

	Autu	mn 1	Autu	mn 2	Spri	ng 1	Spr	ring 2	Sum	mer 1	Sum	mer 2		
Hook Text	Nursery rhymes	Nursery Rhymes	Beegu	Beegu	The Magic Porridge Pot	Revolting Recipes	After the Fall	After the Fall	Shape Poems	The Pirates Next Door	My Trip to the Beach	Lubna and the Pebble		
	SLASSIC RHYMES RHYMES	Number of Number	BEEGU	Alexan Derson BEEGU	"Mage Port	EOALD ARILS	AFER	AFACE	Word Whirts	NAS NEI DON		PERLE		
Outcome	Orally rehearse a selection of	Use Colourful Semantics to	Simple sentences	Use Colourful Semantics to	Use Colourful Semantics to	Use Colourful Semantics to	Use Colourful Semantics to	Use Colourful Semantics to write	Use Colourful Semantics to write	Use Colourful Semantics to write	Use Colourful Semantics to	Use Colourful Semantics to write		
	traditional and	write simple	about familiar	write simple	write simple	write simple	write simple	simple sentences	own simple <b>shape</b>	simple sentences	write a simple	simple sentences		
	contemporary nursery rhymes	labels and captions for	Fairytales	one clause sentences that	one clause sentences	one clause recipe	sentences that form a familiar	that form a recount from a	Poem	about forming a letter from a	recount based on class trip to	about <b>finding an</b> <b>object</b>		
	iluiscry mymes	traditional and		form a familiar	about magical	instructions	character	familiar fairytale		familiar character	the farm	Object		
		modern nursery		character	objects		description	character.						
		rhymes		description										
Grammar,	Use capital letters	at the beginning of	sentences											
Punctuation and		nark the end of a ser												
Spelling	Separate words w	•												
	Use capital letters Use 'and' to join s	for proper names												
	Use regular noun													
	Use question mar													
		can be added to verb	s -ing -ed-er											
	Use exclamation r													
C			ning of verbs and adj		rtmant for Education	approved synthetic	nhanias pragramm	e called <b>Power Phonics</b>	as wall as the followin	a.				
Spelling	New consonant sp		reading will be delive	red tillough a Depa	I tillellt for Education	i approved synthetic	, prioriics programmi	e called <b>Fowel Filolilics</b>	as well as the followin	<u>K.</u>				
	Using k for the /k/	-												
	Adding the prefix													
	Compound words		to today of said say	us are ware was in	his has I yay yay	r +hay ha ha ma .	ha wa na ga sa h	u mu hara thara wh	ara lava sama sama	one, once, ask, friend,	برم طورت خريم لم مامو	II full bouse our		
Phonics								e called <b>Power Phonics</b>		one, once, ask, mend,	scriooi, put, pusii, pu	ii, ruii, nouse, our		
THOMES	Children will be ta						F		=					
			and skills as the route											
			with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes by blending sounds in unfamiliar words containing GPCs that have been taught											
			ng sounds in uniamii words, noting unusu:				hese occur in the wo	ord						
	, , , ,	•	ught GPCs and –s, –e			a sound und writere								
	✓ read	other words of more	e than one syllable th	at contain taught G	PCs									
			ions [for example, I'r		•			•						
		•	oks that are consister uild up their fluency a			ge and that do not r	equire them to use o	other strategies to worl	cout words					
	v re-re	au triese books to bi	and up their nuency a	and confidence in Wi	ord reading.									

Handwriting	(I, I, u, t, y and j)
	(n, m and h)
	(k, b, p and r)
	(c, a, d, e, s and g)
	(f, g and o)
	(z, v, w and x)
Reading	We teach the skills of inference and comprehension through the VIPERS acronym. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas children need to know and understand
Comprehension	to improve their comprehension of texts. VIPERS stands for: Vocabulary Inference Prediction Explanation Retrieval Summarise.
Comprehension	During Reading lessons, Writing lessons, Phonics Sessions and The Wider Curriculum, children will be exposed to a range of fiction and non-fictional texts that focus on the six key question domains.
	Sample Country (11 thing Country) (11 thing Country) (11 thing Country) (12 thing Country) (12 thing Country) (12 thing Country) (12 thing Country) (13 thing Country
	Vocabulary Drawing upon knowledge of vocabulary to understand the text.
	Infer Make inferences from the text.
	Predict Predicting what you think will happen based on the information that you have been given.
	Explain Explaining your preferences, thoughts and opinions about the text.
	Retrieve Identifying and explaining the key features of fiction and non-fiction texts such as characters, events, titles and information.
	Summarising Capturing the essence of a story.
Class Reader List	To ensure our pupils develop a passion for reading and a lifelong love of books, we carefully select texts based on the following criteria, providing a broad and balanced range of exceptional literature:
	World-Renowned Authors and Poets: Our children experience a diverse selection of celebrated authors such as Roald Dahl, Julia Donaldson, C.S. Lewis, Michael Morpurgo, Malorie Blackman, and Tom Palmer throughout their time with
	us.
	Prize-Winning Books: We offer our pupils access to award-winning literature, including titles recognized by the Costa Book Awards, Carnegie Medal, Kate Greenaway Medal, and Blue Peter Book Award.
	The Five Plagues of Reading: To help children navigate complex fiction as they grow, we include books that challenge them intellectually.
	Diversity: We believe every child should see themselves reflected in the books they read. Our selections represent diverse backgrounds.
	Inclusivity: Our choices promote appreciation, celebration, and respect for differences in gender, culture, sexuality, disability, and family structure. We include books that challenge stereotypes, foster empathy, and help children develop
	kindness and understanding toward others.
	Cross Curricular- pupils engage in shared reading experiences that draw on content and knowledge from the Wider Curriculum.
	- Good culticated pupils engage in state a reading experiences that draw on content and whomeage from the whole culticated in
	Pink is for Boys Julian is a Mermaid Grandad's Camper The Wall and Coming to England The Man on the Moort ights on Cotton Bock Dogs in Disguise Dogger The Wall and Coming to England The Man on the Moort ights on Cotton Bock Dogs in Disguise Dogger The Wall and Coming to England The Man on the Moort ights on Cotton Bock Dogs in Disguise Dogger The Wall and Coming to England The Man on the Moort ights on Cotton Bock Dogs in Disguise Dogger The Wall and Coming to England The Man on the Moort ights on Cotton Bock Dogs in Disguise Dogger The Wall and Coming to England The Man on the Moort ights on Cotton Bock Dogs in Disguise Dogger The Wall and Coming to England The Man on the Moort ights on Cotton Bock Dogs in Disguise Dogger The Wall and Coming to England The Man on the Moort ights on Cotton Bock Dogs in Disguise Dogger The Wall and Coming to England The Man on the Moort ights on Cotton Bock Dogs in Disguise Dogger The Wall and Coming to England The Man on the Moort ights on Cotton Bock Dogs in Disguise Dogger The Wall and Coming to England The Man on the Moort ights on Cotton Bock Dogs in Disguise Dogger The Wall and Coming to England The Man on the Moort ights on Cotton Bock Dogs in Disguise Dogger The Wall and Coming to England The Man on the Moort ights on Cotton Bock Dogs in Disguise Dogger The Wall and Coming to England The Man on the Moort ights on Cotton Bock Dogs in Disguise Dogger The Wall and Coming to England The Wall and C
	Ine Bear Who Stared Spream of Moneter Hungryl Phone!
	the Wild
	Grandod's Crandod's Charles Condidate Condidat
	Comper Spidsh Hungry!
	BOYS OF THE PARTY
	In addition to the recommended class reads above, pupils will read a variety of non-fictional texts linked to the Wider Curriculum, including but not limited to:
	Animals
	Seasonal Changes
	Everyday Materials
	Sensitive Bodies
	Plants
	Kings and Queens
	George Stephenson and the First Steam Train
	Florence Nightingale, Mary Seacole and Edith Cavel



	Autu	ımn 1	Autu	ımn 2	Spri	ng 1	Spri	ng 2	Sum	mer 1 Summer 2		mer 2
Hook Text	The Comet	Recipes	Coming to England  Corning to England	Riddles	Hilda and the Troll	Superworm	Hansel and Gretel Hansel and Gretel	A Perfect Spot	Hermelin the Detective Mouse	Vlad and the Great Fire of London	The Most Important Animal of All	Giraffes Can't Dance
Outcome	Use Colourful Semantics to write simple sentences that form a familiar setting description	Use Colourful Semantics to write simple recipe instructions	Use Colourful Semantics to write simple sentences in a diary entry of a familiar fairytale character.	Use Colourful Semantics to write a simple <b>Limerick</b> <b>Riddle</b>	Use Colourful Semantics to write simple sentences that form a losing tale	Use Colourful Semantics to write simple Instructions on how to trap a familiar animal	Simple sentences about <b>finding an</b> <b>object</b>	Simple sentences that <b>explain</b> The life cycle of an animal/insect.	Simple sentences that describe a familiar setting	Simple sentences of a Non-chronological report about The Great Fire of Gateshead	Simple sentences that <b>Persuade</b> Which animal is the most important animal of all?	Simple short rhyming couplet poem
Previous Grammar, Punctuation and Spelling	Use Use Sep Use Use Use Use Use	<ul> <li>Use capital letters at the beginning of sentences</li> <li>Use full stops to mark the end of a sentence</li> <li>Separate words with spaces</li> <li>Use capital letters for proper names</li> <li>Use 'and' to join sentences</li> <li>Use regular noun suffixes -s or -es</li> <li>Use question marks</li> </ul>										
New Grammar, Punctuation and Spelling	Fori     Use	<ul> <li>Use commas and making lists</li> <li>Form nouns using suffixes -ness, -er, -ful, -less</li> <li>Use adjectives to describe nouns</li> <li>Use conjunctions (and, or, but)</li> <li>Use suffixes -er and -est to form comparisons of adjectives and adverbs</li> <li>Distinguish between past and present tense</li> <li>Use subordination</li> <li>Use expanded noun phrase for description and specification</li> <li>Use adjectival phrases to describe nouns</li> <li>Use apostrophes to mark contracted forms of spelling</li> </ul>										
Spelling Patterns	<i>e, I,</i> and <i>y</i> • The <i>n</i> sou	nd spelt <i>c</i> before nd spelt <i>kn</i> and beginning of	the begins The I or us	nd spelled wr at ning of words I sound spelled Ie, the end of words ding in II	spelled with words  Adding ed, ending in y  Adding ing	wel sound <i>l</i> n <i>y</i> at the end of  er, ed to words to words ending in nsonant before it.	with a conson:  Adding ing / e.  words. The las  to keep the sh	ords ending in e ant before it. d to one syllable t letter is doubled ort vowel sound. spelled a before II	<ul> <li>quad, ant</li> <li>The er sound</li> <li>ar</li> <li>The zh sound</li> </ul>		Homophones homophones     Words ending     Contractions possession	

#### Across the year, the teaching of early reading will be delivered through a Department for Education approved synthetic phonics programme called **Power Phonics**. **Power Phonics** Children should be taught to: apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading. Handwriting (l, l, u, t, y and j) (n, m and h) (k, b, p and r) (c, a, d, e, s and g) (f, g and o) (z, v, w and x)Including capital letters for all We teach the skills of inference and comprehension through the VIPERS acronym. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas children need to know and Reading understand to improve their comprehension of texts. VIPERS stands for: Vocabulary Inference Prediction Explanation Retrieval Summarise. Comprehension During Reading lessons, Writing lessons, Phonics Sessions and The Wider Curriculum, children will be exposed to a range of fiction and non-fictional texts that focus on the six key question domains. Vocabulary Drawing upon knowledge of vocabulary to understand the text. Infer Make inferences from the text. Predict Predicting what you think will happen based on the information that you have been given. **Explain** Explaining your preferences, thoughts, and opinions about the text. Retrieve Identifying and explaining the key features of fiction and non-fiction texts such as characters, events, titles, and information. Summarising Capturing the essence of a story. To ensure our pupils develop a passion for reading and a lifelong love of books, we carefully select texts based on the following criteria, providing a broad and balanced range of exceptional literature: **Class Reader List** World-Renowned Authors and Poets: Our children experience a diverse selection of celebrated authors such as Roald Dahl, Julia Donaldson, C.S. Lewis, Michael Morpurgo, Malorie Blackman, and Tom Palmer throughout their time with us Prize-Winning Books: We offer our pupils access to award-winning literature, including titles recognized by the Costa Book Awards, Carnegie Medal, Kate Greenaway Medal, and Blue Peter Book Award. The Five Plagues of Reading: To help children navigate complex fiction as they grow, we include books that challenge them intellectually. Diversity: We believe every child should see themselves reflected in the books they read. Our selections represent diverse backgrounds. Inclusivity: Our choices promote appreciation, celebration, and respect for differences in gender, culture, sexuality, disability, and family structure. We include books that challenge stereotypes, foster empathy, and help children develop kindness and understanding toward others. Cross Curricular- pupils engage in shared reading experiences that draw on content and knowledge from the Wider Curriculum. In addition to the recommended class reads above, pupils will read a variety of non-fictional texts linked to the Wider Curriculum, including but not limited to: Explorers including Neil Armstrong and James Cook Spring The Great Fire of London and The Great Fire of Gateshead The Sinking of The Titanic Life Cycles and Health Habitats Spring Plant Growth Microhabitats Uses of Everyday Materials



	Autu	mn 1	Autu	Autumn 2 Spring 1		Spri	ing 2	Sumr	ner 1	Summer 2			
Hook Text	The Boy Who Grew Dragons	What is Pink?	Mythical Beasts and Imaginary Creatures	The Thing in the Basement	Arthur and the Golden Rope	Arthur and the Golden Rope	Leonora Bolt	Escape from Pompeii	Malala's Magic Pencil	How the Camel Got His Hump	Henry's Freedom Box	Information books about countries	
	Mark to Print to American		THING BASEMENT		Atthor Golden For		LEONORA	SCAPE IROM POM PEI	Maja Dend Maja Dend	Humo	HEARY'S FREEDOM BOX	Africa	
Outcome	Sentences that <b>Debate</b> - Should you own a ? as a pet?	Own version of the <b>poem</b> 'What is Pink?'	Sentences that provide Information about your invented imaginary creature.	Sentences about <b>finding a</b> <b>creature</b> in a mysterious place	Sentences about everyday magical objects that can do extraordinary things.	Own extract of a tale of a <b>quest</b>	Instructions to build own invention	Own extract of a warning tale	Own extract of a wishing tale	Own <b>Just So</b> <b>story</b> about an animal	An <b>interior</b> <b>monologue</b> of a familiar fairytale character.	Persuasive text: Why should we visit this country?	
Previous Grammar, Punctuation and Spelling	<ul><li>Use a</li><li>Use a</li><li>Use a</li></ul>	<ul> <li>Use commas and making lists</li> <li>Use adjectives to describe nouns</li> <li>Use conjunctions (and, or, but)</li> <li>Use expanded noun phrase for description and specification</li> <li>Use adjectival phrases to describe nouns</li> </ul>											
New Grammar, Punctuation and Spelling	Form nouns using a range of prefixes  Add a subordinate clause to a sentence  Use and recognise nouns, adjective and adjectival phrases  Use of determiner 'a' or 'an'  Use powerful verbs  Introduce paragraphs to group related material  Use headings and sub-headings to aid presentation  Use dialogue in narrative or drama  Begin to use speech marks to punctuate direct speech  Begin to use tense in verb  Make connections between word families based on common words  Use and recognise nouns, adjective and adjectival phrases  Express time and cause using conjunctions, adverbs or prepositions  Use the perfect form of verbs to mark relationships of time and cause  Use dialogue in narrative or drama  Extend the range of sentences with more than one clause (compound)  Use a wider range of conjunction to add subordinate clauses. (complex)												

Spelling Patterns	Recap Year 2, Summer (Homophones)  The ow / u sound spelled ou The i sound spelled with a y Words with endings that sound like ze spelled ture  The words with endings that sound like ch spelled ture  The long vowel a spelled ai / ei / ey  Adding suffixes beginning with a vowel to words of more than one syllable like ch spelled ture  The long vowel a spelled ai / ei / ey  Adding the ly suffix to an adjective  Adding the ly suffix to an adjective  Homophones  Adding the ly suffix to an adjective  Adding the suffix ally when the root word ends in ic  The long vowel a spelled ai / ei / ey  Adding the ly suffix to an adjective  Adding the suffix ally when the root word ends in ic  Words with the prefix re / dis / mis  Each Patterns  The long vowel a spelled ai / ei / ey  Adding the ly suffix to an adjective  Adding the suffix ally when the root word ends in ic  Words with the k sound spelled ai / ei / ey  Adding the ly suffix to an adjective  Adding the suffix ally when the root word ends in ic  Words with the sound spelled ai / ei / ey  Adding the ly suffix to an adjective  Adding the suffix ally when the root word ends in ic  Words with the k sound spelled ch  Words with the k sound spelled of words  Words with the k sound spelled ch  Words with the sound spelled ch  Words with the sound spelled of words  Words with the sound spelled of words  Words with the sound spelled of words of word ends in in er when the root word ends in in
Handwriting	tom joins ai, ch, sh, th, ck, er, ff, but, jig, zip tom e letter joins be, ie, se, xe, ze, her, men
	tom to c letter joins oe, re, ve, we, ere, ure
	ter top letter joins oa, oo, oh, oi, on, or, ou, ov, ow, oy, wh
Reading	teach the skills of inference and comprehension through the <b>VIPERS</b> acronym. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas children need to know and understand
Comprehension	mprove their comprehension of texts. VIPERS stands for: Vocabulary Inference Prediction Explanation Retrieval Summarise.
Comprendiction	ing Talk for Writing lessons, Phonics Sessions and The Wider Curriculum, children will be exposed to a range of fiction and non-fictional texts that focus on the six key question domains.
	Vocabulary Drawing upon knowledge of vocabulary to understand the text.
	Infer Make inferences from the text.
	<ul> <li>Predict Predicting what you think will happen based on the information that you have been given.</li> <li>Explain Explaining your preferences, thoughts and opinions about the text.</li> </ul>
	Retrieve Identifying and explaining the key features of fiction and non-fiction texts such as characters, events, titles and information.
	Summarising Capturing the essence of a story.
Class Reader	ensure our pupils develop a passion for reading and a lifelong love of books, we carefully select texts based on the following criteria, providing a broad and balanced range of exceptional literature:  • World-Renowned Authors and Poets: Our children experience a diverse selection of celebrated authors such as Roald Dahl, Julia Donaldson, C.S. Lewis, Michael Morpurgo, Malorie Blackman, and Tom Palmer throughout their time with
List	us.
	Prize-Winning Books: We offer our pupils access to award-winning literature, including titles recognized by the Costa Book Awards, Carnegie Medal, Kate Greenaway Medal, and Blue Peter Book Award.
	<ul> <li>The Five Plagues of Reading: To help children navigate complex fiction as they grow, we include books that challenge them intellectually.</li> <li>Diversity: We believe every child should see themselves reflected in the books they read. Our selections represent diverse backgrounds.</li> </ul>
	• Inclusivity: Our choices promote appreciation, celebration, and respect for differences in gender, culture, sexuality, disability, and family structure. We include books that challenge stereotypes, foster empathy, and help children develop
	kindness and understanding toward others.  • Cross Curricular- pupils engage in shared reading experiences that draw on content and knowledge from the Wider Curriculum.
	Closs Curricular - pupils engage in shared reading experiences that draw on content and knowledge from the vider Curriculum.
	Stig of the Dump The Accidental The Name Jar I Talk Like a River The Boy in the Jam Jar Double Felix Prime Minister
	STONE AGE MICHAEL MARINE DETECTION OF THE PROPERTY OF THE PROP
	HE NRY'S FREEDOM BOX
	BRANDT STORY TOUR STOR
	ddition to the recommended class reads above, pupils will read a variety of non-fictional texts linked to the Wider Curriculum, including but not limited to:
	Rocks and Soils
	• Light and Shadows
	<ul> <li>Forces and Space</li> <li>Plant Reproduction</li> </ul>
	Movement and Nutrition
	The Stone Age to The Iron Age
	The Romans

The achievements of the Ancient Egyptians



	Autumn 1	Autumn 2	Sprii	Spring 1		Spring 2		ner 1	Summer 2	
Hook Text	Stitch Head  Examples diamante poems  Fire Fire Fire Fire Fire Fire Fire Fire		·	The Explorer	Debate a current affairs issue	The Lion, the Witch and the Wardrobe	The Lost Diary of Sami Star	The Lost Diary of Sami Star	Letter of Complaint	Recount of a personal trip by class teacher
Outcome	Character description of an invented laboratory character Own diama poem from Autumn 1 character	a <b>meeting tale</b> monologue of with an familiar	Setting description of a familiar location	A familiar character's <b>letter</b> to family	Own <b>debate</b> for and against a topical issue	Own extract of a <b>port hole</b> story	Own short <b>finding</b> tale	Own <b>diary entry</b> based on a personal experience	Own <b>letter</b> of complaint	Recount of class trip to Holy Island
Previous Core Grammar, Punctuation and Spelling	Add a subordinate clause to a sentence  Use of determiner 'a' or 'an'  Use powerful verbs  Introduce paragraphs to group related material  Begin to use speech marks to punctuate direct speech  Begin to use tense in verb  Use and recognise nouns, adjective and adjectival phrases  Express time and cause using conjunctions, adverbs, or prepositions  Use the perfect form of verbs to mark relationships of time and cause  Use dialogue in narrative or drama  Extend the range of sentences with more than one clause (compound)  Use a wider range of conjunction to add subordinate clauses									
New Grammar, Punctuation and Spelling	<ul> <li>Use adverbs and adverbials (prepositional phrases which function as adverbs)</li> <li>Use conjunctions to express time or cause</li> <li>Understand the grammatical difference between plural and possessive -s</li> <li>Use fronted adverbials</li> <li>Use of commas after fronted adverbials</li> <li>Use adverbs to modify verbs</li> <li>Standard English forms for verbs instead of local forms</li> <li>Person - understanding that writing can be third or first person</li> <li>Use of apostrophes to mark singular and plural possession</li> <li>Pronouns to avoid repetition or ambiguity</li> <li>Use commas after or before phrases or clauses.</li> <li>Use prepositions to express time and place</li> </ul>									
Spelling Patterns	<ul> <li>Revision of Year 3 Spelling Patterns</li> <li>Homophones</li> <li>The prefix in meaning not</li> </ul>	The suffix ation added to verbs to form nouns	Adding suffix ending in d, d     Adding the s			ion when the root word r te the suffix becomes	<ul> <li>Homophones</li> <li>The s sound s</li> <li>and e</li> </ul>	pelled <i>c</i> before I	Revision of \ Patterns	Year 4 Spelling

	<ul> <li>Opposite words I and in becoming il and ir The prefix sub / inter</li> <li>Adding Iy to adverbs words ending in y become ily and Ie become Iy</li> <li>Adding Iy to create adverbs of manner</li> <li>Adding Iy to create adverbs of manner</li> <li>Adding Iy to turn an adjective into an adverb when the final letter is I</li> <li>The suffix ous when the final e of the root word must be kept to of the root word must be kept to of the root word ends in ss or mit e.g. expression, permission</li> <li>The suffix ion becomes ssion when the root word ends in ss or mit e.g. expression, permission</li> <li>The suffix ion becomes ssion when the root word ends in ss or mit e.g. expression, permission</li> <li>The suffix ion becomes ssion when the root word ends in ss or mit e.g. expression, permission</li> <li>The suffix ion becomes ssion when the root word ends in ss or mit e.g. expression, permission</li> <li>The suffix ion becomes ssion when the root word ends in ss or mit e.g. expression, permission</li> <li>The suffix ion becomes ssion when the root word ends in ss or mit e.g. expression, permission</li> <li>The suffix ion becomes ssion when the root word ends in ss or mit e.g. expression, permission</li> <li>The suffix ion becomes ssion when the root word ends in ss or mit e.g. expression, permission</li> <li>The suffix ion becomes ssion when the root word ends in ss or mit e.g.</li> <li>The suffix ion becomes ssion when the root word ends in ss or mit e.g.</li> <li>The suffix ion becomes ssion when the root word ends in ss or mit e.g.</li> <li>The suffix ion becomes ssion when the root word ends in so or mit e.g.</li> <li>The suffix ion becomes ssion when the root word ends in so or mit e.g.</li> <li>The suffix ion becomes ssion when the root word ends in so or mit e.g.</li> <li>The suffix ion becomes ssion when the root word ends in so or mit e.g.</li> <li>The suffix ion becomes ssion when the root word ends in so or mit e.</li></ul>
Handwriting	Bottom joins ai, ch, sh, th, ck, er, ff, but, jig, zip Bottom e letter joins be, ie, se, xe, ze, her, men Bottom to c letter joins as, ea, ed, ss, igh, ing, sat Top e letter joins oe, re, ve, we, ere, ure Letter top letter joins oa, oo, oh, oi, on, or, ou, ov, ow, oy, wh
Reading Comprehension	We teach the skills of inference and comprehension through the VIPERS acronym. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas children need to know and understand to improve their comprehension of texts. VIPERS stands for: Vocabulary Inference Prediction Explanation Retrieval Summarise.  During Talk for Writing lessons, Phonics Sessions and The Wider Curriculum, children will be exposed to a range of fiction and non-fictional texts that focus on the six key question domains.  • Vocabulary Drawing upon knowledge of vocabulary to understand the text.  • Infer Make inferences from the text.  • Predict Predicting what you think will happen based on the information that you have been given.  • Explain Explaining your preferences, thoughts and opinions about the text.  • Retrieve Identifying and explaining the key features of fiction and non-fiction texts such as characters, events, titles and information.  • Summarising Capturing the essence of a story.  To ensure our pupils develop a passion for reading and a lifelong love of books, we carefully select texts based on the following criteria, providing a broad and balanced range of exceptional literature:
List	<ul> <li>World-Renowned Authors and Poets: Our children experience a diverse selection of celebrated authors such as Roald Dahl, Julia Donaldson, C.S. Lewis, Michael Morpurgo, Malorie Blackman, and Tom Palmer throughout their time with us.</li> <li>Prize-Winning Books: We offer our pupils access to award-winning literature, including titles recognized by the Costa Book Awards, Carnegie Medal, Kate Greenaway Medal, and Blue Peter Book Award.</li> <li>The Five Plagues of Reading: To help children navigate complex fiction as they grow, we include books that challenge them intellectually.</li> <li>Diversity: We believe every child should see themselves reflected in the books they read. Our selections represent diverse backgrounds.</li> <li>Inclusivity: Our choices promote appreciation, celebration, and respect for differences in gender, culture, sexuality, disability, and family structure. We include books that challenge stereotypes, foster empathy, and help children develop kindness and understanding toward others.</li> <li>Cross Curricular- pupils engage in shared reading experiences that draw on content and knowledge from the Wider Curriculum.</li> </ul>
	Ottoline and the Yellow Cat Dragon Accidental Detective Ellie and the Cat Garden  Ottoline Back Cooks  Ottoline Ba
	In addition to the recommended class reads above, pupils will read a variety of non-fictional texts linked to the Wider Curriculum, including but not limited to:  The Industrial Revolution The Viking Raid of Lindisfarne The Shang Dynasty of Ancient China Digestion and Food Electricity and Circuits States of Matter Sound and Vibrations

Classification and Changing Habitats



	Autu	mn 1	Autu	ımn 2	Spri	ing 1	Sp	oring 2	Sumi	mer 1	Sun	nmer 2
Hook Text	Swallows and Amazons  TREASURE   SLAND	Swallows and Amazons  TREASURE ASLAND	The Highway Man  The Highway Man	Debate a current affairs issue	Skellig SKELLIG DAVID ALMOND	Skellig  SKELLIG DAVID ALMOND	GRETA'S STORY  INE SCHOOLERE WARD WHAT ON STIRKE OF	Letters of application	The Girl Who Stole an Elephant	The Girl Who Stole an Elephant His GRE WIND TOLE HIS PRINT	Greek Myth: Atalanta	Schoolitis  Garging  Garging
Outcome	Own short adventure tale	Own <b>Survival guide</b> –  stranded on a  desert island.	Own Newspaper Report about a familiar event	Own <b>debate</b> for and against a topical issue	Own short setting description	Own short discovery tale	Persuasive text on a current affairs issue	Write an <b>application</b> <b>letter</b> for a job	Own character description	Information Text about Sri Lanka	Powerful character description	Amusing <b>Rhyming</b> Poem
Previous Core Grammar, Punctuation and Spelling	Use of Under Use of Use	<ul> <li>Use conjunctions to express time or cause</li> <li>Understand the grammatical difference between plural and possessive -s</li> <li>Use fronted adverbials</li> <li>Use of commas after fronted adverbials</li> <li>Use adverbs to modify verbs</li> <li>Standard English forms for verbs instead of local forms</li> <li>Person - understanding that writing can be third or first person</li> <li>Use of apostrophes to mark singular and plural possession</li> <li>Pronouns to avoid repetition or ambiguity</li> <li>Use commas after or before phrases or clauses.</li> </ul>										
New Grammar, Punctuation and Spelling	<ul> <li>Use relative clauses</li> <li>Converting nouns or adjectives into verbs using suffixes</li> <li>Use devices to build cohesion within a paragraph</li> <li>Use modal verbs to indicate degrees of possibility</li> <li>Use a wide range of conjunctions to create compound and complex sentences</li> <li>Use adverbials of time, place, and number to organise ideas across paragraphs</li> <li>Use verb prefixes</li> <li>Use brackets, dashes, or commas to indicate parenthesis</li> <li>Use dialogue, recognise difference between spoken and written speech</li> <li>Recognise the difference between indirect and direct speech and relate to the differences between informal and formal speech structures</li> <li>Use commas to clarify meaning or avoid ambiguity</li> </ul>											

Spelling Patterns  Handwriting	Revision of Year 4     Spelling Patterns     Words ending in ious /     cious / tial / cial      Bottom joins ai, ch, sh, th, ck, er, ff, but, jig, zip	Words ending in ant /ance / ancy Use ent and ence after a soft c, g and qu Words ending in able / ible / ably / ibly	<ul> <li>Words ending in able</li> <li>Adverbs of time</li> <li>Adding suffixes         beginning with a vowel         to words ending in fer</li> <li>Words with silent         letters</li> </ul>	<ul> <li>Words spelled ie after c</li> <li>Words with the ee sound spelled ei after c</li> <li>Words containing the letter string ough where the sound is aw / oa / ow</li> <li>Adverbs of possibility</li> </ul>	Homophone s or near homophone s	Revision of Year 5 spelling patterns			
	Bottom e letter joins be, ie, se, xe, ze, her, men Bottom to c letter joins as, ea, ed, ss, igh, ing, sat Top e letter joins oe, re, ve, we, ere, ure Letter top letter joins oa, oo, oh, oi, on, or, ou, o								
Reading Comprehension	We teach the skills of inference and comprehens to improve their comprehension of texts. VIPERS During Talk for Writing lessons, Phonics Sessions  Vocabulary Drawing upon knowledg Infer Make inferences from the text Predict Predicting what you think w Explain Explaining your preferences Retrieve Identifying and explaining to Summarising Capturing the essence	stands for: <b>V</b> ocabulary <b>I</b> nference and The Wider Curriculum, child ge of vocabulary to understand the iiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiiii	e <b>P</b> rediction <b>E</b> xplanation <b>R</b> etrieval <b>S</b> un fren will be exposed to a range of fiction the text. I cion that you have been given.	nmarise. on and non-fictional texts that focus on the six		children need to know and understand			
Class Reader List	<ul> <li>us.</li> <li>Prize-Winning Books: We offer our</li> <li>The Five Plagues of Reading: To hele</li> <li>Diversity: We believe every child she</li> <li>Inclusivity: Our choices promote application kindness and understanding toward</li> </ul>	pupils access to award-winning lip pupils access to award-winning lip p children navigate complex fiction ould see themselves reflected in preciation, celebration, and respondents.	terature, including titles recognized by on as they grow, we include books that the books they read. Our selections re	ich as Roald Dahl, Julia Donaldson, C.S. Lewis, N y the Costa Book Awards, Carnegie Medal, Kate t challenge them intellectually. epresent diverse backgrounds. sexuality, disability, and family structure. We in	fichael Morpurgo, Malorie Blackman, and Greenaway Medal, and Blue Peter Book A	ward.			
	GRETA'S STORY  GRETA'								
	In addition to the recommended class reads abo  Properties and Changes Earth and Space	ve, pupils will read a variety of n	on-fictional texts linked to the Wider (	Curriculum, including but not limited to:					

Mixtures and Separation
Unbalanced Forces
Life Cycles and Reproduction
Crime and Punishment

The achievements of the Ancient Greeks Coalmining in The Northeast of England



	Autu	mn 1	Autur	mn 2	Spri	ing 1	Sprir	ng 2	Sumi	mer 1	Summer 2	
Hook Text	The Unforgotten Coat  FORGOTTEN FORG	The Unforgotten Coat  When the Coat Coat Coat Coat Coat Coat Coat Coat	Sky in the Pie	Debate a current affairs issue	Holes	Holes	When Hitler Stole Pink Rabbitt When Hitler Stole Fink Rabbit Judith	When Hitler Stole Pink Rabbitt When Hitler Stole Fink Rabbit	Can you see me?	Can you see me?	Letters of application	The Jabberwocky
Outcome	An interior monologue from the perspective of a familiar character or personal experience	Dialogue between 2 characters	Own rhyming couplet poem	Own <b>debate</b> for and against a topical issue	<b>Letter</b> from a familiar character to parents	Newspaper report about a criminal incident	<b>Postcard</b> from a familiar character	Information report about an aspect of WW2	A diary entry from a personal experience	Character description of a familiar character	Write an application letter for a job	Own <b>nonsense</b> <b>poem</b>
Previous Core Grammar, Punctuation and Spelling	Conv Use of Use a Use a Use a Use a Use b Use c Reco	Use relative clauses  Converting nouns or adjectives into verbs using suffixes  Use devices to build cohesion within a paragraph  Use modal verbs to indicate degrees of possibility  Use a wide range of conjunctions to create compound and complex sentences  Use adverbials of time, place and number to organise ideas across paragraphs  Use verb prefixes  Use brackets, dashes or commas to indicate parenthesis  Use brackets, deshes or commas to indicate parenthesis  Use dialogue, recognise difference between spoken and written speech  Recognise the difference between indirect and direct speech and relate to the differences between informal and formal speech structures  Use commas to clarify meaning or avoid ambiguity										
New Grammar, Punctuation and Spelling	<ul> <li>Use of Layou</li> <li>Exter</li> <li>Use of Use of The o</li></ul>	<ul> <li>Full range of punctuation.</li> <li>Use of the passive voice to affect the presentation of information</li> <li>Layout devices, such as heading, sub-heading, columns, bullets or tables</li> <li>Extended noun phrases to convey complicated information concisely</li> <li>Use of semi-colon, colon and dash</li> <li>Use of question tags</li> <li>The difference between formal and informal speech.</li> <li>How hyphens are used to avoid ambiguity</li> </ul>										
Spelling Patterns	Spelli  High	ion of Year 5 ing Patterns Frequency Words Spellings from Key e 2 list	Spellii Frequ	on of Year 5 ng Patterns High ency Words and ngs from Key 2 list	to ve or ve	ng the prefix over orbs Convert nouns orbs into adjectives g suffix ful	ph	vith the f sound spelt vith origins from untries	beginn  • Words	with acc at the ing of words ending in ably / ible ly to create an	settii	ctives to describe ngs/character bulary to describe ngs

	<ul> <li>Words with the short and long vowel sound i spelled y</li> <li>Words with an o sound spelled ou or ow</li> <li>Words with a soft c spelt ce Prefix dis, un, over, im</li> <li>Words with the short and long vowel sounds</li> <li>Words with unstressed vowel sounds</li> <li>Words ending in er / or /ar</li> <li>Adverbs synonymous with determination</li> </ul>
Handwriting	Bottom joins ai, ch, sh, th, ck, er, ff, but, jig, zip  Bottom e letter joins be, ie, se, xe, ze, her, men g, sat  Bottom to c letter joins as, ea, ed, ss, igh, in  Top e letter joins oe, re, ve, we, ere, ure  Letter top letter joins oa, oo, oh, oi, on, or, ou, ov, ow, oy, wh
Reading Comprehension	We teach the skills of inference and comprehension through the VIPERS acronym. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas children need to know and understand to improve their comprehension of texts. VIPERS stands for: Vocabulary Inference Prediction Explanation Retrieval Summarise.  During Talk for Writing lessons, Phonics Sessions and The Wider Curriculum, children will be exposed to a range of fiction and non-fictional texts that focus on the six key question domains.  • Vocabulary Drawing upon knowledge of vocabulary to understand the text.  • Infer Make inferences from the text.  • Predict Predicting what you think will happen based on the information that you have been given.  • Explain Explaining your preferences, thoughts, and opinions about the text.  • Retrieve Identifying and explaining the key features of fiction and non-fiction texts such as characters, events, titles and information.  • Summarising Capturing the essence of a story.
Class Reader List	To ensure our pupils develop a passion for reading and a lifelong love of books, we carefully select texts based on the following criteria, providing a broad and balanced range of exceptional literature:  • World-Renowned Authors and Poets: Our children experience a diverse selection of celebrated authors such as Roald Dahl, Julia Donaldson, C.S. Lewis, Michael Morpurgo, Malorie Blackman, and Tom Palmer throughout their time with us.  • Prize-Winning Books: We offer our pupils access to award-winning literature, including titles recognized by the Costa Book Awards, Carnegie Medal, Kate Greenaway Medal, and Blue Peter Book Award.  • The Five Plagues of Reading: To help children navigate complex fiction as they grow, we include books that challenge them intellectually.  • Diversity: We believe every child should see themselves reflected in the books they read. Our selections represent diverse backgrounds.  • Inclusivity: Our choices promote appreciation, celebration, and respect for differences in gender, culture, sexuality, disability, and family structure. We include books that challenge stereotypes, foster empathy, and help children develop kindness and understanding toward others.  • Cross Curricular- pupils engage in shared reading experiences that draw on content and knowledge from the Wider Curriculum.  **WHAT STARS**  **WHAT STARS
	In addition to the recommended class reads above, pupils will read a variety of non-fictional texts linked to the Wider Curriculum, including but not limited to:  The Roman Empire: Boudicca The Battle of Britain The Northeast Ship Building Industry Classifying Big and Small Light and Reflection Evolution and Inheritance Circuits, Batteries and Switches Circulation and Health