

CHERRY TREE ACADEMY

READING



Subject Statement

Reading



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	Reading is essential to everyday life and children will use their reading skills in all areas of the curriculum. Our vision is to equip our children with the skills they need to read with enthusiasm and confidence at school and home and within the community. We want all children to develop a life-long love of reading and books. Reading is the golden thread that runs through our curriculum at CTA.
Intent	<p><i>'Reading for Pleasure is the single most important indicator of a child's future success.'</i> OECD 2002</p> <p>At Cherry Tree Academy we strive for all our children to become skilled and competent readers, as we know that securing the foundational skills is the gateway to accessing the full curriculum offer. Reading is complex and, therefore, we support our children with fluency of decoding, alongside comprehension. Different teaching approaches are required for each dimension: a systematic, synthetic phonics programme helps children to master the alphabetic code, while a strong focus on language development, building background knowledge and application of reading strategies supports comprehension. Through our carefully-designed reading curriculum, we want our children to engage with a wide range of high-quality texts including fiction, non-fiction and poetry to develop knowledge of themselves, the world in which they live and the wider curriculum. Books unlock the imagination and at Cherry Tree Academy, we are passionate about ensuring that all our children experience the very best books which act as 'mirrors, windows and sliding doors', where they can see themselves, appreciate and understand the lives of others and elicit an emotional response.</p> <p>Aims</p> <p>Children will:</p> <ul style="list-style-type: none">• Read with confidence, fluency and demonstrate a good understanding of what they have read.• Develop the habit of reading widely and often, for both pleasure and information.• Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading and spoken language.• Appreciate our rich and varied literary heritage.
Implementation	<p>Teaching Reading:</p> <ul style="list-style-type: none">• We have a reading strategy which teaches the two main competencies of reading, supported by a number of strands which are interwoven. Our reading strategy is underpinned by Rosenshine's principles and is taught following the Cherry Tree Way of teaching and learning.• We have a progressive reading system, which starts with decodable books following the Read, Write, Inc. phonics program, transitions to guided reading to embed phonics knowledge before accessing age-appropriate books by the end of Y2 and across KS2.• Children start by reading decodable books in line with their phonic skills before progressing to guided reading books which allow them to embed knowledge in order to read age-appropriate books independently by the end of KS1.• Throughout KS2 children will be exposed to a breadth of age-appropriate texts.• Each class has a daily story time to foster the enjoyment and love of reading. Each phase has a carefully selected reading for pleasure spine which covers a broad range of authors, genres and themes.• We have an ambitious curriculum that is text driven to help the children to make connections and accumulate knowledge.• Reading is taught daily in all classes for 40 minutes each day.

	<ul style="list-style-type: none"> • Oracy forms parts of our reading 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. <p>Language Comprehension:</p> <ul style="list-style-type: none"> • At Cherry Tree Academy speaking and listening is the golden thread through all lessons: teachers focus on high-quality discussion and children have opportunities to orally rehearse responses. • In Reception, Launchpad for Literacy is used to target gaps in pre-phonics skills. • Reception use the Talk Through Stories approach, which targets tier 2 vocabulary. • Throughout school we explicitly teach tier 2 vocabulary through high-quality texts to develop both breadth and depth of vocabulary knowledge. • We provide our children with rich and relevant reading experiences which link to the wider curriculum and have been deliberately chosen to expose them to new vocabulary. • We have strong links between reading and writing so that children have opportunities to practise and apply new vocabulary in meaningful contexts. • In lower KS2 we use the Chatta structure: teachers explicitly model vocabulary and language structures to support children with turning thoughts into words. <p>Decoding:</p> <ul style="list-style-type: none"> • We teach the RWI systematic, synthetic phonics programme daily from the start of Reception. • There is continued access to RWI daily lessons for those children who have not secured the phonics curriculum from Y2-Y4. • There is Fast Track Tutoring for any child who is not keeping up with the pace of the programme or needs to make accelerated progress. • All children accessing phonics read decodable books that are closely matched to their phonic knowledge and take home a book bag book for additional practice. • Assessment for children following the phonics programme takes place every half term, with more frequent assessment for those who are working below the expected standard. <p>Fluency:</p> <ul style="list-style-type: none"> • Children will repeatedly read decodable texts which are matched to their phonics knowledge. • Reading practice of decodable books has an instructional focus on prosody. • Teachers model 'reading in a story-teller voice' as part of RWI programme, with children having many opportunities to explicitly practise together and then independently. • All classes have a daily story time where teachers read aloud as expert models. • Children following the phonics programme read a RWI book, which is practised in school and then goes home for further reading. • We deliver guided reading sessions beyond the phonics programme to embed skills and knowledge in preparation for reading age-appropriate books. • There is small group/individual reading support, with a focus on developing fluency, in Y2. • There is a focus on teaching fluency in key stage two. <p>Reading Comprehension:</p> <ul style="list-style-type: none"> • In RWI sessions children practise comprehension skills through fastest finger and 'have a think' questions. • In Y2 guided reading lessons take place with a focus on developing reading comprehension skills – supporting the end of KS1 teacher assessment framework. • Children have a daily whole class reading lesson in KS2, with a particular focus on the explicit teaching of metacognitive reading strategies: question, predict, clarify, summarise, activate background knowledge and visualise. • Children have opportunities within the weekly teaching structure to infer and apply their skills through comprehension questioning. • Children study high-quality non-fiction within each half term to develop their retrieval skills.
Impact	<ul style="list-style-type: none"> • Children leave KS1 with the phonics knowledge that enables them to be able to decode words fluently allowing them to access age appropriate reading books as they enter KS2. • Children read easily, fluently and with good understanding across a wide range of contexts throughout the curriculum.

	<ul style="list-style-type: none"> • Children develop good lifelong reading habits of reading widely and often, for both pleasure and information. • Children read audibly, accurately and coherently, adapting their voice to suit a range of purpose, audience or text type. • Children can explain and discuss what they have read having developed their inference and deduction skills. • Children gain extensive knowledge through having read a rich and varied range of texts. • Children have knowledge of an extensive and rich vocabulary.
Pedagogical Approach	<p>At Cherry Tree Academy we teach with fidelity to a systematic phonics programme (Read, Write, Inc.). Decodable books are carefully matched to children's secure knowledge at word reading to ensure children do not encounter words that include GPCs they have not been taught. This ensures success from the very beginning. Early phonics interventions are put in place to ensure children 'keep up not catch up'.</p> <p>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 Reading curriculum. This also includes a vocabulary focus that is planned across the school. Before independent work, hinge questions are used to check that the children are ready to apply this new knowledge. The 'Independent Practice Task' is then used to check understanding of new learning. This can look different at different stages of learning and may be a reading fluency session focussing on oral reading skills or a more written comprehension-based task. 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. The children will have the chance to discuss their artwork and that of their peers at planned moments within the unit.</p>
Impact Required	
Adaptation for SEND learners	<p>At Cherry Tree Academy, in English reading, we use a number of evidence-based strategies to support children with SEND. Strategies include:</p> <p><u>Scaffolding</u></p> <ul style="list-style-type: none"> • Support for SEND children with learning vocabulary; this may include over-learning, flash cards and word mats. • Games / Songs to support vocabulary learning. • All scaffolding follows a 'I do, we do, you do' or 'my turn, your turn' approach. • Use of supported recording frames to give added structure and prompting. <p><u>Explicit Instruction</u></p> <ul style="list-style-type: none"> • Clear modelling from adults in class – modelling thinking as a reader. • Pupils will be given specific opportunities by adults to practise specific skills that are barriers to learning. e.g 1:1 phonics tuition for the lowest 20% of learners. • Visual aids (including communicate in print) and concrete examples (where necessary) will be used to support learning. <p><u>Cognitive and Metacognitive Strategies</u></p> <ul style="list-style-type: none"> • Tasks are 'chunked' into smaller steps. • Vocabulary prompts (including visual prompts).

	<ul style="list-style-type: none"> 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. <p><u>Flexible Grouping/Fading</u></p> <ul style="list-style-type: none"> 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. RWI groups are assessed every half term (more frequently for those children working below age related standards and those undergoing intervention). Teaching assistants will be used strategically to support learners with reading at different points within the day. <p><u>Use of technology</u></p> <ul style="list-style-type: none"> Tasks set may include useful apps / websites to move learning forward. Technology for children with VI will be used to improve vision. Text may be enlarged or copied onto different coloured backgrounds when needed. <p><u>Enabling environments</u></p> <ul style="list-style-type: none"> Flexible seating including provision of workstations for children that require a more personal space to work in. Use of working walls to support vocabulary development and retrieval skills. Reading strategy prompts in classrooms for children to refer. Sound and word mats on tables.
Strengths	<ul style="list-style-type: none">

Reading at CTA

Intent

'Reading for Pleasure is the single most important indicator of a child's future success.' OECD 2002

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Aims

Children will:

- Read with confidence, fluency and demonstrate a good understanding of what they have read.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading and spoken language.

Appreciate our rich and varied literary heritage.

Implementation

Teaching Reading:

- We have a reading strategy which teaches the two main competencies of reading, supported by a number of strands which are interwoven. Our reading strategy is underpinned by Rosenshine's principles and is taught following the Cherry Tree Way of teaching and learning.
- We have a progressive reading system, which starts with decodable books following the Read, Write, Inc. phonics program, transitions to guided reading to embed phonics knowledge before accessing age-appropriate books by the end of Y2 and across KS2.
- Children start by reading decodable books in line with their phonic skills before progressing to guided reading books which allow them to embed knowledge in order to read age-appropriate books independently by the end of KS1.
- Throughout KS2 children will be exposed to a breadth of age-appropriate texts.
- Each class has a daily story time to foster the enjoyment and love of reading. Each phase has a carefully selected reading for pleasure spine which covers a broad range of authors, genres and themes.
- We have an ambitious curriculum that is text driven to help the children to make connections and accumulate knowledge.
- Reading is taught daily in all classes for 40 minutes each day.
- Oracy forms parts of our reading 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.

Language Comprehension:

- At Cherry Tree Academy speaking and listening is the golden thread through all lessons: teachers focus on high-quality discussion and children have opportunities to orally rehearse responses.
- In Reception, Launchpad for Literacy is used to target gaps in pre-phonics skills.
- Reception use the Talk Through Stories approach, which targets tier 2 vocabulary.
- Throughout school we explicitly teach tier 2 vocabulary through high-quality texts to develop both breadth and depth of vocabulary knowledge.
- We provide our children with rich and relevant reading experiences which link to the wider curriculum and have been deliberately chosen to expose them to new vocabulary.
- We have strong links between reading and writing so that children have opportunities to practise and apply new vocabulary in meaningful contexts.



Decoding:

- We teach the RWI systematic, synthetic phonics programme daily from the start of Reception.
- There is continued access to RWI daily lessons for those children who have not secured the phonics curriculum from Y2-Y4.
- There is Fast Track Tutoring for any child who is not keeping up with the pace of the programme or needs to make accelerated progress.
- All children accessing phonics read decodable books that are closely matched to their phonic knowledge and take home a book bag book for additional practice.
- Assessment for children following the phonics programme takes place every half term, with more frequent assessment for those who are working below the expected standard.

Fluency:

- Children will repeatedly read decodable texts which are matched to their phonics knowledge.
- Reading practice of decodable books has an instructional focus on prosody.
- Teachers model 'reading in a story-teller voice' as part of RWI programme, with children having many opportunities to explicitly practise together and then independently.
- All classes have a daily story time where teachers read aloud as expert models.
- Children following the phonics programme read a RWI book, which is practised in school and then goes home for further reading.
- We deliver guided reading sessions beyond the phonics programme to embed skills and knowledge in preparation for reading age-appropriate books.
- There is small group/individual reading support, with a focus on developing fluency, in Y2.
- There is a focus on teaching fluency in key stage two. (see fluency strategy)

Reading Comprehension:

- In RWI sessions children practise comprehension skills through fastest finger and 'have a think' questions.
- In Y2 guided reading lessons take place with a focus on developing reading comprehension skills – supporting the end of KS1 teacher assessment framework.
- Children have a daily whole class reading lesson in KS2, with focus teaching of comprehension strategies.
- Children have opportunities within the weekly teaching structure to infer and apply their skills through comprehension questioning.
- Children study high-quality non-fiction within each half term to develop their retrieval skills.

Supporting children with SEND

At Cherry Tree Academy, in English reading, we use a number of evidence-based strategies to support children with SEND. Strategies include:

Scaffolding

- Support for SEND children with learning vocabulary; this may include over-learning, flash cards and word mats.
- Games / Songs to support vocabulary learning.
- All scaffolding follows a 'I do, we do, you do' or 'my turn, your turn' approach.
- Use of supported recording frames to give added structure and prompting.

Explicit Instruction

- Clear modelling from adults in class – modelling thinking as a reader.
- Pupils will be given specific opportunities by adults to practise specific skills that are barriers to learning. e.g 1:1 phonics tuition for the lowest 20% of learners.
- Visual aids (including communicate in print) and concrete examples (where necessary) will be used to support learning.

Cognitive and Metacognitive Strategies

- Tasks are 'chunked' into smaller steps.
- Vocabulary prompts (including visual prompts).



- 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.
- RWI groups are assessed every half term (more frequently for those children working below age related standards and those undergoing intervention).
- Teaching assistants will be used strategically to support learners with reading at different points within the day.




























Use of technology












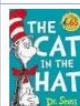
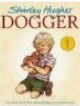




- Tasks set may include useful apps / websites to move learning forward.
- Technology for children with VI will be used to improve vision.
- Text may be enlarged or copied onto different coloured backgrounds when needed.

Enabling environments

- Flexible seating including provision of workstations for children that require a more personal space to work in.
- Use of working walls to support vocabulary development and retrieval skills.
- Reading strategy prompts in classrooms for children to refer.
- Sound and word mats on tables.

Reading for Pleasure Spine KS1

Cycle A	Autumn	Spring	Summer
KS1			
Key Author	   <p>Kes Gray:</p> <ul style="list-style-type: none"> Oi Aardvark! Mum and Dad Glue The Night Before The Night Before Christmas 	   <p>Lauren Child:</p> <ul style="list-style-type: none"> Who's Afraid of the Big Bad Book I Will Not Ever Never Eat a Tomato Beware of the Story Book Wolves 	   <p>Roald Dahl:</p> <ul style="list-style-type: none"> George's Marvellous Medicine Fantastic Mr Fox The Giraffe the Pelly and Me
Archaic Text	 <p>Cinderella</p>	  <p>Elves and the Shoemaker</p> <p>Where the Wild Things are – Maurice Sendak</p>	  <p>Far Away Tree – Enid Blyton</p> <p>Rumpelstiltskin – Brothers Grim</p>
Non-Linear	 <p>The Tunnel – Anthony Brown</p>	 <p>The Proudest Blue - <u>Ibtihaj Muhammad</u></p>	 <p>Granpa – John Burningham</p>
Diversity	 <p>Look up – Nathan Bryon</p>	 <p>Sulwe – Lupita Nyong'o</p>	 <p>Seal Surfer – Michael Foreman</p>
	 <p>The Most Exciting Eid – Zeba Talkhani</p>	 <p>Lost and Found – Oliver Jeffers</p>	  <p>Not Now Bernard – David McKee</p> <p>My big Fantastic Family – Adam and Charlotte Guillain</p>
Poetry	 <p>A first Poetry Book – Pie Corbet</p>	 <p>Cherry Moon Zara Weil</p>	 <p>The Puffin Book of Fantastic First Poems – June Crebbin</p>

Cycle B	Autumn	Spring	Summer
KS1			
Key Author	   <p>Jeanne Willis</p> <ul style="list-style-type: none"> ○ Doctor Xargle's Book of Earthlets ○ The Bog Baby ○ Goldilocks (A Hashtag Cautionary Tale) 	   <p>Helen Cooper</p> <ul style="list-style-type: none"> ○ Pumpkin Soup ○ A Pipkin of Pepper ○ Delicious! 	  <p>Dick King Smith</p> <ul style="list-style-type: none"> ○ Hodgeheg ○ The Queens Nose
Archaic Text	  <p>Flat Stanley – Jeff Brown</p> <p>Hansel and Gretel – Anthony Brown</p>	  <p>The Owl Who was afraid of the Dark – Gill Tomlinson</p> <p>The Cat in the Hat – Dr Suess</p>	  <p>Dogger – Shirley Hughes</p> <p>Pied Piper – Robert Browning</p>
Non-Linear	 <p>Voices in the Park – Anthony Browne</p>	 <p>The Stinky Cheese Man and Other Fairly Stupid Tales – Jon Scieszka</p>	 <p>The Worst Witch – Gill Murphy</p>

Diversity	  <p>Invisible – Tom Percival</p> <p>Binny's Diwali - Thrity Umrigar</p>	  <p>The Colour Monster - Anna Llenas</p> <p>Counting on Katherine – Helaine Becker</p>	  <p>Here We Are Notes for Living on Planet Earth – Oliver Jeffers</p> <p>Out of the Blue – Robert Tregoning</p>
Poetry	 <p>Under the Moon and Over the Sea – John Agard</p>	 <p>Apes to Zebra A-Z of Shape Poems – Rodger Stevens</p>	 <p>Perfectly Peculiar Pets – Elli Woollard & Anja Boretzki</p>







Reading for Pleasure Spine LKS2


Cycle A

LKS2						
Key Author		Shirley Hughes <ul style="list-style-type: none">○ Angel on the Roof○ Shirley Hughes's Trotter Street○ Here Comes Charlie Moon		Michael Rosen <ul style="list-style-type: none">○ We're Going on a Bear Hunt○ Poetry Selection○ Michael Rosen's Sad Book		Mallorie Blackman <ul style="list-style-type: none">○ Cloud Busting○ Pig Heart Boy○ Thief
						
						
Archaic Text		The Iron Woman – Ted Hughes		Pippi Longstocking - Astrid Lindgren		
Non-Linear						The Firework Maker's Daughter - Phillip Pullman
Diversity		The Christmasaurus – Tom Fletcher		Ellie & the Cat – Mallorie Blackman		The explosive life of scarlett fife – Maz Evans
Poetry		A Poem for Every Autumn Day – Allie Esiri		Chocolate Cake – Michael Rosen		Moon Juice – Kate Wakeling

Cycle B





















LKS2

Key Author	  	Steven Butler <ul style="list-style-type: none"> ○ Dog Diaries ○ Nothing to See Here Hotel ○ Spooked the Theatre Ghosts 	  	Cressida Cowell <ul style="list-style-type: none"> ○ How to Train Your Dragon ○ The Complete Book of Dragons ○ How to be a Viking 	  	Michael Morpurgo <ul style="list-style-type: none"> ○ Wreck of the Zanzibar ○ A Song of Gladness ○ Running Wild
Archaic Text		Just William - Richmal Crompton		Warlock Watson – Dick King Smith		
Non-Linear		Farm Boy – Michael Morpurgo				The Midnight Fox - Betsy Byars








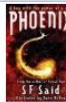




Diversity		Planet Omar – Zainab Mian		Fangs – Mallorie Blackman		Fred Wizard in Training – Simon Philip
Poetry		Werewolf Club Rules – Joseph Coelho		I Don't Like Poetry – Joshua Seigal		Bright Burst of Colour – Matt Goodfellow







Reading for Pleasure Spine UKS2

Cycle A

UKS2						
Key Author	  	Emma Carroll <ul style="list-style-type: none">Letters from The LighthouseEscape to the River SeaSky Chasers	  	Shaun Tan <ul style="list-style-type: none">The ArrivalEricLost and Found	  	Onjali Q. Rauf <ul style="list-style-type: none">Boy at the Back of the ClassThe Night BusHope on the Horizon
Archaic Text		Shakespeare for everyday of the Year - Allie Esiri		The Hobbit – JRR Tolkien		Just so Stories – Rudyard Kipling
Non-Linear		1000-Year-Old-Boy – Ross Welford				
Diversity		Harriet Tubman – Sandra A. Agard		Tales of India - Bali Rai		Star Outside my Window – Onjali Rauf
				Blackberry Blue and Other Fairy Tales – Jamila Gavin		
Poetry		I am the Seed that Grew the Tree: A Nature Poem for Every Day of the Year – Fiona Waters		Rhythm and Poetry Karl Nova		New and Collected Poems for Children - Carol Ann Duffy

Cycle B

UKS2						
Key Author	  	Ross Montgomery <ul style="list-style-type: none">○ The Chime Seekers○ Spellstone○ The Midnight Guardians	  	Katherine Rundell <ul style="list-style-type: none">○ The Good Thieves○ Rooftoppers○ The Book of Hopes	  	SF Said <ul style="list-style-type: none">○ Varjak Paw○ Phoenix○ Tyger
Archaic Text		Anne Frank The Diary of a Young Girl – Ann Frank		Wind in the Willows – Kenneth Grahame		
Non-Linear						The Nowhere Emporium - Ross Mackenzie

Diversity		A Storm of Strawberries – Jo Cotterill		Journey to Jo'burg - Beverley Naidoo		The Girl Who Stole an Elephant – Nizrana Farook
Poetry		A Year of Nature Poems – Joseph Coelho		On the Move: Poetry about Migration -Michael Rosen		And Everything Will Be Glad to See You – Selected by Ella Risbridger

Reading Text Drivers

We use a carefully selected range of texts through which we teach our reading and writing curriculum.

EYFS Core Text Drivers

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	Wonky Donkey – Craig Smith		Anna Hibiscus' Song – Atinuke		On the Way Home – Jill Murphy

KS1 Core Text Drivers

Cycle A KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	 Major Glad, Major Dizzy Jan Oke	 Why do Leaves Fall From Trees?  The Dragon Machine – Helen Ward	 A Thing Called Snow – Yuval Zommer	 A River – Marc Martin	 The rhythm of the rain – Grahame Baker-Smith	 The Turtle and the Crane – Stan Cullimore
	 The History of Toys – Helen Cox Cannons		 The Three Billy Goats Gruff	 Giant – David Litchfield	 The whale who wanted more – Rachel Bright & Jim Field	 Granddad's Island – Benji Davis
		 The Egg – M.P Robertson	 Troll Swap – Leigh Hodgkinson	 Little Bear's Spring – Elli Woollard & Briony May Smith	 Blue Planet: life in our oceans and river – Moira Butterfield & Johnathon Woodward	 Tree- Season's come, seasons go – Patricia Hegarty & Britta Teckentrup

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

LKS2 Core Text Drivers

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 Ocean Adventures – 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 Brokenspectre – 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	 Great Adventurers – Alistair Humphreys	 Charlotte's Web – E.B. White  Water Cycles (DK Life Cycles) – DK	 The Land of Roar: Book 1 – Jenny McIchlan  365 Things to make and do – Fiona Watt

UKS2 Core Text Drivers

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UKS2	 <p>Beowulf – Michael Morpurgo</p>  <p>The Ways of the Wolves – Smriti Prasadam-Halls</p>	 <p>Wolves in the Wall – Neil Gaiman</p>  <p>King Arthur and the Knights of the Round Table – Marcia Williams</p>  <p>A Christmas Carol – Tony Mitton</p>	 <p>The Curse of the Maya – Johnny Pearce</p>  <p>The Chocolate Tree – Linda Lowery</p>	 <p>Holes – Louis Sachar</p>  <p>Hidden Figures – Margot Lee Shetterly</p>	 <p>The Lost Whale – Hannah Gold</p>  <p>Earth's Incredible Oceans – Jess French</p>	 <p>Treasure Island – Robert Lewis Stevenson</p>  <p>What a Waste – Jess French</p>  <p>Everything all a Once – Steven Camden</p>
Cycle B	 <p>After the War – Tom Palmer</p>  <p>The Missing: The True Story of my Family in World War Two – Michael Rosen</p>	 <p>Darwin's Dragons – Lindsay Galvin</p>  <p>On the Origin of Species – Sabina Radeva</p>	 <p>The Last Wild – Piers Torday</p>  <p>Climate Action: The Future is in Our Hands – Georgina Stevens</p>	 <p>Floodland – Marcus Sedgwick</p>  <p>Antarctica: A Continent of Wonder – Mario Cuesta Hernando</p>	 <p>The Explorer – Katherine Rundell</p>  <p>The Incredible Ecosystems of Planet Earth – Rachel Ignotofsky</p>	 <p>Jungle Book – Rudyard Kipling</p>  <p>You Are Awesome: Fine you Confidence and Dace to the Brilliant – Matthew Syed</p>

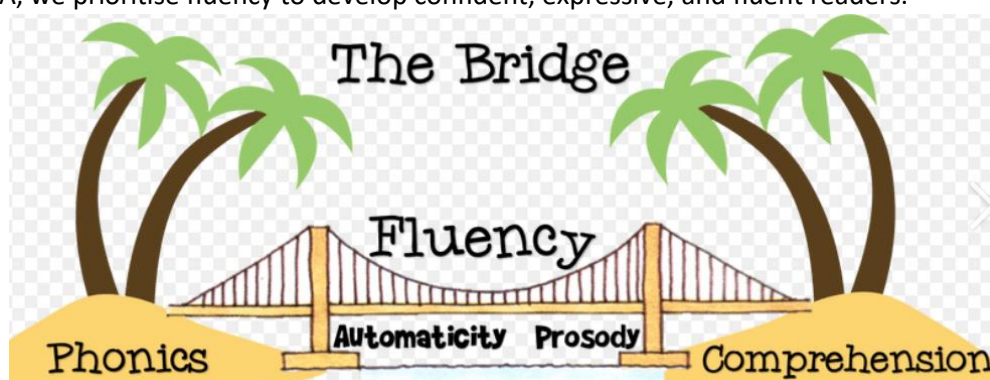
Fluency Strategy – From Phonics to KS2

Why focus on fluency?

“Scientific research has consistently recognised the critical nature of fluency as a bridge between effortful decoding and comprehension. A fluent reader is one who can accurately and automatically decode words.

If readers can decode words accurately but have to employ an excessive proportion of their cognitive resources to do so, they have fewer of those resources available for comprehension. However, when readers are accurate *and* automatic, they can decode with minimal use of their cognitive resources, thus allowing them to channel their effort towards comprehending and making sense of what they have read.” – Tim Rasinski

Ultimately at CTA, we prioritise fluency to develop confident, expressive, and fluent readers.



Fluency – progression through school. What do lessons include?

Stage and Phase	Elements used to teach fluency
Stage 1: Fluency within phonics (EYFS / Y1 and into Y2)	We follow the Read, Write, Inc. phonics programme. All children will take part in a structured daily phonics session every morning (40 minutes). As part of this session children will undertake the following fluency-based activities: <ul style="list-style-type: none"> • Speedy word reading for automatic word recognition. • Explicit teaching of red words to improve whole-word fluency. • Partner read for peer-supported reading practice. • Teacher read alouds and modelling and practise of using a ‘story-teller’ voice.
	<ul style="list-style-type: none"> • Repeated reading of familiar pictures books (see reading spines) to internalise structure, vocabulary, and rhythm. • Use of Talk Through Stories to develop vocabulary, provide regular re-read, and opportunities for choral repetition of favourite phrases and repeated refrains.
	<ul style="list-style-type: none"> • Year one will have an additional 20-30 minutes reading session on an afternoon. This will initially be an additional phonics session but will progress into reading fluency and paired reading by summer term.
	<ul style="list-style-type: none"> • Daily story time. (see reading spine for core texts covered)
Stage 2: Fluency after phonics within KS1 (Year 2) Transitioning from phonics-based reading to fluent, expressive reading.	Daily post phonics reading lesson (40 minutes) (am) <ul style="list-style-type: none"> • This will follow a similar structure to a RWI session. As part of this session children will undertake the following fluency-based activities; <ul style="list-style-type: none"> - Complete guided reading sessions as part of small groups. - Use the structure of Talk Through Stories to explore words, enhance comprehension and increase reading flow. - Engage in repeated reading and paired reading of the same text over a period of days.
	Daily afternoon reading lesson (30 minutes). <ul style="list-style-type: none"> • This will be a fluency-based lesson with opportunities for performance, oral comprehension and some written comprehension. As part of this session children will undertake the following fluency-based activities; <ul style="list-style-type: none"> - Teacher read alouds and modelling using a ‘story teller’ voice. - Partner read for peer supported reading practice.



	<ul style="list-style-type: none"> - Use of Talk Through Story strategies to develop vocabulary and choral repetition. - Choral reading. - Echo reading. - Repeated reading of the same text over a period of days / weeks.
	<ul style="list-style-type: none"> • Daily story time (see reading spine for core texts covered)
Stage 3: Fluency in KS2 (Years 3-6)	<ul style="list-style-type: none"> • Daily 40-minute reading lessons on a morning. Three lessons per week will have a fluency focus. <p>As part of this session children will undertake the following fluency-based activities;</p> <ul style="list-style-type: none"> - Teacher read alouds and modelling using a 'story teller' voice. - Partner read for peer supported reading practice. - Use of Talk Through Story strategies to develop vocabulary and choral repetition. - Choral reading. - Echo reading. - Repeated reading of the same text of a period of days / weeks. - Partner performance and text marking to encourage expression. - Use of ambitious texts to challenge and engage readers. - Whole class guided reading integrating fluency skills.
	<ul style="list-style-type: none"> • Daily 15-minute reading session on an afternoon of paired reading, or independent reading for pleasure.
	<ul style="list-style-type: none"> • Daily story time (see reading spine for core texts covered)
Targeted Interventions (All Key Stages)	<ul style="list-style-type: none"> • 8-week programmes with focused fluency instruction. • Repeating reading of the same text for automaticity. • 1:1 tutoring with trained TAs. • Daily 1:1 reading.

Our reading fluency strategy runs alongside our reading curriculum offer and our reading for pleasure culture.

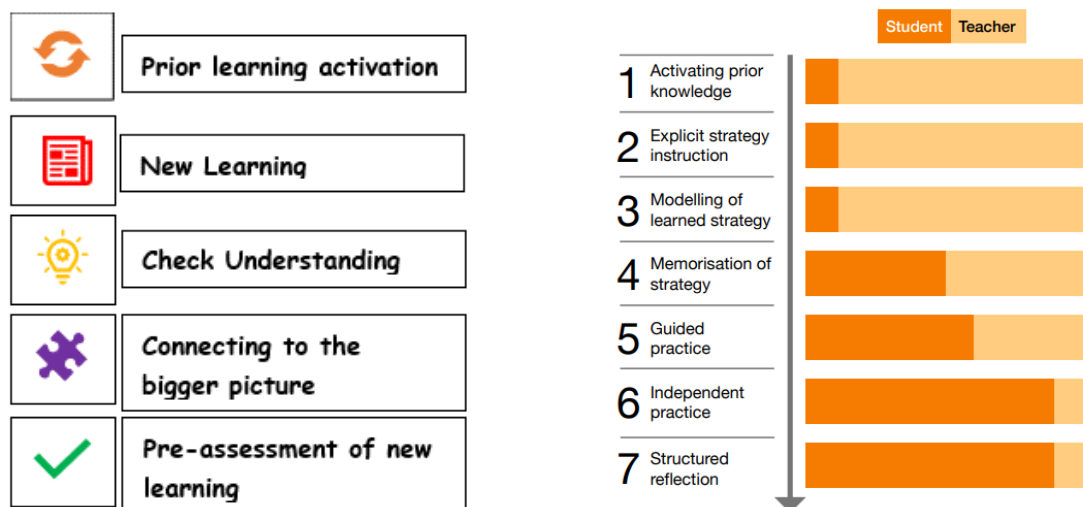
Fluency lessons in KS2: The structure of a lesson.

Preparation before the lesson	Children will need 1-3 paragraphs of text prepared. They should also have a corresponding key vocabulary grid containing the vocabulary, a child friendly definition and a picture prompt.
Step 1:	Teacher explains and defines the key vocabulary.
Step 2:	Parent 1 and Partner 2 vocabulary work. Taking in in turns to read the word and give the definition.
Step 3:	Teacher read aloud – model of fluency. Child track on their own copies.
Step 4:	Choral read and echo read.
Step 5:	Text marking – identifying key parts and how they should be read
Step 6:	Partner read and perform.
Step 7:	Fastest Finger questions. Partner 1 or Partner 2 find the key word and then read the whole sentence.

Reading over a week KS2

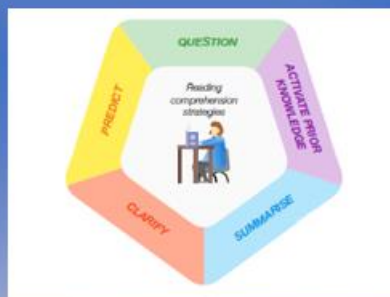
Key Stage 2				
Monday	Tuesday	Wednesday	Thursday	Friday
Fluency reading session including oral comprehension.	Reading fluency session including oral comprehension.	Reading fluency session including oral comprehension.	Comprehension question focus session. Teacher read aloud of the extract from the week. Teacher think aloud. Fastest finger questions. Quick fire questions (retrieval and easy inference) Book talk questions (deeper inference and using evidence from the text).	Poetry / Non-fiction focus. Including comprehension questioning.

Teachers follow the Cherry Tree Way of Teaching and Learning, which is underpinned by Rosenshine's Principles and the gradual release of responsibility model.



Predict

- Look at the front cover and the title. What do you think might happen in the story?
- Why do you think that might happen?
- Can you find some clues in the text? What might happen next?
- I didn't expect that to happen! What do you think now?



Clarify

- Make a list of any words you are not sure about
- What happened and why might it have happened?
- Re-read sections to clarify the meaning



Question

- Question any part of the text you are not sure about
- I wonder why...
- I wonder if...
- What would you like to find out more about?

Activate Prior Knowledge

- Does this remind you about any other books we have read?
- What do you know about...? (setting and characters)
- Have you ever been or seen anywhere similar?

Summarise

- What are the most important things to remember from this paragraph/page/chapter?
- Could you tell this story to partner / grown up / someone at home?
- Beginning / middle / end pictures




Whole Class Guided Reading Texts For Year 2

Order to Teach

The Room on the Broom - Julia Donaldson
Famous Explorers
Cherry Moon Poetry - Life is big
The Day the Crayons Quit - Drew <u>Daywalt</u>
Non-Fiction - <u>Amazing</u> Life Cycles Plants
Poetry - Poems to read aloud
Gorilla - Anthony Browne
Non-Fiction - It all starts with a seed
Poetry - Chocolate Cake
Amazing Grace - Mary Hoffman
Non-Fiction - The Big Book of Blooms
Poetry - I'm Riding on a Giant
The Owl who was Afraid of the Dark - Jill Tomlinson
Non-Fiction - Everything you know about mini-beasts is wrong
Poetry - Spider web mornings
The <u>Hedgehog</u> - Dick King-Smith
Non-Fiction - Very Important sport
Poetry

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



	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	<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Express own views about a book or a poem. • Discuss some similarities between books. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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	 <p>Blue John – Berlie Doherty</p>  <p>My Book of Rocks and Minerals – Dr Devin Denny</p>	 <p>The Iron Man – Ted Hughes</p>	 <p>Escape from Pompeii – Christina Balit</p>  <p>Atlas of Adventure – Lucy Leatherland</p>	 <p>Orchard Book of Roman Myths – Geraldine McCaughrean</p>  <p>Around the World in 80 Musical Instruments – Nancy Dickmann</p>	 <p>The Lion, The Witch and The Wardrobe – C.S Lewis</p>  <p>David Attenborough – Maria Isabel Sanchez Vegara</p>	 <p>The Butterfly Lion – Michael Morpurgo</p>  <p>The Rainforest Book – Charlotte Milner</p>
	Writing Purpose	Describe	Entertain Instruct	Describe Entertain Inform	Describe inform	Entertain Inform / persuade	Entertain inform
	Purpose and Audience	Setting description Character description	Narrative retell Instructions	Character description Narrative Report	Character description Non-chronological report	Narrative Brochure Poetry	Letter Narrative Report
	Key Vocabulary Y3	Force, gush, lock, crack, surge, hollow, tunnel, mine, drawn, sorrow, tearful, heartbroken, seep, promise, skid, sprawl, crawl, tumble, cave, cavern, stalactite, stalagmite, fossil, limestone, glacier, mountain	Blaze, clang, crane, creep, dart, glide, glow, jab, peer, scatter, scuttle, stride, spray, topple, tumble, clatter, gasp, gaze, glare, grind, invite, loom, screech, sneak, vanish, wallow, wander, whirl, gleam, graze, groan, march, sag, strip, tremble, blast, blaze, frown, peer, rumble, weep, wriggle, astonish, battle, droop, flicker, flop, jab, jar, jolt, rage, roast, scatter, scorch, sprawl, wheeze	Glimmer, protect, loom, tremor, weave, strut, bolt, churn, muffle, swell, destroy, explode, blaze	Perch, sprawl, quarrel, tremble, summon, clatter, splutter, bellow, roam, stagger, tumble, graze, declare, regret, wept, tempt, strum, heave, glimpse, snatch, wade, spare, invade, deceive, plunge, flutter, croon, succeed, tend, shift, bombard, plead, loom, brawl, suckle, protes	lure, forgive, sneer, sulk, gild, snigger, plunge, reckon, gloat, fidget, dispute, hoist, start (jump), bay, Grumble, glimpse, pluck, grope, consider, encourage, confront, resume, drift, stoop, betray, spurt, plunge, muffle, shudder, stoop, bundle, tower, glare, summon, perish, leer, surge,	roar, echo, lament, gust, swirl, haul, ramble, smother, spout, pierce, salute, forbid, reply, circle, surround, gather, burst,






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

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

			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	 <p>Blue John – Berlie Doherty</p>  <p>My Book of Rocks and Minerals – Dr Devin Denny</p>	 <p>The Iron Man – Ted Hughes</p>	 <p>Escape from Pompeii – Christina Balit</p>  <p>Atlas of Adventure – Lucy Leatherland</p>	 <p>Orchard Book of Roman Myths – Geraldine McCaughrean</p>  <p>Around the World in 80 Musical Instruments – Nancy Dickmann</p>	 <p>The Lion, The Witch and The Wardrobe – C.S Lewis</p>  <p>David Attenborough – Maria Isabel Sanchez Vegara</p>	 <p>The Butterfly Lion – Michael Morpurgo</p>  <p>The Rainforest Book – Charlotte Milner</p>
	Reading Skills Y3	<p>Word reading / Fluency</p> <ul style="list-style-type: none"> *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. <p>Vocabulary</p> <ul style="list-style-type: none"> *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. <p>Inference</p> <ul style="list-style-type: none"> *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. <p>Prediction</p> <ul style="list-style-type: none"> *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. <p>Explain</p> <ul style="list-style-type: none"> *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. 					

		<p>Retrieve</p> <ul style="list-style-type: none"> *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. <p>Sequence / Summarise</p> <ul style="list-style-type: none"> *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	<p>Word reading / Fluency</p> <ul style="list-style-type: none"> *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. <p>Vocabulary</p> <ul style="list-style-type: none"> *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. <p>Inference</p> <ul style="list-style-type: none"> *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. <p>Prediction</p> <ul style="list-style-type: none"> *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. <p>Explain</p> <ul style="list-style-type: none"> *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. <p>Retrieve</p> <ul style="list-style-type: none"> *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. <p>Sequence/Summarise</p> <ul style="list-style-type: none"> *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,	Shrivalled, 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,

		<p>and expand some ideas and depth.</p> <p>Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p> <p>Use of tense choices to build cohesion across paragraphs.</p> <p>Choose pronouns and nouns to aid cohesion and clarity to avoid repetition.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure the correct subject and verb agreement when using singular and plural.</p> <p>Write relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun.</p>	<p>develop and expand some ideas and depth.</p> <p>Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p> <p>Use of tense choices to build cohesion across paragraphs.</p> <p>Choose pronouns and nouns to aid cohesion and clarity to avoid repetition.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure the correct subject and verb agreement when using singular and plural.</p> <p>Write relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p>	<p>and expand some ideas and depth.</p> <p>Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p> <p>Use of tense choices to build cohesion across paragraphs.</p> <p>Choose pronouns and nouns to aid cohesion and clarity to avoid repetition.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure the correct subject and verb agreement when using singular and plural.</p> <p>Write relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p>	<p>develop and expand some ideas and depth.</p> <p>Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p> <p>Use of tense choices to build cohesion across paragraphs.</p> <p>Choose pronouns and nouns to aid cohesion and clarity to avoid repetition.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure the correct subject and verb agreement when using singular and plural.</p> <p>Write relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>	<p>and expand some ideas and depth.</p> <p>Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p> <p>Use of tense choices to build cohesion across paragraphs.</p> <p>Choose pronouns and nouns to aid cohesion and clarity to avoid repetition.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure the correct subject and verb agreement when using singular and plural.</p> <p>Write relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal</p>	<p>and expand some ideas and depth.</p> <p>Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p> <p>Use of tense choices to build cohesion across paragraphs.</p> <p>Choose pronouns and nouns to aid cohesion and clarity to avoid repetition.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure the correct subject and verb agreement when using singular and plural.</p> <p>Write relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal</p>
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	Grammar and Punctuation Y6					verbs [for example, might, should, will, must].	verbs [for example, might, should, will, must].
		<p>Structure and organisation of text show an awareness of audience, purpose and context.</p> <p>Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth.</p> <p>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.</p> <p>Include relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p>	<p>Structure and organisation of text show an awareness of audience, purpose and context.</p> <p>Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth.</p> <p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g. the use 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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.</p> <p>Include relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas.</p> <p>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</p> <p>Use a range of layout devices, such as headings, sub-headings, columns, bullets or tables, to structure text.</p> <p>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</p>	<p>Structure and organisation of text show an awareness of audience, purpose and context.</p> <p>Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth.</p> <p>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.</p> <p>Include relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas.</p> <p>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</p> <p>Use a range of layout devices, such as headings, sub-headings, columns, bullets or tables, to structure text.</p> <p>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</p>	<p>Structure and organisation of text show an awareness of audience, purpose and context.</p> <p>Use paragraphs to develop and expand some ideas, descriptions, themes 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context.</p> <p>Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth.</p> <p>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.</p> <p>Include relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas.</p> <p>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</p> <p>Use a range of layout devices, such as headings, sub-headings, columns, bullets or tables, to structure text.</p> <p>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</p>

			<p>he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech].</p> <p>Use synonyms and antonyms and has a wide, rich range to draw on.</p>	<p>he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech].</p> <p>Use synonyms and antonyms and has a wide, rich range to draw on.</p>	<p>he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech].</p> <p>Use synonyms and antonyms and has a wide, rich range to draw on.</p> <p>Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty</p> <p>Use a range of punctuation accurately: semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p>	<p>forms such as If I were or Were they to come in some very formal writing and speech].</p> <p>Use synonyms and antonyms and has a wide, rich range to draw on.</p> <p>Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty</p> <p>Use a range of punctuation accurately: semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>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)].</p> <p>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).</p>	<p>he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech].</p> <p>Use synonyms and antonyms and has a wide, rich range to draw on.</p> <p>Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty</p> <p>Use a range of punctuation accurately: semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>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)].</p> <p>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).</p>
	Spelling Y5	<p>Shuhs – cious</p> <p>Shuhs – tious, ious</p> <p>i – y</p> <p>con</p> <p>shuhn – tion</p> <p>l- le</p> <p>silent letters</p>	<p>Adjectives ending in ant into nouns ending in ance, ation</p> <p>Adjectives ending in ent into nouns ending ence, ency</p> <p>Able</p> <p>Able, eable</p> <p>Ible</p> <p>ibly</p>	<p>le</p> <p>ee – ie, ei after c and exceptions</p> <p>c making s before i, e, y</p> <p>hyphens</p> <p>ment</p> <p>ity</p>	<p>Adding suffixes beginning with vowel letters to words ending in fer</p> <p>Words with endings which sound like shuh after a word spelt cial</p>	<p>ough</p> <p>ate</p> <p>ture</p> <p>age</p> <p>ary</p> <p>suffix ly</p>	<p>Prefix inter</p> <p>Double consonants</p> <p>Y5/6 word list 1</p> <p>Y5/6 word list 2</p> <p>homophones</p>

					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.					

		<ul style="list-style-type: none"> *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. <p>Inference</p> <ul style="list-style-type: none"> *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. <p>Prediction</p> <ul style="list-style-type: none"> *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. <p>Explain</p> <ul style="list-style-type: none"> *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. <p>Retrieve</p> <ul style="list-style-type: none"> *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. <p>Sequence / Summarise</p> <ul style="list-style-type: none"> *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.
	<p>Reading Skills Y6</p>	<p>Word Reading / Fluency</p> <ul style="list-style-type: none"> *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. <p>Vocabulary</p> <ul style="list-style-type: none"> *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. <p>Inference</p> <ul style="list-style-type: none"> *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.

		<p>*Make inferences about events, feelings, states backing these up with evidence.</p> <p>*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.</p> <p>Prediction</p> <p>*Predicting what might happen from details stated and implied.</p> <p>*Support predictions by using relevant evidence from the text.</p> <p>*Confirm and modify predictions in light of new information.</p> <p>Explain</p> <p>*Provide increasingly reasoned justification for my views.</p> <p>*Recommend books for peers in detail.</p> <p>*Give reasons for authorial choices.</p> <p>*Begin to challenge points of view.</p> <p>*Begin to distinguish between fact and opinion.</p> <p>*Identifying how language, structure and presentation contribute to meaning.</p> <p>*Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>*Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>*Distinguish between fact and opinion explaining how they know this.</p> <p>Retrieve</p> <p>*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.</p> <p>*Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</p> <p>*Retrieve, record and present information from a wide variety of non-fiction texts. *Ask my own questions and follow a line of enquiry.</p> <p>Sequence / Summarise</p> <p>*Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <p>*Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p> <p>*Make comparisons across different books. *summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</p>
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Cherry Tree Academy

Long Term English Planning Cycle B

		Autumn	Spring	Summer
EYFS	Core Texts	 Ruby's Worried - Tom Percival	 Lost and Found - Oliver Jeffers	 After the Fall - Dan Santat
		 Owl Babies - Martin Waddell	 Scarecrow's Wedding - Julia Donaldson	 Sonya's Chickens - Phoebe Wahl
		 Farmer Duck - Martin Waddell	 Tiddler - Julia Donaldson	 Handa's Hen - Eileen Browne
		 Slow Samson - Bethany Christou	 The Rainbow Fish - Marcus Pfister	 Supertato - Paul Linnet and Sue Hendra
		 One Snowy Night - Nick Butterworth		 The Giant Jam Sandwich - Janet Burroway and John Vernon Lord
		 Stickman - Julia Donaldson	 Wonkey Donkey - Craig Smith	 Zog - Julia Donaldson
				 Elmer - David McKee
				 The Lion Inside - Rachel Bright
				 I'm in Charge - Jeanne Willis
				 On the Way Home - Jill Murphy



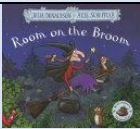
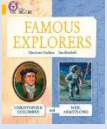
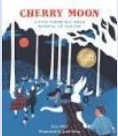
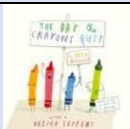
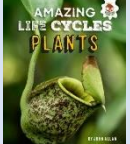
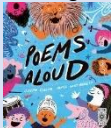
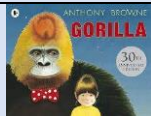






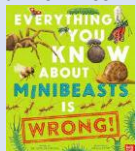

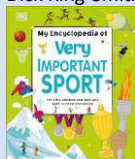
	Key vocabulary	Explore, discover, wonder, emourmous, barely, unexpected, shrink, tumble Hunt, silent, fuss, bounced, brave, flap Crept, wriggle, creak, wearily, fled, squeezed Settle, groan, curl, glow, hook, twinkly, puzzle, cosy Twirl, tumbling, sharp, weary, chuckle, doze, clattering, drifts	Explained, persuaded, sighed, excitedly, special, chuckled, frowned, imagination Hunt, spotted, hurried, gathered, certain, exclaimed, staggering, sprinkled Arrived, distracted, charged, annoyed, sobbed, received, noted, lonley Cosy, miserable, snuggled, shivering, shoved, scraping, fierce, chuckle 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 Ciraldo	 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	<ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately 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. 					

		<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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 Melchior  365 Things to 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.

		<p>Subordinating conjunctions – because, when, if, that</p> <p>Word classes – nouns, verbs, adjectives, adverbs, pronouns.</p> <p>Question sentences</p> <p>Command sentences</p> <p>Statement sentences</p> <p>Exclamation sentences</p> <p>Expanded noun phrases</p>	<p>organisational devices e.g. headings and subheadings.</p> <p>Express time, place and cause using adverbs (for example, then, next, soon, therefore).</p> <p>Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because).</p> <p>and, because, so, as, or</p>	<p>organisational devices e.g. headings and subheadings.</p> <p>Express time, place and cause using adverbs (for example, then, next, soon, therefore).</p> <p>Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because).</p> <p>and, because, so, as, or</p> <p>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).</p>	<p>before, after, during, in, because, of)</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Begin to use paragraphs to organise ideas around a theme.</p> <p>Begin to use inverted commas to punctuate direct speech.</p> <p>Begin to organise non-narrative work using simple organisational devices e.g. headings and subheadings.</p> <p>Express time, place and cause using adverbs (for example, then, next, soon, therefore).</p> <p>Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because).</p> <p>and, because, so, as, or</p>	<p>before, after, during, in, because, of)</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Begin to use paragraphs to organise ideas around a theme.</p> <p>Begin to use inverted commas to punctuate direct speech.</p> <p>Begin to organise non-narrative work using simple organisational devices e.g. headings and subheadings.</p> <p>Express time, place and cause using adverbs (for example, then, next, soon, therefore).</p> <p>Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because).</p> <p>and, because, so, as, or</p>	<p>before, after, during, in, because, of)</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Begin to use paragraphs to organise ideas around a theme.</p> <p>Begin to use inverted commas to punctuate direct speech.</p> <p>Begin to organise non-narrative work using simple organisational devices e.g. headings and subheadings.</p> <p>Express time, place and cause using adverbs (for example, then, next, soon, therefore).</p> <p>Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because).</p> <p>and, because, so, as, or</p>
	Grammar and Punctuation Y4	<p>Re-capping on KS1 and Y3 expectations.</p>	<p>Use paragraphs to organise ideas around a theme.</p> <p>Organise non-narrative work using simple organisational devices e.g. headings and subheadings where appropriate.</p> <p>Punctuate direct speech accurately, including inverted commas and other punctuation (for example, a comma after the reporting clause; end punctuation within inverted commas).</p>	<p>Use paragraphs to organise ideas around a theme.</p> <p>Organise non-narrative work using simple organisational devices e.g. headings and subheadings where appropriate.</p> <p>Punctuate direct speech accurately, including inverted commas and other punctuation (for example, a comma after the reporting clause; end punctuation within inverted commas).</p>	<p>Use paragraphs to organise ideas around a theme.</p> <p>Organise non-narrative work using simple organisational devices e.g. headings and subheadings where appropriate.</p> <p>Punctuate direct speech accurately, including inverted commas and other punctuation (for example, a comma after the reporting clause; end punctuation within inverted commas).</p>	<p>Use paragraphs to organise ideas around a theme.</p> <p>Organise non-narrative work using simple organisational devices e.g. headings and subheadings where appropriate.</p> <p>Punctuate direct speech accurately, including inverted commas and other punctuation (for example, a comma after the reporting clause; end punctuation within inverted commas).</p>	<p>Use paragraphs to organise ideas around a theme.</p> <p>Organise non-narrative work using simple organisational devices e.g. headings and subheadings where appropriate.</p> <p>Punctuate direct speech accurately, including inverted commas and other punctuation (for example, a comma after the reporting clause; end punctuation within inverted commas).</p>

			<p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use fronted adverbials to vary sentence structure (e.g. Later that day, I heard the bad news.).</p> <p>Use commas after fronted adverbials.</p> <p>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></p> <p>Include expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrase.</p>	<p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use fronted adverbials to vary sentence structure (e.g. Later that day, I heard the bad news.).</p> <p>Use commas after fronted adverbials.</p> <p>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></p> <p>Include expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrase.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Use standard English forms of verb inflections instead of local spoken forms.</p> <p>Recognise when possessive apostrophe is needed and place it accurately in words with regular plurals and in words with irregular plurals.</p>	<p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use fronted adverbials to vary sentence structure (e.g. Later that day, I heard the bad news.).</p> <p>Use commas after fronted adverbials.</p> <p>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></p> <p>Include expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrase.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Use standard English forms of verb inflections instead of local spoken forms.</p> <p>Recognise when possessive apostrophe is needed and place it accurately in words with regular plurals and in words with irregular plurals.</p>	<p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use fronted adverbials to vary sentence structure (e.g. Later that day, I heard the bad news.).</p> <p>Use commas after fronted adverbials.</p> <p>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></p> <p>Include expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrase.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Use standard English forms of verb inflections instead of local spoken forms.</p> <p>Recognise when possessive apostrophe is needed and place it accurately in words with regular plurals and in words with irregular plurals.</p> <p>Use pronouns or alternative nouns within and across sentences to aid cohesion and avoid repetition.</p>	<p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use fronted adverbials to vary sentence structure (e.g. Later that day, I heard the bad news.).</p> <p>Use commas after fronted adverbials.</p> <p>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></p> <p>Include expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrase.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Use standard English forms of verb inflections instead of local spoken forms.</p> <p>Recognise when possessive apostrophe is needed and place it accurately in words with regular plurals and in words with irregular plurals.</p> <p>Use pronouns or alternative nouns within and across sentences to aid cohesion and avoid repetition.</p>
	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)

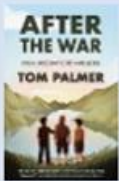





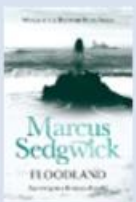



	Spelling Y4	Prefix in Prefix im Prefix il, ir Prefix sub, super Prefix inter Prefix anti, auto	Adverbs of manner Adverbs of time Adverbs of place Nouns ending in ation Y3/4 word list 1 Y3/4 word list 2	Zhuh – sure Cher – ture Shuhn – sion Shuhn – ssion Shuhn – tion Shuhn - cion	Ous (no root word change) 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	<p>Word reading / Fluency</p> <ul style="list-style-type: none"> *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. <p>Vocabulary</p> <ul style="list-style-type: none"> *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. <p>Inference</p> <ul style="list-style-type: none"> *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. 					

		<p>Prediction</p> <ul style="list-style-type: none"> *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. <p>Explain</p> <ul style="list-style-type: none"> *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. <p>Retrieve</p> <ul style="list-style-type: none"> *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. <p>Sequence / Summarise</p> <ul style="list-style-type: none"> *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	<p>Word reading / Fluency</p> <ul style="list-style-type: none"> *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. <p>Vocabulary</p> <ul style="list-style-type: none"> *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. <p>Inference</p> <ul style="list-style-type: none"> *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. <p>Prediction</p> <ul style="list-style-type: none"> *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. <p>Explain</p> <ul style="list-style-type: none"> *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. <p>Retrieve</p> <ul style="list-style-type: none"> *Confidently skim and scan texts to record details. *Using relevant quotes to support their answers to questions.



		<p>*Retrieve and record information from a fiction or non-fiction text.</p> <p>Sequence/Summarise</p> <p>*Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.</p> <p>*Identifying main ideas drawn from more than one paragraph.</p> <p>*Identify themes from a wide range of books.</p> <p>*Summarise whole paragraphs, chapters or texts.</p>
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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.	<p>Structure and organisation of text is informed by its audience, purpose and context.</p> <p>Use paragraphs to organise information and ideas around a theme. Beginning to develop and expand some ideas and depth.</p> <p>Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p> <p>Use of tense choices to build cohesion across paragraphs.</p> <p>Choose pronouns and nouns to aid cohesion and clarity to avoid repetition.</p>	<p>Structure and organisation of text is informed by its audience, purpose and context.</p> <p>Use paragraphs to organise information and ideas around a theme. Beginning to develop and expand some ideas and depth.</p> <p>Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p> <p>Use of tense choices to build cohesion across paragraphs.</p> <p>Choose pronouns and nouns to aid cohesion and clarity to avoid repetition.</p>	<p>Structure and organisation of text is informed by its audience, purpose and context.</p> <p>Use paragraphs to organise information and ideas around a theme. Beginning to develop and expand some ideas and depth.</p> <p>Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p> <p>Use of tense choices to build cohesion across paragraphs.</p> <p>Choose pronouns and nouns to aid cohesion and clarity to avoid repetition.</p>	<p>Structure and organisation of text is informed by its audience, purpose and context.</p> <p>Use paragraphs to organise information and ideas around a theme. Beginning to develop and expand some ideas and depth.</p> <p>Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p> <p>Use of tense choices to build cohesion across paragraphs.</p> <p>Choose pronouns and nouns to aid cohesion and clarity to avoid repetition.</p>	<p>Structure and organisation of text is informed by its audience, purpose and context.</p> <p>Use paragraphs to organise information and ideas around a theme. Beginning to develop and expand some ideas and depth.</p> <p>Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p> <p>Use of tense choices to build cohesion across paragraphs.</p> <p>Choose pronouns and nouns to aid cohesion and clarity to avoid repetition.</p>

			<p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure the correct subject and verb agreement when using singular and plural.</p> <p>Write relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p>	<p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure the correct subject and verb agreement when using singular and plural.</p> <p>Write relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p>	<p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure the correct subject and verb agreement when using singular and plural.</p> <p>Write relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>	<p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure the correct subject and verb agreement when using singular and plural.</p> <p>Write relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must].</p>	<p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure the correct subject and verb agreement when using singular and plural.</p> <p>Write relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must].</p>
	Grammar and Punctuation Y6	Re-capping on KS1 and LKS2 & Yr5 expectations.	<p>Structure and organisation of text show an awareness of audience, purpose and context.</p> <p>Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth.</p> <p>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.</p>	<p>Structure and organisation of text show an awareness of audience, purpose and context.</p> <p>Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth.</p> <p>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.</p>	<p>Structure and organisation of text show an awareness of audience, purpose and context.</p> <p>Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth.</p> <p>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.</p>	<p>Structure and organisation of text show an awareness of audience, purpose and context.</p> <p>Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth.</p> <p>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.</p>	<p>Structure and organisation of text show an awareness of audience, purpose and context.</p> <p>Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth.</p> <p>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.</p>

			<p>Include relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas.</p> <p>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</p> <p>Use a range of layout devices, such as headings, sub-headings, columns, bullets or tables, to structure text.</p> <p>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].</p> <p>Use synonyms and antonyms and has a wide, rich range to draw on.</p>	<p>Include relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas.</p> <p>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</p> <p>Use a range of layout devices, such as headings, sub-headings, columns, bullets or tables, to structure text.</p> <p>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].</p> <p>Use synonyms and antonyms and has a wide, rich range to draw on.</p>	<p>Include relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas.</p> <p>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</p> <p>Use a range of layout devices, such as headings, sub-headings, columns, bullets or tables, to structure text.</p> <p>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].</p> <p>Use synonyms and antonyms and has a wide, rich range to draw on.</p> <p>Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty</p> <p>Use a range of punctuation accurately: semi-colon, colon and dash to mark the boundary between independent clauses [for</p>	<p>Include relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas.</p> <p>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</p> <p>Use a range of layout devices, such as headings, sub-headings, columns, bullets or tables, to structure text.</p> <p>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].</p> <p>Use synonyms and antonyms and has a wide, rich range to draw on.</p> <p>Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty</p> <p>Use a range of punctuation accurately: semi-colon, colon and dash to mark the boundary between independent</p>	<p>Include relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas.</p> <p>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</p> <p>Use a range of layout devices, such as headings, sub-headings, columns, bullets or tables, to structure text.</p> <p>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].</p> <p>Use synonyms and antonyms and has a wide, rich range to draw on.</p> <p>Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty</p> <p>Use a range of punctuation accurately: semi-colon, colon and dash to mark the boundary between independent</p>
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					example, It's raining; I'm fed up]	<p>clauses [for example, It's raining; I'm fed up]</p> <p>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)].</p> <p>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).</p>	<p>clauses [for example, It's raining; I'm fed up]</p> <p>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)].</p> <p>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).</p>
	Revision of GPS – YEAR 6 ONLY	<p>Word Classes – nouns verbs, adjectives, adverbs, pronouns</p> <p>Adverbials of time</p> <p>Subject/Verb agreement</p>	<p>Question & exclamation sentences</p> <p>Sentence openers – FA & subordination</p> <p>Homophones – their, there, they're</p> <p>Dialogue</p> <p>Subject/Verb agreement</p> <p>Expanded Noun Phrases</p> <p>Conjunctions – even though, however, because, when</p>	<p>Determiners - a/an</p> <p>Subject/Verb agreement</p> <p>Conjunctions - even though, however, because, when</p> <p>Relative Clauses & Relative Pronouns</p> <p>Dialogue</p>			
	Spelling Y5	<p>Shuhs – cious</p> <p>Shuhs – tious, ious</p> <p>i – y</p> <p>con</p> <p>shuhn – tion</p> <p>l- le</p> <p>silent letters</p>	<p>Adjectives ending in ant into nouns ending in ance, ation</p> <p>Adjectives ending in ent into nouns ending ence, ency</p> <p>Able</p> <p>Able, eable</p> <p>Ible</p> <p>Ibly</p>	<p>le</p> <p>ee – ie, ei after c and exceptions</p> <p>c making s before i, e, y</p> <p>hyphens</p> <p>ment</p> <p>ity</p>	<p>Adding suffixes beginning with vowel letters to words ending in fer</p> <p>Words with endings which sound like shuh after a word spelt cial</p> <p>Words with endings which sound like shuhl after a consonant spelt tial</p>	<p>ough</p> <p>ate</p> <p>ture</p> <p>age</p> <p>ary</p> <p>suffix ly</p>	<p>Prefix inter</p> <p>Double consonants</p> <p>Y5/6 word list 1</p> <p>Y5/6 word list 2</p> <p>homophones</p>

					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	<p>Word Reading / Fluency</p> <ul style="list-style-type: none"> *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. <p>Vocabulary</p> <ul style="list-style-type: none"> *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. <p>Inference</p> <ul style="list-style-type: none"> *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. 					

		<p>*Begin to draw evidence from more than one place across a text.</p> <p>Prediction</p> <ul style="list-style-type: none"> *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. <p>Explain</p> <ul style="list-style-type: none"> *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. <p>Retrieve</p> <ul style="list-style-type: none"> *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. <p>Sequence / Summarise</p> <ul style="list-style-type: none"> *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.
	<p>Reading Skills Y6</p>	<p>Word Reading / Fluency</p> <ul style="list-style-type: none"> *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. <p>Vocabulary</p> <ul style="list-style-type: none"> *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. <p>Inference</p> <ul style="list-style-type: none"> *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. <p>Prediction</p> <ul style="list-style-type: none"> *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. <p>Explain</p> <ul style="list-style-type: none"> *Provide increasingly reasoned justification for my views.

		<p>*Recommend books for peers in detail.</p> <p>*Give reasons for authorial choices.</p> <p>*Begin to challenge points of view.</p> <p>*Begin to distinguish between fact and opinion.</p> <p>*Identifying how language, structure and presentation contribute to meaning.</p> <p>*Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>*Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>*Distinguish between fact and opinion explaining how they know this.</p> <p>Retrieve</p> <p>*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.</p> <p>*Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</p> <p>*Retrieve, record and present information from a wide variety of non-fiction texts. *Ask my own questions and follow a line of enquiry.</p> <p>Sequence / Summarise</p> <p>*Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <p>*Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p> <p>*Make comparisons across different books. *summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</p>
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