

## English at Barton Hill Academy

**Our Vision:** As outlined in our curriculum intent, at Barton Hill Academy we believe that a high-quality education in English will teach pupils to **speak and write fluently** so that they can **communicate** their ideas and emotions to others and, through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop **culturally, emotionally, socially and spiritually**. Literature, especially, plays a key role in such development. Therefore, we aim to promote high standards of language and literacy by equipping pupils with a strong command of the **spoken and written word**, and to develop their love of literature through widespread **reading for enjoyment** and the study of a **broad range of texts** that develop their **cultural capital**. We believe in providing an **enriching** curriculum that allows our children to not only learn about but also **experience** the world around them, **challenging** them to **deepen their understanding** and this is woven throughout English learning at Barton Hill Academy.

### Oracy

*We believe that speaking and listening underpins our pupils' learning and we intend to equip all our pupils with high-quality oracy skills. We teach these skills explicitly and give all our pupils frequent opportunities to learn through talk.*

#### Phonics

- Phonics information, training and guidance provided for all parents in EYFS and Key Stage 1.
- Streaming of phonics groups by phase in Year 1
- Where children have not passed the phonics screen in Year 1, they are provided with additional phonics teaching in Year 1 and their own year group.
- Children who are new to English are provided targeted phonic support using the Rapid Phonics program
- All staff are aware of and utilise phonics across the curriculum when both reading and writing.



#### Reading

- Weekly Reading Café for Reception – Year 6
- Reading volunteers and buddies
- Reading challenges weekly to motivate children including high quality literature prizes
- Trips to local libraries and weekly access to the school library
- Annual Book week
- Bedtime stories events annually
- Author visits
- Daily quiet reading time inside and outside
- Reading after school clubs
- Book reviews/clubs
- 100 Reads challenge



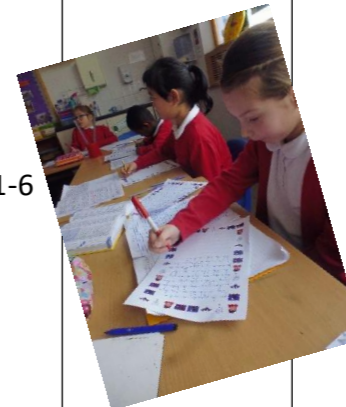
#### Writing

- Writing celebrated weekly on displays around the school
- Targeted writing support and interventions for those working below ARS
- Annual Book week
- Opportunities to write across the curriculum
- Newspaper afterschool club
- Author visits
- Annual Cross-Trust Writing week
- Support for parents in how to help their children with writing through Parent Forums
- Weekly Writing homework – Years 1- 6

- Letters and Sounds
- Jolly Phonics songs and actions
- Decodable reading books available to all children: Phonics Bug take home readers and Big Cat guided readers
- Phonics Tracker used to assess all children Nursery – Year 2 and those still accessing phonics further up the school



- Grouped Guided Reading – Reception and Year 1, using Big Cat decodable books
- Set whole class comprehension – Years 2 – 6, using Headstart, Nicholas Roberts, past papers, Bug Club
- Big Cat assessments – whole school
- NFER, PiXL and SATs used to assess children Years 1-6
- JMB Speed Reading daily – Years 3 to 6
- Phonetically decodable books YN – Y1, Broadly decodable Y1 – Y3, non-decodable Y3 – Y6



- Talk for Writing – EYFS to Year 6
- Write Dance program – Nursery and Reception
- Dough Disco – Nursery – Year 1
- A wide range of fiction and non-fiction texts linked to the wider curriculum and reflecting our diverse community including: traditional tales, stories from other cultures, graphic novels, poetry and multimedia
- A wide range of fiction and non-fiction genres throughout each year group.





Nursery - EYFS

Term Theme	1 All About Me	2 All About Me	3 (9 weeks) Bears	4 (3 weeks) Bears	5 Air, Ground and Water	6 Air, Ground and Water	Final Expectation
Writing Curriculum	<p><b>LA:</b> Listens with interest to the noises adults make when they read stories (22-36)</p> <p><b>LA:</b> Listen to others 1:1 or in small groups (30-50)</p> <p><b>U:</b> Understands 'who', 'what', 'where' in simple questions (22-36)</p> <p><b>U:</b> Understands use of objects (30-50)</p> <p><b>S:</b> Holds a conversation, jumping from topic to topic (22-36)</p> <p><b>S:</b> Uses gestures, sometimes with limited talk (22-36)</p> <p><b>S:</b> Can retell a simple past event in correct order (30-50)</p> <p><b>S:</b> Uses vocabulary focussed on objects and people that are of importance to them (30-50)</p>	<p><b>LA:</b> Single channelled attention – using child's name (22-36)</p> <p><b>LA:</b> Listens to stories with increasing attention and recall (30-50)</p> <p><b>U:</b> Understands more complex sentences (22-36)</p> <p><b>U:</b> Responds to simple instructions (30-50)</p> <p><b>S:</b> Learns new words and is able to use them (22-36)</p> <p><b>S:</b> Uses simple sentences (22-36)</p> <p><b>S:</b> Uses talk to connect ideas, explain what is happening and anticipate what might happen next (30-50)</p>	<p><b>LA:</b> Shows interest in play with sounds, songs and rhymes (22-36)</p> <p><b>LA:</b> Joins in with repeated refrains &amp; anticipates key events &amp; phrases in rhymes &amp; stories (30-50)</p> <p><b>U:</b> Identifies action words (22-36)</p> <p><b>U:</b> Shows understanding of prepositions (30-50)</p> <p><b>S:</b> Beginning to use word endings (22-36)</p> <p><b>S:</b> Uses a range of tenses (30-50)</p> <p><b>S:</b> Uses intonation, rhythm and phrasing (30-50)</p>	<p><b>LA:</b> Recognises and responds to many familiar sounds (22-36)</p> <p><b>U:</b> Developing understanding of simple concepts eg big / little (22-36)</p> <p><b>S:</b> Uses language as a powerful means of widening contacts, sharing experiences and thoughts (22-36)</p> <p><b>S:</b> Builds up vocabulary that reflects the breadth of their experiences (30-50)</p> <p><b>W:</b> Sometimes gives meaning to marks as they draw and paint (30-50)</p>	<p><b>LA:</b> Focusing attention – still listen or do, but can shift own attention (30-50)</p> <p><b>S:</b> Uses a variety of questions (22-36)</p> <p><b>S:</b> Questions why things happen and gives explanations (30-50)</p> <p><b>S:</b> Uses talk in pretending that objects stand for something else in play (30-50)</p> <p><b>W:</b> Distinguishes between the different marks they make (22-36)</p>	<p><b>LA:</b> Is able to follow directions (30-50)</p> <p><b>U:</b> Beginning to understand 'why' and 'how' questions (30-50)</p> <p><b>S:</b> Beginning to use complex sentences to link thoughts – using 'and' and 'because' (30-50)</p> <p><b>W:</b> Ascribes meanings to marks that they see in different places (30-50)</p>	<p>Writing own name</p> <p>Writing labels</p> <p>Writing lists</p> <p>Pre cursive handwriting</p>
Text and Genre	<p><u>Owl Babies</u> Speaking, questions and answers</p> <p><u>So Much</u> Speaking</p> <p><u>The Tiger Who Came to Tea</u> Listening in groups</p>	<p><u>Handa's Surprise</u> Actions</p> <p><u>Peace At Last</u> Repeated refrains</p> <p><u>Wow Said the Owl</u> New vocabulary</p>	<p><u>Whatever Next</u> Joining in with refrains</p> <p><u>We're Going on a Bear Hunt</u> Actions – positional language</p>	<p><u>Brown Bear</u> Alliteration</p> <p><u>Goldilocks</u> Initial sounds</p> <p><u>Magic Porridge Pot</u> Alliteration</p>	<p><u>The Hungry Caterpillar</u> Size and comparisons</p> <p><u>Bringing the Rain to Kapiti Plain</u> Rhyming</p> <p><u>The Enormous Turnip</u> Singing</p>	<p><u>Rainbow Fish</u> Labels</p> <p><u>Mr Grumpy's Outing</u> Lists</p> <p><u>Going on a Plane</u> Writing own name</p>	
Phonics	Phase 1	Phase 1	Rhyming	Alliteration and Initial Sounds	Segment and Blend	Phase 1 Recap Segment and Blend	
Spelling	Phase 1	Phase 1 (Tricky words)	Phase 1	Phase 1 (Tricky words)	Phase 1	Phase 1 and Tricky words	



Nursery - EYFS

Term Theme	1 All About Me	2 All About Me	3 Bears	4 Bears	5 Air, Ground and Water	6 Air, Ground and Water	Final Expectation
<b>Reading Curriculum</b>	<p>Has some favourite songs (22-36)</p> <p>Enjoys rhyming and rhythmic activities (30-50)</p> <p>Listens to stories with increasing attention and recall (30-50)</p> <p>Shows interest in illustrations, print in text and the environment (30-50)</p> <p>Handles books carefully (30-50)</p>	<p>Has some favourite stories (22-36)</p> <p>Shows awareness of rhyme (30-50)</p> <p>Listens to and joins in with stories and poems (30-50)</p> <p>Recognises familiar words and signs including own name (30-50)</p> <p>Looks at books independently (30-50)</p> <p>Holds books the correct way including turning pages (30-50)</p>	<p>Has some favourite poems / jingles (22-36)</p> <p>Repeats words / phrases from familiar stories (22-36)</p> <p>Recognises rhythm in spoken words (30-50)</p> <p>Knows information can be relayed in print form (30-50)</p>	<p>Fills in missing words / phrases in a known rhyme, story or game (22-36)</p> <p>Shows awareness of alliteration (30-50)</p> <p>Anticipates key events and phrases (30-50)</p> <p>Knows print carries meaning (30-50)</p>	<p>Beginning to be aware of the way stories are structured (30-50)</p> <p>Describes main story events, settings and characters (30-50)</p> <p>Knows English is read from left to right (30-50)</p>	<p>Suggests how the story might end (30-50)</p>	<p>Can recognise own name written</p> <p>Handles books with care including turning pages correctly</p> <p>Can retell a familiar story</p> <p>Enjoys listening to stories, songs and rhymes</p> <p>Phase 1 phonics</p>
<b>Whole Class Readers</b>	<b>Owl Babies, So Much, The Tiger Who Came to Tea</b>	<b>Handa's Surprise, Peace At Last, Wow Said the Owl</b>	<b>Whatever Next, We're Going on a Bear Hunt</b>	<b>Brown Bear, Goldilocks, Magic Porridge Pot</b>	<b>The Hungry Caterpillar, Bringing the Rain to Kapiti Plain, The Enormous Turnip</b>	<b>Rainbow Fish, Mr Grumpy's Outing, Going on a Plane</b>	
<b>Key Group Reading</b>	<b>Lilac books Phase 1</b>	<b>Lilac books Phase 1</b>	<b>Lilac books Phase 1</b>	<b>Lilac books Phase 1</b>	<b>Lilac books Phase 1</b>	<b>Lilac books Phase 1</b>	
<b>Phonics</b>	<b>Phase 1</b>	<b>Phase 1</b>	<b>Rhyming</b>	<b>Alliteration and Initial Sounds</b>	<b>Segment and Blend</b>	<b>Phase 1 Recap Segment and Blend</b>	

- Take home books are not available in Nursery
- Children who are capable of accessing SATPIN decodable books are provided them



Reception - EYFS

Term Theme	1 Autumn	2 Autumn	3 (9 weeks) Superheroes	4 (3 weeks) Superheroes	5 Animals & Journeys	6 Animals & Journeys	Final Expectation
<b>Writing Curriculum</b>	<p><b>LA:</b> Maintains attention, concentrates and sits quietly during appropriate activity (40-60)</p> <p><b>U:</b> Responds to instructions involving a two-part sequence (40-60)</p> <p><b>S:</b> Extends vocabulary, especially grouping and naming, exploring the meaning and sounds of new words (40-60)</p> <p><b>S:</b> Uses language to imagine and recreate roles and experiences in play situations (40-60)</p> <p><b>W:</b> Gives meanings to marks they make as they draw, write and paint (40-60)</p> <p><b>W:</b> Begins to break the flow of speech into words (40-60)</p> <p><b>W:</b> Hears and says the initial sounds in words (40-60)</p> <p><b>W:</b> Writes own name and other things such as labels and captions (40-60)</p>	<p><b>LA:</b> Two channelled attention – can listen and do for short span (40-60)</p> <p><b>U:</b> Understands humour eg nonsense rhymes, jokes (40-60)</p> <p><b>S:</b> Links statements and sticks to a main theme or intention (40-60)</p> <p><b>S:</b> Uses talk to organise, sequence and clarify thinking, ideas, feelings and events (40-60)</p> <p><b>W:</b> Continues a rhyming string (40-60)</p> <p><b>W:</b> Can segment the sounds in simple words and blend them together (40-60)</p> <p><b>W:</b> Links sounds to letters, naming and sounding the letters of the alphabet (40-60)</p> <p><b>W:</b> Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence (40-60)</p> <p><b>W:</b> Children use their phonic knowledge to write words in ways that match their spoken sounds (ELG)</p>	<p><b>LA:</b> Children listen attentively in a range of situations (ELG)</p> <p><b>U:</b> Able to follow a story without pictures or props (40-60)</p> <p><b>S:</b> Introduces a storyline or narrative into their play (40-60)</p> <p><b>S:</b> Children express themselves effectively, showing awareness of listeners’ needs (ELG)</p> <p><b>W:</b> Attempts to write short sentences in meaningful contexts (40-60)</p> <p><b>W:</b> They write simple sentences that can be read by themselves and others – capital letters and full stops (ELG)</p>	<p><b>LA:</b> They listen to stories accurately anticipating events and respond with relevant comments, questions or actions (ELG)</p> <p><b>U:</b> Listens and responds to ideas expressed by others in conversation or discussion (40-60)</p> <p><b>S:</b> They use past, present and future forms accurately when talking about events that have happened or are to happen in the future (ELG)</p> <p><b>W:</b> They write simple sentences that can be read by themselves and others – capital letters and full stops (ELG)</p> <p><b>W:</b> They also write some irregular common words (ELG)</p>	<p><b>LA:</b> They give their attention to what others say and respond appropriately while engaged in another activity (ELG)</p> <p><b>U:</b> Children follow instructions involving several ideas or actions (ELG)</p> <p><b>S:</b> They develop their own narratives and explanations by connecting ideas or events (ELG)</p> <p><b>W:</b> Some words are spelt correctly and others are phonetically plausible (ELG)</p>	<p><b>U:</b> They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events (ELG)</p>	<p>Writing sentences that are phonetically plausible and can be read by anyone.</p> <p>Writing own stories (1 page)</p> <p>Using capital letters and full stops</p> <p>Pre cursive handwriting</p>
<b>Text and Genre</b>	<p><a href="#">The Little Red Hen</a> Initial sounds, labels</p> <p><a href="#">Pumpkin Soup</a> Own name</p> <p><a href="#">Chicken Licken</a> CVC words</p>	<p><a href="#">Room on the Broom</a> Rhyming</p> <p><a href="#">Fireworks</a> Onomatopoeia poems</p> <p><a href="#">The Elves and the Shoemaker</a> Word pairs</p> <p><a href="#">Stanley’s Stick</a> Words and sentences</p>	<p><a href="#">The Singing Mermaid</a> Retelling the story (written)</p> <p><a href="#">Elliot Midnight Superhero</a> Sentence writing</p> <p><a href="#">Superworm</a> Wormery instructions</p> <p><a href="#">Super Daisy</a> Predictions and lists</p>	<p><a href="#">Super Tato</a> Story</p> <p><a href="#">Aliens Love Underpants</a> Character description</p> <p><a href="#">Tough Guys</a> Irregular words</p>	<p><a href="#">The Gruffalo</a> Adapting the story</p> <p><a href="#">Charlie’s Walk</a> Adapting the story</p> <p><a href="#">Sharing a Shell</a> Setting description</p> <p><a href="#">Dragon Stew</a> Instructions</p>	<p><a href="#">The Lion Hunt</a> Adapt the story</p> <p><a href="#">The Tunnel</a> Adapt the story</p> <p><a href="#">Hairy Maclary</a> Rhyming</p> <p><a href="#">Six Dinner Sid</a> Ordering</p>	
<b>Phonics</b>	1 week Phase 1 Recap Phase 2	Phase 2	Phase 3	Phase 3	Phase 3 Recap and start Phase 4	Phase 4 and blends	
<b>Spelling</b>	Phase 1 & 2	Phase 1 & 2	Phase 3	Phase 3	Phase 4	Phases 1-4	



Reception - EYFS

Term	1	2	3	4	5	6	Final Expectation
Theme	Autumn	Autumn	Superheroes	Superheroes	Animals & Journeys	Animals & Journeys	
<b>Reading Curriculum</b>	Continues rhyming string (40-60) Hears and says initial sounds in words (40-60) Uses vocabulary and forms of speech influenced by books (40-60)	Can segment sounds in simple words and blend them (40-60) Begins to read words and simple sentences (40-60)	Links sounds to letters, naming and sounding letters of the alphabet (40-60) Enjoys a range of books (40-60)	Knows information can be retrieved from books and computers (40-60) Uses phonic knowledge to decode regular words and read them aloud accurately (ELG)	Read and understand simple sentences (ELG) Read some common irregular words (ELG)	Demonstrate understanding when talking with others about what they've read (ELG)	Uses phonics to decode Understands what they have read Take Home Readers 8 Phonics phase 4 Accesses and enjoys books independently
<b>Guided Reading</b>	<b>Big Cat Grouped Guided Reading Phase 1 - 2</b>	<b>Big Cat Grouped Guided Reading Phase 2</b>	<b>Big Cat Grouped Guided Reading Phase 3</b>	<b>Big Cat Grouped Guided Reading Phase 3</b>	<b>Big Cat Grouped Guided Reading Phase 4</b>	<b>Big Cat Grouped Guided Reading Phase 4</b>	
<b>Take Home Readers</b>	<b>0 - 2 Phase 1 - 2</b>	<b>2 - 3 Phase 2</b>	<b>3 - 4 Phase 3</b>	<b>4 - 5 Phase 3</b>	<b>5 - 7 Phase 4</b>	<b>7 - 8 Phase 4</b>	
<b>Phonics</b>	<b>1 week Phase 1 Recap Phase 2</b>	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 3</b>	<b>Phase 3 Recap and start Phase 4</b>	<b>Phase 4 and blends</b>	
<b>Whole Class Readers</b>	<b>The Little Red Hen, Pumpkin Soup, Chicken Licken</b>	<b>Room on the Broom, Fireworks, The Elves and the Shoemaker, Stanley's Stick</b>	<b>The Singing Mermaid, Elliot Midnight Superhero, Superworm, Super Daisy</b>	<b>Super Tato, Aliens Love Underpants, Tough Guys</b>	<b>The Gruffalo, Charlie's Walk, Sharing a Shell, Dragon Stew</b>	<b>The Lion Hunt, The Tunnel, Hairy Maclary, Six Dinner Sid</b>	



Year 1 – Key Stage 1

Term	1	2	3 (9 weeks)	4 (3 weeks)	5	6	Final Expectation
<b>Theme</b>	<b>Why Do We Play With Different Toys As We Get Older?</b>	<b>Hello I'm New Here!</b>	<b>What Can We Learn About Our World From Stories?</b>	<b>Starry Night</b>	<b>Why is Water Precious?</b>	<b>Where Will We Go For A Great Day Out?</b>	
<b>Writing Curriculum</b>	<p><b>H:</b> Sit correctly at a table, holding a pencil comfortably and correctly</p> <p><b>H:</b> Begin to form lowercase letters in the correct direction, starting and finishing in the right place</p> <p><b>H:</b> Form digits 0-9</p> <p><b>WC:</b> Saying out loud what they are going to write about →</p> <p><b>VGP:</b> Leaving spaces between words</p> <p><b>VGP:</b> Joining words and joining clauses using 'and'</p> <p><b>CL:</b> Capital letters</p> <p><b>CL:</b> Full stops</p> <p><b>CL:</b> Adjectives</p>	<p><b>H:</b> Form capital letters</p> <p><b>WC:</b> Composing a sentence orally before writing it →</p> <p><b>WC:</b> Sequencing sentences to form short narratives</p> <p><b>VGP:</b> Beginning to punctuate sentences using a capital letter and a full stop</p> <p><b>CL:</b> Questions</p> <p><b>CL:</b> Using 'and'</p> <p><b>CL:</b> Suffix -ing</p>	<p><b>H:</b> Understand which letters belong to which handwriting 'families'</p> <p><b>VGP:</b> Beginning to punctuate sentences using a question mark</p> <p><b>VGP:</b> Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p><b>CL:</b> Exclamations</p> <p><b>CL:</b> -s and -es</p> <p><b>CL:</b> Suffix -er</p> <p><b>CL:</b> Suffix -ed</p> <p><b>CL:</b> Compound words (GD)</p>	<p><b>WC:</b> Re-reading what they have written to check it makes sense →</p> <p><b>VGP:</b> Beginning to punctuate sentences using an exclamation mark</p> <p><b>VGP:</b> Vowels and consonants →</p> <p><b>CL:</b> Exclamation sentences starting 'what' and 'how' (GD)</p>	<p><b>WC:</b> Discuss what they have written with the teacher and other pupils</p> <p><b>WC:</b> Read aloud their writing clearly enough to be heard by their peers and the teacher</p> <p><b>VGP:</b> Learning the grammar for Year 1</p> <p><b>CL:</b> Suffix -est</p> <p><b>CL:</b> Common exception words (GD)</p>	<p><b>VGP:</b> Use grammatical terminology in discussing their writing</p> <p><b>CL:</b> Handwriting (GD)</p>	<p>Children are able to write at length (1 page) a story from their own planning.</p> <p>Chn are confident in using VGP and spellings from Year 1</p> <p>Chn are able to write for different purposes</p> <p>Pre-cursive handwriting</p> <p>Year 1 Checklist for EXS and GD</p>
<b>Oracy</b>	<ul style="list-style-type: none"> <li>I speak clearly and confidently in front of people in my class.</li> <li>I re-tell a well known story and remember the main characters.</li> <li>I hold attention when playing and learning with others.</li> <li>I join in with conversations in a group.</li> <li>I join in with role play.</li> </ul>			<ul style="list-style-type: none"> <li>I keep to the main topic when we are talking in a group.</li> <li>I ask questions in order to get more information.</li> <li>I start a conversation with an adult I know well or with my friends.</li> <li>I listen carefully to the things other people have to say in a group.</li> </ul>			
<b>Text and Genre</b>	<p><u><a href="#">Giraffes Can't Dance</a></u> 1 week baseline assessment</p> <p><u><a href="#">Traction Man</a></u> Narrative</p> <p><u><a href="#">The Day the Crayons Quit</a></u> Letter</p> <p><u><a href="#">How Do I See?</a></u> Information text</p>	<p><u><a href="#">Anna Hibiscus' Song</a></u> Story from another culture</p> <p><u><a href="#">Me on the Map</a></u> Recount</p> <p><u><a href="#">Three Little Pigs</a></u> Newspaper</p> <p><u><a href="#">Firework Poems</a></u> Poetry – shape and acrostic</p>	<p><u><a href="#">Jack and the Beanstalk</a></u> Fairy tale</p> <p><u><a href="#">The Gingerbread Man</a></u> Instructions</p> <p><u><a href="#">Anansi</a></u> Story from another culture</p>	<p><u><a href="#">The Papaya That Spoke</a></u> Fable</p>	<p><u><a href="#">Surprising Sharks</a></u> Non-Chronological report</p> <p><u><a href="#">Commotion in the Ocean</a></u> Poetry – rhyming</p> <p><u><a href="#">Bog Baby</a></u> Mystery story</p>	<p><u><a href="#">The Three Billy Goats Gruff</a></u> Fairy Tale</p> <p><u><a href="#">Voice of Brunel: Multimedia</a></u> Diary</p> <p><u><a href="#">Cassium and the Greedy Pirate</a></u> Adventure story</p>	
<b>Phonics</b>	<b>Phase 3 Revision (Whole Class)</b>	<b>Phase 5 start Streamed Phase 2, 3 and 5 groups</b>	<b>Phase 5 continued Phase 5 start Phase 3</b>	<b>Phase 5 alternative pronunciation Phase 3 &amp; 5 continued</b>	<b>Phase 5 Revision (2 groups) Start Phase 5</b>	<b>Phase 5 alternative pronunciation and spelling rules</b>	
<b>Spelling</b>	<p><b>Sp:</b> Phase 1 – 4</p> <p><b>Sp:</b> Days of the week</p> <p><b>Sp:</b> /f/, /l/ etc (off, buzz)</p> <p><b>Sp:</b> nk (think)</p>	<p><b>Sp:</b> Words containing each of the 40+ phonemes already taught</p> <p><b>Sp:</b> Name the letters of the alphabet in order</p> <p><b>Sp:</b> Adding -s</p> <p><b>Sp:</b> Using -ing</p> <p><b>Sp:</b> Syllables</p> <p><b>Sp:</b> -wh (where, why, who)</p>	<p><b>Sp:</b> Words containing each of the 40+ phonemes already taught</p> <p><b>Sp:</b> Common exception words</p> <p><b>Sp:</b> Using letter names to distinguish between alternative spellings of the same sound</p> <p><b>Sp:</b> Rule for adding -es</p> <p><b>Sp:</b> Using -ed</p> <p><b>Sp:</b> -tch (catch, fetch)</p> <p><b>Sp:</b> -y</p> <p><b>Sp:</b> Compound words</p>	<p><b>Sp:</b> Words containing each of the 40+ phonemes already taught</p> <p><b>Sp:</b> Common exception words</p> <p><b>Sp:</b> Using -er, -est</p> <p><b>Sp:</b> /v/ (give, live)</p> <p><b>Sp:</b> Using k</p>	<p><b>Sp:</b> Words containing each of the 40+ phonemes already taught</p> <p><b>Sp:</b> Common exception words</p> <p><b>Sp:</b> Using prefix -un</p> <p><b>Sp:</b> -ph (dolphin)</p>	<p><b>SP:</b> Apply Year 1 spelling rules</p> <p><b>SP:</b> Write sentences from memory dictated by the teacher containing all GPCs so far</p> <p><b>Sp:</b> Recap all Year 1 Spellings</p>	



Year 1 – Key Stage 1

Term	1	2	3	4	5	6	Final Expectation
<b>Theme</b>	<b>Why Do We Play With Different Toys As We Get Older?</b>	<b>Hello I'm New Here!</b>	<b>What Can We Learn About Our World From Stories?</b>	<b>Starry Night</b>	<b>Why is Water Precious?</b>	<b>Where Will We Go For A Great Day Out?</b>	
<b>Word Reading</b>	Apply phonics to decode words  Read aloud accurately books that are consistent with developing phonic knowledge and do not require other strategies	Read words with more than one syllable that contain taught GPCs  Re-read books to build fluency and confidence in word reading	Read accurately by blending sounds in unfamiliar words containing GPCs taught	Read common exception words noting unusual correspondence between spelling and sound	Respond speedily with the correct sounds to graphemes for all 40+ phonemes  Read words with contractions and understand the apostrophe represents missing letter	Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings  <b>Phonics Screen</b>	Pass the Phonics Screen (32)  Take Home Readers 18  Phonics phase 5  Scale score 100+ NFER  Able to name favourite books and say something they like about them
<b>Comprehension</b>	Develop pleasure in reading Listen to and discuss a wide range of poems and stories at a level beyond what they can read  Recognise and join in with predictable phrases  Participate in discussion taking turns and listening to each other	Develop motivation to read Listen to and discuss a wide range of non-fiction  Check text makes sense and correct inaccurate reading  Discuss significance of title and events	Link what they read or hear read to their own experiences  Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering particular characteristics  Predict what might happen	Learn to appreciate rhymes and poems and recite some by heart  Understand books by drawing on what they know or background information and vocabulary provided by the teacher	Discuss word meanings linking new words to those known  Make inferences based on what is said and done	Explain clearly their understanding of what is read	
<b>Guided Reading</b>	<b>Big Cat Grouped Guided Reading Phase 3 - 4</b>	<b>Big Cat Grouped Guided Reading Phase 5</b>	<b>Big Cat Grouped Guided Reading Phase 5</b>	<b>Big Cat Grouped Guided Reading Phase 5</b>	<b>Big Cat Grouped Guided Reading Phase 5</b>	<b>Big Cat Grouped Guided Reading Phase 5</b>	
<b>Take Home Readers</b>	<b>8 - 9 Phase 3 - 4</b>	<b>9 - 11 Phase 5</b>	<b>11 - 13 Phase 5</b>	<b>13 - 15 Phase 5</b>	<b>15 - 17 Phase 5</b>	<b>17 - 18 Phase 5</b>	
<b>Phonics</b>	<b>Phase 3 Revision (Whole Class)</b>	<b>Phase 5 start Setting For Phase 2, 3 and 5 groups</b>	<b>Phase 5 continued Phase 5 start Phase 3</b>	<b>Phase 5 alternative pronunciation Phase 3 &amp; 5 continued</b>	<b>Phase 5 Revision (2 groups) Start Phase 5</b>	<b>Phase 5 alternative pronunciation and spelling rules</b>	
<b>Whole Class Readers</b>	<b>Giraffes Can't Dance, Traction Man, The Day the Crayons Quit, How Do I See?</b>	<b>Anna Hibiscus' Song, Me on the Map, Three Little Pigs, Remember, Remember the 5<sup>th</sup> of November</b>	<b>Jack and the Beanstalk, The Gingerbread Man, Anansi</b>	<b>The Papaya That Spoke, Where the Wild Things Are</b>	<b>Surprising Sharks, Commotion in the Ocean, Bog Baby</b>	<b>The Three Billy Goats Gruff, Voice of Brunel: Multimedia, Cassium and the Greedy Pirate</b>	



Year 2 – Key Stage 1

Term	1	2	3 (9 weeks)	4 (3 weeks)	5	6	Final Expectation
<b>Theme</b>	<b>Can Party Food Be Healthy?</b>	<b>What Do We Like About Our Place?</b>	<b>What's the Best Way for Mrs Armitage to Travel?</b>	<b>Where Do Bong Trees Grow?</b>	<b>What Makes Us Like Other Animals?</b>	<b>How Did Families Have Fun in the Past?</b>	
<b>Writing Curriculum</b>	<p><b>H:</b> Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters →</p> <p><b>H:</b> Use spacing between words that reflects the size of the letters →</p> <p><b>WC:</b> Write simple coherent narratives about personal experiences and those of others (real or fictional) →</p> <p><b>WC:</b> Write about real events, recording these simply and clearly →</p> <p><b>WC:</b> Plan by saying out loud what they want to write before writing it →</p> <p><b>WC:</b> Re-reading to check writing makes sense →</p> <p><b>VGP:</b> Demarcate most sentences in their writing with capital letters and full stops</p> <p><b>VGP:</b> Exclamations</p> <p><b>VGP:</b> Commas in a list</p> <p><b>VGP:</b> Commands, exclamation sentences</p> <p><b>VGP:</b> Expanded noun phrases</p> <p><b>CL:</b> Capital letters and full stops</p> <p><b>CL:</b> Sets of 3 (GD)</p>	<p><b>H:</b> Use the diagonal and horizontal strokes needed to join some words →</p> <p><b>WC:</b> Poetry</p> <p><b>WC:</b> Different purposes →</p> <p><b>WC:</b> Plan →</p> <p><b>WC:</b> Key words →</p> <p><b>WC:</b> Re-reading verbs time</p> <p><b>WC:</b> Proof reading for punctuation</p> <p><b>VGP:</b> Use question marks correctly when required</p> <p><b>VGP:</b> Apostrophes for possession</p> <p><b>VGP:</b> Apostrophes for contractions</p> <p><b>VGP:</b> Statements and questions</p> <p><b>VGP:</b> Use co-ordination and some subordination to join clauses</p> <p><b>VGP:</b> Use past tense mostly correctly and consistently</p> <p><b>CL:</b> Real events</p> <p><b>CL:</b> Questions</p> <p><b>CL:</b> subordination and coordination</p> <p><b>CL:</b> Past tense</p>	<p><b>WC:</b> Encapsulating →</p> <p><b>WC:</b> Re-reading verbs in the continuous form</p> <p><b>WC:</b> Proof grammar</p> <p><b>WC:</b> Proof spelling</p> <p><b>VGP:</b> Use co-ordination and some subordination to join clauses</p> <p><b>VGP:</b> Use present tense mostly correctly and consistently</p> <p><b>CL:</b> Personal experience</p> <p><b>CL:</b> Present tense</p>	<p><b>WC:</b> Poetry</p> <p><b>WC:</b> Intonation</p> <p><b>VGP:</b> Year 2 grammar</p> <p><b>CL:</b> Apostrophes for possession (GD)</p> <p><b>CL:</b> Apostrophes for contractions (GD)</p>	<p><b>H:</b> Cursive</p> <p>SATs Revision</p>	<p><b>WC:</b> Formal voice</p> <p><b>VGP:</b> Standard English</p> <p><b>CL:</b> Add suffixes to spell most words correctly in their writing (GD)</p> <p><b>CL:</b> Exclamations (GD)</p> <p><b>CL:</b> Make simple revisions, additions and proof reading corrections to their own writing (GD)</p> <p><b>CL:</b> Use the diagonal and horizontal strokes needed to join some letters (GD)</p>	<p>Children are able to write at length for a variety of purposes</p> <p>Children are confident in using VGP and spellings from Year 2</p> <p>Children can discuss and use some of the features from a variety of text types</p> <p>Cursive handwriting</p> <p>Year 2 checklist for EXS and GD</p>
<b>Oracy</b>	<ul style="list-style-type: none"> <li>I ask question to get more information and clarify meaning.</li> <li>I talk in complete sentences.</li> <li>I decide when I need to use specific vocabulary.</li> <li>I take turns when talking in pairs or a small group.</li> <li>I am aware that formal and informal situations require different language (beginning).</li> <li>I perform a simple poem from memory.</li> </ul>			<ul style="list-style-type: none"> <li>I retell a story using narrative language and linking words and phrases.</li> <li>I hold the attention of people I am speaking to by adapting the way I talk.</li> <li>I understand how to speak for different purposes and audiences (beginning).</li> </ul>			
<b>Text and Genre</b>	<p><a href="#">You Must Bring a Hat</a> Description</p> <p><a href="#">Good Enough to Eat: A Kids Guide to Food and Nutrition</a> Balanced argument</p>	<p><a href="#">Magic Grandad: The Great Fire of London: Multimedia</a> Recount diary</p> <p><a href="#">Vlad and the Great Fire of London</a> Newspaper</p> <p><a href="#">On the Ning Nang Nong</a> Nonsense poetry</p>	<p><a href="#">Mrs Armitage Queen of the Road</a> Adventure story</p> <p><a href="#">How to Build a Rocket</a> Instructions</p> <p><a href="#">The Enormous Crocodile</a> 5 paragraph narrative</p>	<p><a href="#">Revolting Rhymes: Little Red Riding Hood</a> Wolf catching machine</p> <p>Explanation (EXS)</p>	<p><a href="#">Habitats and Food Chains</a> Non-chronological report</p> <p>SATs</p>	<p><a href="#">Revolting Rhymes</a> Book review (GDS)</p> <p><a href="#">Dear Greenpeace</a> Persuasive letter</p> <p><a href="#">The Leopard's Drum</a> Fable (from another culture)</p>	
<b>Phonics</b>	<b>Phase 5 revision</b>	<b>Phase 5 and 6</b>	<b>Phase 6</b>	<b>Phase 6</b>	<b>Phase 6</b>	<b>Phase 6 Revision</b>	
<b>Spelling</b>	<p><b>Sp:</b> Year 1 Spellings</p> <p><b>Sp:</b> Segments spoken words into phonemes and represent these by graphemes</p> <p><b>Sp:</b> -ful</p> <p><b>Sp:</b> /l/ -le (apple, bottle, table)</p> <p><b>Sp:</b> -al (metal, pedal)</p> <p><b>Sp:</b> -est (happiest, craziest)</p> <p><b>Sp:</b> -dge, ge)</p>	<p><b>Sp:</b> New ways for phonemes</p> <p><b>Sp:</b> Exception words →</p> <p><b>Sp:</b> -less</p> <p><b>Sp:</b> /r/ spelt wr (write, wrote)</p> <p><b>Sp:</b> -y (cry, fly, try)</p> <p><b>Sp:</b> -ll (all, ball)</p> <p><b>Sp:</b> /Δ/ (other, mother)</p>	<p><b>Sp:</b> Contractions</p> <p><b>Sp:</b> Possessive apostrophes</p> <p><b>Sp:</b> -ly, -ness</p> <p><b>Sp:</b> /s/ spelt c (race, city)</p> <p><b>Sp:</b> -es to -y (flies, tries)</p> <p><b>Sp:</b> -er (happier, bigger)</p> <p><b>Sp:</b> /Σ/ (television, treasure)</p> <p><b>Sp:</b> -tion (station, motion)</p> <p><b>Sp:</b> /n/ (knock, gnaw)</p>	<p><b>Sp:</b> Homophones</p> <p><b>Sp:</b> -ment</p> <p><b>Sp:</b> /b/ (want, watch)</p> <p><b>Sp:</b> (word, work)</p> <p><b>Sp:</b> (war, warm)</p>	<p><b>Sp:</b> Spelling rules</p> <p><b>Sp:</b> -el (camel, squirrel)</p> <p><b>Sp:</b> -ey (monkey, donkey)</p>	<p><b>Sp:</b> Write from memory</p> <p><b>Sp:</b> Year 2 spellings</p>	





Year 2 – Key Stage 1

Term	1	2	3	4	5	6	Final Expectation
<b>Theme</b>	<b>Can Party Food Be Healthy?</b>	<b>What Do We Like About Our Place?</b>	<b>What's the Best Way for Mrs Armitage to Travel?</b>	<b>Where Do Bong Trees Grow?</b>	<b>What Makes Us Like Other Animals?</b>	<b>How Did Families Have Fun in the Past?</b>	
<b>Word Reading</b>	Continue to apply phonics to decode words until automatic decoding is embedded  Read accurately by blending  Read books closely matched to phonic knowledge	Read accurately words of two or more syllables  Read words containing common suffixes  Re-read books to build fluency and confidence	Read further common exception words	Read most words quickly and accurately	→  KS1 SAT	→	Scale score 100+ KS1 SAT  Take Home Readers 24  Phonics phase 6  Reading speed 90wpm  Can name favourite fiction and non-fictions books and explain why
<b>Comprehension</b>	Listen to and discuss a wide range of stories  Discuss sequence of events and how they're related  Recognise simple recurring language	Listen to and discuss a wide range of non-fiction  Introduced to non-fiction books structured in different ways  Answer and ask questions	Discuss and clarify meanings of words  Retell a wider range of stories, fairy stories and traditional tales  Predict what might happen based on what's been read so far	Listen to and discuss a wide range of poetry  Draw on what they know or on background information / vocabulary provided by the teacher  Participate in discussion	Discuss favourite words and phrases  Check text makes sense and correct inaccurate reading  KS1 SAT	Continue to build repertoire of poems learnt by heart  Explain and discuss understanding of books, poems and other material	Able to read books that are not fully decodable
<b>Guided Reading</b>	<b>Setting For Whole Class Comprehension</b>	<b>Setting For Whole Class Comprehension</b>	<b>Setting For Whole Class Comprehension</b>	<b>Setting For Whole Class Comprehension</b>	<b>Setting For Whole Class Comprehension</b>	<b>Setting For Whole Class Comprehension</b>	
<b>Take Home Readers</b>	<b>18 - 19 Phase 5</b>	<b>19 - 20 Phase 6</b>	<b>20 - 21 Phase 6</b>	<b>21 - 22 Broadly Decodable</b>	<b>22 - 23 Broadly Decodable</b>	<b>23 - 24 Broadly Decodable</b>	
<b>Phonics</b>	<b>Phase 5 revision</b>	<b>Phase 5 and 6</b>	<b>Phase 6</b>	<b>Phase 6</b>	<b>Phase 6</b>	<b>Phase 6 Revision</b>	
<b>Whole Class Readers</b>	<b>You Must Bring a Hat, Good Enough to Eat: A Kids Guide to Food and Nutrition</b>	<b>Magic Grandad: The Great Fire of London: Multimedia, Vlad and the Great Fire of London, On the Ning Nang Nong</b>	<b>Mrs Armitage Queen of the Road, How to Build a Rocket, The Enormous Crocodile</b>	<b>Revolting Rhymes: Little Red Riding Hood</b>	<b>Habitats and Food Chains, The Famous Five: Five on Treasure Island</b>	<b>Revolting Rhymes, Dear Greenpeace, The Leopard's Drum</b>	



Year 3 – Key Stage 2

Term	1	2	3 (9 weeks)	4 (3 weeks)	5	6	Final Expectation
Theme	<b>How Does Electricity Work?</b>	<b>Who Were the Greatest Builders?</b>	<b>Would We Like to Visit Guatemala?</b>	<b>Games Children Play</b>	<b>Are Bugs Important?</b>	<b>How Can We Make Living Here Better For Everyone?</b>	
Writing Curriculum	<p><b>H:</b> Use the diagonal and horizontal strokes that are needed to join letters</p> <p><b>WC:</b> Plan their writing by discussing writing that is similar and learning from its structure →</p> <p><b>WC:</b> composing and rehearsing sentences orally, increasing the range of sentence structures →</p> <p><b>WC:</b> in narratives, creating settings</p> <p><b>WC:</b> in non-narrative material, using simple organisational devices →</p> <p><b>WC:</b> Accurate use of pronouns in sentences</p> <p><b>WC:</b> Proof read for punctuation errors →</p> <p><b>VGP:</b> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p><b>VGP:</b> Using adverbs to express time and cause</p> <p><b>VGP:</b> Using pronouns for clarity and cohesion</p> <p><b>CL:</b> Word choice</p> <p><b>CL:</b> Tenses</p> <p><b>CL:</b> Speech</p> <p><b>CL:</b> Capital letters and full stops</p> <p><b>CL:</b> Subordination</p> <p><b>CL:</b> Conjunctions</p>	<p><b>H:</b> Understand which letters are best left unjoined.</p> <p><b>WC:</b> Plan their writing by discussing writing that is similar and learning from its vocabulary →</p> <p><b>WC:</b> composing and rehearsing dialogue →</p> <p><b>WC:</b> Organising paragraphs around a theme →</p> <p><b>WC:</b> In narratives, creating characters</p> <p><b>WC:</b> Proposing changes to grammar and vocabulary to improve consistency</p> <p><b>WC:</b> Proof read for spelling errors →</p> <p><b>VGP:</b> Using fronted adverbials</p> <p><b>VGP:</b> Using conjunctions to express time and cause</p> <p><b>VGP:</b> Using commas after fronted adverbials</p> <p><b>VGP:</b> Choosing nouns for clarity and cohesion</p> <p><b>VGP:</b> using and punctuating direct speech</p> <p><b>CL:</b> Purpose</p> <p><b>CL:</b> Organisational features</p> <p><b>CL:</b> Questions (rhetorical)</p> <p><b>CL:</b> Commas for lists</p> <p><b>CL:</b> Adverbs</p>	<p><b>H:</b> Ensure the down strokes of letters are parallel and equidistant; that lines of writing are sufficiently spaced so that the ascenders and descenders of letters do not touch.</p> <p><b>WC:</b> Plan their writing by discussing writing that is similar and learning from its grammar →</p> <p><b>WC:</b> Building vocabulary (synonyms and antonyms)</p> <p><b>WC:</b> in narratives, creating plot</p> <p><b>WC:</b> Evaluate and edit by suggesting improvements to their own and others writing</p> <p><b>VGP:</b> Using the present perfect form of verbs in contrast to the past tense</p> <p><b>VGP:</b> Using prepositions to express time and cause</p> <p><b>VGP:</b> Indicating possession by using the possessive apostrophe with plural nouns</p> <p><b>CL:</b> Audience</p> <p><b>CL:</b> Prepositions</p> <p><b>CL:</b> Paragraphs</p> <p><b>CL:</b> Exclamations</p> <p><b>CL:</b> Possessive apostrophes</p>	<p><b>H:</b> Increase fluency</p> <p><b>WC:</b> Plan their writing by discussing ideas</p> <p><b>WC:</b> Evaluate and edit by assessing the effectiveness of their own and others writing</p> <p><b>CL:</b> Range of conjunctions (GD)</p>	<p><b>H:</b> Increase fluency</p> <p><b>WC:</b> Plan their writing by recording a variety of ideas</p> <p><b>WC:</b> In narratives, creating settings, characters and plot</p> <p><b>WC:</b> Proposing changes to grammar and vocabulary</p> <p><b>VGP:</b> Using grammar and grammatical terminology for Year 3</p> <p><b>CL:</b> Present perfect</p> <p><b>CL:</b> Range of prepositions (GD)</p>	<p><b>H:</b> Increase fluency</p> <p><b>WC:</b> 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</p> <p><b>CL:</b> Range of adverbs (GD)</p> <p><b>CL:</b> Handwriting (GD)</p>	<p>Children are able to write at length (5 paragraphs) for a variety of purposes</p> <p>Children are confident in using VGP and spellings from Year 3</p> <p>Children can discuss and use the features from a variety of text types</p> <p>Cursive handwriting</p> <p>Year 3 checklist for EXS and GD</p>
Oracy	<ul style="list-style-type: none"> <li>I sequence and communicate ideas in an organised and logical way, always using complete sentences.</li> <li>I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.</li> <li>I take a full part in paired and group discussions.</li> <li>I show that I know when Standard English is required and use it (beginning).</li> <li>I perform poems from memory adapting expression and tone as appropriate.</li> </ul>			<ul style="list-style-type: none"> <li>I retell a story using narrative language and add relevant detail.</li> <li>I show that I have listened carefully because I make relevant comments.</li> <li>I present ideas or information to an audience.</li> <li>I recognise that meaning can be expressed in different ways, depending on the context.</li> </ul>			
Text and Genre	<p><a href="#">Thomas Edison</a> Biography</p> <p><a href="#">Stig of the Dump</a> Adventure story</p> <p><a href="#">Calligrams</a> Poetry</p>	<p><a href="#">How to Mummify a Pharaoh</a> Instructions</p> <p><a href="#">Cave Baby</a> Diary</p> <p><a href="#">Stone Age Boy</a> Narrative</p>	<p><a href="#">The Vanishing Rainforest</a> Setting description</p> <p>Persuasive letter</p> <p><a href="#">The Chocolate Tree</a> 5 paragraph myth</p>	<p><a href="#">Link to Production</a> Recount</p>	<p><a href="#">The Storm Unicorn (Insects and Spiders)</a> Non-Chronological report</p> <p><a href="#">The Grouchy Ladybug</a> Fantasy story</p>	<p><a href="#">A Street Through Time</a> Explanation</p> <p><a href="#">King Arthur</a> Legend</p> <p><a href="#">Research Bristol Buildings: Multimedia</a> Newspaper</p>	
Spelling	<p><b>Sp:</b> Year 2 spellings</p> <p><b>Sp:</b> Possessive apostrophe for regular plurals</p> <p><b>Sp:</b> Adding suffixes</p> <p><b>Sp:</b> -cian (electrician)</p>	<p><b>Sp:</b> Prefixes</p> <p><b>Sp:</b> Suffixes</p> <p><b>Sp:</b> /l/ spelt y (myth, pyramid)</p> <p><b>Sp:</b> More prefixes</p>	<p><b>Sp:</b> Homophones</p> <p><b>Sp:</b> Checking words in a dictionary</p> <p><b>Sp:</b> /ʌ/ (young, country)</p> <p><b>Sp:</b> Suffix -ly</p>	<p><b>Sp:</b> Spell words that are often misspelt</p> <p><b>Sp:</b> -ation (information)</p>	<p><b>Sp:</b> Write from memory</p> <p><b>Sp:</b> -sion</p> <p><b>Sp:</b> -ch (chef, chalet)</p>	<p><b>Sp:</b> -sion (expansion, extension)</p> <p><b>Sp:</b> Year 3 spellings</p>	



Year 3 – Key Stage 2

Term	1	2	3	4	5	6	Final Expectation
<b>Theme</b>	<b>How Does Electricity Work?</b>	<b>Who Were the Greatest Builders?</b>	<b>Would We Like to Visit Guatemala?</b>	<b>Games Children Play</b>	<b>Are Bugs Important?</b>	<b>How Can We Make Living Here Better For Everyone?</b>	
<b>Word Reading</b>	Apply growing knowledge of root words Read further exception words See English Appendix 1 NC	Apply growing knowledge of prefixes	Apply growing knowledge of suffixes	Understand meaning of new words using root words, prefixes and suffixes	→	→	Scale score 100+ PiXL Take Home Readers 28 Reading speed 100wpm Can discuss a variety of favourite fiction, non-fiction and poetry, explaining similarities and differences Able to name favourite authors and their books
<b>Comprehension</b>	Listen to and discuss a wide range of fiction Read books structured in different ways Retell stories orally Check text makes sense Ask questions to improve understanding Participate in discussion about books	Listen to and discuss a wide range of non-fiction Increasing familiarity with fairy stories Discuss understanding and explain meaning of words in context Predict from details stated and implied Retrieve and record information from non-fiction	Listen to and discuss a wide range of poetry and plays Use dictionaries to check meaning of words Prepare play scripts to read aloud and perform Identify main ideas from more than one paragraph and summarise	Listen to and discuss reference books and text books Prepare poetry to read aloud and perform, paying attention to intonation, tone, volume and action Identify how language, structure and presentation contribute to meaning	Identify themes and conventions in a wide range of books Recognise different forms of poetry Infer characters feelings, thoughts and motives from actions	Increasing familiarity with myths and legends Justify inferences with evidence	
<b>Guided Reading</b>	<b>Setting For Whole Class Comprehension</b>	<b>Setting For Whole Class Comprehension</b>	<b>Setting For Whole Class Comprehension</b>	<b>Setting For Whole Class Comprehension</b>	<b>Setting For Whole Class Comprehension</b>	<b>Setting For Whole Class Comprehension</b>	
<b>Take Home Readers</b>	<b>24 - 25 Broadly Decodable</b>	<b>25 - 25 Broadly Decodable</b>	<b>25 - 26 Broadly Decodable</b>	<b>26 - 27 Broadly Decodable - Copper</b>	<b>27 - 27 Copper</b>	<b>27 - 27 Copper</b>	
<b>Whole Class Readers</b>	<b>Thomas Edison, Stig of the Dump, Calligrams</b>	<b>How to Mummify a Pharaoh, Cave Baby, Stone Age Boy</b>	<b>The Vanishing Rainforest, The Chocolate Tree</b>	<b>The Borrowers</b>	<b>Insects and Spiders, The Grouchy Ladybug</b>	<b>A Street Through Time, King Arthur, Research Bristol Buildings: Multimedia</b>	



Year 4 – Key Stage 2

Term	1	2	3 (9 weeks)	4 (3 weeks)	5	6	Final Expectation
Theme	<b>How Do We See? How Do We Hear?</b>	<b>Why Do We Speak English?</b>	<b>Should We Stop Eating Chocolate?</b>	<b>Production</b>	<b>What Happens Inside Us?</b>	<b>European Study: Italy</b>	
Writing Curriculum	<p><b>H:</b> Understand which letters are best left unjoined.</p> <p><b>WC:</b> Plan their writing by discussing writing that is similar and learning from its structure →</p> <p><b>WC:</b> composing and rehearsing sentences orally</p> <p><b>WC:</b> Organising paragraphs around a theme →</p> <p><b>WC:</b> In narratives, creating characters</p> <p><b>WC:</b> in non-narrative material, using simple organisational devices →</p> <p><b>WC:</b> Proof read for punctuation errors →</p> <p><b>VGP:</b> Using the present perfect form of verbs in contrast to the past tense</p> <p><b>VGP:</b> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p><b>VGP:</b> using and punctuating direct speech</p> <p><b>CL:</b> Organising paragraphs</p>	<p><b>H:</b> Ensure the down strokes of letters are parallel and equidistant; that lines of writing are sufficiently spaced so that the ascenders and descenders of letters do not touch.</p> <p><b>WC:</b> Plan their writing by discussing writing that is similar and learning from its vocabulary →</p> <p><b>WC:</b> Building vocabulary (synonyms and antonyms)</p> <p><b>WC:</b> in narratives, creating plot</p> <p><b>WC:</b> Evaluate and edit by assessing the effectiveness of others writing</p> <p><b>WC:</b> Proof read for spelling errors →</p> <p><b>VGP:</b> Choosing nouns and pronouns for clarity and cohesion</p> <p><b>VGP:</b> Using prepositions to express time and cause</p> <p><b>VGP:</b> Indicating possession by using the possessive apostrophe with plural nouns</p> <p><b>CL:</b> Maintain tense</p> <p><b>CL:</b> Apostrophes</p> <p><b>CL:</b> Nouns and pronouns</p>	<p><b>H:</b> Increase fluency</p> <p><b>WC:</b> Increasing the range of sentence structures →</p> <p><b>WC:</b> Plan their writing by discussing writing that is similar and learning from its grammar →</p> <p><b>WC:</b> in narratives, creating settings</p> <p><b>WC:</b> Evaluate and edit by assessing the effectiveness of their own writing</p> <p><b>WC:</b> Accurate use of pronouns in sentences</p> <p><b>VGP:</b> Using fronted adverbials</p> <p><b>VGP:</b> Using commas after fronted adverbials</p> <p><b>VGP:</b> Using adverbs to express time and cause</p> <p><b>CL:</b> Aid cohesion</p> <p><b>CL:</b> Fronted adverbials</p>	<p><b>H:</b> Increase fluency</p> <p><b>WC:</b> Plan their writing by discussing ideas</p> <p><b>WC:</b> In narratives, creating settings, characters and plot</p> <p><b>WC:</b> 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</p> <p><b>VGP:</b> Using grammar and grammatical terminology for Year 4</p> <p><b>CL:</b> Punctuate speech (GD)</p>	<p><b>H:</b> Increase fluency</p> <p><b>WC:</b> In narratives, creating settings, characters and plot</p> <p><b>WC:</b> Plan their writing by recording a variety of ideas</p> <p><b>WC:</b> Proposing changes to grammar and vocabulary</p> <p><b>CL:</b> Proof read and edit</p> <p><b>CL:</b> Apostrophes (GD)</p>	<p><b>H:</b> Increase fluency</p> <p><b>WC:</b> In narratives, creating settings, characters and plot</p> <p><b>VGP:</b> Using grammar and grammatical terminology for Year 4</p> <p><b>CL:</b> Proof read and edit (GD)</p>	<p>Children are able to write at length for a variety of purposes</p> <p>Children are confident in using VGP and spellings from Year 4</p> <p>Children can discuss and use the features from a variety of text types</p> <p>Cursive handwriting</p> <p>Year 4 checklist for EXS and GD</p>
Oracy	<ul style="list-style-type: none"> <li>• I ask questions to clarify or develop my understanding.</li> <li>• I sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.</li> <li>• I show that I understand the main point and the details in a discussion.</li> <li>• I adapt what I am saying to the needs of the listener or audience (increasingly).</li> <li>• I show that I know that language choices vary in different contexts</li> </ul>			<ul style="list-style-type: none"> <li>• I present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.</li> <li>• I justify an answer by giving evidence.</li> <li>• I use Standard English when it is required.</li> <li>• I perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.</li> </ul>			
Text and Genre	<p><a href="#">Adventures in Sound with Max Axium</a></p> <p>Newspaper</p> <p><a href="#">The Firework Maker's Daughter</a></p> <p>Fantasy story</p> <p>Character description</p>	<p><a href="#">Beowulf</a></p> <p>Myth</p> <p><a href="#">Vikings: Vikings Meet Anglo Saxons: Multimedia</a></p> <p>Diary</p> <p><a href="#">Winter Poetry</a></p> <p>Personification</p>	<p><a href="#">Charlie and the Chocolate Factory</a></p> <p>Story in the style of a significant author</p> <p><a href="#">Chocolate</a></p> <p>Balanced argument</p> <p><a href="#">Harry Potter and the Philosopher's Stone: First Meal at Hogwarts</a></p> <p>Descriptive passage</p>	<p><a href="#">Link to Production</a></p> <p>Recount</p>	<p><a href="#">The Demon Dentist</a></p> <p>Suspense story</p> <p><a href="#">The Magic School Bus: Inside the Human Body</a></p> <p>Information text</p>	<p><a href="#">The Lion, The Witch and the Wardrobe</a></p> <p>Explanation text</p> <p><a href="#">Charlotte's Web</a></p> <p>Classic narrative</p> <p><a href="#">City Trails: Rome</a></p> <p>Instructions</p>	
Spelling	<p><b>Sp:</b> Year 3 spellings</p> <p><b>Sp:</b> Homophones</p> <p><b>Sp:</b> -sure and -ture (measure, nature, adventure)</p> <p><b>Sp:</b> -/s/ spelt -sc (science, fascinate)</p>	<p><b>Sp:</b> Prefixes and suffixes (root words)</p> <p><b>Sp:</b> Dictionary work</p> <p><b>Sp:</b> Prefixes</p>	<p><b>Sp:</b> Commonly misspelt words</p> <p><b>Sp:</b> -ous (mountainous, poisonous, enormous)</p>	<p><b>Sp:</b> Possessive apostrophes</p> <p><b>Sp:</b> -ion, -ian, -ssion (invention, injection, expression)</p>	<p><b>Sp:</b> /g/ spelt -gue (tongue)</p> <p><b>Sp:</b> /eI/ (vein, weigh, obey)</p>	<p><b>Sp:</b> Write from memory</p> <p><b>Sp:</b> Year 4 spellings</p>	



Year 4 – Key Stage 2

Term	1	2	3	4	5	6	Final Expectation
<b>Theme</b>	<b>How Do We See? How Do We Hear?</b>	<b>Why Do We Speak English?</b>	<b>Should We Stop Eating Chocolate?</b>	<b>Production</b>	<b>What Happens Inside Us?</b>	<b>European Study: Italy</b>	
<b>Word Reading</b>	Apply growing knowledge of root words, prefixes and suffixes  Read further exception words  See English Appendix 1 NC	Understand meaning of new words using root words, prefixes and suffixes	→	→	→	→	Scale score 100+ PiXL  Take Home Readers 30+  Reading speed 110wpm  Can discuss favourite genres and types of text, explaining why and giving examples of conventions
<b>Comprehension</b>	Listen to and discuss a wide range of fiction and non-fiction  Use dictionaries to check meanings of words  Identify themes  Discuss words and phrases that capture interest  Check text makes sense  Predict from details stated and implied  Retrieve and record information from non-fiction  Participate in discussion about books	Listen to and discuss a wide range of poetry  Increasing familiarity with a wide range of books  Identify conventions  Prepare and perform poems  Recognise different forms of poetry  Draw inferences from characters actions and justify using evidence	Listen to and discuss reference books and textbooks  Read books structured in different ways  Discuss understanding and explain meaning of words in context  Ask questions to improve understanding	Listen to and discuss a wide range of plays  Prepare and perform plays  Familiarity with myths and legends  Identify main ideas from more than one paragraph and summarise	Read for a range of purposes  Identify how language, structure and presentation contribute to meaning	→	Able to name favourite authors and their books, explaining why they prefer them to others
<b>Guided Reading</b>	<b>Setting For Whole Class Comprehension</b>	<b>Setting For Whole Class Comprehension</b>	<b>Setting For Whole Class Comprehension</b>	<b>Setting For Whole Class Comprehension</b>	<b>Setting For Whole Class Comprehension</b>	<b>Setting For Whole Class Comprehension</b>	
<b>Take Home Readers</b>	<b>27 - 28 Copper - Topaz</b>	<b>28 - 28 Topaz</b>	<b>28 - 28 Topaz</b>	<b>28 - 29 Topaz - Ruby</b>	<b>29 - 29 Ruby</b>	<b>29 - 29 Ruby</b>	
<b>Whole Class Readers</b>	<b>Adventures in Sound with Max Axium, The Firework Maker's Daughter</b>	<b>Beowulf, Vikings: Vikings Meet Anglo Saxons: Multimedia, Winter Poetry</b>	<b>Charlie and the Chocolate Factory, Chocolate, Harry Potter and the Philosopher's Stone: First Meal at Hogwarts</b>	<b>The Little Prince, The Golden Compass</b>	<b>The Demon Dentist, The Magic School Bus: Inside the Human Body</b>	<b>The Lion, The Witch and the Wardrobe, Charlotte's Web, City Trails: Rome</b>	



Year 5 – Key Stage 2

Term	1	2	3 (9 weeks)	4 (3 weeks)	5	6	Final Expectation
Theme	<b>Mysterious Materials: What Is It Made Of?</b>	<b>Why Would Someone Build A Castle Here?</b>	<b>The Fairground</b>	<b>The Highwayman</b>	<b>Do We Make The Most Of What's On Our Doorstep?</b>	<b>Why Do I Live Here?</b>	
Writing Curriculum	<p><b>H:</b> Write legibly and fluently</p> <p><b>WC:</b> Plan by identifying the audience, selecting the appropriate form and using other similar writing as models for their own →</p> <p><b>WC:</b> Plan by noting initial ideas</p> <p><b>WC:</b> In narratives, describe characters →</p> <p><b>WC:</b> Select appropriate vocabulary →</p> <p><b>WC:</b> Use a wide range of devices to build cohesion within paragraphs →</p> <p><b>WC:</b> Use further organisational and presentational devices to structure text and to guide the reader</p> <p><b>WC:</b> Evaluate and edit by assessing the effectiveness of others writing →</p> <p><b>WC:</b> Propose changes to punctuation to enhance effects and clarify meaning</p> <p><b>VGP:</b> Use the perfect for of verbs to mark relationships of time and cause</p> <p><b>VGP:</b> Use expanded noun phrases to convey complicated information concisely</p> <p><b>VGP:</b> Using commas to clarify meaning or avoid ambiguity</p> <p><b>VGP:</b> Use a colon to introduce a list</p> <p><b>CL:</b> Commas to clarify</p> <p><b>CL:</b> Audience</p> <p><b>CL:</b> Dialogue</p> <p><b>CL:</b> Organisation</p>	<p><b>H:</b> Choose which shape of letter to use when given choices and deciding whether or not to join specific letters</p> <p><b>WC:</b> Plan by identifying the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own →</p> <p><b>WC:</b> Develop initial ideas</p> <p><b>WC:</b> In narratives, describe settings →</p> <p><b>WC:</b> Select appropriate vocabulary, understanding how such choices can change and enhance meaning →</p> <p><b>WC:</b> In narratives, describe atmosphere →</p> <p><b>WC:</b> Use a wide range of devices to build cohesion between paragraphs →</p> <p><b>WC:</b> Evaluate and edit by assessing the effectiveness of own writing →</p> <p><b>WC:</b> Propose changes to vocabulary to enhance effects and clarify meaning</p> <p><b>WC:</b> Proof read for spelling and punctuation errors</p> <p><b>VGP:</b> Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p><b>VGP:</b> Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie. Omitted) relative pronoun</p> <p><b>VGP:</b> Use brackets, dashes or commas to indicate parenthesis</p> <p><b>CL:</b> Punctuation</p> <p><b>CL:</b> Relative clauses</p> <p><b>CL:</b> Purpose</p> <p><b>CL:</b> Linking paragraphs</p> <p><b>CL:</b> Parenthesis</p> <p><b>CL:</b> Adverbs</p>	<p><b>H:</b> Write with increasing speed</p> <p><b>WC:</b> Plan their writing by selecting the appropriate form →</p> <p><b>WC:</b> Plan their writing by drawing on reading</p> <p><b>WC:</b> In writing narratives, consider how authors have developed characters and settings in what pupils have read →</p> <p><b>WC:</b> Select appropriate grammar, understanding how such choices can change and enhance meaning →</p> <p><b>WC:</b> Integrate dialogue to convey character →</p> <p><b>WC:</b> Précising longer passages</p> <p><b>WC:</b> Ensuring the consistent and correct use of tense throughout a piece of writing →</p> <p><b>WC:</b> Propose changes to grammar to enhance effects and clarify meaning</p> <p><b>VGP:</b> Use passive verbs to affect the presentation of information in a sentence</p> <p><b>VGP:</b> Use modal verbs or adverbs to indicate degrees of possibility</p> <p><b>VGP:</b> Use hyphens to avoid ambiguity</p> <p><b>VGP:</b> Punctuate bullet points consistently</p> <p><b>CL:</b> Linking words</p> <p><b>CL:</b> Atmosphere</p> <p><b>CL:</b> Word choice</p> <p><b>CL:</b> Modal verbs</p>	<p><b>H:</b> Write legibly and fluently</p> <p><b>WC:</b> Plan their writing by drawing on research</p> <p><b>WC:</b> In writing narratives, consider how authors have developed characters and settings in what pupils have seen performed</p> <p><b>WC:</b> Integrate dialogue to advance action →</p> <p><b>WC:</b> Ensure correct subject and verb agreement when using singular and plural</p> <p><b>VGP:</b> Grammar for Year 5</p> <p><b>VGP:</b> Use colons, semi colons or dashes to mark boundaries between independent clauses</p> <p><b>CL:</b> Converting nouns and adjectives</p> <p><b>CL:</b> Dialogue (GD)</p>	<p><b>H:</b> Write with increasing speed</p> <p><b>H:</b> Choose the writing implement best suited for a task</p> <p><b>VGP:</b> Use and understand grammatical terminology</p> <p><b>CL:</b> Consistent linking paragraphs (GD)</p> <p><b>CL:</b> Consistent commas to clarify (GD)</p>	<p><b>H:</b> Write legibly, fluently and with increasing speed</p> <p><b>WC:</b> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p><b>CL:</b> Consistent relative clauses (GD)</p>	<p>Children are able to write at length for a variety of purposes</p> <p>Children are able to identify and replicate formality in their writing</p> <p>Children are confident in using VGP and spellings from Year 5</p> <p>Children can discuss and use the features from a variety of text types</p> <p>Cursive handwriting</p>
Oracy	<ul style="list-style-type: none"> <li>• I engage the listener by varying my expression and vocabulary.</li> <li>• I adapt my spoken language depending on the audience, the purpose or the context.</li> <li>• I develop my ideas and opinions, providing relevant detail.</li> <li>• I express my point of view.</li> <li>• I show that I understand the main points, including implied meanings in a discussion.</li> <li>• I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.</li> </ul>			<ul style="list-style-type: none"> <li>• I use Standard English in formal situations.</li> <li>• I am beginning to use hypothetical language to consider more than one possible outcome or solution.</li> <li>• I perform my own compositions, using appropriate intonation and volume so that meaning is clear.</li> <li>• I begin to select the appropriate register according to the context.</li> <li>• I perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.</li> </ul>		<p>Year 5 checklist for EXS and GD</p>	
Text and Genre	<p><a href="#">11 Experiments That Failed</a> Explanation text</p> <p><a href="#">Iron Man</a> Mystery story</p> <p><a href="#">Ada Twist Scientist</a> Recount</p>	<p><a href="#">War Horse</a> Story with a historical setting</p> <p><a href="#">Horrible Histories: Measly Middle Ages</a> Newspaper</p> <p><a href="#">Talkin' Turkeys</a> Performance poetry</p>	<p><a href="#">The London Eye Mystery</a> Suspense story</p> <p><a href="#">Awesome Engineering: Fairground Rides</a> Information text</p>	<p><a href="#">The Highwayman</a> Narrative poetry</p>	<p><a href="#">Macbeth: A Shakespeare Story</a> Flashback story</p> <p><a href="#">Pop Sonnets</a> Poetry verse</p> <p><a href="#">Macbeth: Production</a></p>	<p><a href="#">Coming to England</a> Letter</p> <p><a href="#">Thief</a> Adventure story (BME author)</p>	
Spelling	<p><b>Sp:</b> Year 4 spellings</p> <p><b>Sp:</b> Further prefixes</p> <p><b>Sp:</b> Using dictionaries</p> <p><b>Sp:</b> -ough (rough, tough)</p>	<p><b>Sp:</b> Further suffixes</p> <p><b>Sp:</b> Silent letters</p> <p><b>Sp:</b> Silent letters (knight, solemn)</p> <p><b>Sp:</b> Ending -able, -ible</p>	<p><b>Sp:</b> Homophones</p> <p><b>Sp:</b> Etymology</p> <p><b>Sp:</b> Use of hyphen</p> <p><b>Sp:</b> -fer suffixes (preferred)</p>	<p><b>Sp:</b> Morphology</p> <p><b>Sp:</b> Thesaurus</p> <p><b>Sp:</b> I before e (deceive, receive)</p>	<p><b>Sp:</b> Homophones</p>	<p><b>Sp:</b> Year 5 spellings</p>	



Year 5 – Key Stage 2

Term	1	2	3	4	5	6	Final Expectation
<b>Theme</b>	<b>Mysterious Materials: What Is It Made Of?</b>	<b>Why Would Someone Build A Castle Here?</b>	<b>The Fairground</b>	<b>The Highwayman</b>	<b>Do We Make The Most Of What's On Our Doorstep?</b>	<b>Why Do I Live Here?</b>	
<b>Word Reading</b>	Apply knowledge of root words to read and understand new words  See English Appendix 1 NC	Apply knowledge of prefixes to read and understand new words	Apply knowledge of suffixes to read and understand new words	→	→	→	Scale score 100+ PiXL Take Home Readers Free Reader Reading speed 120wpm
<b>Comprehension</b>	Read and discuss a wide range of fiction  Read for a range of purposes Modern fiction  Identify and discuss themes and conventions  Check book makes sense  Discuss and evaluate figurative language and its impact	Read and discuss wide range of non-fiction  Read books structured in different ways  Fiction from our literary heritage  Ask questions to improve understanding  Identify how language, structure and presentation contribute to meaning  Distinguish between fact and opinion	Read and discuss a wide range of reference books and textbooks  Recommend books to peers, giving reasons  Draw inferences and justify with evidence  Summarise main ideas  Retrieve, record and present information from non-fiction	Read and discuss a wide range of poetry  Learn a wider range of poetry by heart  Prepare poems to read aloud and perform  Participate in discussion, challenging views courteously	Read and discuss a wide range of plays  Prepare plays to read aloud and perform  Explain and discuss understanding through formal presentations and debates	Books from other cultures  Provide reasoned justifications for my views	Can recommend books to peers, giving reasons  Able to evaluate an author's choices and provide reasoned justifications for their views
<b>Guided Reading</b>	<b>Setting For Whole Class Comprehension</b>	<b>Setting For Whole Class Comprehension</b>	<b>Setting For Whole Class Comprehension</b>	<b>Setting For Whole Class Comprehension</b>	<b>Setting For Whole Class Comprehension</b>	<b>Setting For Whole Class Comprehension</b>	
<b>Take Home Readers</b>	29 - 30 Ruby - Emerald	30 - 30 Emerald	30 - 30 Emerald	30 - 31 Emerald - Sapphire	31 - 31 Sapphire	31 - 31 Sapphire	
<b>Whole Class Readers</b>	11 Experiments That Failed, Iron Man, Ada Twist Scientist	War Horse, Horrible Histories: Measly Middle Ages, Talkin' Turkeys	The London Eye Mystery, Awesome Engineering: Fairground Rides	The Highwayman, Treasure Island	Macbeth: A Shakespeare Story, Pop Sonnets, Macbeth: Production	Coming to England, Thief	



Year 6 – Key Stage 2 – Fluid curriculum based on identified needs of children

Term Theme	1 What's Out There?	2 Has There Been A Better Time to Be Alive?	3 (9 weeks) Why Do Some Creatures No Longer Exist?	4 (3 weeks) Poetry	5 SATs!	6 Young Enterprise	Final Expectation
<b>Writing Curriculum</b>	<p><b>H:</b> Write legibly, fluently and with increasing speed  <b>WC:</b> Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  <b>WC:</b> Noting and developing initial ideas, drawing on reading and research where necessary  <b>WC:</b> Using a wide range of devices to build cohesion within and across paragraphs →  <b>WC:</b> Using further organisational and presentational devices to structure text and to guide the reader →  <b>WC:</b> Assess the effectiveness of others writing  <b>WC:</b> Propose changes to vocabulary to enhance effects and clarify meaning →  <b>WC:</b> Propose changes to punctuation to enhance effects and clarify meaning →  <b>VGP:</b> Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms →  <b>VGP:</b> Use passive verbs to affect the presentation of information in a sentence  <b>VGP:</b> Use expanded noun phrases to convey complicated information concisely  <b>VGP:</b> Use semi colons, colons or dashes to mark boundaries between independent clauses  <b>VGP:</b> Use a colon to introduce a list  <b>CL:</b> Describe settings and characters  <b>CL:</b> Punctuation  <b>CL:</b> Expanded noun phrases  <b>CL:</b> Prepositions  <b>CL:</b> Colons, semi colons and dashes</p>	<p><b>H:</b> Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters  <b>WC:</b> In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed  <b>WC:</b> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  <b>WC:</b> In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action  <b>WC:</b> Assess the effectiveness of own writing  <b>WC:</b> Propose changes to grammar to enhance effects and clarify meaning →  <b>WC:</b> Ensure the consistent and correct use of tense throughout a piece of writing  <b>VGP:</b> Use the perfect form of verbs to affect the presentation of information in a sentence  <b>VGP:</b> Use modal verbs or adverbs to indicate degrees of possibility  <b>VGP:</b> Use commas to clarify meaning or avoid ambiguity  <b>CL:</b> Dialogue to convey character and advance action  <b>CL:</b> Verb forms  <b>CL:</b> Selecting vocabulary and grammar  <b>CL:</b> Passive and modal verbs  <b>CL:</b> Adverbs</p>	<p><b>H:</b> Write legibly, fluently and with increasing speed  <b>WC:</b> Précising longer passages  <b>WC:</b> Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  <b>VGP:</b> Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun  <b>VGP:</b> Use hyphens to avoid ambiguity  <b>VGP:</b> Use brackets, dashes or commas to indicate parenthesis  <b>VGP:</b> Punctuating bullet points consistently  <b>CL:</b> Range of cohesion  <b>CL:</b> Clause structures  <b>CL:</b> Parenthesis</p>	<p><b>H:</b> Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters  <b>WC:</b> Proof read for spelling and punctuation errors  <b>VGP:</b> Year 5 and 6 grammar</p>	<p><b>H:</b> Write legibly, fluently and with increasing speed  <b>VGP:</b> Year 5 and 6 grammar  <b>CL:</b> Create atmosphere</p>	<p><b>H:</b> Choose the writing implement that is best suited to the task  <b>WC:</b> Editing  <b>VGP:</b> Editing  <b>CL:</b> Shifts in formality (GD)  <b>CL:</b> Select verb forms (GD)  <b>CL:</b> Full range of punctuation (GD)</p>	<p>Children are able to write at length for a variety of purposes</p> <p>Children are able to identify and replicate formality in their writing</p> <p>Children are confident in using VGP and spellings from Year 6</p> <p>Children can discuss and use the features from a variety of text types</p> <p>Cursive handwriting</p> <p>Year 6 checklist for EXS and GD</p>
<b>Oracy</b>	<ul style="list-style-type: none"> <li>I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.</li> <li>I ask questions to develop ideas and take account of others' views.</li> <li>I explain ideas and opinions giving reasons and evidence.</li> <li>I take an active part in discussions and can take on different roles.</li> <li>I listen to, and consider the opinions of, others in discussions.</li> <li>I make contributions to discussions, evaluating others' ideas and respond to them.</li> <li>I perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.</li> <li>I perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.</li> </ul>			<ul style="list-style-type: none"> <li>I sustain and argue a point of view in a debate, using the formal language of persuasion.</li> <li>I express possibilities using hypothetical and speculative language.</li> <li>I engage listeners through choosing appropriate vocabulary and register that it is matched to the context.</li> </ul>			
<b>Text and Genre</b>	<p><a href="#">Pandora</a> Non-chronological report  <a href="#">The Jamie Drake Equation</a> Sci-Fi story  <a href="#">The International Space Station</a> Information text</p>	<p><a href="#">Letters From A Lighthouse</a> Diary Persuasive letter  <a href="#">Carrie's War</a> Story with a historical setting</p>	<p><a href="#">Stone Girl, Bone Girl</a> Balanced argument  <a href="#">Charles Darwin's Around the World Adventure</a> Flashback story  <a href="#">Moth: An Evolution Story</a> Biography</p>	<p><a href="#">The Rime of the Ancient Mariner: Part IV</a> Narrative poetry</p>	<p><a href="#">Francis: Literacy Shed</a> Suspense story  <b>SATs Revision</b></p>	<p><a href="#">Titanium: Literacy Shed</a> Newspaper – witness statements  <a href="#">Coraline</a> Fantasy story  <a href="#">Be a Young Entrepreneur</a></p>	
<b>Spelling</b>	<b>Sp:</b> Year 5 and 6 spellings	<b>Sp:</b> Gaps identified from Term 1 assessment	<b>Sp:</b> Gaps identified from Term 2 assessment	<b>Sp:</b> Gaps identified Term 3	<b>Sp:</b> SATs Revision	<b>Sp:</b> Year 5 and 6 spellings	





Year 6 – Key Stage 2 - Fluid curriculum based on identified needs of children

Term	1	2	3	4	5	6	Final Expectation
<b>Theme</b>	<b>What's Out There?</b>	<b>Has There Been A Better Time to Be Alive?</b>	<b>Why Do Some Creatures No Longer Exist?</b>	<b>Poetry</b>	<b>SATs!</b>	<b>Young Enterprise</b>	
<b>Word Reading</b>	Apply knowledge of root words, prefixes and suffixes to read and understand new words  See English Appendix 1 NC	→	→	→	→  KS2 SAT	→	Scale score 100+ KS2 SAT  Take Home Readers Free Reader  Reading speed 120+wpm
<b>Comprehension</b>	Read and discuss a wide range of fiction, non-fiction, reference books and textbooks  Read for a range of purposes  Modern fiction  Identify and discuss themes and conventions  Discuss and evaluate figurative language and its impact  Ask questions to improve understanding  Identify how language, structure and presentation contribute to meaning	→  Read and discuss a wide range of poetry and plays  Books from other cultures  Reasoned justifications  Fiction from our literary heritage  Draw inferences and justify with evidence  Distinguish between fact and opinion	→  Recommend books to peers, giving reasons  Summarise main ideas  Read, record and present information from non-fiction  Read books structured in different ways	→	→  KS2 SAT	→  Prepare poetry and plays to read aloud and perform  Explain and discuss understanding through formal presentations and debates  Learn a wider range of poetry by heart  Participate in discussion, challenging views courteously	Has a love of reading and motivation to read for pleasure  Knowledge, understanding and ability to discuss a wide range of classic and modern texts
<b>Guided Reading</b>	<b>Setting For Whole Class Comprehension</b>	<b>Setting For Whole Class Comprehension</b>	<b>Setting For Whole Class Comprehension</b>	<b>Setting For Whole Class Comprehension</b>	<b>Setting For Whole Class Comprehension</b>	<b>Setting For Whole Class Comprehension</b>	
<b>Take Home Readers</b>	<b>31 – 32 Sapphire - Diamond</b>	<b>32 – 32 Diamond</b>	<b>32 – 32 Diamond</b>	<b>32 – 33 Diamond - Pearl</b>	<b>33 – 33 Pearl</b>	<b>33 – 33 Pearl</b>	
<b>Whole Class Readers</b>	<b>Pandora, The Jamie Drake Equation, The International Space Station</b>	<b>Letters From A Lighthouse, Carrie's War</b>	<b>Stone Girl, Bone Girl, Charles Darwin's Around the World Adventure, Moth: An Evolution Story</b>	<b>The Rime of the Ancient Mariner: Part IV, The Lady of Shallot</b>	<b>Francis: Literacy Shed, The Secret Garden</b>	<b>Titanium: Literacy Shed, Coraline, Be a Young Entrepreneur</b>	



Reading Guidance and Expectations

Publisher	Phonics Bug																								Big Cat										
Level	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	Copper 27	Topaz 28	Ruby 29	Emerald 30	Sapphire 31	Diamond 32	Pearl 33		
YR		T1	T2	T3	T4		T5	T6																											
Y1									T1		T2		T3		T4		T5	T6																	
Y2																																			
Y3																																			
Y4																																			
Y5																																			
Y6																																			

- Children are given a reading book that matches their current phonic ability – this is decided using phonics AfL, the phonics tracker and by assessing on the Big Cat Online Assessment system
- A child must return the book to an adult who will hear them read it – the child must be able to read the book **fluently** before they are allowed another, it is not enough that they have been heard to read at home.
- Once a child has read every title at their current level, an adult must assess them using the Big Cat online assessment to check their comprehension, before moving them up.
- All children in Reception and Year 1 only take home fully decodable books. If a child is struggling to move up to the next level but has read all titles in their current level, staff must speak to Maddy Wilkey or Shirley Dee who will provide further titles.
- Once a child has read all titles at Phase 5 and their comprehension has been checked using Big Cat, they can move onto broadly decodable texts – typically at the start of Year 2
- By Term 4 of Year 3 a typical child will have moved onto the Big Cat KS2 texts, continuing to assess their reading using Big Cat Assessment.
- With the Big Cat books, a KS2 child **must** (with adult support) record the date and title of the book they have taken on the Book Tracker.
- Children are no longer be allowed to take reading books from other classes. All classes have identical book stock so this is not necessary. Staff (and of course children) are responsible for the book stock in their classroom, which will be counted and audited every year.
- For children who have not passed the phonics screen, phonetically decodable books are available in the Reading Room (Cedar Tree). The same process as in Reception and Year 1, using the phonetically decodable book tracker, should be used and changing of books must be adult supported.
- Assessment points for Big Cat replace assessment points for benchmarking. This data can be uploaded straight to DCPro. Children should be assessed by these assessment points at minimum, those who are below ARE must be assessed more frequently.