctuate direct speech including using a comma after the reporting clause. To consistently use apostrophes for singular and plural possession. To use commas after fronted adverbials.
UKS2	Year 5	To use commas consistently to clarify meaning and to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis.
	Year 6	To use the full range of punctuation taught at key stage 2 correctly. To use ellipsis. To use semi-colons, colons and dashes to mark the boundary between independent clauses. To use colons to introduce a list. To use semi-colons within lists. To use bullet points to list information. To use hyphens to avoid ambiguity.

Terminology		
KS1	Year 1	Letter, Capital letter, Word, Singular, Plural, Sentence, Punctuation, Full stop, Question mark, Exclamation mark, noun, adjective
	Year 2	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, verb, present tense, past tense, apostrophe, comma.
LKS2	Year 3	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted comma
	Year 4	Determiner, pronoun, possessive pronoun, adverbial
UKS2	Year 5	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.
	Year 6	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet point.

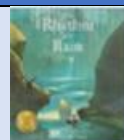
Cherry Tree Academy

Long Term English Planning Cycle A

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

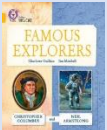
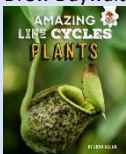
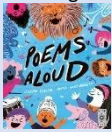
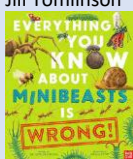
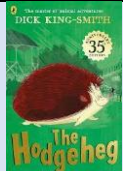
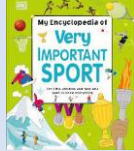
	Key vocabulary	Explore, discover, wonder, emourmous, barely, unexpected, shrink, tumble Hunt, silent, fuss, bounced, brave, flap Crept, wriggle, creak, wearily, fled, squeezed Settle, groan, curl, glow, hook, twinkly, puzzle, cosy Twirl, tumbling, sharp, weary, chuckle, doze, clattering, drifts	Explained, 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, terrffified 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 fictonal) *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 conjunction 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 phonics and storybook sessions alongside '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 first 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	<i>Knock, stole, rattle, shook, shiver, vanish</i>	<i>Ignore, perch, sank, tick, rattle, delight, sizzle, swoop</i>	<i>Leap, nibble, yelp, tug, chuckle, frown, squelch, swap</i>	<i>Stretch, valley, peer, gaze, shore, sharp, terrify, sigh</i>	<i>Plunge, vast, glitter, stir, ripple, drift, quest, root, cram</i>	<i>grumble, burst, attic. Deck, horizon, smooth, shack</i>
	Key Vocabulary Y2	<i>Knock, stole, rattle, shook, bulge, shiver, dainty, private, empire, vanish, cease, monstrous</i>	<i>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</i>	<i>Leap, twitch, prick, venture, nibble, bound, shimmer, yelp, tumble, scramble, quiver, squirt, tug, trot, chuckle, frown, twirl, crouch, burst, fling, ram, squelch, disgust, swap</i>	<i>Stretch, swept, horizon, grind, plumes, patchwork, valley, murmur, peer, gaze, mumbled, shore, sharp, scoff, humongous, terrify, pickle, sigh, hoist</i>	<i>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</i>	<i>Grumble, cast, agree, wither, burst, attic, deck, lurch, smooth course, horizon, shore, shack, shipshape, chug, churn, prise</i>
	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	n – kn /gn r – wr s – c (before e, i, y) j – j or g j – ge or dge CEW (Set 1)	L – le L – el L – al il CEW (set 2) Compound words	i – y ies (to words ending in y) ed, ing, er, est (to root words ending in y) ing, ed, er, est, y (to words ending in e) ing, ed, er, est, y (to one syllable words) CEW (set 3)	u – o ee- ey o – a (after w / qu) ur – or (after w) or – ar (after w) zh - s	or – a (before l, ll) ment, ness, ful less, ly tion CEW (set 4) CEW (set 5)	Homophones Homophones and near homophones Contractions Possessive apostrophe CEW (set 6) Question words
	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	 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

					I'm Riding on a Giant		
	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 learnt 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	<i>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</i>	<i>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</i>	<i>Glimmer, protect, loom, tremor, weave, strut, bolt, churn, muffle, swell, destroy, explode, blaze</i>	<i>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</i>	<i>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,</i>	<i>roar, echo, lament, gust, swirl, haul, ramble, smother, spout, pierce, salute, forbid, reply, circle, surround, gather, burst,</i>

	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 adverbs (for example, then, next, soon, therefore).	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). <i>and, because, so, as, or</i>	Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because). <i>and, because, so, as, or</i>	Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because). <i>and, because, so, as, or</i>
	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. 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. 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	ay – ei ay – ey homophones and near homophones s – c (before e, i, y) double consonants	ly ly (words ending in y) ly (words ending in le) ly (words ending in ic) ly (exceptions)	Prefix dis Prefix mis Prefix re Adding suffixes i-e n – kn/gn	k – ch sh – ch gue and que s- sc i-y u-ou	ough days of the week and seasons months of the year time and place cross curricular direction, dimensions and amounts	ea sol decm, cent, milli, micro conjunctions prepositions ee – y (at the end of words)
	Spelling Y4	Prefix in Prefix im Prefix il, ir Prefix sub, super Prefix inter Prefix anti, auto	Adverbs of manner Adverbs of time Adverbs of place Nouns ending in ation Y3/4 word list 1 Y3/4 word list 2	Zhuh – sure Cher – ture Shuhn – sion Shuhn – ssion Shuhn – tion Shuhn - cion	Ous (no root word change) Ous (no root word) Ous (where our is changed to or before adding ous) Ous (words ending in y changed to i) Ous (root word ends in e)	Possessive apostrophe with plurals Suffix ary Ar Er Uni, bi, tri, quad Pent, nex, oct, dec	Acro, acu, accu, aero Anni, annu, aqu, astro Bi, bio Cert, chrono, circ Co, copr Demo, dent, dia

	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 Prasanna-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  Earth's Incredible Oceans – Jess French	 Treasure Island – Robert Lewis Stevenson  What a Waste – Jess French  Everything all at 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, tilting, 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,



		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
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	Grammar and Punctuation Y6					verbs [for example, might, should, will, must].	verbs [for example, might, should, will, must].
		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. 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	Spelling Y5	Shuhs – cious Shuhs – tious, ious i – y con shuhn – tion l- le silent letters	Adjectives ending in ant into nouns ending in ance, ation Adjectives ending in ent into nouns ending ence, ency Able Able, eable Ible ibly	le ee – ie, ei after c and exceptions c making s before i, e, y hyphens ment ity	Adding suffixes beginning with vowel letters to words ending in fer Words with endings which sound like shuh after a word spelt cial	ough ate ture age ary suffix ly	Prefix inter Double consonants Y5/6 word list 1 Y5/6 word list 2 homophones

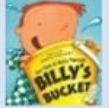
					Words with endings which sound like shuhl after a consonant spelt tial acc occ ant		
	Spelling Y6	Synonyms Antonyms Word families con, contra Word families equ, ex, extra Word families gen, geo, graph	Word families lab, liber Word families loc, log Word families maxi, mini Word families mid, mal Word families mono, du Word families nat, mort	Word families non, neg Word families nov, numer Word families omni, para Word families per, pre Word families post, pro Word families re, reg	Word families rupt, trans Word families sect, super Word families tele, terr Word families scribe, scrip Word families ver, verb Word families aud, vid, vac	Key word lists	Common exception words Commonly misspelt 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  Earth's 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 in 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.
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Cherry Tree Academy

Long Term English Planning Cycle B

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



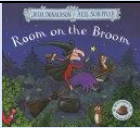
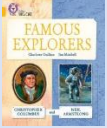
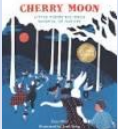
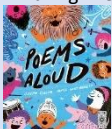
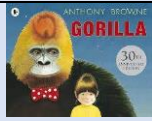
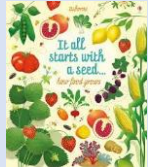
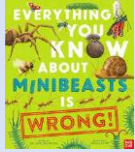
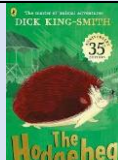
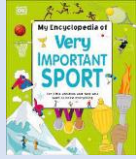
	Key vocabulary	Explore, discover, wonder, emourmous, barely, unexpected, shrink, tumble Hunt, silent, fuss, bounced, brave, flap Crept, wriggle, creak, wearily, fled, squeezed Settle, groan, curl, glow, hook, twinkly, puzzle, cosy Twirl, tumbling, sharp, weary, chuckle, doze, clattering, drifts	Explained, 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 Immediately, 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, terffified 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 conjuction 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	Spelling taught in line with RWI phonics progression.					
		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 taught through RWI phoincs and storybook sessions alongside 'Talk Through Stories' for comprehension and vocabulary development.					

	Reading Skills	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 first 6 set 2 sounds.
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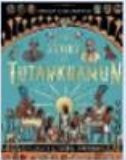
		Autumn		Spring		Summer	
Year 1 / 2	Core Text Writing	 The Last Wolf – Mini Grey  Wolves – Emily Gravett  The Leaf Thief – Alice Hemming	 Poles Apart – Jeanne Willis  Penguins – Tristan Walters  If Winter Comes Tell It I'm Not Here – Simona Ciraolo	 Traction Man in Here! Mini Grey  George and the Dragon – Chris Wormell	 Bog Baby – Jeanne Willis  The Magic Porridge Pot	 The Curious Case of the Missing Mammoth Ellie Hattie  Elephants Tristan Walters  Where the Wild Things Are – Maurice Sendak	 The Green Giant – Katie Cottle  Lila and the Secret of Rain – David  A Year in Nature – Hazel Maskell
	Writing Purpose	Entertain Describe Persuade Inform Recount	Entertain Describe Persuade Inform Recount	Entertain Describe	Recount Inform	Entertain Inform Describe Recount	Entertain Describe Inform recount
	Writing Outcomes	Re-telling parts of the story. Character description of Red. Letter to Mr Dawson to persuade him to let us plant trees. Character description of the wolf or the rabbit. Non-Chronological report about wolves.	Re-telling parts of the story. Setting description of one of the places visited. Letter from Mr White. Report about Penguins. Recount of Winter walk.	Character description – e.g. Traction Man Setting description – e.g. in the sink Story – e.g. Traction Man in School Setting description – land of the dragon	Recount of spring walk Instructions to make porridge Letter of thanks to the old woman	Character description - mammoth Fact File - Extended Labels - elephants Description - elephants Report – elephants	Setting description – inside the greenhouse Character description – the green giant Instructions – how to create a garden Retell – Lila's journey



		Recount of Autumn Walk				Letter – from Max to mum Setting description – Wild things	Diary – Lila Recount of summer walk
	Key Vocabulary Y1	<i>stalk, slither, wander, cosy, pack, survive, bushy, prey, autumn, seasons</i>	<i>Poles, drift, wonder, dazzle, waddle, threat</i>	<i>Valley, mighty, blast, miserable, cosy, search, guard</i>	<i>Squelch, boggle, weep, ooze</i>	<i>Stomp, din, swoop, puzzle, mammal, mischief, roll</i>	<i>Wild, shades, leap, gloomy, sow, weep, gather, overheard, dried up, wriggle, shoot, gather</i>
	Key Vocabulary Y2	<i>Fling, stalk, lurk, slither, wander, graze, longing, endless, cosy, wound, pack, survive, outskirts, retreat, bushy, dense, harbours, prey, Autumn, seasons, (time adverbials)</i>	<i>Poles, In charge, drift, wonder, shrug, grand, dazzle, wild, delight, layer, sleek, waddle, huddle, vulnerable, threat, pair, (time adverbials)</i>	<i>Valley, mighty, pity, blast, miserable, cosy, lumber, rejoice, volunteer, search, hoist, guard, distress</i>	<i>Squelch, droop, blab, boggle, weep, ooze, halt, overjoyed, overflowed</i>	<i>Curious, stomp, toot, din, chirp, swoop, huff, puzzle, tramp, whisk, snorkel, poach, herd, mammal, herbivore, mischief, vines, tumble, roll, tame, rumpus, gnash</i>	<i>Wild, packed, shades, rustle, gloomy, loom, sprinkle, sow, leap, beat down, gather, overheard, dried up, failing, weep, tore across, awash, wriggle, drum, shoot, gather, nibble</i>
	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	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 Punctuation Y2	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) conjunction ‘and’ word classes nouns, adjectives, verbs Conjunction because Expanded noun phrases	conjunction ‘and’ word classes - nouns, adjectives, verbs conjunctions ‘but, so’ conjunctions ‘because, when’ question sentences	conjunction ‘and’ word classes - nouns, adjectives, verbs conjunctions ‘but, so’ conjunctions ‘because, when’ question sentences exclamation sentences statement sentences commas in a list present tense sentences	conjunction ‘and’ word classes - nouns, adjectives, verbs, adverbs conjunctions ‘but, so’ conjunctions ‘because, when’ question sentences exclamation sentences statement sentences command sentences commas in a list past tense sentences	conjunction ‘and’ word classes - nouns, adjectives, verbs, adverbs conjunctions ‘but, so’ conjunctions ‘because, when’ question sentences exclamation sentences statement sentences commas in a list	conjunction ‘and’ word classes - nouns, adjectives, verbs, adverbs conjunctions ‘but, so’ 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	n – kn /gn r – wr s – c (before e, i, y) j – j or g j – ge or dge CEW (Set 1)	L – le L – el L – al il CEW (set 2) Compound words	i – y ies (to words ending in y) ed, ing, er, est (to root words ending in y) ing, ed, er, est, y (to words ending in e)	u – o ee- ey o – a (after w / qu) ur – or (after w) or – ar (after w) zh – s	or – a (before l, ll) ment, ness, ful less, ly tion CEW (set 4) CEW (set 5)	Homophones Homophones and near homophones Contractions Possessive apostrophe CEW (set 6)

				ing, ed, er, est, y (to one syllable words) CEW (set 3)			Question words
	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 Hodgehog 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 learnt 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	 Medusa – Orchard book of Greek Myths  Leo and the Gorgon's Curse: 4 – Joe Todd Stanton	 The Brokenspectre – Linda Newbery  Ultimate Survival Handbook Andy McNab	 Charlotte's Web - E.B White  Water Cycles (DK Life Cycles) - DK	 The Boy Who Biked the World: On the Road to Africa - Alister Humphreys  Great Adventurers - Alistair Humphreys	 Marcy and the Riddle of the Sphinx: 2 - Todd Stanton  The Story of Tutankhamun - Patricia Cleveland-Peck	 The Land of Roar: Book 1 - Jenny McChlan  365 Things to make and do - Fiona Watt
	Purpose & Audience	Entertain Describe	Entertain Inform	Entertain Inform	Entertain Inform	Describe Inform	Entertain Inform / persuade
	Writing Outcomes	Narrative retelling Postcard	Narrative: From Tomas's perspective relaying events to mum. Survival guide – a mixture of information and instruction for any explorer (mountain) hiking.	Narration of Charlotte persuading Mr Arable to keep Wilbur. Explanation of the water cycle for Year 2 children.	Diary entries and letters from Tom Fact file and information report about Rick	Retell Character and setting description instructions	Story / letter / diary report
	Key Vocabulary Y3	<i>Jab, parch, trouble, weary, rage, threat, bait, lure, cower, menace</i>	<i>Thaw, replace, steady, prevent, snag, provide, linger, brood, pit, stoop, stride, jostle, trudge</i>	<i>Force, blunder, swoop, envy, boast, tremble, glisten, spread, release</i>	<i>Explore, prove, glint, plead, daydream, disturb, experience, challenge, offer, encourage, arrive, munch, paralyse, become, compete, welcome, travel, complete, battle, cope, remain, return, prepare, understand, navigate, study</i>	<i>discover, doubt, believe, guide, refuse, snuck, swoop, disappoint, solve, defeat, beg, release, free, tug, remain, plot, reward, approach, loom, tremble, descend, overcome, prepare, reveal</i>	<i>Poke, disappoint, linger, urge, hurl, shuffle, burrow, admit, dart, prop, shove, distract, descend, summon, defeat, invent, realise, dread, wedge, clamber, heave, collapse, vanish, stride, drain, suppose, erase, pretend, hover, cram, surround, scrape, fumble, swivel, jerk, daze, ripple, trample, dangle, rear, vibrate, squint, pound, stroll, swerve,</i>



							<i>jeer, clutch, loom, snarl, scuttle, consider, persuade, trudge, lurch, bound, murmur, squirm, beckon, lash, bellow, plunge, scurry, muffle, convince, lumber, lure, sooth, gnash, slump</i>
	Key Vocabulary Y4	<i>Crowned writhe, jab, forked, cautious, parch, trouble, devour, weary, rage, anguish, noble, threat, treacherous, bait, lure, stalk, idolise, cower, menace, muster, transform, captivate</i>	<i>Thaw, guide, imagine, replace, retrace, steady, huddle, consider, prepare, regulate, prevent, include, snag, balance, prefer, assist, locate, provide, consume, linger, brood, pit, stoop, pace, stride, accuse, jostle, reproach, envy, trudge</i>	<i>Frolic, force, examine, blunder, swoop, gratify, loathe, envy, boast, hesitate, tremble, promise, bother, straddle, glisten, bewilder, involve, pump, circulate, spread, allow, molecules, evaporate, condense, release, form</i>	<i>Explore, prove, glint, plead, ceremony, daydream, survey, disturb, experience, challenge, pitch, offer, encourage, realise, arrive, manage, hypnotise, munch, cushion, observant, paralyse, become, compete, adventurous, contribute, welcome, donate, travel, complete, battle, average, stroke, cope, remain, orbit, abandon, return, prepare, require, understand involve, navigate, study, lightweight, process, preserve</i>	<i>Survey, discover, doubt, venture, believe, guide, refuse, snuck, swoop, disappoint, grant, possess, solve, defeat, underestimate, beg, release, free, tug, remain, readied, plot, reward, approach, intrigue, loom, tremble, descend, overcome, prepare, reveal, realise,</i>	<i>Poke, disappoint, linger, resist, sprout, urge, phrase, hurl, shuffle, burrow, admit, dart, prop, deflate, infuriate, acknowledge, shove, distract, descend, summon, mock, defeat, surge, invent, realise, declare, dread, ruffle, wedge, clamber, heave, lurch, collapse, swivel, vanish, pressure, stride, relieve, drain, suppose, erase, pretend, hover, billow, register, cram, surround, scrape, fumble, induce, unsheathe, swivel, jerk, rampage, daze, buckle, ripple, trample, glower, dangle, reassure, relay, rear, nail, vibrate, skitter, slink, renew, squint, shrivel, behold, pound, stroll, swerve, snare, jeer, tether, cower, clutch, loom, hunch, snarl, savour, emerge, scuttle, heave, consider, absorb, persuade, venture, trudge, linger, lurch, ambush, bound, murmur, squirm, beckon, lash, bellow, plunge, scurry, summon, muffle, convince, clamber, lumber, lure, sooth, gnash, slump</i>
	Grammar and Punctuation Y3	Re-capping Y2 expectations Magic 5 sentence and writing structure Commas in a list Question marks Exclamation marks Coordinating conjunctions – and, but, or	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	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	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.	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.	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.

		Subordinating conjunctions – because, when, if, that Word classes – nouns, verbs, adjectives, adverbs, pronouns. Question sentences Command sentences Statement sentences Exclamation sentences Expanded noun phrases	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	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 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).	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	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	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
	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 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 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 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 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. <i>and, because, so, as, or</i> Include expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrase.	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. <i>and, because, so, as, or</i> Include expanded noun phrases by the addition of 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 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. <i>and, because, so, as, or</i> Include expanded noun phrases by the addition of 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 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. <i>and, because, so, as, or</i> Include expanded noun phrases by the addition of 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.	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. <i>and, because, so, as, or</i> Include expanded noun phrases by the addition of 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	ay – ei ay – ey homophones and near homophones s – c (before e, i, y) double consonants	ly ly (words ending in y) ly (words ending in le) ly (words ending in ic) ly (exceptions)	Prefix dis Prefix mis Prefix re Adding suffixes i-e n – kn/gn	k – ch sh – ch gue and que s- sc i-y u-ou	ough days of the week and seasons months of the year time and place cross curricular	ea sol decm, cent, milli, micro conjunctions prepositions ee – y (at the end of words)

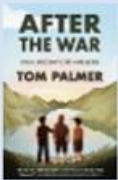
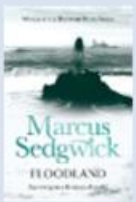
	Spelling Y4	Prefix in Prefix im Prefix il, ir Prefix sub, super Prefix inter Prefix anti, auto	Adverbs of manner Adverbs of time Adverbs of place Nouns ending in ation Y3/4 word list 1 Y3/4 word list 2	Zhuh – sure Cher – ture Shuhn – sion Shuhn – ssion Shuhn – tion Shuhn - cion	Ous (no root word change) Ous (no root word) Ous (where our is changed to or before adding ous) Ous (words ending in y changed to i) Ous (root word ends in e)	direction, dimensions and amounts Possessive apostrophe with plurals Suffix ary Ar Er Uni, bi, tri, quad Pent, nex, oct, dec	Acro, acu, accu, aero Anni, annu, aqu, astro Bi, bio Cert, chrono, circ Co, copr Demo, dent, dia
	Core Text Reading	 Medusa – Orchard book of Greek Myths  Leo and the Gorgon's Curse: 4 – Joe Todd Stanton	 The Broken Spectre – Linda Newbery  Mountains (World Feature Focus) – Rebecca Kahn	 Charlotte's Web – E.B White  Water Cycles (DK Life Cycles) - DK	 The Boy Who Biked the World: On the Road to Africa – Alister Humphreys  Great Adventurers – Alistair Humphreys	 Marcy and the Riddle of the Sphinx: 2 – Todd Stanton  The Story of Tutankhamun – Patricia Cleveland-Peck	 The Land of Roar: Book 1 – Jenny Melchior  365 Things to Do: – Fiona Watt
	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.
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Year		Autumn	Spring	Summer
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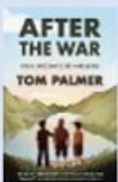
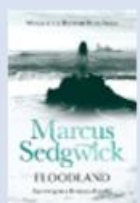
5/6	Core Text Writing	 After the War - Tom Palmer  The Missing: The True Story of my Family in World War Two - Michael Rosen Spitfire Girl	 Darwin's Dragons - Lindsay Galvin  On the Origin of Species - Sabina Radeva  Bats	 The Last Wild - Piers Torday  Climate Action: The Future is in Our Hands - Georgina Stevens	 Floodland - Marcus Sedgwick  Antarctica: A Continent of Wonder - Mario Cuesta Hernandez	 The Explorer - Katherine Rundell  The Incredible Ecosystems of Planet Earth - Rachel Tonotafsky	 Jungle Book - Rudyard Kipling  You Are Awesome: Fine you Confidence and Dace to the Brilliant - Matthew Syed
	Purpose and Audience	Entertain	Inform Entertain	Inform Entertain	Inform persuade	Inform and describe inform	Entertain Persuade and inform
	Writing Outcomes	Diary Entry writing as Yossi. About the plane journey to England. Postcard / Letter home retelling the events on arriving in Ambleside.	Non-Chronological Report on the Marine Iguana. Narrative retelling from Symm's viewpoint on entering the cave and the discovery of the boat.	Non-Chronological Report on either a Wolf or a Stag Narrative retelling from Kester's point of view when he first meets the stag, and the wolf attacks him.	Persuasive leaflet	Letter report	Narrative speech
	Key Vocabulary Y5	<i>Paradise, hesitate, marvel, linger, exhaust, trouble, astonish, hammer, peculiar, intrude, disturb, restrict, operate</i>	<i>Inspire, clamber, transfer, rely, protect, seal, burrow, glisten, lunge, scald, stagger, linger, rumble, decline, locate, hibernate, involve, navigate, haul, shudder, nudge</i>	<i>Exist, splutter, function, reinforce, resign, loom, plunge, swivel, pulse, prepare, rear, halt, heave, contain, remain, scurry, wade, summon, destruct, quiver, sworn</i>	<i>Collapse, avenge, wail, rearrange, contain, thrive, evolve, protect, declare, prod, stride, mutate, concern, boast, strain, mourn</i>	<i>Swerve, whine, lurch, cascade, singe, encrust, bewilder, distract, crumple, improvise, falter, ooze, absorb, forage, compliment, rekindle, hesitate, cluster, surge, scramble, stumble, pout, scoot, quiver, cradle, emerge, chitter, swarm, navigate, wince, gorge, churn, drape, cast, banish, retreat, mob, baffle trek, gamble, salvage,</i>	<i>Scour, mistrust, obey, swash, barricade, singe, beckon, acquire, bewilder, burrow, inherit, coax, blunder, canter,</i>

	Key Vocabulary Y6	Paradise, reassurance, hesitated, disembarked, marvelled, expanse, lingered, exhausted, troubled, translated, astonished, snatch, boarded, hammering, liberate, disinfect, peculiar, intrude, flit, cluster, apprehensive, disturb, restricted, resistance, operate, assist, precaution, appeal, unravel, contribute, maintain	<i>Inspire, clamber, produce, transfer, rely, exist, vary, protect, feature, propel, seal, burrow, convince, plummet, glisten, conceal, extend, lunge, scald, release, fumble, preserve, stagger, flinch, tarnish, linger, rumble, consider, decline, locate, hibernate, confirm, involve, influence, advocate, navigate, haul, forage, shudder, encase, nudge, cradle</i>	<i>Exist, embark, quarantine, splutter, function, reinforce, stockpile, resign, loom, plunge, swivel, synchronise, pulse, prepare, rear, dissolve, halt, heave, swam, contain, scan, remain, announce, scurry, impulse, wade, spasm, summon, destruct, interfere, Approach, quiver, brace, falter, plough, sworn, permit, gouge</i>	<i>Collapse, clench, avenge, afflict, wail, stalk, rummage, rearrange, Monitor, contain, thrive, appear, evolve, extinction, protect, replenish, declare, study, exterminate, prod, stride, resist, unfurl, mutate, concern, accompany, boast, balloon, strain, glower, mourn, grieve,</i>	<i>tussle, heft, glisten, buck, embrace, Swerve, whine, lurch, cease, summon, cascade, singe, filter, encrust, infuriate, bewilder, decompose, distract, crumple, expel, improvise, falter, ooze, absorb, forage, undulate, compliment, rekindle, radiate, hesitate, cluster, surge, scramble, stumble, pout, scoot, quiver, cradle, emerge, chitter, swarm, navigate, flail, wince, gorge, erupt, churn, propel, drape, cast, banish, retreat, mob, baffle, avert, trek, concoct, manoeuvre, gamble, salvage, tussle, heft, glisten, refrain, buck, embrace,</i>	<i>Scour, mistrust, obey, swash, barricade, singe, beckon, acquire, bewilder, burrow, inherit, coax, blunder, canter,</i>
	Grammar and Punctuation Y5	Re-capping on KS1 and LKS2 expectations.	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.	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.	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.	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.	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. Use expanded noun phrases to convey complicated information concisely.	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.	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	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].	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].
	Grammar and Punctuation Y6	Re-capping on KS1 and LKS2 & Yr5 expectations.	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.	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.	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.	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.	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 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.	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.	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. 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	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. 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	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. 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
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					example, It's raining; I'm fed up]	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).	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).
	Revision of GPS – YEAR 6 ONLY	Word Classes – nouns verbs, adjectives, adverbs, pronouns Adverbials of time Subject/Verb agreement	Question & exclamation sentences Sentence openers – FA & subordination Homophones – their, there, they're Dialogue Subject/Verb agreement Expanded Noun Phrases Conjunctions – even though, however, because, when	Determiners - a/an Subject/Verb agreement Conjunctions - even though, however, because, when Relative Clauses & Relative Pronouns Dialogue			
	Spelling Y5	Shuhs – cious Shuhs – tious, ious i – y con shuhn – tion l- le silent letters	Adjectives ending in ant into nouns ending in ance, ation Adjectives ending in ent into nouns ending ence, ency Able Able, eable Ible Ibly	le ee – ie, ei after c and exceptions c making s before i, e, y hyphens ment ity	Adding suffixes beginning with vowel letters to words ending in fer Words with endings which sound like shuh after a word spelt cial Words with endings which sound like shuhl after a consonant spelt tial	ough ate ture age ary suffix ly	Prefix inter Double consonants Y5/6 word list 1 Y5/6 word list 2 homophones

					acc occ ant		
	Spelling Y6	Synonyms Antonyms Word families con, contra Word families equ, ex, extra Word families gen, geo, graph	Word families lab, liber Word families loc, log Word families maxi, mini Word families mid, mal Word families mono, du Word families nat, mort	Word families non, neg Word families nov, numer Word families omni, para Word families per, pre Word families post, pro Word families re, reg	Word families rupt, trans Word families sect, super Word families tele, terr Word families scribe, scrip Word families ver, verb Word families aud, vid, vac	Key word lists	Common exception words Commonly misspelt words
	Core Text Reading	 After the War - Tom Palmer  The Missing: The True Story of my Family in World War Two - Michael Rosen	 Darwin's Dragons - Lindsay Galvin  On the Origin of Species - Sabina Radeva	 The Last Wild - Piers Torday  Climate Action: The Future is in Our Hands - Georgina Stevens	 Floodland - Marcus Sedgwick  Antarctica: A Continent of Wonder - Mario Cuesta Hernandez	 The Explorer - Katherine Rundell  The Incredible Ecosystems of Planet Earth - Rachel Tonotafsky	 Jungle Book - Rudyard Kipling  You Are Awesome: Fine you Confidence and Dace to the Brilliant - Matthew Syed
	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.
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