

# Castle Primary's English Curriculum

## Long-Term Plan Year A

	Year 1/2	Year 3/4	Year 5/6
Autumn Term	<p><b>Genres:</b> <b>Narrative</b></p> <ul style="list-style-type: none"> <li>• <b>Stories with familiar settings</b> (Home)</li> <li>• <b>Retell of a familiar story</b></li> <li>• <b>Visual texts</b></li> </ul> <p><b>Non- Narrative</b></p> <ul style="list-style-type: none"> <li>• <b>Recount</b> – diary entry</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• <b>List poems</b></li> <li>• <b>Performance poetry</b></li> </ul>	<p><b>Genres:</b> <b>Narrative</b></p> <ul style="list-style-type: none"> <li>• <b>Historical settings</b> (Stone / Iron Age)</li> <li>• <b>Non-verbal visual texts</b> – write own narrative</li> </ul> <p><b>Non- Narrative</b></p> <ul style="list-style-type: none"> <li>• <b>Recount</b> – blogs / diaries / emails</li> <li>• <b>Instructions</b> – guide to... (Stone Age link)</li> <li>• <b>Persuasion</b> – advert (Stone Age tools) brochure (Stone Age estate agent)</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• <b> kennings</b> (word types &amp; word families)</li> <li>• <b>Found poems</b> (using speech from narratives)</li> </ul>	<p><b>Genres:</b> <b>Narrative</b></p> <ul style="list-style-type: none"> <li>• <b>Historical fiction</b> (Victorian / Invention theme)</li> <li>• <b>Mystery Stories</b> - graphic-style / illustrated narrative</li> <li>• <b>Modern Fiction</b> - Immigration / refugee theme</li> </ul> <p><b>Non- Narrative</b></p> <ul style="list-style-type: none"> <li>• <b>Recount</b> – diary; police report; biography – factual stories (inventors / refugees)</li> <li>• <b>Discussion</b> – argument (Inventions / migrants)</li> <li>• <b>Explanation</b> - ('Dragon's Den' Inventions)</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• <b>Found poetry</b> (focus on mood &amp; atmosphere)</li> </ul>
	<p><b>Example Texts:</b> <i>Paper Dolls</i> by Julia Donaldson <i>This Rabbit Belongs to Emily Brown</i> by Cressida Cowell <i>'Old Bear'</i> series by Jane Hissey Michael Rosen poetry</p>	<p><b>Example Texts:</b> <i>Stone Age Boy</i> by Satoshi Kitamura <i>How to Skin a Bear</i> Twinkl Original <i>Stig of the Dump</i> by Clive King <i>Broken: Rock, Paper, Scissors</i> (visual text)</p>	<p><b>Example Texts:</b> <i>The Invention of Hugo Cabret</i> by Brian Selsnick <i>The Matchbox Diary</i> by Paul Fleischman <i>The Boy at the Back of Class</i> by Onjali Q. Raúf</p>
	<p><b>Composition: Grammar: Skills 1-4</b> <b>(Y1) 1a</b> Say out loud what they are going to write about. <b>1b</b> Compose sentences orally before writing. <b>3a</b> Use simple sentence structures. <b>(Y2)3a</b> Use the past tense mostly correctly and consistently. <b>4a</b> Use co-ordination (or / and / but) to extend sentences. <b>4c</b> Use expanded noun phrases to describe and specify. <b>Composition: Punctuation: Skill 5</b> <b>(Y1)5a</b> Use capital letters to begin sentences and for the pronoun 'I'. <b>5b</b> Use finger spaces. <b>5c</b> Use full stops to end sentences. <b>(Y2)5a</b> Use capital letters and full stops mostly correctly. <b>5b</b> Use commas to separate lists. <b>Composition: Terminology: Skill 6</b> <b>(Y1) 6a</b> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark. <b>(Y2) 6a</b> noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma. <b>Transcription: Spelling: Skills 1-4</b> <b>(Y1)</b> Consolidate Phase 3 phonics. <b>1a</b> Phase 5 (<i>Little Wandle Scheme</i>)</p> <ul style="list-style-type: none"> <li>• <i>ay, ou, ea</i></li> <li>• <i>ir,</i></li> <li>• <i>oy,</i></li> <li>• <i>ie, i, i-e</i></li> <li>• <i>ue, u, u-e</i></li> <li>• <i>o, o-e</i></li> <li>• <i>ay, a, a-e</i></li> <li>• <i>ea, e, e-e, ie</i></li> <li>• <i>aw</i></li> </ul> <p><b>2a</b> Spell Y1 common exception words correctly. <b>(Y2)</b> Consolidate Phase 5 Phonics <b>1b</b> Recognise different ways of spelling phonemes and common homophones. <b>1c</b> Spell the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust) <b>1f</b> Spell the /l/ or /əl/ sound spelt –le (e.g. little, middle) <b>1g</b> Spell the /aɪ/ sound spelt –y (e.g. cry, fly, July) <b>1m</b> the /ʌ/ sound spelt 'o' (e.g. other, mother, brother) <b>2a</b> Spell most of Y1 and Y2 common exception words correctly.</p>	<p><b>Composition: Grammar: Skills 1-4</b> <b>(Y3) 1c</b> Begin to organise writing into paragraphs around a theme. <b>3b</b> Use 'a' or 'an' correctly throughout a piece of writing. <b>4b</b> Use a range of conjunctions, adverbs and prepositions to show time, place and cause. <b>4c</b> Use fronted adverbials to indicate when, where and how the action in a sentence takes place. <b>(Y4)1b</b> Consistently organise writing into paragraphs around a theme to add cohesion and to aid the reader. <b>4b</b> Expand noun phrases with the addition of ambitious modifying adjectives. <b>4c</b> Choose nouns or pronouns (incl. possessive pronouns) appropriately to aid cohesion and avoid repetition. <b>Composition: Punctuation: Skill 5</b> <b>(Y3) 5a</b> Use the full range of punctuation from previous year groups. <b>5b</b> Use commas after fronted adverbials. <b>5c</b> Punctuate direct speech accurately, including the use of inverted commas. <b>(Y4) 5a</b> Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. <b>Composition: Terminology: Skill 6</b> <b>(Y3) 6a</b> preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas. <b>(Y4) 6a</b> determiner, pronoun, possessive pronoun and adverbial. <b>Transcription: Spelling: Skills 1-4</b> <b>(Y3)</b> <b>1a</b> Spell words with the / eɪ/ sound spelt 'ei', 'eigh', or 'ey' <b>1b</b> Spell words with the /ɪ/ sound spelt 'y' not at the end of words <b>2a</b> Spell many of the Y3 and Y4 statutory spelling words correctly. <b>3a</b> Spell most words with the prefixes dis-, mis- correctly. <b>3c</b> Spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (stressed/unstressed last syllable). <b>4a</b> Spell more complex homophones and near-homophones, <b>4b</b> Use the first two or three letters of a word to check its spelling in a dictionary. <b>4c</b> Understand word families based on common words, showing how words are related in form and meaning. <b>(Y4)</b> <b>2a</b> Spell all of the Y3 and Y4 statutory spelling words correctly. <b>3a</b> Spell most words with the prefixes in-, il-, im-, ir- correctly. <b>4b</b> Use spelling knowledge to use a dictionary more efficiently.</p>	<p><b>Composition: Grammar: Skills 1-4</b> <b>(Y5)</b> <b>1d</b> Consistently link ideas across paragraphs. <b>2b</b> Describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. <b>3a</b> Use a range of adverbs and modal verbs to indicate degrees of possibility <b>4a</b> Use a wide range of linking words/phrases between sentences/paragraphs to build cohesion within and across paragraphs, <i>incl. time adverbials, place adverbials and number.</i> <b>4b</b> Use relative clauses beginning with a relative pronoun with confidence <b>(Y6)</b> <b>1b</b> Use further organisational and presentational devices to structure text and to guide the reader (<i>e.g. headings, bullet points, underlining</i>). <b>2b</b> Distinguish between the language of speech and writing and to choose the appropriate level of formality. <b>2c</b> Select vocabulary and grammatical structures that reflect the writing genre. <b>4a</b> Use the subjunctive form in formal writing. <b>4d</b> Use question tags in informal writing. <b>Composition: Punctuation: Skill 5</b> <b>(Y5) 5a</b> Use full range of LKS2 punctuation correctly. <b>5b</b> Use commas consistently to clarify meaning or to avoid ambiguity. <b>(Y6) 5c</b> Use a colon to introduce a list and use semi-colons within lists. <b>Composition: Terminology: Skill 6</b> <b>(Y5) 6a</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. <b>(Y6) 6a</b> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points. <b>Transcription: Spelling: Skills 1-4</b> <b>(Y5)</b> <b>1a</b> Spell words with endings that sound like / shuhs/ spelt with -cious <b>1b</b> Spell words with endings that sound like / shuhs/ spelt with –tious or -ious <b>1d</b> Spell words containing the letter string 'ough' <b>2a</b> Spell many of the Y5 and Y6 statutory spelling words correctly. <b>4a</b> Spell complex homophones and near- homophones.  <b>(Y6)</b> <b>1d</b> Spell words with endings, which sound like /shuhl/ after a vowel letter using 'cial' <b>1e</b> Spell words with endings, which sound like /shuhl/ after a vowel letter using 'tial' <b>2a</b> Spell all of the Y5 and Y6 statutory spelling words correctly. <b>4a</b> Spell homophones /near homophones ending in -ce/-cy (nouns) and -se/-sy (verbs) <b>4d</b> Use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>
	<p><b>Focus Reading Domains: (Comprehension Skills Link in Brackets)</b> <b>1a</b> Draw on knowledge of vocabulary to understand texts <b>(Y1 – 3a; Y2 – 1a, 3a, 3b)</b> <b>1b</b> Identify / explain key aspects of fiction / non-fiction texts, such as characters, events, titles and information. <b>(Y1 – 2e, 6a; Y2 – 2a, 2c, 6a)</b></p>	<p><b>Focus Reading Domains: (Comprehension Skills Link in Brackets)</b> <b>2b</b> Retrieve and record information / identify key details from fiction &amp; non-fiction <b>(Y3 - 2b, 6a, 6b; Y4 – 2c, 6a)</b> <b>2d</b> Make inferences from the text / explain and justify inferences with evidence from the text <b>(Y3 – 4a; Y4 – 4a)</b> <b>2e</b> Predict what might happen from details stated and implied <b>(Y3 – 4b; Y4 – 4b)</b></p>	<p><b>Focus Reading Domains: (Comprehension Skills Link in Brackets)</b> <b>2b</b> Retrieve and record information / identify key details from fiction &amp; non-fiction <b>(Y5 - 2a, 2c, 6a; Y6 – 2b, 2e, 6a, 6b)</b> <b>2d</b> Make inferences from the text / explain and justify inferences with evidence from the text. <b>(Y5 – 4a; Y6 – 4a, 4b)</b> <b>2e</b> Predict what might happen from details stated and implied <b>(Y5 – 4b; Y6 – 4b)</b></p>

	Year 1/2	Year 3/4	Year 5/6
<p style="text-align: center;"><b>Year 1/2</b></p> <p><b>Genres:</b> <b>Narrative</b></p> <ul style="list-style-type: none"> <li>• <b>Fantasy Stories</b> – space / aliens</li> <li>• <b>Short Original Story</b></li> </ul> <p><b>Non-Narrative</b></p> <ul style="list-style-type: none"> <li>• <b>Persuasion</b> - adverts</li> <li>• <b>Non-Chronological Report</b> – fact file / leaflets</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• <b>Advert jingles</b></li> </ul>	<p><b>Genres:</b> <b>Narrative</b></p> <ul style="list-style-type: none"> <li>• <b>Alternative Fairy Tale</b> - short story (Egypt Link)</li> <li>• <b>Myths and Legends</b> – Egyptian / River link</li> </ul> <p><b>Non- Narrative</b></p> <ul style="list-style-type: none"> <li>• <b>Recount</b> – review / testimonial</li> <li>• <b>Non-Chronological Report</b> - museum information boards</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• <b>Performance poetry</b> – techniques &amp; independent choice</li> <li>• <b>Haiku</b> – focus on cohesion &amp; clauses</li> <li>• <b>Cinquain</b> – including metaphors</li> </ul>	<p><b>Genres:</b> <b>Narrative</b></p> <ul style="list-style-type: none"> <li>• <b>Modern Fiction</b> - stories with multi-narrators, write in the style of an author.</li> <li>• <b>Adventure Story / Myths &amp; Legends</b> – Greek</li> <li>• <b>Stories with a Moral</b> – short stories /link with myths</li> </ul> <p><b>Non- Narrative</b></p> <ul style="list-style-type: none"> <li>• <b>Recount</b> - newspaper article – use narrative text</li> <li>• <b>Persuasion</b> - Agony Aunt-style Q and A – link with characters from narrative texts.</li> <li>• <b>Instructions</b> – link with Greek myth</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• <b>Rap / Song lyrics</b> – selections of <i>'The Iliad'</i></li> <li>• <b>Limericks</b> – Greek gods</li> </ul>	
	<p><b>Example Texts:</b> <i>Tuesday</i> by David Weisner <i>Whatever Next</i> by Jill Murphy <i>Don't Look in This Book</i> by Samuel Langley-Swain</p>	<p><b>Example Texts:</b> <i>The Egyptian Cinderella</i> by Shirley Climo <i>Rhythm of the Rain</i> by Grahame Baker <i>Legend of Isis &amp; Osiris</i> (Egyptian myth) <i>Leila &amp; the City of the Cat</i> (Twinkl Original)</p>	<p><b>Example Texts:</b> <i>Wonder</i> by R. J. Palacio <i>Percy Jackson: Lightning Thief</i> by Rick Riordan <i>Theseus &amp; the Minotaur / Perseus &amp; Medusa / King Midas / Icarus &amp; Daedalus</i> <i>The Iliad</i> by Homer (simplified version)</p>
<p style="text-align: center;"><b>Year 1/2</b></p> <p><b>Composition: Grammar: Skills 1-4</b> <b>(Y1)1c</b> Sequence sentences to form short narratives. <b>1g</b> Use adjectives to describe nouns. <b>2b</b> Start to engage readers by using adjectives to describe. <b>3a</b> Use simple sentence structures (<i>with some variety of openers</i>). <b>4a</b> Use the joining word (<i>conjunction</i>) 'and' to link ideas and sentences. <b>4b</b> Begin to form simple compound sentences <b>(Y2)4b</b> Use some subordination. <b>4c</b> Use expanded noun phrases to describe and specify. <b>3a</b> Use the simple past &amp; present tense mostly correctly and consistently <b>3c</b> Use some features of written Standard English (e.g. <i>verb forms</i>)</p> <p><b>Composition: Punctuation: Skill 5</b> <b>(Y1)5a</b> Use capital letters for proper nouns. <b>5c</b> Use full stops to end sentences. <b>(Y2)5c</b> Use apostrophes to mark contractions.</p> <p><b>Composition: Terminology: Skill 6</b> <b>(Y1) 6a</b> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark. <b>(Y2) 6a</b> noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p> <p><b>Transcription: Spelling: Skills 1-4</b> <b>(Y1)1a</b> Phase 5 (<i>Little Wandle Scheme</i>) <i>/ee/ y funny; /e/ ea head; /w/ wh wheel;</i> <i>/oa/ oe ou toe shoulder; /igh/ y fly; /oa/ ow snow</i> <i>/j/ g giant; /f/ ph phone; /l/ le al apple metal; /s/ c ice</i> <i>/v/ ve give; /u/ o-e o ou some mother young; /z/ se cheese;</i> <i>/s/ se ce mouse fence; /ee/ ey donkey; /oo/ ui ou fruit soup</i> <i>/ur/ or word; /oo/ u oul awful could; /air/ are share</i> <i>/or/ au aur oor al author dinosaur floor walk; /ch/ tch ture match adventure</i> <i>/ar/ al a half* father*; /or/ a water; schwa in longer words: different</i> <i>/o/ a want; /air/ ear ere bear there; /ur/ ear learn</i> <i>/r/ wr wrist; /s/ st sc whistle science; /c/ ch school; /sh/ ch chef</i> <i>/z/ ze freeze; schwa at the end of words: actor</i> <b>2a</b> Spell all Y1 Common Exception Words correctly. <b>2b</b> Spell days of the week correctly. <b>3a</b> Use –s / -es to form regular plurals correctly <b>4a</b> Spell simple compound nouns <b>(Y2) 1b</b> Recognise new ways of spelling phonemes for which one or more spellings are already known including some common homophones. <b>1f</b> Spell the /l/ or /əl/ sound spelt –le (e.g. little) or spelt –el (e.g. camel) <b>1h</b> Add –es to nouns and verbs ending in –y where the 'y' is changed to 'i' before the –es (e.g. flies, tries, carries) <b>1k</b> Add –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions) <b>1l</b> Spell the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always) <b>1o</b> Spell the /b/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) <b>1p</b> Spell the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm) <b>1q</b> Spell the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards) <b>1r</b> Spell the /z/ sound spelt 's' (e.g. television, usual). <b>2a</b> Spell most Y1 and Y2 Common Exception Words correctly. <b>3a</b> Add suffixes to spell most words correctly in their writing – ful, ment <b>4a</b> Spell words with contracted forms</p>	<p><b>Composition: Grammar: Skills 1-4</b> <b>(Y3) 1c</b> Begin to organise writing into paragraphs around a theme <b>2b</b> Begin to use the structure of a wider range of text types <b>4a</b> Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i>. <b>4b</b> Use a range of conjunctions, adverbs &amp; prepositions to show time, place &amp; cause <b>4c</b> Use fronted adverbials to indicate when, where and how the action in a sentence takes place. <b>(Y4)1b</b> Consistently organise writing into paragraphs around a theme to add cohesion and to aid the reader <b>2a</b> Use a consistent and appropriate structure including genre-specific layout devices <b>4a</b> Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. <b>4b</b> Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases <b>4b</b> Use a variety of determiners to introduce nouns. <b>Composition: Punctuation: Skill 5</b> <b>(Y3) 5a</b> Use the full range of punctuation from Y1 and Y2 correctly. <b>5b</b> Use commas after fronted adverbials. <b>5c</b> Punctuate direct speech accurately, including the use of inverted commas. <b>(Y4) 5a</b> Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. <b>5b</b> Consistently use apostrophes for plural possession. <b>Composition: Terminology: Skill 6</b> <b>(Y3) 6a</b> preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas. <b>(Y4) 6a</b> determiner, pronoun, possessive pronoun and adverbial. <b>Transcription: Spelling: Skills 1-4</b> <b>(Y3)</b> <b>1d</b> Spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' <b>1f</b> Spell words with a short /u/ sound spelt with 'ou' <b>2a</b> Spell many of the Y3 and Y4 statutory spelling words correctly. <b>3a</b> Spell most words with the prefixes pre-, bi-, re-, de-, over-, sub- and inter- correctly. <b>3b</b> Spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. <b>4b</b> Use the first two or three letters of a word to check its spelling in a dictionary. <b>(Y4)</b> <b>1a</b> Spell words with / shuhn/ endings spelt with 'sion' <b>1b</b> Spell words with a / shuhn/ sound spelt with 'ssion' <b>1c</b> Spell words with a / shuhn/ sound spelt with 'tion' <b>1d</b> Spell words with a / shuhn/ sound spelt with 'cian' <b>2a</b> Spell all of the Y3 and Y4 statutory spelling words correctly. <b>4b</b> Use spelling knowledge to use a dictionary more efficiently.</p>	<p><b>Composition: Grammar: Skills 1-4</b> <b>(Y5)</b> <b>1d</b> Consistently link ideas across paragraphs. <b>2a</b> Consistently use appropriate structure, organisation and layout devices for a range of audiences and purposes. <b>(Y6)</b> <b>1b</b> Use further organisational and presentational devices to structure text and to guide the reader (e.g. <i>headings, bullet points, underlining</i>). <b>1c</b> Use a wide range of linking words / phrases / devices between sentences and paragraphs to build cohesion. <b>4b</b> Use the perfect form of verbs to mark relationships of time and cause. <b>Composition: Punctuation: Skill 5</b> <b>(Y5)</b> <b>5b</b> Use brackets, dashes or commas to indicate parenthesis. <b>(Y6)</b> <b>5b</b> Use semi-colons, colons, dashes to split clauses. <b>5e</b> Use bullet points as an alternative way to list items. <b>5d</b> Use hyphens to avoid ambiguity (also spelling focus). <b>Composition: Terminology: Skill 6</b> <b>(Y5)</b> <b>6a</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. <b>(Y6)</b> <b>6a</b> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points. <b>Transcription: Spelling: Skills 1-4</b> <b>(Y5)</b> <b>1c</b> Spell words with 'silent' letters <b>2a</b> Spell many of the Y5 and Y6 statutory spelling words correctly. <b>(Y6)</b> <b>2a</b> Spell all of the Y5 and Y6 statutory spelling words correctly. <b>3a</b> Use knowledge of adjectives ending in -ant to spell nouns ending in -ance /- ancy <b>3b</b> Use knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency <b>4b</b> Spell words that contain hyphens</p>	
	<p><b>Focus Reading Domains: (Comprehension Skills Link in Brackets)</b> <b>1a</b> Draw on knowledge of vocabulary to understand texts (Y1 – 3a; Y2 – 1a, 3a, 3b) <b>1c</b> Identify and explain the sequence of events in texts (Y2 – 2c) <b>1d</b> Make inferences from a text (Y1 – 4a; Y2 – 4a)</p>	<p><b>Focus Reading Domains: (Comprehension Skills Link in Brackets)</b> <b>2a</b> Give / explain the meaning of words in context (Y3 – 1a, 3a; Y4 – 1a, 2e) <b>2g</b> Identify / explain how meaning is enhanced through choice of words and phrases (Y3 – 3b; Y4 – 2e, 3a)</p>	<p><b>Focus Reading Domains: (Comprehension Skills Link in Brackets)</b> <b>2a</b> Give / explain the meaning of words in context (Y5 – 1a; Y6 – 1a) <b>2g</b> Identify / explain how meaning is enhanced through choice of words and phrases (Y5 – 3a, 3b; Y6 – 3a)</p>

	Year 1/2	Year 3/4	Year 5/6
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Summer Term</b></p>	<p><b>Genres:</b> <b>Narrative</b></p> <ul style="list-style-type: none"> <li>Traditional Tales</li> <li>Twist on a Fairy Tale</li> <li>Simplified Shakespeare</li> </ul> <p><b>Non-Narrative</b></p> <ul style="list-style-type: none"> <li>Instructions – ‘How to...’</li> <li>Non-Chronological Report – field guide</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Nursery Rhymes</li> <li>Acrostics</li> </ul>	<p><b>Genres:</b> <b>Narrative</b></p> <ul style="list-style-type: none"> <li>Playscripts &amp; conversations – layout / features and comparison - direct speech / dialogue.</li> <li>Character description / costume design – Shakespearean characters</li> <li>Stories with Dilemmas – (Rain Forest theme)</li> </ul> <p><b>Non- Narrative</b></p> <ul style="list-style-type: none"> <li>Wikipedia / webpage entry – (Rain Forest theme)</li> <li>Letters – features and formality</li> <li>Persuasive letters / speeches – (Save the Rainforest)</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Narrative poetry – reading and discussing</li> <li>Tudor song lyrics</li> </ul>	<p><b>Genres:</b> <b>Narrative</b></p> <ul style="list-style-type: none"> <li>Ghost / Scary stories – create prequel / sequel</li> <li>Playscripts – Shakespeare - focus on characterisation</li> </ul> <p><b>Non- Narrative</b></p> <ul style="list-style-type: none"> <li>Non-Chronological Report - Info for a webpage or chapter for a non-narrative book (Shakespeare)</li> <li>Discussion – comparison / review of film clips.</li> <li>Recount / Persuasion - Letters: differing levels of formality</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Shakespearean dialogue / sonnets</li> <li>Study of a poet - Shakespeare</li> </ul>
	<p><b>Example Texts:</b> <i>3 Little Wolves &amp; the Big Bad Pig</i> by Eugene Trivizas <i>There’s No Dragon in This Story</i> by Lou Carter <i>How to Wash a Woolly Mammoth</i> by Michelle Robinson</p>	<p><b>Example Texts:</b> <i>A Midsummer Night’s Dream</i> by William Shakespeare <i>Into the Forest</i> by Anthony Browne <i>The Vanishing Rainforest</i> by Richard Platt <i>The Tin Forest</i> by Helen Ward</p>	<p><b>Example Texts:</b> <i>Francis / Alma</i> (Literacy Shed - visual texts) <i>Curse of Cogston House</i> (Twinkl Original) <i>Macbeth</i> by William Shakespeare <i>Sonnet 18</i> by William Shakespeare</p>
<p><b>Composition: Grammar: Skills 1-4 (Y1)</b></p> <p><b>1c</b> Sequence sentences to form short narratives. <b>2a</b> Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. <b>3a</b> Use simple sentence structures (<i>use question stems – what / how etc</i>)</p> <p><b>(Y2)</b></p> <p><b>3a</b> Use the simple present and past tense (<i>including progressive past</i>) mostly correctly and consistently <b>3b</b> Form sentences with different functions: <i>statement, question, exclamation, command.</i> <b>4a</b> Use co-ordination (FANBOYS) <b>4b</b> Use sub-ordination (I SAW A WABUB)</p> <p><b>Composition: Punctuation: Skill 5 (Y1) 5d</b> Begin to use question marks and exclamation marks. <b>(Y2) 5a</b> Use question marks and exclamation marks mostly correctly. <b>5c</b> Use apostrophes to mark singular possession and contractions.</p> <p><b>Composition: Terminology: Skill 6 (Y1)</b> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark. <b>(Y2)</b> noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p> <p><b>Transcription: Spelling: Skills 1-4 (Y1) 1a</b> Phase 5 (<i>Little Wandle Scheme</i>) <i>/ai/ eigh aigh ey ea eight straight grey break</i> <i>/n/ kn gn knee gnaw; /m/ mb thumb /ear/ ere eer here deer</i> <i>/zh/ su si treasure vision; /j/ dge bridge /i/ y crystal</i> <i>/j/ ge large; /sh/ ti ssi si ci potion mission mansion delicious</i> <i>/or/ augh our oar ore daughter pour oar more</i></p> <p><b>2a</b> Spell all Y1 Common Exception Words correctly. <b>3b</b> Use the prefix – un accurately <b>3c</b> Successfully add the suffixes – ing, ed, er, est to root words where no change is needed</p> <p><b>(Y2) 1b</b> Recognise different ways of spelling phonemes &amp; common homophones. <b>1d</b> Spell the /n/ sound spelt ‘kn’ and ‘gn’ (e.g. knock, gnaw); <b>1e</b> Spell the /r/ sound spelt ‘wr’ (e.g. write, written) <b>1f</b> Spell the /l/ or /əl/ sound spelt –le (e.g. little, middle) or spelt –el (e.g. camel, tunnel) or spelt –al (e.g. metal, hospital) or spelt –il (e.g. fossil, nostril) <b>1i</b> Add –ed, –ing, –er and –est to a root word ending in –y (e.g. skiing, replied) and exceptions to the rules <b>1j</b> Add the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before (including exceptions) <b>2a</b> Spell most Y1 and Y2 Common Exception Words correctly. <b>3a</b> Add suffixes to spell most words correctly in their writing – less, ness</p>	<p><b>Composition: Grammar: Skills 1-4 (Y3)</b></p> <p><b>1c</b> Begin to organise their writing into paragraphs around a theme. <b>3a</b> Try to maintain the correct tense (<i>including the present perfect tense</i>) throughout a piece of writing with accurate subject/verb agreement. <b>4a</b> Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, <b>4b</b> Use a range of conjunctions, adverbs &amp; prepositions to show time, place and cause. <b>6a</b> Recognise and use the term <i>preposition.</i></p> <p><b>(Y4)</b></p> <p><b>1b</b> Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. <b>3b</b> Always use Standard English verb inflections accurately, e.g. ‘we were’ rather than ‘we was’ and ‘I did’ rather than ‘I done’.</p> <p><b>Composition: Punctuation: Skill 5 (Y3)</b></p> <p><b>5b</b> Use commas after fronted adverbials.</p> <p><b>(Y4)</b></p> <p><b>5b</b> Consistently use apostrophes for singular and plural possession.</p> <p><b>Composition: Terminology: Skill 6 (Y3)</b> preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas. <b>(Y4)</b> determiner, pronoun, possessive pronoun and adverbial.</p> <p><b>Transcription: Spelling: Skills 1-4 (Y3) 1a</b> Spell words with a /k/ sound spelt with ‘ch’ (e.g. scheme, chorus, chemist, echo, character). <b>1e</b> Spell words with a /sh/ sound spelt with ‘ch’ (e.g. chef, chalet, machine, brochure). <b>1g</b> Spell words ending with the /zher/ sound spelt with ‘sure’ (e.g. measure, treasure, pleasure, enclosure). <b>1h</b> Spell words ending with the /cher/ sound spelt with ‘ture’ (e.g. creature, furniture, picture, nature, adventure). <b>2a</b> Spell many of the Y3 and Y4 statutory spelling words correctly. <b>3c</b> Spell words with the suffix -ous with no change to root words, no definitive root word, words ending in ‘y’, ‘our’ or ‘e’ and the exceptions to the rule <b>4b</b> Use the first two or three letters of a word to check its spelling in a dictionary. <b>(Y4) 1e</b> Spell words with the /s/ sound spelt with ‘sc’. <b>2a</b> Spell all of the Y3 and Y4 statutory spelling words correctly. <b>3a</b> Correctly spell most words with the prefixes in super-, anti-, auto-, inter-, trans-, tele-, ex-, co- and non-. <b>4b</b> Use spelling knowledge to use a dictionary more efficiently.</p>	<p><b>Composition: Grammar: Skills 1-4 (Y5)</b></p> <p><b>1d</b> Consistently link ideas across paragraphs. <b>2a</b> Consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. <b>4a</b> Use a wide range of linking words/phrases between sentences/paragraphs to build cohesion within and across paragraphs, <i>incl. time adverbials, place adverbials and number.</i></p> <p><b>(Y6)</b></p> <p><b>1c</b> Use a wide range of linking words / phrases / devices between sentences and paragraphs to build cohesion. <b>2a</b> Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (<i>including literary language, characterisation, structure, etc.</i>). <b>4a</b> Use the subjunctive form in formal writing. <b>4c</b> Use the passive voice. <b>6a</b> Recognise and use the terms subject, object, active, passive,</p> <p><b>Composition: Punctuation: Skill 5 (Y5)</b></p> <p><b>5a</b> Use full range of LKS2 punctuation correctly <b>(Y6)</b></p> <p><b>5a</b> Use full range of punctuation taught at KS2 correctly.</p> <p><b>Composition: Terminology: Skill 6 (Y5)</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. <b>(Y6)</b> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p> <p><b>Transcription: Spelling: Skills 1-4 (Y5)</b></p> <p><b>2a</b> Spell many of the Y5 and Y6 statutory spelling words correctly. <b>3a</b> Convert nouns or adjectives into verbs using the suffix -ate <b>3b</b> Convert nouns or adjectives into verbs using the suffix -ise <b>3c</b> Convert nouns or adjectives into verbs using the suffix -ify <b>3d</b> Convert nouns or adjectives into verbs using the suffix -en</p> <p><b>(Y6)</b></p> <p><b>1a</b> Spell words ending in -able and -ably <b>1b</b> Spell words ending in -ible and -ibly <b>1c</b> Spell words with a long /e/ sound spelt ‘ie’ or ‘ei’ after ‘c’ and exceptions. <b>2a</b> Spell all of the Y5 and Y6 statutory spelling words correctly. <b>3c</b> Spell words by adding suffixes beginning with vowel letters to words ending in -fer</p>	
<p><b>Focus Reading Domains: (Comprehension Skills Link in Brackets)</b></p> <p><b>1a</b> Draw on knowledge of vocabulary to understand texts <b>(Y1 – 3a; Y2 – 1a, 3a, 3b)</b></p> <p><b>1e</b> Predict what might happen on the basis of what has been read so far <b>(Y1 – 4b; Y2 – 4b)</b></p>	<p><b>Focus Reading Domains: (Comprehension Skills Link in Brackets)</b></p> <p><b>2c</b> Summarise main ideas from more than one paragraph <b>(Y4 – 2f)</b> <b>2f</b> Identify / explain how information / narrative content is related and contributes to meaning as a whole <b>(Y3 – 1a, 2b; Y4 – 1a, 2c, 2d, 2e)</b> <b>2h</b> Make comparisons within the text <b>(Y3 – 2a; Y4 – 2a)</b></p>	<p><b>Focus Reading Domains: (Comprehension Skills Link in Brackets)</b></p> <p><b>2c</b> Summarise main ideas from more than one paragraph <b>(Y5 – 2c; Y6 – 2e)</b> <b>2f</b> Identify / explain how information / narrative content is related and contributes to meaning as a whole <b>(Y5 – 1a, 2f, 3a; Y6 – 1a, 2b, 2f, 4a)</b> <b>2h</b> Make comparisons within the text <b>(Y5 – 2a, 2e, 2f; Y6 – 2a, 2b, 2g)</b></p>	

# Castle Primary's English Curriculum

## Long-Term Plan Year B

	Year 1/2	Year 3/4	Year 5/6
Autumn Term	<p><b>Genres:</b> <b>Narrative</b></p> <ul style="list-style-type: none"> <li>Familiar settings – weather / seasons topic link</li> <li>Retell of a familiar story</li> </ul> <p><b>Non- Narrative</b></p> <ul style="list-style-type: none"> <li>Recount – link with class trip / extra-curricular activity.</li> <li>Report – verbal presentation linked with weather</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Performance Poetry – inclu. weather sound effects</li> <li>Tongue Twisters</li> </ul>	<p><b>Genres:</b> <b>Narrative</b></p> <ul style="list-style-type: none"> <li>Science Fiction / Time Travel – historical time period (WW2)</li> <li>Playscripts/Conversations – script features compared to direct speech</li> <li>Written narrative from a visual text.</li> </ul> <p><b>Non- Narrative</b></p> <ul style="list-style-type: none"> <li>Emails / Blogs / Diaries – focus on formal and informal.</li> <li>Estate Agents' Report – setting description</li> <li>Recount – review or testimonial</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Narrative Poetry – first-hand experiences of war</li> <li>'Found' poems – using extracts of narrative texts.</li> </ul>	<p><b>Genres:</b> <b>Narrative</b></p> <ul style="list-style-type: none"> <li>Historical Fiction – WW1</li> <li>Theme of 'Remembrance'</li> <li>Stories with a message</li> </ul> <p><b>Non- Narrative</b></p> <ul style="list-style-type: none"> <li>Diaries / Letters – exploring emotion of war</li> <li>Location Comparison – battlefield / home</li> <li>Newspapers – aftermath of war</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>WW1 Poetry – horror of war and patriotic ideals</li> </ul>
	<p><b>Example Texts:</b> 'Rain'; 'Sun'; 'Storm'; 'Snow' by Sam Usher 'Wild is the Wind' by Grahame Baker-Smith 'I am the Storm' by Jane Yolen Out and About by Shirley Hughes</p>	<p><b>Example Texts:</b> Time Train to the Blitz by Sophie McKenzie      The Piano (visual text) The Lion &amp; The Unicorn by Shirley Hughes      High Flight by J.G Magee Blitz by Robert Westall      A Gunner's Day Anon</p>	<p><b>Example Texts:</b> War Horse by Michael Morpurgo      Dulce Et Decorum Est by Wilfred Owen Private Peaceful by Michael Morpurgo      In Flanders Fields by John McCrae Farther by Grahame Baker-Smith      The Soldier by Rupert Brooke</p>
	<p><b>Composition: Grammar: Skills 1-4</b> <b>(Y1) 1a</b> Say out loud what they are going to write about. <b>1b</b> Compose sentences orally before writing. <b>3a</b> Use simple sentence structures. <b>(Y2)3a</b> Use the past tense mostly correctly and consistently. <b>4a</b> Use co-ordination (or / and / but) to extend sentences. <b>4c</b> Use expanded noun phrases to describe and specify. <b>Composition: Punctuation: Skill 5</b> <b>(Y1)5a</b> Use capital letters to begin sentences and for the pronoun 'I'. <b>5b</b> Use finger spaces. <b>5c</b> Use full stops to end sentences. <b>(Y2)5a</b> Use capital letters and full stops mostly correctly. <b>5b</b> Use commas to separate lists. <b>Composition: Terminology: Skill 6</b> <b>(Y1) 6a</b> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark. <b>(Y2) 6a</b> noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma. <b>Transcription: Spelling: Skills 1-4</b> <b>(Y1)</b> Consolidate Phase 3 phonics. <b>1a</b> Phase 5 (<i>Little Wandle Scheme</i>)</p> <ul style="list-style-type: none"> <li>ay, ou, ea</li> <li>ir,</li> <li>oy,</li> <li>ie, i, i-e</li> <li>ue, u, u-e</li> <li>o, o-e</li> <li>ay, a, a-e</li> <li>ea, e, e-e, ie</li> <li>aw</li> </ul> <p><b>2a</b> Spell Y1 common exception words correctly. <b>(Y2)</b> Consolidate Phase 5 Phonics <b>1b</b> Recognise different ways of spelling phonemes and common homophones. <b>1c</b> Spell the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust) <b>1f</b> Spell the /l/ or /əl/ sound spelt –le (e.g. little, middle) <b>1g</b> Spell the /aɪ/ sound spelt –y (e.g. cry, fly, July) <b>1m</b> the /ʌ/ sound spelt 'o' (e.g. other, mother, brother) <b>2a</b> Spell most of Y1 and Y2 common exception words correctly.</p>	<p><b>Composition: Grammar: Skills 1-4</b> <b>(Y3) 1c</b> Begin to organise writing into paragraphs around a theme. <b>3b</b> Use 'a' or 'an' correctly throughout a piece of writing. <b>4b</b> Use a range of conjunctions, adverbs and prepositions to show time, place and cause. <b>4c</b> Use fronted adverbials to indicate when, where and how the action in a sentence takes place. <b>(Y4)1b</b> Consistently organise writing into paragraphs around a theme to add cohesion and to aid the reader. <b>4b</b> Expand noun phrases with the addition of ambitious modifying adjectives. <b>4c</b> Choose nouns or pronouns (incl. possessive pronouns) appropriately to aid cohesion and avoid repetition. <b>Composition: Punctuation: Skill 5</b> <b>(Y3) 5a</b> Use the full range of punctuation from previous year groups. <b>5b</b> Use commas after fronted adverbials. <b>5c</b> Punctuate direct speech accurately, including the use of inverted commas. <b>(Y4) 5a</b> Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. <b>Composition: Terminology: Skill 6</b> <b>(Y3) 6a</b> preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas. <b>(Y4) 6a</b> determiner, pronoun, possessive pronoun and adverbial. <b>Transcription: Spelling: Skills 1-4</b> <b>(Y3)</b> <b>1a</b> Spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' <b>1b</b> Spell words with the /ɪ/ sound spelt 'y' not at the end of words <b>2a</b> Spell many of the Y3 and Y4 statutory spelling words correctly. <b>3a</b> Spell most words with the prefixes dis-, mis- correctly. <b>3c</b> Spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (stressed/unstressed last syllable). <b>4a</b> Spell more complex homophones and near-homophones, <b>4b</b> Use the first two or three letters of a word to check its spelling in a dictionary. <b>4c</b> Understand word families based on common words, showing how words are related in form and meaning. <b>(Y4)</b> <b>2a</b> Spell all of the Y3 and Y4 statutory spelling words correctly. <b>3a</b> Spell most words with the prefixes in-, il-, im-, ir- correctly. <b>4b</b> Use spelling knowledge to use a dictionary more efficiently.</p>	<p><b>Composition: Grammar: Skills 1-4</b> <b>(Y5)</b> <b>1d</b> Consistently link ideas across paragraphs. <b>2b</b> Describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. <b>3a</b> Use a range of adverbs and modal verbs to indicate degrees of possibility <b>4a</b> Use a wide range of linking words/phrases between sentences/paragraphs to build cohesion within and across paragraphs, <i>incl. time adverbials, place adverbials and number.</i> <b>4b</b> Use relative clauses beginning with a relative pronoun with confidence <b>(Y6)</b> <b>1b</b> Use further organisational and presentational devices to structure text and to guide the reader (<i>e.g. headings, bullet points, underlining</i>). <b>2b</b> Distinguish between the language of speech and writing and to choose the appropriate level of formality. <b>2c</b> Select vocabulary and grammatical structures that reflect the writing genre. <b>4a</b> Use the subjunctive form in formal writing. <b>4d</b> Use question tags in informal writing. <b>Composition: Punctuation: Skill 5</b> <b>(Y5) 5a</b> Use full range of LKS2 punctuation correctly. <b>5b</b> Use commas consistently to clarify meaning or to avoid ambiguity. <b>(Y6) 5c</b> Use a colon to introduce a list and use semi-colons within lists. <b>Composition: Terminology: Skill 6</b> <b>(Y5) 6a</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. <b>(Y6) 6a</b> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points. <b>Transcription: Spelling: Skills 1-4</b> <b>(Y5)</b> <b>1a</b> Spell words with endings that sound like /shuhs/ spelt with -cious <b>1b</b> Spell words with endings that sound like /shuhs/ spelt with -tious or -ious <b>1d</b> Spell words containing the letter string 'ough' <b>2a</b> Spell many of the Y5 and Y6 statutory spelling words correctly. <b>4a</b> Spell complex homophones and near-homophones. <b>(Y6)</b> <b>1d</b> Spell words with endings, which sound like /shuhl/ after a vowel letter using 'cial' <b>1e</b> Spell words with endings, which sound like /shuhl/ after a vowel letter using 'tial' <b>2a</b> Spell all of the Y5 and Y6 statutory spelling words correctly. <b>4a</b> Spell homophones /near homophones ending in -ce/-cy (nouns) and -se/-sy (verbs) <b>4d</b> Use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>
	<p><b>Focus Reading Domains: (Comprehension Skills Link in Brackets)</b> <b>1a</b> Draw on knowledge of vocabulary to understand texts <b>(Y1 – 3a; Y2 – 1a, 3a, 3b)</b> <b>1b</b> Identify / explain key aspects of fiction / non-fiction texts, such as characters, events, titles and information. <b>(Y1 – 2e, 6a; Y2 – 2a, 2c,)</b></p>	<p><b>Focus Reading Domains: (Comprehension Skills Link in Brackets)</b> <b>2b</b> Retrieve and record information / identify key details from fiction &amp; non-fiction <b>(Y3 – 2b, 6a, 6b; Y4 – 2c, 6a)</b> <b>2d</b> Make inferences from the text / explain and justify inferences with evidence from the text <b>(Y3 – 4a; Y4 – 4a)</b> <b>2e</b> Predict what might happen from details stated and implied <b>(Y3 – 4b; Y4 – 4b)</b></p>	<p><b>Focus Reading Domains: (Comprehension Skills Link in Brackets)</b> <b>2b</b> Retrieve and record information / identify key details from fiction &amp; non-fiction <b>(Y5 – 2a, 2c, 6a; Y6 – 2b, 2e, 6a, 6b)</b> <b>2d</b> Make inferences from the text / explain and justify inferences with evidence from the text. <b>(Y5 – 4a; Y6 – 4a, 4b)</b> <b>2e</b> Predict what might happen from details stated and implied <b>(Y5 – 4b; Y6 – 4b)</b></p>

	Year 1/2	Year 3/4	Year 5/6
<b>Spring Term</b>	<p><b>Genres:</b> <b>Narrative</b></p> <ul style="list-style-type: none"> <li>• <b>Stories from other cultures</b></li> <li>• <b>Adventure stories</b> – wordless picture books</li> </ul> <p><b>Non-Narrative</b></p> <ul style="list-style-type: none"> <li>• <b>Instructions</b> – recipes</li> <li>• <b>Non-Chronological Report</b> – class book</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• <b>Classical Poetry</b></li> <li>• <b>Patterned Language</b></li> </ul>	<p><b>Genres:</b> <b>Narrative</b></p> <ul style="list-style-type: none"> <li>• <b>Short Stories</b> – historical settings</li> <li>• <b>Alternative Narrative</b> – story retell with chosen features altered</li> <li>• <b>Costume Design / Character Description</b></li> </ul> <p><b>Non- Narrative</b></p> <ul style="list-style-type: none"> <li>• <b>Museum Information Boards</b> – topic link – The Romans</li> <li>• <b>Persuasive Brochure</b> – travel / holiday</li> <li>• <b>Instructions</b> – science link</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• <b>Haiku</b> – focus on cohesion and clauses</li> <li>• <b>Cinquain</b> – including metaphor</li> </ul>	<p><b>Genres:</b> <b>Narrative</b></p> <ul style="list-style-type: none"> <li>• <b>Classic Fiction</b> – use of language, film adaptations</li> <li>• <b>Playscripts</b> – focus on adapting prose</li> <li>• <b>Stories with a moral</b> – write in the style of an author</li> </ul> <p><b>Non- Narrative</b></p> <ul style="list-style-type: none"> <li>• <b>Webpage Information</b> – classic author or theme from narrative</li> <li>• <b>Explanation</b> – topic link - Mayans</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• <b>Narrative Poetry</b> – classic</li> </ul>
	<p><b>Example Texts:</b> <i>Handa's Surprise</i> by Eileen Browne <i>Cinnamon</i> by Neil Gaiman <i>Journey</i> by Aaron Becker <i>The Owl &amp; The Pussycat</i> by Edward Lear <i>From a Railway Carriage</i> by RL Stevenson</p>	<p><b>Example Texts:</b> <i>Escape From Pompeii</i> by Christina Balit <i>Roman Diary: The Journal of Lliona Young Slave</i> by Richard Platt <i>The Secrets of Vesuvius</i> by Caroline Lawrence</p>	<p><b>Example Texts:</b> <i>The Secret Garden</i> by Frances H Burnett <i>The Jungle Book</i> by Rudyard Kipling <i>Just So Stories</i> by Rudyard Kipling <i>Charlie &amp; The Chocolate Factory</i> by Roald Dahl <i>The Highwayman</i> by Alfred Noyes</p>
	<p><b>Composition: Grammar: Skills 1-4</b> <b>(Y1)1c</b> Sequence sentences to form short narratives. <b>1g</b> Use adjectives to describe nouns. <b>2b</b> Start to engage readers by using adjectives to describe. <b>3a</b> Use simple sentence structures (<i>with some variety of openers</i>). <b>4a</b> Use the joining word (<i>conjunction</i>) 'and' to link ideas and sentences. <b>4b</b> Begin to form simple compound sentences <b>(Y2)4b</b> Use some subordination. <b>4c</b> Use expanded noun phrases to describe and specify. <b>3a</b> Use the simple past &amp; present tense mostly correctly and consistently <b>3c</b> Use some features of written Standard English (<i>e.g. verb forms</i>)</p> <p><b>Composition: Punctuation: Skill 5</b> <b>(Y1)5a</b> Use capital letters for proper nouns. <b>5c</b> Use full stops to end sentences. <b>(Y2)5c</b> Use apostrophes to mark contractions.</p> <p><b>Composition: Terminology: Skill 6</b> <b>(Y1) 6a</b> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark. <b>(Y2) 6a</b> noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p> <p><b>Transcription: Spelling: Skills 1-4</b> <b>(Y1)1a</b> Phase 5 (<i>Little Wandle Scheme</i>) <i>/ee/ y funny; /e/ ea head; /w/ wh wheel;</i> <i>/oa/ oe ou toe shoulder; /igh/ y fly; /oa/ ow snow</i> <i>/j/ g giant; /f/ ph phone; /l/ le al apple metal; /s/ c ice</i> <i>/v/ ve give; /u/ o-e o ou some mother young; /z/ se cheese;</i> <i>/s/ se ce mouse fence; /ee/ ey donkey; /oo/ ui ou fruit soup</i> <i>/ur/ or word; /oo/ u ou awful could; /air/ are share</i> <i>/or/ au aur oor al author dinosaur floor walk; /ch/ tch ture match adventure</i> <i>/ar/ al a half* father*; /or/ a water; schwa in longer words: different</i> <i>/o/ a want; /air/ ear ere bear there; /ur/ ear learn</i> <i>/r/ wr wrist; /s/ st sc whistle science; /c/ ch school; /sh/ ch chef</i> <i>/z/ ze freeze; schwa at the end of words: actor</i> <b>2a</b> Spell all Y1 Common Exception Words correctly. <b>2b</b> Spell days of the week correctly. <b>3a</b> Use –s / -es to form regular plurals correctly <b>4a</b> Spell simple compound nouns <b>(Y2) 1b</b> Recognise new ways of spelling phonemes for which one or more spellings are already known including some common homophones. <b>1f</b> Spell the /l/ or /ə/ sound spelt –le (e.g. little) or spelt –el (e.g. camel) <b>1h</b> Add –es to nouns and verbs ending in –y where the 'y' is changed to 'i' before the –es (e.g. flies, tries, carries) <b>1k</b> Add –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions) <b>1l</b> Spell the /ɔ:/ sound (or) spelt 'i' and 'll' (e.g. ball, always) <b>1o</b> Spell the /b/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) <b>1p</b> Spell the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm) <b>1q</b> Spell the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards) <b>1r</b> Spell the /z/ sound spelt 's' (e.g. television, usual). <b>2a</b> Spell most Y1 and Y2 Common Exception Words correctly. <b>3a</b> Add suffixes to spell most words correctly in their writing – ful, ment <b>4a</b> Spell words with contracted forms</p>	<p><b>Composition: Grammar: Skills 1-4</b> <b>(Y3) 1c</b> Begin to organise writing into paragraphs around a theme <b>2b</b> Begin to use the structure of a wider range of text types <b>4a</b> Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i>. <b>4b</b> Use a range of conjunctions, adverbs &amp; prepositions to show time, place &amp; cause <b>4c</b> Use fronted adverbials to indicate when, where and how the action in a sentence takes place. <b>(Y4)1b</b> Consistently organise writing into paragraphs around a theme to add cohesion and to aid the reader <b>2a</b> Use a consistent and appropriate structure including genre-specific layout devices <b>4a</b> Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. <b>4b</b> Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases <b>4b</b> Use a variety of determiners to introduce nouns.</p> <p><b>Composition: Punctuation: Skill 5</b> <b>(Y3) 5a</b> Use the full range of punctuation from Y1 and Y2 correctly. <b>5b</b> Use commas after fronted adverbials. <b>5c</b> Punctuate direct speech accurately, including the use of inverted commas. <b>(Y4) 5a</b> Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. <b>5b</b> Consistently use apostrophes for plural possession.</p> <p><b>Composition: Terminology: Skill 6</b> <b>(Y3) 6a</b> preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas. <b>(Y4) 6a</b> determiner, pronoun, possessive pronoun and adverbial.</p> <p><b>Transcription: Spelling: Skills 1-4</b> <b>(Y3)</b> <b>1d</b> Spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' <b>1f</b> Spell words with a short /u/ sound spelt with 'ou' <b>2a</b> Spell many of the Y3 and Y4 statutory spelling words correctly. <b>3a</b> Spell most words with the prefixes pre-, bi-, re-, de-, over-, sub- and inter- correctly. <b>3b</b> Spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. <b>4b</b> Use the first two or three letters of a word to check its spelling in a dictionary. <b>(Y4)</b> <b>1a</b> Spell words with / shuhn/ endings spelt with 'sion' <b>1b</b> Spell words with a / shuhn/ sound spelt with 'ssion' <b>1c</b> Spell words with a / shuhn/ sound spelt with 'tion' <b>1d</b> Spell words with a / shuhn/ sound spelt with 'cian' <b>2a</b> Spell all of the Y3 and Y4 statutory spelling words correctly. <b>4b</b> Use spelling knowledge to use a dictionary more efficiently.</p>	<p><b>Composition: Grammar: Skills 1-4</b> <b>(Y5)</b> <b>1d</b> Consistently link ideas across paragraphs. <b>2a</b> Consistently use appropriate structure, organisation and layout devices for a range of audiences and purposes. <b>(Y6)</b> <b>1b</b> Use further organisational and presentational devices to structure text and to guide the reader (<i>e.g. headings, bullet points, underlining</i>). <b>1c</b> Use a wide range of linking words / phrases / devices between sentences and paragraphs to build cohesion. <b>4b</b> Use the perfect form of verbs to mark relationships of time and cause.</p> <p><b>Composition: Punctuation: Skill 5</b> <b>(Y5)</b> <b>5b</b> Use brackets, dashes or commas to indicate parenthesis. <b>(Y6)</b> <b>5b</b> Use semi-colons, colons, dashes to split clauses. <b>5e</b> Use bullet points as an alternative way to list items. <b>5d</b> Use hyphens to avoid ambiguity (also spelling focus).</p> <p><b>Composition: Terminology: Skill 6</b> <b>(Y5)</b> <b>6a</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. <b>(Y6)</b> <b>6a</b> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p> <p><b>Transcription: Spelling: Skills 1-4</b> <b>(Y5)</b> <b>1c</b> Spell words with 'silent' letters <b>2a</b> Spell many of the Y5 and Y6 statutory spelling words correctly. <b>(Y6)</b> <b>2a</b> Spell all of the Y5 and Y6 statutory spelling words correctly. <b>3a</b> Use knowledge of adjectives ending in -ant to spell nouns ending in -ance /- ancy <b>3b</b> Use knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency <b>4b</b> Spell words that contain hyphens</p>
<p><b>Focus Reading Domains: (Comprehension Skills Link in Brackets)</b> <b>1a</b> Draw on knowledge of vocabulary to understand texts (<b>Y1</b> – 3a; <b>Y2</b> – 1a, 3a, 3b) <b>1c</b> Identify and explain the sequence of events in texts (<b>Y2</b> – 2c) <b>1d</b> Make inferences from a text (<b>Y1</b> – 4a; <b>Y2</b> – 4a)</p>	<p><b>Focus Reading Domains: (Comprehension Skills Link in Brackets)</b> <b>2a</b> Give / explain the meaning of words in context (<b>Y3</b> – 1a, 3a; <b>Y4</b> – 1a, 2e) <b>2g</b> Identify / explain how meaning is enhanced through choice of words and phrases (<b>Y3</b> – 3b; <b>Y4</b> – 2e, 3a)</p>	<p><b>Focus Reading Domains: (Comprehension Skills Link in Brackets)</b> <b>2a</b> Give / explain the meaning of words in context (<b>Y5</b> – 1a; <b>Y6</b> – 1a) <b>2g</b> Identify / explain how meaning is enhanced through choice of words and phrases (<b>Y5</b> – 3a, 3b; <b>Y6</b> – 3a)</p>	

	Year 1/2	Year 3/4	Year 5/6
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Summer Term</b></p>	<p><b>Year 1/2</b></p> <p><b>Genres:</b> <b>Narrative</b></p> <ul style="list-style-type: none"> <li>• <b>Spooky Stories</b> – repetition of adjectives</li> <li>• <b>Fantasy Stories</b> – focus on settings</li> <li>• <b>Animal Stories</b></li> </ul> <p><b>Non-Narrative</b></p> <ul style="list-style-type: none"> <li>• <b>Persuasion</b> – supporting a charity</li> <li>• <b>Non-Chronological Report</b> – science link – animals &amp; humans</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• <b>Haiku</b> – structure of syllables</li> <li>• <b>Shape Poems</b></li> </ul>	<p><b>Year 3/4</b></p> <p><b>Genres:</b> <b>Narrative</b></p> <ul style="list-style-type: none"> <li>• <b>Myths and Legends</b> – specific features and expectations</li> <li>• <b>Innovation Narrative</b> – story sections invented / imagined.</li> </ul> <p><b>Non- Narrative</b></p> <ul style="list-style-type: none"> <li>• <b>Wikipedia / Webpage Entry</b> – local history link</li> <li>• <b>Letters</b> – features and formality</li> <li>• <b>Persuasion</b> – letters / speeches.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• <b>Performance Poetry</b> – focus on different performance techniques and independent choice of what to perform.</li> <li>• <b> kennings</b> – word families &amp; word types.</li> </ul>	<p><b>Year 5/6</b></p> <p><b>Genres:</b> <b>Narrative</b></p> <ul style="list-style-type: none"> <li>• <b>Myths and Legends</b> – Scandinavian (link with Topic work)</li> <li>• <b>Contemporary Issues</b> – racism</li> <li>• <b>Prequels and Sequels</b></li> </ul> <p><b>Non- Narrative</b></p> <ul style="list-style-type: none"> <li>• <b>Discussion</b> - argument (balanced)</li> <li>• <b>Biography / Autobiography</b> – features and comparisons</li> <li>• <b>Formal Report</b> – police / witness statement</li> <li>• <b>Chapter of Non-Fiction Text</b></li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• <b>Rap / Song Lyrics</b> – prejudice / racism theme</li> <li>• <b>Poetic Techniques</b> – use of language and effect on reader</li> </ul>
	<p><b>Example Texts:</b> <i>Leon and the Place Between</i> by Grahame Baker-Smith <i>Flotsam</i> by David Weisner <i>A Dark, Dark Tale</i> by Ruth Brown <i>Funny Bones</i> by Janet &amp; Allan Ahlberg</p>	<p><b>Example Texts:</b> <i>Budilph &amp; The Giant Fogey</i> by Janice Dean <i>The Firework Maker's Daughter</i> by Philip Pullman <i>The Dragon Slayer</i> (visual text) Traditional Greek / Roman Myths</p>	<p><b>Example Texts:</b> <i>Beowulf</i> by Michael Morpurgo <i>The Island</i> by Armin Greder <i>Long Walk to Freedom</i> by Nelson Mandela (Children's Edition) <i>Martin's Big Words: The Life of Dr Martin Luther King Jr</i> by Doreen Rappaport</p>
	<p><b>Composition: Grammar: Skills 1-4 (Y1)</b> 1c Sequence sentences to form short narratives. 2a Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. 3a Use simple sentence structures (<i>use question stems – what / how etc</i>)</p> <p><b>(Y2)</b> 3a Use the simple present and past tense (<i>including progressive past</i>) mostly correctly and consistently 3b Form sentences with different functions: <i>statement, question, exclamation, command.</i> 4a Use co-ordination (FANBOYS) 4b Use sub-ordination (I SAW A WABUB)</p> <p><b>Composition: Punctuation: Skill 5 (Y1) 5d</b> Begin to use question marks and exclamation marks. <b>(Y2) 5a</b> Use question marks and exclamation marks mostly correctly. 5c Use apostrophes to mark singular possession and contractions.</p> <p><b>Composition: Terminology: Skill 6 (Y1)</b> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark. <b>(Y2)</b> noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p> <p><b>Transcription: Spelling: Skills 1-4 (Y1) 1a</b> Phase 5 (<i>Little Wandle Scheme</i>) <i>/ai/ eigh aigh ey ea eight straight grey break</i> <i>/n/ kn gn knee gnaw; /m/ mb thumb /ear/ ere eer here deer</i> <i>/zh/ su si treasure vision; /j/ dge bridge /i/ y crystal</i> <i>/j/ ge large; /sh/ ti ssi si ci potion mission mansion delicious</i> <i>/or/ augh our oar ore daughter pour oar more</i></p> <p>2a Spell all Y1 Common Exception Words correctly. 3b Use the prefix – un accurately 3c Successfully add the suffixes – ing, ed, er, est to root words where no change is needed</p> <p><b>(Y2) 1b</b> Recognise different ways of spelling phonemes &amp; common homophones. 1d Spell the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); 1e Spell the /r/ sound spelt 'wr' (e.g. write, written) 1f Spell the /l/ or /əl/ sound spelt –le (e.g. little, middle) or spelt –el (e.g. camel, tunnel) or spelt –al (e.g. metal, hospital) or spelt –il (e.g. fossil, nostril) 1i Add –ed, –ing, –er and –est to a root word ending in –y (e.g. skiing, replied) and exceptions to the rules 1j Add the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before (including exceptions) 2a Spell most Y1 and Y2 Common Exception Words correctly. 3a Add suffixes to spell most words correctly in their writing – less, ness</p>	<p><b>Composition: Grammar: Skills 1-4 (Y3)</b> 1c Begin to organise their writing into paragraphs around a theme. 3a Try to maintain the correct tense (<i>including the present perfect tense</i>) throughout a piece of writing with accurate subject/verb agreement. 4a Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, 4b Use a range of conjunctions, adverbs &amp; prepositions to show time, place and cause. 6a Recognise and use the term <i>preposition.</i></p> <p><b>(Y4)</b> 1b Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. 3b Always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p> <p><b>Composition: Punctuation: Skill 5 (Y3)</b> 5b Use commas after fronted adverbials. <b>(Y4)</b> 5b Consistently use apostrophes for singular and plural possession.</p> <p><b>Composition: Terminology: Skill 6 (Y3)</b> preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas. <b>(Y4)</b> determiner, pronoun, possessive pronoun and adverbial.</p> <p><b>Transcription: Spelling: Skills 1-4 (Y3) 1a</b> Spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). 1e Spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). 1g Spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). 1h Spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure). 2a Spell many of the Y3 and Y4 statutory spelling words correctly. 3c Spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule 4b Use the first two or three letters of a word to check its spelling in a dictionary. <b>(Y4) 1e</b> Spell words with the /s/ sound spelt with 'sc'. 2a Spell all of the Y3 and Y4 statutory spelling words correctly. 3a Correctly spell most words with the prefixes in super-, anti-, auto-, inter-, trans -, tele-, ex-, co- and non-. 4b Use spelling knowledge to use a dictionary more efficiently.</p>	<p><b>Composition: Grammar: Skills 1-4 (Y5)</b> 1d Consistently link ideas across paragraphs. 2a Consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. 4a Use a wide range of linking words/phrases between sentences/paragraphs to build cohesion within and across paragraphs, <i>incl. time adverbials, place adverbials and number.</i></p> <p><b>(Y6)</b> 1c Use a wide range of linking words / phrases / devices between sentences and paragraphs to build cohesion. 2a Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (<i>including literary language, characterisation, structure, etc.</i>). 4a Use the subjunctive form in formal writing. 4c Use the passive voice. 6a Recognise and use the terms subject, object, active, passive,</p> <p><b>Composition: Punctuation: Skill 5 (Y5)</b> 5a Use full range of LKS2 punctuation correctly <b>(Y6)</b> 5a Use full range of punctuation taught at KS2 correctly.</p> <p><b>Composition: Terminology: Skill 6 (Y5)</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. <b>(Y6)</b> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p> <p><b>Transcription: Spelling: Skills 1-4 (Y5)</b> 2a Spell many of the Y5 and Y6 statutory spelling words correctly. 3a Convert nouns or adjectives into verbs using the suffix -ate 3b Convert nouns or adjectives into verbs using the suffix -ise 3c Convert nouns or adjectives into verbs using the suffix -ify 3d Convert nouns or adjectives into verbs using the suffix -en</p> <p><b>(Y6)</b> 1a Spell words ending in -able and -ably 1b Spell words ending in -ible and -ibly 1c Spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' and exceptions. 2a Spell all of the Y5 and Y6 statutory spelling words correctly. 3c Spell words by adding suffixes beginning with vowel letters to words ending in -fer</p>
<p><b>Focus Reading Domains: (Comprehension Skills Link in Brackets)</b> 1a Draw on knowledge of vocabulary to understand texts <b>(Y1 – 3a; Y2 – 1a, 3a, 3b)</b> 1e Predict what might happen on the basis of what has been read so far <b>(Y1 – 4b; Y2 – 4b)</b></p>	<p><b>Focus Reading Domains: (Comprehension Skills Link in Brackets)</b> 2c Summarise main ideas from more than one paragraph <b>(Y4 – 2f)</b> 2f Identify / explain how information / narrative content is related and contributes to meaning as a whole <b>(Y3 – 1a, 2b; Y4 – 1a, 2c, 2d, 2e)</b> 2h Make comparisons within the text <b>(Y3 – 2a; Y4 – 2a)</b></p>	<p><b>Focus Reading Domains: (Comprehension Skills Link in Brackets)</b> 2c Summarise main ideas from more than one paragraph <b>(Y5 – 2c; Y6 – 2e)</b> 2f Identify / explain how information / narrative content is related and contributes to meaning as a whole <b>(Y5 – 1a, 2f, 3a; Y6 – 1a, 2b, 2f, 4a)</b> 2h Make comparisons within the text <b>(Y5 – 2a, 2e, 2f; Y6 – 2a, 2b, 2g)</b></p>	