
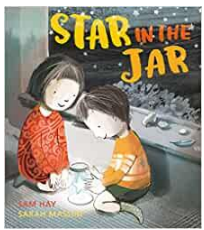
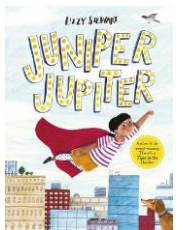

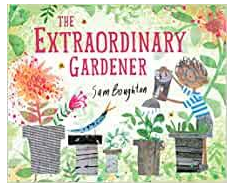
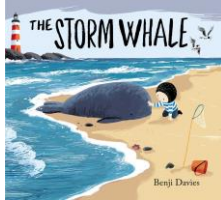


Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS Read to Write</b>	<b>The Something</b> 	<b>Star in a Jar</b> 	<b>Juniper Jupiter</b> 	<b>Little Red</b> 	<b>The Extraordinary Gardener</b> 	<b>The Storm Whale</b> 
<b>Writing Outcome &amp; Writing Purpose</b>	<b>Narrative - A Losing Story</b> <b>Purpose -</b> To tell and write a losing story.	<b>Narrative - A Finding Story</b> <b>Purpose -</b> To tell and write a finding story	<b>Narrative - A Superhero Story</b> <b>Purpose -</b> To tell and write a superhero story	<b>Narrative - A Traditional Tale</b> <b>Purpose -</b> To tell and write a traditional tale.	<b>Narrative - A transformational story</b> <b>Purpose -</b> To tell and write a transformational story	<b>Narrative - A friendship story</b> <b>Purpose -</b> To tell and write a friendship story
	<b>Instructions -</b> How to trap an animal. <b>Purpose -</b> <i>To narrate</i>	<b>Recount -</b> Poster to find a lost star. <b>Purpose -</b> To inform (and describe)	<b>Information: A letter wanting to be a sidekick</b> <b>Purpose: To inform</b>	<b>Instructions: How to trap an animal</b> <b>Purpose: To instruct</b>	<b>Instructions: How to grow a garden plant / vegetable</b> <b>Purpose: To instruct</b>	<b>Poems: Sea creature poems</b> <b>Purpose: To describe</b>
<b>Grammar: word, sentence, text and punctuation</b>	<p>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p>How words can combine to make sentences Joining words and joining clauses using and</p> <p>Sequencing sentences to form short narratives</p> <p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>					
<b>Writing Terminology for pupils</b>	<b>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</b>					

Little Wandle Reading sessions 3 x per week (min) with decodable books

<p>Year 1 Read to Write</p>	<p>Old Bear </p>	<p>Rapunzel </p>	<p>Hermelin </p>	<p>Where the Wild Things Are </p>	<p>The Secret of Black Rock </p>	<p>The Last Wolf </p>
<p><b>Writing Outcome &amp; Writing Purpose</b></p>	<p><b>Narrative:</b> Finding Narrative <b>Purpose:</b> To retell a story</p>	<p><b>Narrative -A</b> Traditional Tale <b>Purpose - To</b> narrate</p>	<p><b>Narrative - A</b> Detective Story <b>Purpose - To</b> narrate</p>	<p><b>Narrative - A</b> Portal Story <b>Purpose - To</b> narrate</p>	<p><b>Narrative - A</b> Return Story <b>Purpose - To</b> narrate</p>	<p><b>Narrative -A</b> Hunting Story <b>Purpose - To</b> narrate</p>
	<p><b>Recount:</b> Messages <b>Purpose:</b> To inform and explain events that have happened</p>	<p><b>Instructions - How</b> to Catch a Witch <b>Purpose - To</b> instruct</p>	<p><b>Recount - Letters</b> <b>Purpose - To</b> recount</p>	<p><b>Information - Wild</b> Things <b>Purpose - To</b> inform</p>	<p><b>Recount - Postcards</b> <b>Purpose - To</b> recount</p>	<p><b>Instructions - Recipes</b> <b>Purpose - To</b> instruct</p>
<p><b>Grammar: word, sentence, text and punctuation</b></p>	<p>Reinforce plural noun suffix -s -es Suffix added to verbs - er.</p> <p>Combining words to make sentences. Joining words and clauses using-and.</p> <p>Sequencing sentences to form short narratives.</p> <p>Separation of words with spaces. Capital letters Full Stops</p>		<p>Suffix added to verbs – ing ed er</p> <p>Combining words to make sentences Joining words and clauses using-and, because, so, but.</p> <p>Sequencing sentences to form short narratives.</p> <p>Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I</p>		<p>Reinforce plural noun suffix -s -es Reinforce how prefix un – changes the meaning of verbs and adjectives.</p> <p>Combining words to make sentences. Joining words and clauses using-and, because, so, but.</p> <p>Sequencing sentences to form short narratives.</p> <p>Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I</p>	

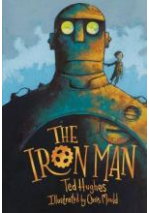


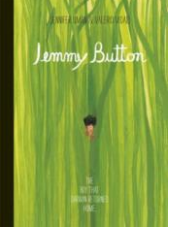
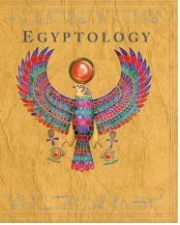
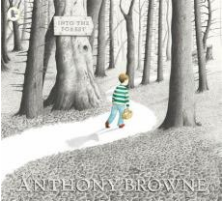
<b>Writing Terminology for pupils</b>	<b>letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation</b>		
<b>Spelling Rules and Patterns</b>	<p>Words ending in 'ff', 'll', 'ss', 'zz' and 'ck'</p> <p>Words with the /k/ and /nk/ sound</p> <p>Words with the trigraph 'tch' Adding '-s' and '-es' to make plurals</p> <p>Adding the suffixes '-ing' and '-ed' Adding the prefix 'un-' and the suffixes '-er' and '-est'</p> <p>Compound words and words with unstressed vowels</p> <p>Words with the digraphs 'ai' and 'oi'</p> <p>Words with the digraphs 'ay' and 'oy'</p> <p>Words with the split digraph 'a_e'</p> <p>Words with the split digraph 'e_e'</p> <p>Words with the split digraph 'i_e'</p> <p>Words with the split digraph 'o_e'</p>	<p>Words where the digraph 'ea' makes an /ee/ sound</p> <p>Words where the digraph 'ea' makes an /e/ sound</p> <p>Words where the digraph 'er' is stressed</p> <p>Words where the digraph 'er' is unstressed</p> <p>Words with the digraphs 'ir' and 'ur'</p> <p>Words with the digraphs 'oo'/oo/</p> <p>Words with the digraphs 'oo'/u/</p> <p>Words where the digraphs 'oa' and 'oe' make an /oa/ sound</p> <p>Words where the digraph 'ou' makes an /ow/ sound</p> <p>Words where the digraph 'ow' makes an /ow/ or /oa/ sound</p>	<p>Words ending in 'y'/ee/ and 've'/e/</p> <p>Words with the digraphs 'ue' and 'ew'</p> <p>Words where 'ie' makes an /igh/ sound</p> <p>Words where 'ie' makes an /ee/ sound</p> <p>Words with the trigraph 'igh'</p> <p>Words with the digraph 'or' and the trigraph 'ore'</p> <p>Words where 'aw' and 'au' make an /or/ sound</p> <p>Words with the trigraphs 'air' and 'ear'</p> <p>Words where the trigraphs 'air' and 'ear' make an /air/ sound</p> <p>Words with the digraphs 'ph' and 'wh'</p>

**Little Wandle Reading sessions 3 x per week (min) with decodable books**

<b>Year 2 Read to Write</b>	<b>A River</b>	<b>The Night Gardener</b>	<b>The Bog Baby</b>	<b>Grandad's Island</b>	<b>The King who Banned the Dark</b>	<b>Rosie Revere Engineer</b>
						
<b>Writing Outcome &amp; Writing Purpose</b>	<b>Narrative</b> -Circular Narrative <b>Purpose</b> - To narrate	<b>Narrative</b> - Setting Narrative <b>Purpose</b> - To narrate	<b>Narrative</b> - Finding Narrative <b>Purpose</b> - To narrate	<b>Narrative</b> - Return Narrative <b>Purpose</b> - To narrate	<b>Narrative</b> - Mistake Narrative <b>Purpose</b> - To narrate	<b>Narrative</b> - Invention Narrative <b>Purpose</b> - To narrate
	<b>Recount</b> - Letter <b>Purpose</b> - To inform	<b>Recount</b> - Diary <b>Purpose</b> - To	<b>Instruction</b> - How to build a habitat	<b>Information</b> - Jungle Animals	<b>Information</b> - How to be a regal leader <b>Purpose</b> - To inform	<b>Explanation</b> - How a machine works

	recount	Purpose - To instruct	Purpose - To inform	Purpose - To explain
<b>Grammar: word, sentence, text and punctuation</b>	<p>Use of the Suffixes –er &amp; –est in adjectives</p> <p>Subordination (using when, if, that, because)</p> <p>Coordination (or, and, but) Sentence indicates its function as a statement and question.</p> <p>Expanded Noun Phrases for description and specification</p> <p>Use of capital letters, full stops and question marks to demarcate sentences</p> <p>Use apostrophes to mark singular possession in nouns</p>	<p>Formation of nouns using suffixes e.g. –ness, –er and by compounding</p> <p>Formation of adjectives using suffixes e.g. –ful, –less</p> <p>Use of the suffix –ly to turn adjectives into adverbs</p> <p>Expanded noun phrases for description and specification Subordination (using when, if, that, because)</p> <p>Coordination (or, and, but)</p> <p>How the grammatical patterns in a sentence indicates its function as question, exclamation and statement.</p> <p>Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns</p> <p>Commas to separate items in a list</p>	<p>Formation of nouns using suffixes e.g. –ness, –er and by compounding</p> <p>Use of the Suffixes –er &amp; –est in adjectives</p> <p>Use of the suffix –ly to turn adjectives into adverbs</p> <p>Subordination (using when, if, that, because)</p> <p>Coordination (or, and, but) Sentence indicates its function as a statement, question, command and exclamation.</p> <p>Expanded Noun Phrases for description and specification</p> <p>Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs</p> <p>Use of capital letters, full stops and question marks to demarcate sentences</p> <p>Use apostrophes to mark singular possession in nouns</p> <p>Commas to separate items in a list.</p>	
<b>Writing Terminology for pupils</b>	<b>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma</b>			
<b>Spelling Rules and Patterns</b>	<p>Words where ‘dge’ makes a /j/ sound</p> <p>Words where ‘ge’ makes a /j/ sound</p> <p>Words where ‘g’ makes a /j/ sound</p> <p>Words where ‘c’ makes a /s/ sound before ‘e’, ‘i’ and ‘y’</p> <p>Words where ‘kn’ and ‘gn’ make a /n/ sound at the beginning of words</p> <p>Challenge Words</p>	<p>Words where ‘-es’ is added to words ending in ‘y’</p> <p>Words where ‘-ed’ is added to words ending in ‘y’</p> <p>Words where ‘-er’ and ‘-est’ are added to words ending in ‘y’</p> <p>Words where ‘-ing’ is added to words ending in ‘e’</p> <p>Challenge Words</p>	<p>Words where ‘or’ and ‘ar’ make an /er/ or /or/ sound</p> <p>Words where ‘s’ makes an /z/ sound</p> <p>Words ending in ‘-ment’ and ‘-ness’</p> <p>Words ending in ‘-ful’ and ‘-less’</p> <p>Words that are homophones or near homophones</p> <p>Words that are homophones or near homophones</p>	

	Words where 'wr' makes a /r/ sound at the beginning of words Words ending in 'le' Words ending in 'el' Words ending in 'al' Words ending in 'il' Challenge Words Words where 'y' makes an /igh/ sound		Words where '-er', '-est' and '-ed' is added to words ending in 'e' Words where '-ing' is added to single syllable words Words where '-ed' is added to single syllable words Words where 'a' makes an /or/ sound Words where 'o' makes an /u/ sound Challenge Words Words where 'ey' makes an /ee/ sound Words where 'a' makes an /o/ sound		Words ending in '-tion' Words containing an apostrophe for contraction Words containing an apostrophe for possession Challenge Words	
<b>Little Wandle * Steps to Read</b>	<b>(Geography: UK</b> - Rivers and Seas)	<b>Reading Breadth: Fairy Stories &amp; Poetry</b> - Classics	<b>Science: Living Things/ Habitats/ Plants</b>	<b>Reading Breadth - Traditional Tales and Poetry - Contemporary</b>	<b>History - Events beyond Living Memory: Great Fire of London</b>	<b>Reading Breadth: Stories, Plays &amp; Poetry - Contemporary</b>
<b>N.B. Little Wandle with continue in HT1 initially and the chn will move onto Steps to Read with small group phonics continuing as necessary.</b>						
<b>Comprehension Skills and Strategies</b>	<p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently</p> <p>Demonstrating familiarity with and retelling a wide range of stories, fairy stories and traditional tales Discussing their favourite words and phrases using some of them in their writing</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Build on phonics subject skills and knowledge Connect prior knowledge with context</p> <p>Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families</p> <p>Locate and discuss words and pre-taught vocabulary to find out what the text is about Connect prior knowledge to context</p> <p><b>1a draw on knowledge of vocabulary to understand texts 1d make inferences from the text</b></p>					

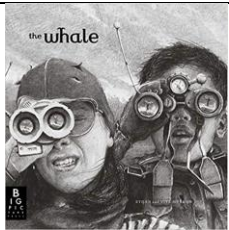

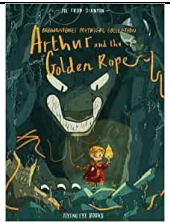
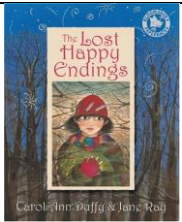


Reading Terminology for pupils	grapheme, phoneme, syllable, sequence, structure, predict, discuss, question					
<p><b>Year 3</b></p> <p><b>Read to Write</b></p>	<p><b>The Iron Man</b></p> 	<p><b>Fox</b></p> 	<p><b>The Rhythm of the Rain</b></p> 	<p><b>Jeremy Button</b></p> 	<p><b>Egyptology</b></p> 	<p><b>Into the Forest</b></p> 
<p><b>Writing Outcome &amp; Writing Purpose</b></p>	<p><b>Narrative</b> - Approach Threat Narrative <b>Purpose</b> - To narrate</p>	<p><b>Narrative</b> - Fable Narrative <b>Purpose</b> - To narrate</p>	<p><b>Narrative</b> - Setting Narrative <b>Purpose</b> - To narrate</p>	<p><b>Narrative</b> - Return Narrative <b>Purpose</b> - To narrate</p>	<p><b>Narrative</b> - Egyptian Mystery <b>Purpose</b> - To narrate</p>	<p><b>Narrative</b> - Lost Narrative <b>Purpose</b> - To narrate</p>
	<p><b>Explanation</b> - How to capture the Iron Man <b>Purpose</b> - To explain</p>	<p><b>Information</b> - Fox Report <b>Purpose</b> - To inform</p>	<p><b>Inform</b> - River Information Leaflet <b>Purpose</b> - To inform</p>	<p><b>Information</b> - Letters <b>Purpose</b> - To recount</p>	<p><b>Information</b> - Diary <b>Purpose</b> - To inform</p>	<p><b>Recount</b> - Newspaper Report <b>Purpose</b> - To recount</p>



<p><b>Grammar: word, sentence, text and punctuation</b></p>	<p>Formation of nouns using a range of prefixes e.g. auto- super- anti</p> <p>Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)</p> <p>Present perfect form of verbs</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	<p>Use of the forms a or an when next word starts with a consonant or a vowel</p> <p>Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)</p> <p>Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	<p>Formation of nouns using a range of prefixes e.g. auto- super- anti- (un-)</p> <p>Use of the forms a or an when next word starts with a consonant or a vowel</p> <p>Word families based on common words showing how words are related in form and meaning</p> <p>Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)</p> <p>Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and subheadings to aid presentation</p> <p>Inverted commas to punctuate direct speech</p>
<p><b>Writing Terminology for Pupils</b></p>	<p><b>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas</b></p>		
<p><b>Spelling Rules and Patterns</b></p>	<p>Words where 'ou' makes an /ow/ sound</p> <p>Words where 'ou' makes a /u/ sound</p> <p>Words where 'y' makes an /i/ sound</p> <p>Words ending in '-sure'</p> <p>Words ending in '-ture'</p> <p>Challenge words</p> <p>Words with the prefix 're-'</p> <p>Words with the prefix 'dis-'</p> <p>Words with the prefix 'mis-'</p> <p>Words where '-ing' and '-ed' are added to multisyllabic words</p> <p>Words where '-ing', '-en' and '-ed' are added to multisyllabic words</p>	<p>Words with the 'ei' digraph</p> <p>Words where 'ey' makes an /ai/ sound</p> <p>Adding the suffix '-ly'</p> <p>Words that are homophones</p> <p>Challenge Words</p> <p>Words ending in 'al'</p> <p>Words ending in 'le'</p> <p>Adding '-ly' when the root word ends in '-le'</p> <p>Adding '-ally' when the root word ends in '-ic'</p> <p>Adding '-ly' when the words do not follow the spelling patterns</p>	<p>Words where 'que' makes a /k/ sound</p> <p>Words where 'sc' makes a /s/ sound</p> <p>Words that are homophones</p> <p>Challenge Words</p> <p>Words that end in 'sion'</p> <p>Revision of spelling patterns learned in Stage 3</p> <p>Revision of spelling patterns learned in Stage 3</p> <p>.Revision of spelling patterns learned in Stage 3</p> <p>Revision of spelling patterns learned in Stage 3</p>

	Challenge words Words with the 'ai' digraph		Challenge Words Words ending in '-er' when the root word ends in 'ch' Words where 'ch' makes a /k/ sound		Revision of spelling patterns learned in Stage 3	
<b>Steps to Read</b>	<b>Science - Forces and Magnets/ Rocks</b>	<b>Reading Breadth:</b> Stories and Poetry - Different forms	<b>Geography - Mountains and Rivers</b>	<b>Reading Breadth:</b> Fairy Stories and Poetry - Different forms	<b>History - Egyptians</b>	<b>Reading Breadth:</b> Stories and Plays and Poetry - Different forms
<b>Comprehension Skills and Strategies</b>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Participate in discussion about both books that are read to them and those they can read for themselves</p> <p>Use dictionaries to check the meaning of many unknown words that they have read</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence</p> <p>Increase their familiarity with a wide range of books and retell some of these orally</p> <p>Building on phonics subject skills and knowledge</p> <p>Connect prior knowledge with context</p> <p>Locate and discuss words and pre taught vocabulary to find out what the text is about</p> <p>Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context</p> <p>Read a range of texts with increasing accuracy and fluency</p> <p>Develop fluent and enthusiasm for reading and read widely and frequently</p> <p><b>2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2d make inferences from the text / explain and justify inferences with evidence from the text</b></p>					
<b>Reading Terminology for Pupils</b>	<b>root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present</b>					
<b>Year 4</b>	<b>The Whale</b>	<b>Leaf</b>	<b>Arthur and the Golden Rope</b>	<b>The Lost Happy Endings</b>	<b>The Journey</b>	<b>Manfish</b>



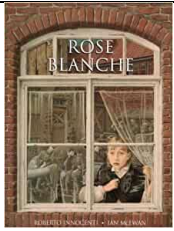



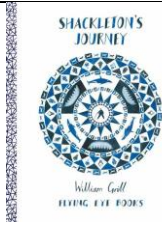

<p><b>Read to Write</b></p>						
<p><b>Writing Outcome &amp; Writing Purpose</b></p>	<p><b>Narrative - Setting</b> Narrative <b>Purpose - To narrate</b></p>	<p><b>Narrative - Outsider</b> Narrative <b>Purpose - To narrate</b></p>	<p><b>Narrative - Myth</b> Narrative <b>Purpose - To narrate</b></p>	<p><b>Narrative - Twisted</b> Narrative <b>Purpose - To narrate</b></p>	<p><b>Narrative - Refugee</b> Narrative <b>Purpose - To narrate</b></p>	<p><b>Narrative - Invention</b> Narrative <b>Purpose - To narrate</b></p>
	<p><b>Recount - Newspaper Report</b> <b>Purpose - To recount</b></p>	<p><b>Information - Polar Bears</b> <b>Purpose - To inform</b></p>	<p><b>Information - Defeating a Viking monster</b> <b>Purpose - To inform</b></p>	<p><b>Persuasion- Letter</b> <b>Purpose - To persuade</b></p>	<p><b>Recount - Diary</b> <b>Purpose - To recount</b></p>	<p><b>Recount - Jacques Cousteau Biography</b> <b>Purpose - To recount</b></p>
<p><b>Grammar: word, sentence, text and punctuation</b></p>	<p>Grammatical difference between plural and possessive -s.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials.</p> <p>Paragraphs to organise ideas around a theme.</p> <p>Apostrophes for possession (plural nouns). Use commas after fronted adverbials.</p>		<p>Grammatical difference between plural and possessive -s.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions. Fronted adverbials.</p> <p>Paragraphs to organise ideas around a theme.</p> <p>Inverted commas and other punctuation to indicate direct speech. Apostrophes for possession (plural nouns). Use commas after fronted adverbials.</p>		<p>Verb inflections (we were instead of we was).</p> <p>Fronted adverbials.</p> <p>Nouns or pronouns to aid cohesion and avoid repetition.</p> <p>Paragraphs to organise ideas around a theme.</p> <p>Inverted commas and other punctuation to indicate direct speech. Apostrophes for possession (plural nouns). Use commas after fronted adverbials.</p>	
<p><b>Writing Terminology for pupils</b></p>	<p><b>Determiner, pronoun, possessive pronoun, adverbial</b></p>					
<p><b>Spelling Rules and Patterns</b></p>	<p>Words that are homophones Words with the prefix 'in-' Words with the prefixes 'il-', 'im-' and 'ir-' Words with the prefix 'sub-' Words with the prefix 'inter-'</p>		<p>Words ending in '-ous' Words ending in '-ous' where the ge from the root word remains</p>		<p>Words containing 'sol' and 'real' Words containing 'phon' and 'sign' Words with the prefixes 'super-', 'anti-' and 'auto' Words with the prefix 'bi-'</p>	

	<p>Challenge Words.          Words ending in '-ation'          Words ending in '-ation'          Words ending '-ly'          Words ending '-lly'          Words where 'ch' makes a /sh/ sound          Challenge Words          Words ending in '-sion'</p>		<p>Words where 'i' makes an /ee/ sound          Words ending in '-ious' and 'eous'          Challenge Words          Words where 'au' makes an /or/ sound          Words ending in '-tion'          Words ending in '-sion'          Words ending in '-cian'          Words that are adverbs of manner          Challenge Words          Words that are homophones          Words spelled with 'c' before 'i' and 'e'</p>		<p>Challenge Words          Words containing an apostrophe for possession          Revision of spelling patterns learned in Stage 4          Revision of spelling patterns learned in Stage 4          Revision of spelling patterns learned in Stage 4          Revision of spelling patterns learned in Stage 4</p>	
<b>Steps to Read</b>	<p><b>Science:</b> Living Things/          Habitats/          Animals</p>	<p><b>Reading Breadth:</b> Stories and Poetry - Different forms</p>	<p><b>History - Vikings</b></p>	<p><b>Reading Breadth:</b> Myths and Legends and Plays and Poetry - Different Forms</p>	<p><b>Geography - Europe</b></p>	<p><b>Reading Breadth:</b> Stories and Plays and Poetry - Different forms</p>
<b>Comprehension Skills and Strategies</b>	<p>Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks          Read a wide range of books that are structured in different ways and read for a range of purposes          Begin to use more complex dictionaries to check the meaning of many unknown words that they have read Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence          Increase their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language          Prepare poems and play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action</p> <p>Recognise and read all Year 3&amp;4 Word List words with automaticity          Read texts, including those with few visual clues, increased independence and concentration          Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context</p>					

	<p>With increased independence develop views about what is read          Develop positive attitudes to reading and understanding of what is read</p> <p>2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction</p>					
<b>Reading Terminology for Pupils</b>	<b>grapheme, phoneme, syllable, sequence, structure, predict, discuss, question</b>					
<b>Year 5 Read to Write</b>	<p><b>When We Walked on the Moon</b></p> 	<p><b>FaRThER</b></p> 	<p><b>The Hound of the Baskervilles</b></p> 	<p><b>The Promise</b></p> 	<p><b>The Lost Book of Adventure</b></p> 	<p><b>King Kong</b></p> 
<b>Writing Outcome &amp; Writing Purpose</b>	<p><b>Narrative</b> - Exploration Narrative  <b>Purpose</b> - To narrate</p>	<p><b>Narrative</b> - Setting Narrative  <b>Purpose</b> - To narrate</p>	<p><b>Narrative</b> - Cliffhanger Narrative  <b>Purpose</b> - To narrate</p>	<p><b>Narrative</b> - Character Narrative  <b>Purpose</b> - To narrate</p>	<p><b>Narrative</b> - Survival narrative  <b>Purpose</b> - To narrate</p>	<p><b>Narrative</b> - Dilemma Narrative  <b>Purpose</b> - To narrate</p>
	<p><b>Recount</b> - Formal Report  <b>Purpose</b> - To recount</p>	<p><b>Recount</b> - Letter  <b>Purpose</b> - To recount</p>	<p><b>Inform</b>- Formal Event Report  <b>Purpose</b> - To inform</p>	<p><b>Recount</b> - Newspaper Report  <b>Purpose</b> - To recount</p>	<p><b>Explanation</b> - Survival Guide  <b>Purpose</b> - To explain</p>	<p><b>Discussion</b> - Balanced Argument  <b>Purpose</b> - To discuss</p>
<b>Grammar: word, sentence, text and punctuation</b>	<p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone.</p> <p>Indicate degrees of possibility using modal verbs.</p>		<p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone.</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</p>			

	<p>Linking ideas across paragraphs, using adverbials.</p> <p>Commas for parenthesis. Dashes to mark boundaries between independent clauses</p>	<p>Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, e.g. the use of the passive form.</p> <p>Linking ideas across paragraphs, using adverbials. Use a range of devices to build cohesion, e.g. conjunctions.</p> <p>Recap speech punctuation. Brackets for parenthesis.</p>	
<b>Writing Terminology for Pupils</b>	<b>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</b>		
<b>Spelling Rules and Patterns</b>	<p>Words ending in '-tious' and '-ious'</p> <p>Words ending in '-cious'</p> <p>Words ending in /shul/ spelled '-cial'</p> <p>Words ending in /shul/ spelled '-tial'</p> <p>Words ending in /shul/ spelled '-cial' and '-tial'</p> <p>Challenge words</p> <p>Words ending in '-ant'</p> <p>Words ending in '-ance' and '-ancy' 1</p> <p>Words ending in '-ent' and '-ence' 1</p> <p>Words ending in '-able' and '-ible' 1</p> <p>Words ending in '-ably' and '-ibly'</p> <p>Challenge Words</p> <p>Words ending in '-able', where the 'e' from the root word remains</p>	<p>Words that are adverbs of time</p> <p>Words ending in '-fer'</p> <p>Words with 'silent' first letters</p> <p>Words with 'silent' letters</p> <p>Challenge Words</p> <p>Words spelled with 'ie' after c</p> <p>Words where 'ei' makes an /ee/ sound</p> <p>Words where 'ough' makes an /or/ sound</p> <p>Words containing 'ough'</p> <p>Adverbs of possibility and frequency</p> <p>Challenge Words</p> <p>Words that are homophones or near homophones</p> <p>Words that are homophones</p>	<p>Words that are homophones</p> <p>Words that are homophones or near homophones</p> <p>Words that are homophones or near homophones</p> <p>Challenge Words</p> <p>Words with hyphens</p> <p>Challenge Words</p> <p>Revision: Year 5 words</p> <p>Revision: Year 5 words</p> <p>Revision: Year 5 words</p> <p>Revision: Year 5 words</p>

Steps to Read	Science: Space	Reading Breadth: Modern fiction and Poetry - Wider Range	Geography - North/ South America	Reading Breadth: Myths and Legends and Plays and Poetry - Different Forms	Geography - North & South America/ World	Reading Breadth: Other Cultures and Traditions and Poetry - Wider Range
<b>Comprehension Skills and Strategies</b>	<p>Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books  Recommend books that they have read to their peers, giving simple reasons for their choices  Increase their familiarity with a wide range of books  Learn a wider range of poetry by heart  With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context  Read extended texts independently for sustained periods  Self-correction, including re-reading and reading ahead</p> <p>Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context  Reading widely and frequently for pleasure and information</p> <p><b>2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2d make inferences from the text / explain and justify inferences with evidence from the text</b></p>					
<b>Reading Terminology for Pupils</b>	<b>figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare</b>					
<b>Year 6 Read to Write</b>	Rose Blanche	A Story Like the Wind	The Origin of the Species	Wolves	Shackleton	Hansel and Gretel

						
<b>Writing Outcome &amp; Writing Purpose</b>	<b>Recount</b> - Diary <b>Purpose</b> - To recount	<b>Narrative</b> - Flashback Narrative <b>Purpose</b> - To narrate	<b>Narrative</b> - Discovery Narrative <b>Purpose</b> - To narrate	<b>Narrative</b> - First Person Narrative <b>Purpose</b> - To narrate <b>Discussion</b> - Balanced Argument <b>Purpose</b> - To discuss	<b>Narrative</b> - Endurance Narrative <b>Purpose</b> - To narrate	<b>Narrative</b> - Dual Narrative <b>Purpose</b> - To narrate
	<b>Recount</b> - Bravery Speech Award <b>Purpose</b> - To recount and inform (hybrid)	<b>Recount</b> - Newspaper Report <b>Purpose</b> - To recount	<b>Explanation</b> - Adaptation <b>Purpose</b> - To explain	<b>Information Text</b> - Wolves <b>Purpose</b> - To inform <b>Narrative</b> - Suspense Narrative <b>Purpose</b> - To narrate	<b>Recount</b> - Magazine Article <b>Purpose</b> - To recount and inform (hybrid)	<b>Persuasion</b> - Letter <b>Purpose</b> - To persuade
<b>Grammar: word, sentence, text and punctuation</b>	Understand how words are related by meaning as synonyms and antonyms.  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choice.  The difference between structures typical of informal speech and structures appropriate to formal.		Understand how words are related by meaning as synonyms and antonyms.  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone.  The difference between structures typical of informal speech and structures appropriate to formal speech in writing –the use of the subjunctive form in some very formal speech and writing Wish – if I were...		Understand how words are related by meaning as synonyms and antonyms.  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices.  The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech.  Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials.	



	<p>Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis</p> <p>Use headings, sub-headings, columns and captions to structure information.</p> <p>Use dashes, brackets and semicolons to punctuate sentences precisely to enhance meaning</p> <p>Use the range of punctuation taught at KS2 (Speech punctuation).</p>	<p>Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns.</p> <p>Use the semicolon as the boundary between independent clauses. Hyphens are used to clarify meaning and avoid ambiguity.</p>	<p>Colons to introduce a list and semi-colons for more elaborate lists.</p> <p>Use commas, brackets and dashes for parenthesis.</p> <p>Semicolon to separate two main clauses.</p>			
<b>Writing Terminology for Pupils</b>	<b>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</b>					
<b>Spelling Rules and Patterns</b>	<p>Challenge Words 1</p> <p>Challenge Words 2</p> <p>Challenge Words 3</p> <p>Challenge Words 4</p> <p>Challenge Words 5</p> <p>Challenge Words 6</p> <p>Challenge Words 7</p> <p>Challenge Words 8</p> <p>Challenge Words 9</p> <p>Challenge Words 10</p> <p>Words with the short vowel sound /i/ spelled 'y'</p> <p>Words with the long vowel sound /igh/ spelled 'y'</p> <p>Adding the prefix '-over'</p>	<p>Words with the suffix '-ful'</p> <p>Words that can be nouns and verbs</p> <p>Words with an /oa/ sound spelled 'ou' or 'ow'</p> <p>Words with a 'soft c' spelled 'ce'</p> <p>Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'</p> <p>Words with a /f/ sound spelled 'ph'</p> <p>Words with origins in other countries and languages</p> <p>Words with unstressed vowel sounds</p> <p>Words ending with /shuhl/ spelled 'cial'</p> <p>Words ending with /shuhl/ spelled 'tial'</p> <p>Words beginning with 'acc'</p> <p>Words with the suffix '-ably'</p> <p>Words with the suffix '-ible'</p>	<p>Adding the suffix '-ibly' to create an adverb</p> <p>Words ending in '-ent' and '-ence'</p> <p>Words ending in '-er', '-or' and '-ar'</p> <p>Adverbs synonymous with determination</p> <p>Adjectives to describe settings</p> <p>Adjectives to describe feelings</p> <p>Adjectives to describe characters</p> <p>Grammar Vocabulary 1</p> <p>Grammar Vocabulary 2</p> <p>Mathematical Vocabulary</p>			
<b>Steps to Read</b>	<p><b>Reading Breadth:</b></p> <p>Modern fiction and Poetry - Wider Range</p>	<p><b>Science - Evolution &amp; Inheritance</b></p>	<p><b>Reading Breadth:</b></p> <p>Traditional Tales and Poetry - Wider Range</p>	<p><b>Geography - Coasts</b></p>	<p><b>History: War</b></p>	<p><b>Reading Breadth:</b></p> <p>Literary Heritage and Plays and Poetry</p>
	Reading and discussing a range of fiction, poetry, plays, non-fiction and reference books or text books					

<p><b>Comprehension Skills and Strategies</b></p>	<p>Recommending books that they have read to their peers, giving simple reasons for their choices  Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  Increasing their familiarity with a wide range of books  Learning a wider range of poetry by heart  Recognise and read all Year 5&amp;6 Word List words with automaticity  Make meaning from words and sentences, including knowledge of phonics, word roots, word families,  Make meaning from text organisation  Make meaning by drawing on prior knowledge  Read increasingly complex texts independently for sustained periods  Find the main idea of a paragraph and text</p> <p><b>2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2d make inferences from the text / explain and justify inferences with evidence from the text</b></p>
<p><b>Reading Terminology for Pupils</b></p>	<p><b>figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare</b></p>

