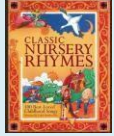
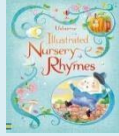
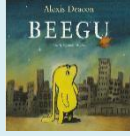
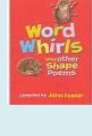


English Curriculum Map

Year 1

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Hook Text	Nursery Rhymes	Nursery Rhymes	Beegu	Where The Wild Things Are	The Magic Porridge Pot	Fairytale Recipes	After the Fall	Lubna and the Pebble	Shape Poems	The Pirates Next Door	My Trip to the Beach	The Lighthouse Keepers Lunch
												
Outcome	Orally rehearse a selection of traditional and contemporary nursery rhymes with dramatic actions	Orally rehearse the rhymes with dramatic actions and write simple labels and captions for traditional and modern nursery rhymes	Use Colourful Semantics to orally compose and write simple sentences about familiar settings	Use Colourful Semantics to orally compose and write simple sentences about wild animals	Use Colourful Semantics to orally compose and write simple sentences about magical objects	Use Colourful Semantics to orally compose and write simple recipe instructions	Use Colourful Semantics to orally compose and write simple sentences about familiar characters	Use Colourful Semantics to orally compose and write simple sentences about finding an object	Use Colourful Semantics to orally compose and write a simple shape poem	Use Colourful Semantics to orally compose and write a simple letter from a familiar character	Use Colourful Semantics to orally compose and write a simple recount based on class trip to the farm	Use Colourful Semantics to orally compose and write simple sentences about familiar characters
Composition	Saying out loud what they are going to write about	Composing a sentence orally before writing it	Sequencing sentences to form short narratives	Discuss what they have written with the teacher or other pupils	Re-reading what they have written to check that it makes sense	Read aloud their writing clearly enough to be heard by their peers and the teacher	Saying out loud what they are going to write about	Discuss what they have written with the teacher or other pupils	Composing a sentence orally before writing it	Sequencing sentences to form short narratives	Re-reading what they have written to check that it makes sense	Sequencing sentences to form short narratives
Vocabulary, Grammar and Punctuation	<i>During handwriting, spelling and dictation lessons children will:</i> Sit with appropriate writing posture at a table Hold a pencil correctly and comfortably Begin to form lower case letters in the correct direction Space letters Separate words with spaces Use capital letters at the beginning of sentences	Sit with appropriate writing posture at a table Hold a pencil correctly and comfortably Begin to form lower case letters in the correct direction Space letters Separate words with spaces Use capital letters at the beginning of sentences	Sit with appropriate writing posture at a table Hold a pencil correctly and comfortably Begin to form lower case letters in the correct direction Space letters Separate words with spaces Use capital letters at the beginning of sentences	Sit with appropriate writing posture at a table Hold a pencil correctly and comfortably Begin to form lower case letters in the correct direction Space letters Separate words with spaces Use capital letters at the beginning of sentences	Use capital letters at the beginning of sentences Use full stops to mark the end of a sentence Use 'and' to join sentences Use exclamation marks Use capital letters for proper names Suffixes that can be added to verbs	Use capital letters at the beginning of sentences Use full stops to mark the end of a sentence Use 'and' to join sentences Use the prefix un- to change the meaning of verbs Use capital letters for proper names Use the prefix un- to change the meaning of adjectives	Use capital letters at the beginning of sentences Use full stops to mark the end of a sentence Use 'and' to join sentences Use capital letters for proper names Use the prefix un- to change the meaning of adjectives Suffices added to verbs	Use capital letters at the beginning of sentences Use full stops to mark the end of a sentence Use 'and' to join sentences Use the prefix un- to change the meaning of adjectives and verbs Suffices added to verbs	Use capital letters at the beginning of sentences Use full stops to mark the end of a sentence Use 'and' to join sentences Use the prefix un- to change the meaning of adjectives and verbs Suffices added to verbs	Use capital letters at the beginning of sentences Use full stops to mark the end of a sentence Use 'and' to join sentences Use the prefix un- to change the meaning of adjectives and verbs Suffices added to verbs	Use capital letters at the beginning of sentences Use full stops to mark the end of a sentence Use 'and' to join sentences Use the prefix un- to change the meaning of adjectives and verbs Suffices added to verbs	Use capital letters at the beginning of sentences Use full stops to mark the end of a sentence Use capital letters for proper names Use 'and' to join sentences Use the prefix un- to change the meaning of adjectives and verbs Suffices added to verbs

Class Reader List	<u>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:</u> ✓ 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. <u>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:</u> ✓ Animals ✓ Seasonal Changes ✓ Everyday Materials ✓ Sensitive Bodies ✓ Plants ✓ Kings and Queens ✓ George Stephenson and the First Steam Train ✓ Florence Nightingale, Mary Seacole and Edith Cavell
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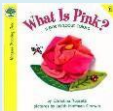
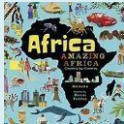
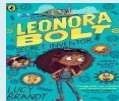
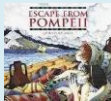
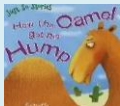
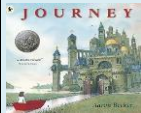


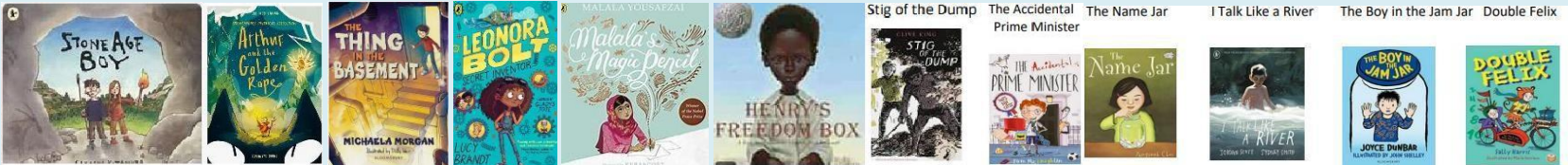
Class Reader List	To ensure our pupils develop a passion for reading and a lifelong love of books, we carefully select texts based on the following criteria, providing a broad and balanced range of exceptional literature: ✓ World-Renowned Authors and Poets: Our children experience a diverse selection 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. The Storm Whale Molly Rogers to the Rescue Eco Girl The Great Paper Caper Claude Adventures Aaron Slater Illustrator Sulwe Sophia Valdez Future Prez The Invisible Somebody Swallowed Stanley The Whale who Wanted More Can I Build Another Me? Flat Stanley Lubna and the Pebble Leo and the Octopus Captain Flint and the Pirate Dinosaurs All Through the Night The Most Important Animal of all Lizzy Lucky and the Case of the Missing Puppies Grandad's Island <u>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:</u> ✓ 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 ✓ Plant Growth ✓ Microhabitats ✓ Uses of Everyday Materials
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English Curriculum Map

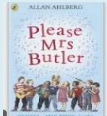
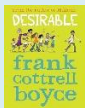
Year 3

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Hook Text	Mythical Beasts and Imaginary Creatures 	What is Pink? 	The Boy Who Grew Dragons 	Information books about countries 	The Magic Faraway Tree 	Careers Related Learning 	Leonora Bolt 	Escape from Pompeii 	The Thing in the Basement 	How the Camel Got His Hump 	Journey 	Hilda and the Troll 
Writing Outcome	Simple sentences about an imaginary creature	Orally rehearse the poem with dramatic actions and write a question-and-answer poem	Sentences that Debate - Should you own a? as a pet?	Sentences that inform about countries	Sentences about discovering a magical world	Sentences explaining chosen career aspirations with reasons	Instructions for building an invention	Sentences that form a warning tale	Sentences about finding a creature in a mysterious place	Just so story	Portal tale	Graphic novel with speech
Composition	Discussing and recording ideas	Composing and rehearsing sentences orally (including dialogue)	Proposing changes to grammar and vocabulary to improve consistency	Proof-read for spelling and punctuation errors	Proof-read for spelling and punctuation errors	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Proposing changes to grammar and vocabulary to improve consistency	Proof-read for spelling and punctuation errors	Proposing changes to grammar and vocabulary to improve consistency	Proof-read for spelling and punctuation errors	Proposing changes to grammar and vocabulary to improve consistency	Assessing the effectiveness of their own and others' writing and suggesting improvements
Year 2 Revision Vocabulary Grammar and Punctuation	Full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify Using the present and past tenses correctly and consistently including the progressive form Subordination and co-ordination. Forming of adjectives and nouns using suffixes Using suffixes er, est, for adjectives											
Vocabulary Grammar and Punctuation	Paragraphs to group material Headings and subheadings to aid presentation Use a or an according to whether the next word begins with Use of a or an Extend the range of sentences with more	Use of a or an Extend the range of sentences with more than one clause by using a range of conjunctions Noun phrases expanded by the addition of modifying adjectives	Using inverted commas to punctuate direct speech Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time	Paragraphs to group material Headings and subheadings to aid presentation Forming nouns using prefixes Noun phrases expanded by the addition of modifying adjectives	Extend the range of sentences with more than one clause by using a range of conjunctions Use fronted adverbials with commas Use of a or an Using inverted commas to punctuate direct speech	Use of a or an Extend the range of sentences with more than one clause by using a range of conjunctions Use conjunctions to express time and cause Paragraphs to group material	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use fronted adverbials with commas Use of a or an	Use conjunctions to express time and cause Use of a or an Using inverted commas to punctuate direct speech Forming nouns using prefixes	Use prepositions to express time and cause Use of a or an Using inverted commas to punctuate direct speech Choose nouns or pronouns appropriately for clarity and cohesion	Use of a or an Extend the range of sentences with more than one clause by using a range of conjunctions Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Use of a or an Extend the range of sentences with more than one clause by using a range of conjunctions Use conjunctions, adverbs and prepositions to express time	Use of a or an Possessive apostrophes with plural nouns Using inverted commas to punctuate direct speech Extend the range of sentences with more than one clause by using a

Class Reader List	<u>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:</u> ✓ 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.  <u>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:</u> ✓ Rocks and Soils ✓ Light and Shadows ✓ Forces and Space ✓ Plant Reproduction ✓ Movement and Nutrition ✓ The Stone Age to The Iron Age
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English Curriculum Map

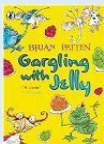
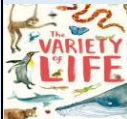
Year 4

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Hook Text	Stitch Head 	Please Mrs Butler 	The Promise 	Wider World Writing 	Desirable 	Collection of persuasive literature 	The Lion, the Witch and the Wardrobe 	First News 	The Lost Diary of Sami Star 	Little People Big Dream Collection 	Saving Sorya 	Recount of a personal trip by class teacher 
Writing Outcome	Character description	Orally rehearse the poem with dramatic actions and write a rhyming couplet poem	Meeting tale	Letter of complaint	Tale of a magical object	Persuade to buy, visit, donate...	Porthole tale	Report- Newspaper Article	Finding tale	Biography	Diary entry	Recount
Composition	Composing and rehearsing sentences orally (including dialogue) Discussing and recording ideas	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Proposing changes to grammar and vocabulary to improve consistency	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Proof-read for spelling and punctuation errors	Proposing changes to grammar and vocabulary to improve consistency	Proof-read for spelling and punctuation errors	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Assessing the effectiveness of their own and others' writing and suggesting improvements	Proof-read for spelling and punctuation errors	Composing and rehearsing sentences orally (including dialogue)	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Year 3 Revision Vocabulary Grammar and Punctuation	Formation of nouns using a range of prefixes Use of the forms a or an Word families based on common words Expressing time, place and cause using conjunctions Paragraphs. Headings and sub-headings. Use of the present perfect form of verbs instead of the simple past Inverted commas to punctuate direct speech											
Vocabulary Grammar and Punctuation	Extend the range of sentences with more than one clause by using a wider range of conjunctions Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Noun phrases expanded by the addition of modifying adjectives Using and punctuating direct speech Noun phrases expanded by the addition of modifying nouns Apostrophes to mark plural possession	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Noun phrases expanded by the addition of modifying adjectives Using and punctuating direct speech Apostrophes to mark plural possession	Use commas after fronted adverbials The grammatical difference between plural and possessive s Apostrophes to mark plural possession Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Use of paragraphs to organise ideas around a theme Use conjunctions to express time and cause Noun phrases expanded by the addition of modifying adjectives, nouns Standard English forms of verb inflections Use the present perfect form of verbs	Noun phrases expanded by the addition of modifying prepositions Extend the range of sentences with more than one clause by using a wider range of conjunctions Use commas after fronted adverbials Forming nouns using suffixes	Extend the range of sentences with more than one clause by using a wider range of conjunctions Use of paragraphs to organise ideas around a theme Noun phrases expanded by the addition of modifying adjectives, nouns Use commas after fronted adverbials	Apostrophes to mark plural possession Use commas after fronted adverbials Forming nouns using suffixes Extend the range of sentences with more than one clause by using a wider range of conjunctions Noun phrases expanded by the addition of	Use conjunctions, adverbs and prepositions to express time and cause Using and punctuating direct speech Use of paragraphs to organise ideas around a theme Extend the range of sentences with more than one clause by using a wider range of conjunctions Apostrophes to mark plural possession	Extend the range of sentences with more than one clause by using a wider range of conjunctions Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases Using and punctuating direct speech Apostrophes to mark plural possession	Use the present perfect form of verbs in contrast to the past tense The grammatical difference between plural and possessive Use of paragraphs to organise ideas around a theme Apostrophes to mark plural possession	Use the present perfect form of verbs in contrast to the past tense Use commas after fronted adverbials Forming nouns using suffixes Use prepositions to express time and cause Use conjunctions to express time and cause	Use the present perfect form of verbs in contrast to the past tense Use commas after fronted adverbials Using and punctuating direct speech Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases

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English Curriculum Map

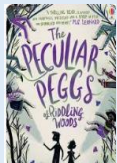
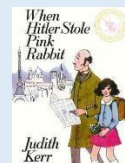
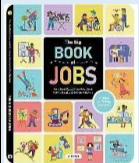
Year 5

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Hook Text	Skellig 	Schoolitis 	Freeze 	First News 	New Kid 	Just Like Me 	The Land of Roar 	Greta's Story 	The Highway Man THE HIGHWAYMAN 	Careers Related Learning 	Greek Myths 	Various Information Books 
Writing Outcome	Setting description	Orally rehearse the poem with dramatic actions and write an amusing rhyming poem	Spooky Tale	Newspaper Article	Diary Entry	Biography	Portal Tale	Debate	Narrative Poem	Job application letter	Character description	Information Text
Composition	Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Perform their own compositions, using appropriate intonation	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Noting and developing initial ideas, drawing on reading and research where necessary	Ensuring correct subject and verb agreement when using singular and plural	Distinguishing between the language of speech and writing and choosing the appropriate register	Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Assessing the effectiveness of their own and others' writing	Perform their own compositions, using appropriate intonation	Using a wide range of devices to build cohesion within and across paragraphs	Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Organizational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
Year 4 Revision Vocabulary, Grammar and Punctuation	Plural and possessive –s. Standard English forms for verb inflections instead of local spoken forms Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Use of paragraphs to organize ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech Apostrophes to mark plural possession Use of commas after fronted adverbials											
Year 5 Vocabulary, Grammar and Punctuation	Commas to clarify meaning or avoid ambiguity Brackets to indicate parenthesis Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Using passive verbs Commas to clarify meaning or avoid ambiguity Using relative clauses beginning with who, which, where, when, whose, that	Dashes to indicate parenthesis Using passive verbs Devices to build cohesion, then, firstly, after that Using semi colons, to mark boundaries between independent clauses Use of ellipsis	Using adverbials of time Using the perfect form of verbs to mark relationships of time and cause Using relative clauses beginning with who, which, where, when, whose, that	Using colons to mark boundaries between independent clauses Commas to indicate parenthesis Using passive verbs Using adverbials of time	Commas to clarify meaning or avoid ambiguity Using passive verbs Using expanded noun phrases to convey complicated information concisely Using adverbials of time	Brackets, dashes or commas to indicate parenthesis Commas to clarify meaning or avoid ambiguity Using passive verbs Using semi colons, to mark boundaries between independent clauses	Using colons to introduce a list Formal speech and writing, including subjunctive forms Using bullet points Using the perfect form of verbs to mark relationships of time and cause	Converting nouns or adjectives into verbs using suffixes Using the perfect form of verbs to mark relationships of time and cause Using adverbials of time	Formal speech and writing, including subjunctive forms Using hyphens to avoid ambiguity Converting nouns or adjectives into verbs using suffixes	Brackets, dashes or commas to indicate parenthesis Using colons to mark boundaries between independent clauses	Using expanded noun phrases to convey complicated information concisely Using bullet points Brackets, dashes or commas to indicate parenthesis



English Curriculum Map

Year 6

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Hook Text	Alice in Wonderland 	Debate current affairs issue 	The Peculiar Peggs of Ridling Woods 	First News 	The Last Chance Hotel 	Welcome to my Crazy Life 	A Dangerous Crossing 	Holes 	When Hitler Stole Pink Rabbit 	Can you see me? 	Careers Related Learning 	Letters of application 
Writing Outcome	Portal Tale	Debate	Recount A Strange Dream	Newspaper Article	Murder Mystery Plot	Orally rehearse poetry with dramatic actions and write a rhyming couplet poem	Perilous Journey Tale	Letter from a character to parents	Report about an aspect of WW2	A diary entry from a personal experience (Fictional)	What are my plans for my future?	Application letter for a job
Composition	Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Noting and developing initial ideas, drawing on reading and research where necessary	Ensuring correct subject and verb agreement when using singular and plural	Perform their own compositions, using appropriate intonation	Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Distinguishing between the language of speech and writing and choosing the appropriate register	Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Using a wide range of devices to build cohesion within and across paragraphs	Organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Assessing the effectiveness of their own and others' writing
Revision of Year Four, Five and Six Grammar	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although Use a or an according to whether the next word begin with Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Use commas after or before phrases or clauses Using semicolons, colons or dashes to mark boundaries between independent clause	The grammatical difference between plural and possessive s Use fronted adverbials Use the present perfect form of verbs in contrast to the past tense Use of apostrophes to mark singular and plural possession	Using passive verbs to affect the presentation of information in a sentence Standard English forms of verb inflection Using and punctuating direct speech Punctuating bullet points consistently	Use of Ellipsis Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Using modal verbs or adverbs to indicate degrees of possibility	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Using semicolons, colons or dashes to mark boundaries between independent clauses	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases Using commas to clarify meaning or avoid ambiguity in writing Using brackets, dashes or commas to indicate parenthesis Using and punctuating direct speech	Using hyphens to avoid ambiguity Using adverbials of time Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Use the present perfect form of verbs in contrast to the past tense	Converting nouns or adjectives into verbs using suffixes Using expanded noun phrases to convey complicated information concisely Using the perfect form of verbs to mark relationships of time and cause Use conjunctions, adverbs and prepositions to express time and cause	Using adverbials of time Using semicolons, colons or dashes to mark boundaries between independent clauses Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although Using modal verbs or adverbs to indicate degrees of possibility	Using a colon to introduce a list Punctuating bullet points consistently Using brackets, dashes or commas to indicate parenthesis Standard English forms of verb inflection	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although Use of commas after fronted adverbials

Revision of Year Four, Five and Six Spellings	✓ Spell further homophones ✓ Spell words that are often misspelt ✓ Place the possessive apostrophe accurately in words with regular plurals [for Example, girls', boys'] and in words with irregular plurals [for example, children's] ✓ Use the first 2 or 3 letters of a word to check its spelling in a dictionary ✓ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far ✓ Use further prefixes and suffixes and understand how to add them ✓ K sound spelt ch ✓ Words with the sound s spelt sc ✓ Words with the ei sound spelt eigh or ey ✓ Use further prefixes and suffixes and understand the guidance for adding them ✓ Spell some words with 'silent' letters [✓ Continue to distinguish between homophones and other words which are often confused ✓ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt ✓ Use dictionaries to check the spelling and meaning of words ✓ Use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary ✓ Use a thesaurus ✓ Words ending cious, cial, ency, ancy, ible, able, ✓ Adding suffixes beginning with vowel letters to words ending in -fer ✓ Words with the /i:/ sound spelt ei after c ✓ Words containing the letter-string ough ✓ Homophones
Handwriting	✓ Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ✓ Increase the legibility, consistency and quality of their handwriting ✓ Write legibly, fluently and with increasing speed by: ✓ Choosing which shape of a letter to use when given choices and deciding whether to join specific letters ✓ Choosing the writing implement that is best suited for a task ✓ K sound spelt ch ✓ Words with the sound s spelt sc ✓ Words with the ei sound spelt eigh or ey ✓ Words ending cious, cial, ency, ancy, ible, able, ✓ Words with the /i:/ sound spelt ei after c ✓ Words containing the letter-string ough
Reading Comprehension	<u>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.</u> <u>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.</u> ✓ 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	<u>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:</u> ✓ 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: 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