



We Care. We Aspire. We Belong.

Milverton Community Primary and Pre-School

English Policy 2023-24

Date: October 2023

Review Date: September 2024

Rationale

Competence in English enables children to communicate effectively within their families, with their peers and with the wider world and leads to improved life opportunities. The skills of speaking, listening, reading and writing enable children to organise and express their own thoughts and feeling and to access the knowledge and ideas of others. Our aim, however, must be to lead children beyond the level of skills and basic competence in English. If we can foster a love of books and an ability to appreciate literature, our children's lives will be enriched.

Aims of English Teaching

We aim to develop:

- the ability to speak and listen clearly and confidently in a wide range of situations
- the ability to read fluently with good comprehension, from a wide variety of texts
- an interest in books and in reading for enjoyment
- a fluent, legible handwriting style
- the ability to write grammatically correct English with accurate spelling and punctuation
- an understanding of a range of text types and genres with the ability to write in a variety of styles and forms appropriate to the situation
- an ability to express ideas & creativity through different genres of writing such as poetry and through drama

Statutory requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2021).

Our Approaches to Teaching English

We have adopted the National Curriculum programmes of study for English as a basis for our English curriculum in key stages 1 and 2. The reception class follows the Early Years Foundation Stage curriculum. Every class in key stages 1 and 2 have a daily English lesson. Discrete phonics and spelling is taught across a week. Additional time is also given to handwriting, individual reading, and listening to, and reading, stories, poems and non-fiction texts.

When planning and teaching the English curriculum the following elements are considered:

- Differentiation to meet the needs of all pupils including careful planning of work to include a range of teaching strategies with a balance between audio, visual, and kinaesthetic techniques
- ICT and cross-curricular links are made where appropriate
- The careful marking of work in accordance with the marking policy
- Using targets with the children to ensure progress is made

Spoken language

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

Opportunities are taken at Milverton to develop speaking and listening skills in all areas of the curriculum and in social aspects of school life. Children are given opportunities to share and

discuss topics, to engage in class and group discussions as they work and explain what they have learned to a range of audiences. We value role-play and drama as excellent ways to develop speaking and listening skills and children are engaged in such activities as 'hot-seating' and 'speaking in role' across many of the curriculum subjects. Class Sharing Assemblies and whole school performances also provide opportunities to develop speaking and listening to a wider audience. Teachers realise their role as language models for children and aim to provide a good role model of spoken English and a good role model as communicators.

Reading

The National Curriculum programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

Our teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Phonics is therefore emphasised in the early teaching of reading to beginners (i.e. unskilled readers) in the EYFS. There is a focus on sharing books with children and hearing individual children read, as soon as they start in Reception, which is supported with key word games. Word recognition skills are developed systematically in the early years through the teaching of synthetic phonics. Phonics is taught daily in EYFS and KS1 and as appropriate in KS2. Phonics is taught using the DfE's approved phonics teaching programme, Pearson Bug Club Phonics. The children access a range of phonetically decodable books which align to the Letters and Sounds phases and ensure children access books in line with their phonics learning. All children accessing phonics learning are assessed each half term and this is recorded using Phonics Tracker.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with school staff, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech.

We encourage a love of books and of reading by providing a rich reading environment in our classrooms. We have developed a reading spine of core, high-quality texts for each year group to be shared and used as part of our teaching. Each class has a class library and an author of the term is selected in each year group each term to create a reading culture. Reading is taught using shared, guided and whole class reading. Children across the school are involved in reading sessions each week led by either a teacher or a trained TA. All children have access to books and a reading record that they are encouraged to take home each night for reading with an adult or, if they are more fluent, sometimes independently. Children are expected to read at home at least four times per week to an adult and reading records are checked and monitored by staff regularly. Children are able to borrow a wide range of both narrative and non-fiction books. Our reading intent document (appendix 2) showcases our progression of reading here at Milverton.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading and consists of 2 dimensions:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

Our teaching develops pupils' competence in these two dimensions. In addition, pupils are taught how to plan, revise and evaluate their writing. These aspects of writing are incorporated into the National Curriculum programmes of study for composition.

Spelling, Grammar and Punctuation

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.

Pupils are taught to control their speaking and writing consciously and to use Standard English. They are taught to use the elements of spelling, grammar, punctuation and 'language about language' listed in the statutory appendices. The school follows the definitions provided in the non-statutory glossary in the National Curriculum.

Throughout the programmes of study, teachers teach pupils the vocabulary they need to discuss their reading, writing and spoken language. Pupils therefore learn the correct grammatical terms in English and these terms are integrated within teaching. Our school also uses a grammar grid (appendix 1) which sets out the progression and expectations of knowledge in grammar across the primary phase in line with Curriculum 2014. The children are taught grammar explicitly in stand-alone sessions but mainly as part of writing units.

In KS1 spelling patterns are taught using the Pearson Bug Club Phonics scheme and Curriculum 2014 on a daily basis. The children revisit and recap spelling patterns as they progress through the phases. In KS2 we follow the 'Westover Green' spelling scheme which follows the National Curriculum expectations and has a clear progression through the key stage. The children have weekly spelling lessons and complete at least one follow up activity which track the spelling patterns set out in Curriculum 2014. The children in KS2 also learn the statutory words set out in the word lists for each phase. These are taught and tested each half term to ensure progress and close any gaps in knowledge.

Handwriting

Handwriting is taught throughout the school using a cursive script, based on the Collins Primary handwriting scheme. We use the computer programme 'Joinit' throughout the school when printing sheets used by the children. Handwriting is taught using a cursive script, not least because the school recognises the value of a fluid handwriting style but to also enhance spelling skills. Good presentation of all writing is encouraged and is standard throughout the school as well as a tripod pencil grip. Print letter formation is taught in EYFS for individual letters. In Year 1 we teach the children to recognise the letters written in a cursive script. The children are also taught how to write individual cursive letters with lead ins and lead outs with joining cursive taught once this is mastered. In Year 2, children are taught and expected to write using the cursive technique. Children have daily opportunities to practise letter formation starting with their name. Children are encouraged to use a cursive style in all their work, and by the end of key stage 2 to have progressed to developing their own style. Expectations on handwriting are displayed clearly on KS2 classroom walls and when children have a consistent, neat style a pen licence can be issued in KS2. To ensure all children hold their pencil correctly, some are encouraged to use a pencil grip.

Composition

Writing composition is taught using the structure of 'Talk for Writing', following the sequence of immersion, imitation, innovation and invention. We recognise the need to provide excellent examples of modelled writing by teachers and stimulating shared experience as a stimulus for children's own writing. We recognise too, the need to provide children with plenty of good quality reading experiences in each genre before children are asked to write themselves, and the importance of opportunities to talk and discuss before writing. We try to ensure children have a purpose for writing which is clear to them. Opportunities are also made for extended writing sessions in other areas of the curriculum.

We also value the importance of children practising writing skills on a daily basis. We provide a wide variety of reasons and purposes for writing and in the early years provide many opportunities for child-initiated and role-play writing. In the EYFS children practise their writing skills every day. We encourage children to have a go at writing as soon as possible and to use their phonic skills and knowledge to spell.

In addition, individual pupil whiteboards are used across the school to practise writing skills. Interactive whiteboards and visualisers are used to annotate texts and to show and model writing features as well as to teach proof-reading and editing skills. We frequently pair children as response partners in order to help them play a part in their own and others' editing and redrafting this involves the use of 'polishing pens' to make amendments clear to both the child and their teacher.

Our writing intent document (appendix 3) showcases our progression of reading here at Milverton.

Poetry is taught across school in many ways to inspire both reading and writing of a variety of styles. The school progression of poetry is evident on our progression sheet (appendix 4).

Planning and Assessment

Planning

Long term planning identifies the blocks of English that will be taught across the year groups which reflect the statutory requirements set out for each year group. Teachers use our yearly overview sheet (appendix 2) to ensure they teach a range of text types across their year and phase.

Medium term planning is undertaken on a unit plan basis following the 'Talk for Writing' process over several weeks. Carefully chosen texts stimulate and enthuse the children to read and write. The audience and purpose for any writing outcomes are clearly identified. A 'best piece' is written by the children after a unit has been taught which the teacher uses to assess for progress and attainment. This is written in the children's 'Best Books'.

Short term planning on weekly plans exemplifies the objectives for the week taken from the medium term plans. These plans show differentiation where appropriate and progression across the week. Additional plans outline the discrete areas of English that are taught in addition to the daily literacy lesson, e.g. guided reading and phonics and spelling. After each lesson and at the end of each week evaluation informs future planning. It is the duty of each individual teacher to evaluate their plans in a way they see fit, and act upon it.

All plans are monitored on a regular basis by the headteacher and the English Subject Leader and should be saved in the planning folder on a shared Google Drive.

Assessment

Assessment is crucial to the learning process. Children's work is regularly assessed through observation, discussion, scrutiny of work and evaluating outcomes.

- End of year targets are set for each year group
- Termly Pupil Progress Meetings are used to track the progress of each child in reading and writing across the year

Formative Assessment

Teacher assessment is an integral part of good practice. Assessment is carried out on a daily and weekly basis to allow plans to be adapted for the next stage of the children's learning. It involves identifying children's progress against teaching objectives and targets, determining which children have achieved and moving them on to the next stage of learning. Where appropriate, additional support and interventions are identified for children not making the expected progress.

Summative Assessment

This includes:

- Baseline in the Foundation year
- EYFSP – Early Years Foundation Stage Profile
- Phonics screening in Year 1
- Phonics Tracker
- Year 2 NC tests
- Year 6 NC tests
- End of year teacher assessments by all teachers in July
- Termly updates on Fisher Family Trust (FFT) by all classes

Attainment targets

The school recognises that at the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the relevant programme of study from the National Curriculum 2014. Targets are set for individual children and whole classes based on national data and our data from EYFS and KS1. We use FFT to ensure we have aspirational targets and use it as a way of checking and recording progress in school.

Recording

- Tracking in reading and writing against NC ARE objectives on FFT
- Phonics Tracker assessments
- Reading records

Marking

Marking in English is part of the assessment process. We use toolkits for teachers and children to assess against. We follow the Marking Policy for all other aspects.

The Role of the Subject Leader

The role of the English Subject Leader is defined in the job description.

Resourcing

The English Subject Leader, with the Headteacher, is responsible for the ordering, costing and allocation of resources to support the teaching of English.

A review of resources is carried out periodically which leads to a prioritised list of requirements. This is funded within the school's budget plan for the financial year.

Reporting to Parents

Parents receive regular informal or verbal feedback as to their children's progress in English. Each child has a reading record folder or book to record progress in reading at home and school. Spelling lists are also given in accordance with the Homework Policy. In addition, parents also have the opportunity each term to meet with the staff to discuss progress and to see work. Parents receive an annual written report at the end of the school year. This includes details of their children's progress and areas for development. Where appropriate the national test results are reported.

Inclusion

All children have an entitlement to participate fully in English, regardless of gender, race, age or ability, in accordance with the school's Equal Opportunities Policy.

Children for whom English is an additional language will receive additional support as appropriate.

Monitoring and Evaluation

In order to monitor standards and progress the following systems are in place:

- Each teacher meets with the Headteacher at least twice a year to discuss progress in reading and writing (PPMs). Particular attention is paid to children working below age related expectations, children with SEN and children eligible for Pupil Premium.
- The English Subject Leader is given time to monitor English through a range of activities which includes: analysis of tracking data for reading and writing (including FFT), lesson observations, scrutiny of work, review of planning and interviews with stakeholders.
- Staff meet at least twice a year to scrutinise and moderate writing across the school.
- SEN pupils will be assessed regularly by the class teacher and the SENCO. Steps are taken to provide additional support where appropriate. The SENCO and English Subject Leader meet regularly to discuss identified pupils.
- The school's English action plan is part of the whole school development plan and is updated annually by the English Subject Leader and Headteacher.
- Planning, teaching, assessments and record keeping are monitored regularly to ensure continuity and progression throughout the school.
- Books and planning are monitored by the English Subject Leader who then reports back to the Headteacher and on general issues to the staff in staff meetings.

Transition

- In the summer term teachers liaise closely with the children's next class teacher to ensure a successful transition for all pupils.
- The Year 6 teachers liaise closely with the Secondary schools to which the pupils will be transferring.
- The SENCO will additionally work with the Secondary SENCOs to ensure maximum support for any pupils with Special Educational Needs.

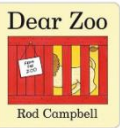
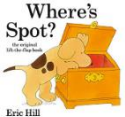
Review

This policy will be reviewed in September 2024.


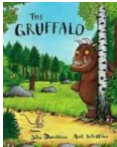
Appendix 1 – Grammar progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	<p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p>	<p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>(A fuller list of suffixes can be found on page Error! Bookmark not defined. in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>	<p>Formation of nouns using a range of prefixes [for example <i>super-, anti-, auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p>	<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>	<p>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>]</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</p>	<p>Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]</p>	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>
Text	<p>Sequencing sentences to form short narratives</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun <i>I</i></p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause: end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>Use of commas after fronted adverbials</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>]</p>
Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>	<p>preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>	<p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p>	<p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>

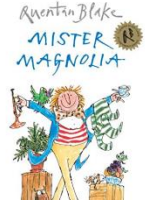
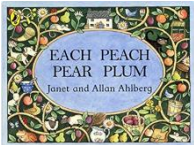

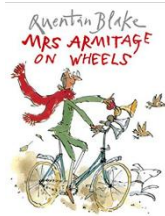


Pre-School	
<p>Reading Spine</p> 	<p>Dear Zoo - Rod Campbell Where's Spot? – Eric Hill You Choose! – Nick Sharratt & Pippa Goodheart Jasper's Beanstalk – Nick Butterworth We're Going on a Bear Hunt – Michael Rosen</p> 
<p>Poetry Spine</p>	<p>Dinosaur Roar! The Oxford Treasury of Nursery Rhymes Shark in the Park! The Puffin Baby and Toddler Treasury</p>
<p>Reading at Home</p>	<p>Children are able to bring in books from home to share with the class, as well as taking books and resources from Pre-School to read at home.</p>
<p>Reading for Pleasure</p>	<p>Daily storytelling sessions are timetabled. Adults read a range of genres covering poetry, fiction and non-fiction.</p>



Reception			
Reading Spine	 		
	<p>Lost and Found – Oliver Jeffers The Gruffalo - Julia Donaldson The Smartest Giant in Town - Julia Donaldson The Very Hungry Caterpillar - Eric Carle The Bad Tempered Ladybird - Eric Carle Owl Babies - Martin Waddell Handa’s Surprise - Elleen Brown Rosie’s Walk – Pat Hutchins Whatever Next! – Jill Murphy The Tiger Who Came to Tea – Judith Kerr</p>		
Author of the Term	Oliver Jeffers	Julia Donaldson	Eric Carle
Poetry Spine	<p>My Many Coloured Days This Little Puffin A Treasury of Songs Sharing a Shell</p>		
Reading at Home	<p>Children are expected to read at least 4 times a week at home. Adults at home record when their child reads in their Reading Diary. Reading Diaries are checked regularly in school. Every child reads to an adult each week in school and children who do not regularly read at home read more than once a week to an adult in school.</p>		
Reading for Pleasure	<p>Daily storytelling sessions are timetabled. Adults read a range of genres covering poetry, fiction and non-fiction. Class bookcase available for children to select books from for reading for pleasure.</p>		
Reading Assessment	<p>Reading Early Learning Goals: Word Reading – Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Comprehension – Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>		


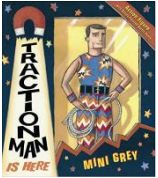




Year 1												
Reading Spine	 		<p>One Snowy Night – Nick Butterworth Each Peach Pear Plum - Janet and Alan Ahlberg Mister Magnolia - Quentin Blake Mrs Armitage - Quentin Blake Hairy MacLairy - Lynley Dodd Peace at Last - Jill Murphy There is no Dragon in this story - Lou Carter The Rainbow Fish - Marcus Pfister Not Now Bernard - David McKee The Lion Inside - Rachel Bright Pumpkin Soup - Helen Cooper The three little wolves and the big bad pig - Eugene Trivizas</p>				 					
	Author of the Term	Nick Butterworth	Allan Ahlberg				Quentin Blake					
Poetry Spine	<p>Twinkle Twinkle Chocolate Bar Hey, Little Bug! When We Were Very Young The Puffin Book of Fantastic First Poems</p>											
Reading at Home	<p>Children are expected to read at least 4 times a week at home. Adults at home record when their child reads in their Reading Diary. Reading Diaries are checked regularly in school. Every child reads to an adult each week in school and children who do not regularly read at home read more than once a week to an adult in school.</p>											
Reading for Pleasure	<p>Daily storytelling sessions are timetabled. Adults read a range of genres covering poetry, fiction and non-fiction. Class bookcase available for children to select books from for reading for pleasure. Topic boxes from SSE Somerset Library Services available in class for children to read.</p>											
	<p>Topic Related Texts:</p> <table border="1"> <tr> <td>•</td> <td>• Stone Girl Bone Girl: The Story of Mary Anning</td> <td>• Dragon Post • There is no Dragon in this Story</td> <td>• Vlad and the Florence Nightingale Adventure</td> <td>•</td> <td>• Vlad and the Great Fire of London</td> </tr> </table>							•	• Stone Girl Bone Girl: The Story of Mary Anning	• Dragon Post • There is no Dragon in this Story	• Vlad and the Florence Nightingale Adventure	•
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Reading Assessment	<ol style="list-style-type: none"> 1. Apply phonic knowledge and skills as the route to decode words. (Word Reading) 2. Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes. (Word Reading) 3. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. (Word Reading) 4. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (Word Reading) 5. Read many common exception words from (English appendix 1). (Word Reading) 											



6. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. (Word Reading)
 7. Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending. (Word Reading)
 8. Read other words of more than one syllable that contain taught GPCs. (Word Reading)
 9. Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). (Word Reading)
 10. Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words. (Word Reading)
 11. Re-read phonically decodable books to build up fluency and confidence in word reading. (Word Reading)
 12. Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. (Comprehension)
 13. Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to talk about events in what is read or heard read and link them to his/her own experiences. (Comprehension)
 14. Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group). (Comprehension)
 15. Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases. (Comprehension)
 16. Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. (Comprehension)
 17. Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart. (Comprehension)
 18. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known. (Comprehension)
 19. Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher. (Comprehension)
 20. Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading. (Comprehension)
 21. Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events. (Comprehension)
 22. Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done. (Comprehension)
 23. Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far. (Comprehension)
 24. Participate in discussion about what is read to him/her, taking turns and listening to what others say. (Comprehension)
 25. Explain clearly his/her understanding of what is read to him/her. (Comprehension)
- Answer questions in discussion with the teacher and make simple inferences. (Comprehension)

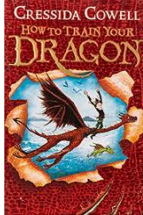
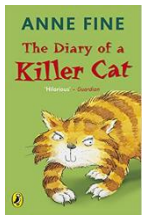

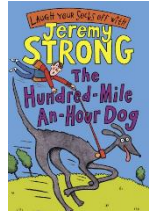


Year 2												
Reading Spine	 		<p>Traction Man – Mini Grey Mr Penguin and the Lost Treasure - Alex T Smith The Owl That’s Afraid of the Dark - Jill Tomlinson Fantastic Mr Fox - Roald Dahl The Hodgeheg - Dick King-Smith Ottoline and the Yellow Cat - Chris Riddell The Day the Crayons Quit - Drew Daywait The Tear Thief - Carol Ann Duffy Where the Wild Things Are – Maurice Sendak Meerkat Mail – Emily Gravett Journey - Aaron Becker The Tin Forest - Helen Ward</p>									
	Author of the Term	Mini Grey	Alex T Smith				Jill Tomlinson					
Poetry Spine	<p>Heard it in the Playground The Works Key Stage 1 Crazy Mayonnaisy Mum A First Poetry Book</p>											
Reading at Home	<p>Children are expected to read at least 4 times a week at home. Adults at home record when their child reads in their Reading Diary. Reading Diaries are checked regularly in school. Every child reads to an adult each week in school and children who do not regularly read at home read more than once a week to an adult in school.</p>											
Reading for Pleasure	<p>Daily storytelling sessions are timetabled. Adults read a range of genres covering poetry, fiction and non-fiction. Class bookcase available for children to select books from for reading for pleasure. Topic boxes from SSE Somerset Library Services available in class for children to read.</p>											
	<p>Topic Related Texts:</p> <table border="1"> <tr> <td>•</td> <td>• Stone Girl Bone Girl: The Story of Mary Anning</td> <td>• Dragon Post • There is no Dragon in this Story</td> <td>• Vlad and the Florence Nightingale Adventure</td> <td>•</td> <td>• Vlad and the Great Fire of London</td> </tr> </table>							•	• Stone Girl Bone Girl: The Story of Mary Anning	• Dragon Post • There is no Dragon in this Story	• Vlad and the Florence Nightingale Adventure	•
•	• Stone Girl Bone Girl: The Story of Mary Anning	• Dragon Post • There is no Dragon in this Story	• Vlad and the Florence Nightingale Adventure	•	• Vlad and the Great Fire of London							
Reading Assessment	<ol style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. (Word Reading) Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes. (Word Reading) Recognise alternative sounds for graphemes. (Word Reading) Read accurately words of two or more syllables that contain graphemes taught so far. (Word Reading) Read words containing common suffixes. (Word Reading) Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. (Word Reading) Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding. (Word Reading) 											



	<p>8. Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. (Word Reading)</p> <p>9. Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading. (Word Reading)</p> <p>10. Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently. (Comprehension)</p> <p>11. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. (Comprehension)</p> <p>12. Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. (Comprehension)</p> <p>13. Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry. (Comprehension)</p> <p>14. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary. (Comprehension)</p> <p>15. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases. (Comprehension)</p> <p>16. Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. (Comprehension)</p> <p>17. Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher. (Comprehension) Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading. (Comprehension)</p>
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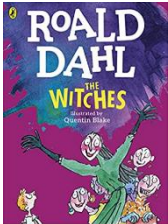
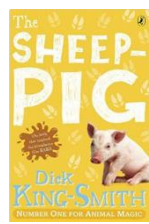
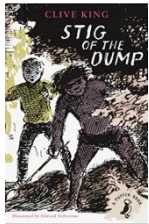
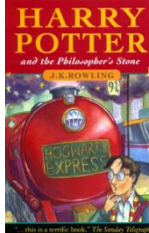


Year 3												
Reading Spine	 		<p>How to Train your Dragon - Cressida Cowell The Diary of a Killer Cat – Anne Fine The Hundred-Mile-an-Hour-Dog – Jeremy Strong The Iron Man - Ted Hughes The Abominable - Eva Ibbotson The Worst Witch - Jill Murphy The 13-Storey Tree House - Andy Griffiths Ugo - Raymond Briggs The Moonshine Dragon - Cornelia Funk Dragons at Crumbling Castle - Terry Ratchet</p>			 						
	Author of the Term	Cressida Cowell	Anne Fine	Jeremy Strong								
Poetry Spine	<p>Quick, Let's Get Out of Here The World's Greatest Space Cadet Paint Me a Poem The Puffin Book of Utterly Brilliant Poetry</p>											
Reading at Home	<p>Children are expected to read at least 4 times a week at home. Adults at home record when their child reads in their Reading Record Folder. Reading Record Folders are checked regularly in school. Every child reads to an adult regularly in school and children who do not regularly read at home read more than once a week to an adult in school.</p>											
Reading for Pleasure	<p>Daily storytelling sessions are timetabled. Adults read a range of genres covering poetry, fiction and non-fiction. Class bookcase available for children to select books from for reading for pleasure. Topic boxes from SSE Somerset Library Services available in class for children to read.</p>											
	<p>Topic Related Texts:</p> <table border="1"> <tr> <td>• Stone Age Boy</td> <td>• The Ancient Greek Mysteries • So You Think You've Got it Bad? A Kid's Life in Ancient Greece</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> </table>							• Stone Age Boy	• The Ancient Greek Mysteries • So You Think You've Got it Bad? A Kid's Life in Ancient Greece	•	•	•
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Reading Assessment	<ol style="list-style-type: none"> 1. Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1) 2. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1) 3. Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction. 4. Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways 5. Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally 											



	<ol style="list-style-type: none">6. Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books7. Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts8. Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination9. Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words10. Understand what he/she reads independently by asking questions to improve his/her understanding of a text11. Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence12. Understand what he/she reads independently by predicting what might happen from details stated13. Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these14. Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech15. Retrieve and record information from non-fiction16. Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say
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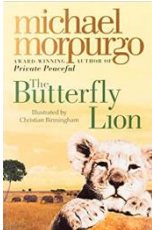
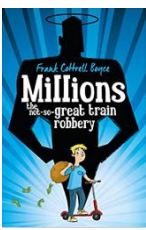

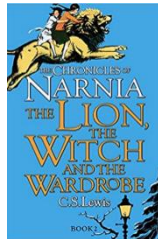


Year 4												
Reading Spine	 		<p>The Witches - Roald Dahl Charlie and the Chocolate Factory – Roald Dahl Matilda – Roald Dahl The Sheep Pig – Dick King-Smith Harry Potter and the Philosopher’s Stone – JK Rowling Stig of the Dump – Clive King Varjak Paw - S F Said The Demon Headmaster - Gillian Cross Charlotte’s Web - E.B White Oliver and the Seawigs - Sarah McIntyre</p>									
	Author of the Term	Roald Dahl	Dick King-Smith	JK Rowling								
Poetry Spine	<p>Deep in the Green Wood Hot Like Fire Hello H₂O Sensational!</p>											
Reading at Home	<p>Children are expected to read at least 4 times a week at home. Adults at home record when their child reads in their Reading Record Folder. Reading Record Folders are checked regularly in school. Every child reads to an adult regularly in school and children who do not regularly read at home read more than once a week to an adult in school.</p>											
Reading for Pleasure	<p>Daily storytelling sessions are timetabled. Adults read a range of genres covering poetry, fiction and non-fiction. Class bookcase available for children to select books from for reading for pleasure. Topic boxes from SSE Somerset Library Services available in class for children to read.</p>											
	<p>Topic Related Texts:</p> <table border="1"> <tr> <td>• Stone Age Boy</td> <td>• The Ancient Greek Mysteries • So You Think You’ve Got it Bad? A Kid’s Life in Ancient Greece</td> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> </table>							• Stone Age Boy	• The Ancient Greek Mysteries • So You Think You’ve Got it Bad? A Kid’s Life in Ancient Greece	•	•	•
• Stone Age Boy	• The Ancient Greek Mysteries • So You Think You’ve Got it Bad? A Kid’s Life in Ancient Greece	•	•	•	•							
Reading Assessment	<ol style="list-style-type: none"> 1. Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1) 2. Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1) 3. Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 4. Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes 5. Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read 											



6. Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally
7. Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination
8. Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry
9. Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books
10. Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context
11. Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity
12. Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text
13. Understand what he/she reads independently by predicting what might happen from details stated and implied
14. Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these
15. Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials
16. Retrieve and record information from non-fiction over a wide range of subjects
17. Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say




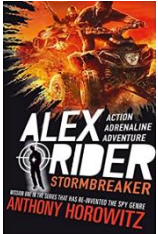
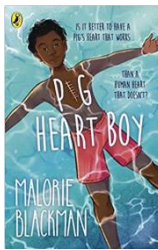
Year 5							
Reading Spine	 		<p>The Butterfly Lion – Michael Morpurgo Kensuke’s Kingdom – Michael Morpurgo War horse – Michael Morpurgo Millions – Frank Cottrell Boyce Cosmic - Frank Cottrell Boyce The Explorer – Katherine Rundell Rooftoppers – Katherine Rundell Cogheart (Victorian) - Peter Bunzel Wolf Brother - Michelle Paver The Lion the Witch and the Wardrobe - C. S Lewis</p>			 	
	Author of the Term	Michael Morpurgo	Frank Cottrell Boyce	Katherine Rundell			
Poetry Spine	Lost Magic The Magic Box Juggling with Gerbils The Works 4						
Reading at Home	Children are expected to read at least 4 times a week at home. Adults at home record when their child reads in their Reading Record Folder. Reading Record Folders are checked regularly in school. Every child reads to an adult regularly in school and children who do not regularly read at home read more than once a week to an adult in school.						
Reading for Pleasure	Daily storytelling sessions are timetabled. Adults read a range of genres covering poetry, fiction and non-fiction. Class bookcase available for children to select books from for reading for pleasure. Topic boxes from SSE Somerset Library Services available in class for children to read.						
	Topic Related Texts:						
	• Street Child	•	• Secrets of a Sun King	• Letters from the Lighthouse • Friend or Foe	• Phoenix	•	
Reading Assessment	1. Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling 2. Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 3. Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 4. Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices 5. Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing 6. Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book 7. Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and to perform, showing						

Appendix 2



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| | <p>understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <ol style="list-style-type: none">8. Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context9. Understand what he/she reads by asking questions to improve his/her understanding of complex texts10. Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence11. Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied12. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader13. Distinguish between statements of fact and opinion14. Retrieve, record and present information from non-fiction15. Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously |
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Year 6						
Reading Spine	 		There's a boy in the girls' bathroom - Louis Sachar Holes - Louis Sachar Stormbreaker – Anthony Horowitz Room 13 (suspense) - Robert Swindells Wonder - R J Palacio Who Let the God's out - Maz Evans Skellig - David Almond Sky Song - Abi Elphinstone Philip Pullman – Clockwork Pig Heart Boy – Malorie Blackman			
	Author of the Term	Louis Sacher	Anthony Horowitz	Emma Carroll		
Poetry Spine	Ted Hughes: Collected Poems for Children Carol Ann Duffy: New and Collected Poems for Children Charles Causley: Collected Poems for Children The Works Key Stage 2					
Reading at Home	Children are expected to read at least 4 times a week at home. Adults at home record when their child reads in their Reading Record Folder. Reading Record Folders are checked regularly in school. Every child reads to an adult regularly in school and children who do not regularly read at home read more than once a week to an adult in school.					
Reading for Pleasure	Daily storytelling sessions are timetabled. Adults read a range of genres covering poetry, fiction and non-fiction. Class bookcase available for children to select books from for reading for pleasure. Topic boxes from SSE Somerset Library Services available in class for children to read.					
	Topic Related Texts:					
	<ul style="list-style-type: none"> • Street Child 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Secrets of a Sun King 	<ul style="list-style-type: none"> • Letters from the Lighthouse • Friend or Foe 	<ul style="list-style-type: none"> • Phoenix 	<ul style="list-style-type: none"> •
Reading Assessment	1. Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling 2. Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes 3. Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions 4. Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing 5. Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books 6. Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart 7. Read age-appropriate books, including whole novels, with confidence and fluency					

Appendix 2



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| | <ol style="list-style-type: none">8. Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration9. Understand what he/she reads by identifying how language, structure and presentation contribute to meaning10. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader11. Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning12. Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary13. Provide reasoned justifications for his/her views |
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Appendix 3



Year R						
Genre covered throughout the year	Story Writing	Lists	Traditional Tales	Recount	Instructions	Information Texts
Potential Texts to support	Lost & Found Whatever Next!	The Great Explorer	3 Little Pigs The Enormous Turnip	Rosie's Walk Milverton Village Walk	Oliver's Vegetables	The Very Hungry Caterpillar
Writing	<ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed - Spell words by identifying sounds in them and representing the sounds with a letter or letters - Write simple phrases and sentences that can be read by others 					



Class 1 - Year A					
Fiction texts	Fairy tales – from Grammarsaurus Jack and the Beanstalk	Finding tale Escape at the zoo! Grammarsaurus	Losing tale	Wishing tale Max and Margaret Grammarsaurus	Poetry Rhyming number poem
Independent and purposeful writing opportunities	The children will write their own fairy tale using a similar pattern focusing on sentence structure.	The children will write their own version of a finding tale.	The children will write their own version of a finding tale.		The children will write their own poem rhyming numbers.
Non-fiction texts	Instruction (Making puppet/moving toy)	Persuasive advert (Milverton / walk)	Recount	Information (Animal - Science)	Recount – postcard (Visit to castle)
Independent and purposeful writing opportunities	To write a set of clear instructions for a given task.	To write a persuasive advert about a location they have visited.	To write a recount about a real experience.	The children will write an information text about an animal.	The children will write a postcard based on a story or their topic learning.
Class 1 - Year B					
Fiction texts	Fairy tales – from Grammarsaurus Jack and the Beanstalk	Finding tale Escape at the zoo! Grammarsaurus	Losing tale	Wishing tale Max and Margaret Grammarsaurus	Poetry Rhyming number poem
Independent and purposeful writing opportunities	The children will write their own fairy tale using a similar pattern focusing on sentence structure.	Escape at the zoo! Grammarsaurus (Yr A)	Oliver Jeffers – Lost and Found Grammarsaurus text	Max and Margaret Grammarsaurus (Yr A)	Rhyming number poem
Non-fiction texts	Instruction (Habitat - Science)	Persuasive advert (Mexico - Geography)	Recount (Milverton /walk)	Information (Seasons- Science)	Recount – postcard (Trip)
Independent and purposeful writing opportunities	To write a set of clear instructions for a given task.	To write an advert for visiting Mexico.	To write a recount about a real experience.	The children will write an information text about a season..	The children will write a postcard based on a story or their topic learning.
Spoken language	<ul style="list-style-type: none"> ● Listen to and begin to express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently. <ul style="list-style-type: none"> ● Begin to discuss the sequence of events in books. ● Start to build up a repertoire of poems learnt by heart and reciting some. <ul style="list-style-type: none"> ● Discuss his/her favourite words and phrases. <ul style="list-style-type: none"> ● Answer and ask questions. ● Begin to participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say. ● Begin to explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for 				



	<p>himself/herself.</p> <ul style="list-style-type: none"> ● Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others. <ul style="list-style-type: none"> ● Spell words containing each of the 40+ phonemes already taught. ● Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes. <ul style="list-style-type: none"> ● Spell a few common exception words (e.g. I, the, he, said, of). <ul style="list-style-type: none"> ● Spell some common exception words. <ul style="list-style-type: none"> ● Spell the days of the week. ● Name the letters of the alphabet in order. ● Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. ● Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. <ul style="list-style-type: none"> ● Add prefixes and suffixes using the prefix un-. ● Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest. <ul style="list-style-type: none"> ● Apply simple spelling rules and guidance, as listed in English Appendix 1. ● Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. ● Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash).
Handwriting	<ul style="list-style-type: none"> ● Sit correctly at a table, holding a pencil comfortably and correctly. <ul style="list-style-type: none"> ● Form most lower-case letters correctly. ● Form lower-case letters in the correct direction, starting and finishing in the right place. <ul style="list-style-type: none"> ● Form capital letters. ● Form digits 0-9. ● Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.
Composition	<ul style="list-style-type: none"> ● Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher <ul style="list-style-type: none"> ● Write down one of the sentences that he/she has rehearsed ● Compose and write sentences independently to convey ideas ● Write sentences, sequencing them to form short narratives (real or fictional) ● Write sentences by re-reading what he/she has written to check that it makes sense <ul style="list-style-type: none"> ● Discuss what he/she has written with the teacher or other pupils ● Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.
Terminology	letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark.



Class 2 - Year A					
Fiction texts	Adventure story Traction Man	Rags to riches T.B.C.	Defeating the monster Little Red Riding Hood	Finding tale The Lost Scarf (Grammarsaurus)	Poetry Mindful poem (Grammarsaurus)
Independent and purposeful writing opportunities	The children will write their own Traction Man adventure focusing on tenses and punctuation	The children will write their own story with a focus on setting description.	The children will write their own version with a focus on character description	The children will write their own version with a focus on character actions	The children will write poetry while exploring their mental wellbeing
Non-fiction texts	Instructions How to defeat the dirty dishcloth - Grammarsaurus	Information text The British Isles	Recount Castle trip	Persuasive writing Advert for Milverton/Longny au Perche	Recount – diary entry Mary Anning
Independent and purposeful writing opportunities	The children will create their own instruction text focussing on an introduction	The children will create an information text based on their topic of learning with a focus on categorising information	The children will write a recount based on their school trip focussing on adverbs of time.	The children will write a persuasive advert based on their geography studies.	The children will write a diary entry linked to the significant individual they have studied.
Class 2 - Year B					
Fiction texts	Adventure story TBC	Rags to riches TBC	Defeating the monster Red Riding Hood	Finding tale	Poetry Mindful poem (Grammarsaurus)
Independent and purposeful writing opportunities	The children will write their own Traction Man adventure focusing on tenses and punctuation	The children will write their own story with a focus on setting description.	The children will write their own version with a focus on character description	The children will write their own version with a focus on character actions	The children will write poetry while exploring their mental wellbeing
Non-fiction texts	Instructions How to put out the fire	Information text Mexico	Recount Trip	Persuasive writing Habitats - Come and Live in my home	Recount – diary entry Samuel Peyps
Independent and purposeful writing opportunities	The children will create their own instruction text focussing on an introduction	The children will create an information text based on their topic of learning with a focus on categorising information	The children will write a recount based on their school trip focussing on adverbs of time.	The children will write a persuasive advert based on their science studies.	The children will write a diary entry linked to the significant individual they have studied.
Spoken language	<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently. Discuss the sequence of events in books and how items of information are related. Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning 				



	<p style="text-align: center;">clear.</p> <ul style="list-style-type: none"> ● Discuss his/her favourite words and phrases. <ul style="list-style-type: none"> ● Answer and ask questions. ● Participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say. <ul style="list-style-type: none"> ● Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself.
<p>Spelling</p>	<ul style="list-style-type: none"> ● Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others. ● Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. <ul style="list-style-type: none"> ● Spell most common exception words. ● Spell most words with contracted forms. ● Spell by learning the possessive apostrophe (singular) e.g. the girl's book. <ul style="list-style-type: none"> ● Spell by distinguishing between homophones and near-homophones. ● Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly. ● Add suffixes to spell most longer words correctly, including -ment, -ness, -ful, -less, -ly. <ul style="list-style-type: none"> ● Apply spelling rules and guidance, as listed in English Appendix 1. ● Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
<p>Handwriting</p>	<ul style="list-style-type: none"> ● Form lower-case letters of the correct size relative to one another in some of his/her writing. ● Form lower-case letters of the correct size relative to one another in most of his/her writing. ● Use the diagonal and horizontal strokes needed to join letters in some of his/her writing. <ul style="list-style-type: none"> ● Use the diagonal and horizontal strokes needed to join letters using cursive script. ● Understand which letters, when adjacent to one another, are best left unjoined. ● Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. <ul style="list-style-type: none"> ● Use spacing between words that reflects the size of the letters.
<p>Composition</p>	<ul style="list-style-type: none"> ● Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional). <ul style="list-style-type: none"> ● Write poetry to develop positive attitudes toward and stamina for writing. ● Write for different purposes to develop positive attitudes toward and stamina for writing. ● Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing. <ul style="list-style-type: none"> ● Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about. ● Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary. ● Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence. ● Make simple additions, revisions and corrections to his/her own writing by evaluating his/her writing with the teacher and other pupils. ● Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. ● Make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly. <ul style="list-style-type: none"> ● ☑ Read aloud what he/she has written with appropriate intonation to make the meaning clear.
<p>Terminology</p>	<p>Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past and present), apostrophe, comma</p>



Class 3 - Year A					
Fiction texts	Time travel story Stone Age Boy (Year A) <i>Model text</i>	Defeating the monster Theseus and the Minotaur <i>Model text</i>	Finding tale	Warning tale The Caravan	Poetry
Independent and purposeful writing opportunities	The children will write their own time travel story.	The children will write their own defeating the monster with a focus on characters.	The children will write their own finding tale with a focus on setting.	The children will write their own warning tale with a focus on direct speech.	
Non-fiction texts	Recount – letter Stone Age Boy	Instructions How to Wash a Woolly Mammoth <i>Model text</i>	Information text Flotsam	Chronological report Tudors	Persuasion text Visit Somerset
Independent and purposeful writing opportunities	The children will write their own letters as the main character from the story.	The children will write and evaluate their own instructions.	The children will write their own information text about a sea creature using a wordless picture book.	The children will write their own report about a Tudor king or queen.	The children will write their own persuasive text to visit Somerset.
Class 3 - Year B					
Fiction texts	Time travel story The Boy Who Stepped Through Time (Romans)?	Defeating the monster Beowulf (Vikings)?	Finding tale Romans on the rampage? The 1000 year old boy?	Warning tale The Caravan	Poetry
Independent and purposeful writing opportunities	The children will write their own time travel story.				
Non-fiction texts	Recount – newspaper Mount Vesuvius/Pompeii <i>model text</i>	Instructions How to survive a Viking raid or quest <i>model text</i>	Information text European Country	Chronological report Boudica	Persuasion text Visit Milverton
Independent and purposeful writing opportunities	The children will write their own newspaper recount of the eruption.	The children will write and evaluate their own instructions.	The children will write their own information text about a European country.	The children will write their own report about Boudica.	The children will write their persuasive text to visit Milverton.
Spoken language	<ul style="list-style-type: none"> ● Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. ● Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action. <ul style="list-style-type: none"> ● Discuss words and phrases that capture the reader's interest and imagination. ● Ask questions to improve his/her understanding and knowledge of a text. ● Participate in reasoned discussion about books, poems and other materials that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say. ● Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures (English appendix 2). ● Read aloud his/her own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear. 				



	<ul style="list-style-type: none"> ● Articulate and justify answers, arguments and opinions. ● Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings. ● Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. ● Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. <ul style="list-style-type: none"> ● Speak audibly and fluently with an increasing command of standard English.
<p>Spelling</p>	<ul style="list-style-type: none"> ● Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited. <ul style="list-style-type: none"> ● Use the suffix -ly. ● Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature. <ul style="list-style-type: none"> ● Spell words with endings which sound like 'zhun' e.g. division, decision. ● Spell the homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane. <ul style="list-style-type: none"> ● Spell words that are often misspelt with reference to English Appendix 1. ● Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of word e.g. myth, gym. <ul style="list-style-type: none"> ● Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double. <ul style="list-style-type: none"> ● Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo. ● Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine. ● Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they. ● Use the first two or three letters of a word to check its spelling in a dictionary. ● Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
<p>Handwriting</p>	<ul style="list-style-type: none"> ● Increasingly use the diagonal and horizontal strokes that are needed to join letters, and begin to understand which letters, when adjacent to one another, are best left unjoined. ● Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
<p>Composition</p>	<ul style="list-style-type: none"> ● Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary. <ul style="list-style-type: none"> ● Plan his/her writing by discussing and recording ideas within a given structure. ● Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and using sentences structure from English Appendix 2. <ul style="list-style-type: none"> ● Draft and write by organising writing into paragraphs as a way of grouping related material. <ul style="list-style-type: none"> ● Draft and write narratives, creating settings, characters and plot. ● Draft and write non-narrative material, using headings and sub-headings to organise texts. <ul style="list-style-type: none"> ● Evaluate and edit by assessing the effectiveness of his/her own writing. ● Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. ● Proof-read for spelling errors and for punctuation – including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly. ● Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
<p>Terminology</p>	<p>Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas</p>



Class 4 - Year A					
Fiction texts	Adventure story	Poetry	Myths and legends	Tale of fear	Losing tale
Independent and purposeful writing opportunities	Stone Girl, Bone Girl	The children will write Haiku Poems	Grammarsaurus Greek Myths - Year A The children will write their own myth or legend based on the story.	The Nightmare Man	Lost Happy Endings
Non-fiction texts	Persuasion	Discussion	Explanation text	Information text	Recount – newspaper
Independent and purposeful writing opportunities	Greeks (grammarsaurus) - Be the next Athens hero? Children to write a persuasive letter	The children will write a discussion based on a fairy story – use grammarsaurus model text is the wolf really to blame? Use to write text, was the Big bad wolf really to blame (LRRH)	The children will create their own cracking contraption based on Wallace and Gromit’s cracking contraption	tbc	Recount based on Little Bo Peep/Jack and Jill
Class 4 - Year B					
Fiction texts	Adventure story	Poetry	Myths and legends	Tale of fear	Losing tale
Independent and purposeful writing opportunities	Tbc – Sulus?	Haiku	Romulus and Remus – Grammarsaurus -Year B The children will write their own myth or legend based on the story.	The Nightmare Man	Lost Happy Endings
Non-fiction texts	Persuasion	Discussion	Explanation text	Information text	Recount – newspaper
Independent and purposeful writing opportunities	The Children will write a persuasive letter to encourage people to move to Milverton.	The children will write a discussion based on a fairy story – use grammarsaurus model text is the wolf really to blame? Use to write text, was the Big bad wolf really to blame (LRRH)	Water Cycle – The children will explain the water cycle (use grammarsaurus model text – How food chains work (Year A Science)	tbc	Recount based on Little Bo Peep/Jack and Jill
Spoken language	<ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. <ul style="list-style-type: none"> • Discuss words and increasingly complex phrases that capture the reader's interest and imagination. • Ask reasoned questions to improve his/her understanding of a text. 				



	<ul style="list-style-type: none"> ● Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say. ● Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). <ul style="list-style-type: none"> ● Read aloud his/her 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>Spelling</p>	<ul style="list-style-type: none"> ● Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-. <ul style="list-style-type: none"> ● Understand and add the suffixes -ation, -ous. ● Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician. ● Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique. ● Spell homophones such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's. <ul style="list-style-type: none"> ● Spell more complex words that are often misspelt with reference to (English Appendix 1). <ul style="list-style-type: none"> ● Spell words with the 's' sound spelt 'sc' e.g. science, scene. ● Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's. <ul style="list-style-type: none"> ● Use the first three or four letters of a word to check its spelling in a dictionary. ● Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.
<p>Handwriting</p>	<ul style="list-style-type: none"> ● Use the diagonal and horizontal strokes that are needed to join letters, and understand which letters, when adjacent to one another, are best left unjoined. ● Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
<p>Composition</p>	<ul style="list-style-type: none"> ● Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar. <ul style="list-style-type: none"> ● Plan his/her writing by discussing and recording ideas. ● Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures with reference to English Appendix 2. <ul style="list-style-type: none"> ● Draft and write by organising paragraphs around a theme. <ul style="list-style-type: none"> ● Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose. <ul style="list-style-type: none"> ● Draft and write non-narrative material, using simple organisational devices. ● Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements. ● Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials. ● Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials. ● Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.
<p>Terminology</p>	<p>Determiner, pronoun, possessive pronoun, adverbial</p>



Class 5 - Year A					
Fiction texts	Defeating the monster	Warning tale	Rags to riches story	Poetry	Finding tale
Independent and purposeful writing opportunities	The Cobbler of Krakow (Traditional Tale)	The Canal	Oliver Twist and Street Child	The Highwayman	The Mummy
Non-fiction texts	Biographies	Persuasive writing	Discussion	Instructions and Explanations	Information text
Independent and purposeful writing opportunities	Charles Darwin	Persuasive letters	Are zoos still appropriate?	How to mummify a Pharaoh.	My favourite zoo animal.
Class 5 - Year B					
Fiction texts	Defeating the monster	Warning tale	Adventure Tale	Poetry	Finding tale
Independent and purposeful writing opportunities	The Lion, Witch and the Wardrobe	Alien Landing	Time Travelling Cat	Jabberwocky	The Hand (suspense) The Gas Mask
Non-fiction texts	Biographies	Persuasive writing	Discussion	Instructions and Explanations	Information text
Independent and purposeful writing opportunities	The Diary of Anne Frank	Persuasive adverts. War time propaganda.	Is exploration always positive?	How does my 'Spy Gadget' work?	The structure of the Solar System.
Spoken language	<ul style="list-style-type: none"> Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. <ul style="list-style-type: none"> Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <ul style="list-style-type: none"> Ask questions to improve his/her understanding. Identify and discuss themes and conventions in and across a wide range of writing. Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously. Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. <ul style="list-style-type: none"> Perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear. 				
Spelling	<ul style="list-style-type: none"> Spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious. <ul style="list-style-type: none"> Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial. Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency., tolerant/tolerance. <ul style="list-style-type: none"> Spell words ending in -able and -ible, and also -ably and -ibly e.g. adorable, possible, adorably, possibly. 				



	<ul style="list-style-type: none"> ● Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough. <ul style="list-style-type: none"> ● Spell some words with 'silent' letters e.g. knight, psalm, solemn. ● Spell some of the year 5 and 6 words correctly (English Appendix 1). ● Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1). <ul style="list-style-type: none"> ● Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary. <ul style="list-style-type: none"> ● Use a thesaurus.
Handwriting	<ul style="list-style-type: none"> ● Write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices, and deciding whether or not to join specific letters. <ul style="list-style-type: none"> ● Write increasingly legibly.
Composition	<ul style="list-style-type: none"> ● Plan his/her writing by identifying the audience for, and purpose of the writing, using other similar writing as models for his/her own. <ul style="list-style-type: none"> ● Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary. ● Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed. <ul style="list-style-type: none"> ● Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2). ● Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character. <ul style="list-style-type: none"> ● Draft and write by précising longer passages. ● Draft and write by using devices to build cohesion within a paragraph e.g. then, after that, this, firstly. ● Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. <ul style="list-style-type: none"> ● Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining. <ul style="list-style-type: none"> ● Use different verb forms mostly accurately with consideration for audience and purpose. <ul style="list-style-type: none"> ● Evaluate and edit by assessing the effectiveness of his/her own and others' writing. ● Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2). <ul style="list-style-type: none"> ● Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing. ● Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. <ul style="list-style-type: none"> ● Proof-read for spelling errors linked to spelling statements for year 5. ● Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. <ul style="list-style-type: none"> ● Perform his/her own compositions, using appropriate intonation, volume and movement so that meaning is clear.
Terminology	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity



Class 6 - Year A					
Fiction texts	Rags to riches	Poetry Topic based theme	Cogheart Adventure story	Room 13 (+ Alma video) Suspense writing	Rock, Paper, Scissors
Independent and purposeful writing opportunities	Oliver Twist Street Child	The children will write a free verse poem about a Victorian scene.	The children will write an adventure story based on a time focussing on action.	The children will write a narrative focussing on suspense techniques.	The children will write a short story focussing on dialogue.
Non-fiction texts	Persuasive writing Speeches	Instructions and Explanations Wallace and Gromit's Cracking Contraptions	Discussion Are zoos still appropriate?	Journalistic writing Fairy tale news	Letter writing Formal and informal writing
Independent and purposeful writing opportunities	The children will write a house captain speech.	The children will write instructions and explanation texts about new contraptions.	The children will research and write a discussion text about zoos.	The children will create a newspaper article based on a Fairy tale.	The children will write letters and diary entries as Howard Carter and Lord Carnarvon.
Class 6 - Year B					
Fiction texts	Time travel story The Gas Mask	Poetry Topic based theme	Warning tale Alien landing story	Room 13 (+ Alma video) Suspense writing	Rock, Paper, Scissors
Independent and purposeful writing opportunities	The children will write a time travel story focussing on settings.	The children will create a free verse poem about the Blitz.	The children will write a sequel to this story focussing on action.	The children will write a narrative focussing on suspense techniques.	The children will write a short story focussing on dialogue.
Non-fiction texts	Persuasive writing Speeches	Instructions and Explanations Wallace and Gromit's Cracking Contraptions	Information texts Planets and aliens	Journalistic writing Fairy tale news	Letter writing Formal and informal writing
Independent and purposeful writing opportunities	The children will write a house captain speech.	The children will write instructions and explanation texts about new contraptions.	The children will write an information text about invented planets.	The children will create a newspaper article based on a Fairy tale.	The children will write letters and diaries as Frederick Catherwood.
Spoken language	<ul style="list-style-type: none"> ● Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ● Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. <ul style="list-style-type: none"> ● Discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader. <ul style="list-style-type: none"> ● Ask specific reasoned questions to improve his/her understanding. ● Identify and discuss themes and conventions in and across a wide range of writing with reasoning. ● Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning. ● Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary. <ul style="list-style-type: none"> ● Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear. <ul style="list-style-type: none"> ● Pronounce mathematical vocabulary correctly and confidently. ● Use the whole number system, including saying, reading and writing numbers accurately. ● Describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements. 				



	<ul style="list-style-type: none"> • Describe positions on the full coordinate grid (all four quadrants). • Report and present findings and evidence from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas, separating opinion from fact, and talk about how scientific ideas have developed over time.
Spelling	<ul style="list-style-type: none"> • Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference. <ul style="list-style-type: none"> • Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter. • Distinguish between homophones and other words which are often confused with reference to (English Appendix 1). <ul style="list-style-type: none"> • Use dictionaries to check the spelling and meaning of words. • Spell most of the year 5 and 6 words correctly (English Appendix 1). • Use a dictionary to check the spelling of uncommon or more ambitious vocabulary. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1). <ul style="list-style-type: none"> • Use a thesaurus with confidence.
Handwriting	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined. • Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.
Composition	<ul style="list-style-type: none"> • Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). <ul style="list-style-type: none"> • Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary. • Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed. • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure). <ul style="list-style-type: none"> • Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2). <ul style="list-style-type: none"> • Draft and write narratives, describing settings, characters and atmosphere. <ul style="list-style-type: none"> • Integrate dialogue to convey character and advance the action. • Draft and write by accurately précisising longer passages. • Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis. • Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables. <ul style="list-style-type: none"> • Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning. • Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2). <ul style="list-style-type: none"> • Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. • Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural. <ul style="list-style-type: none"> • Distinguish between the language of speech and writing and choosing the appropriate register. <ul style="list-style-type: none"> • Proof-read for spelling errors linked to spelling statements for year 6. • Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens. <ul style="list-style-type: none"> • Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Terminology	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points





3 main types of poetry: free verse, narrative (structured) and visual

	Curriculum 2014 reading ARE	Primary national strategy 2006 Performing poetry <i>use of voice; presentation</i>	Primary national strategy 2006 Reading poetry <i>subject matter and theme ; language use; style ; pattern</i>	Primary national strategy 2006 Creating poetry <i>original playfulness with language and ideas; detailed recreation of closely observed experience; using different patterns</i>	Somerset units	SLN resources 1. Nouns 2. Adjectives 3. Verbs 4. Adverbs
R		<i>join in with class rhymes and poems, copy actions</i>	listen to poems being read and talk about likes and dislikes – including <i>ideas or puzzles, words, and patterns</i>	<i>enjoy making up funny sentences and playing with words; look carefully at experiences and choose words to describe; make word collections or use simple repeating patterns</i>		
1	I have learnt some rhymes and poems. I can listen to and discuss poems I have read.	<i>perform in unison, following the rhythm and keeping time imitate and invent actions</i>	<i>discuss own response and what the poem is about; talk about favourite words or parts of a poem; notice the poem's pattern</i>	<i>invent impossible ideas, e.g. magical wishes; observe details of first hand experiences using the senses and describe; list words and phrases or use a repeating pattern or line.</i>	Using the senses	1. List poem 2. Beans, beans, beans 3. Minibeast movement or what hands can do
2	I can listen, discuss and say what I think about poems. I can recognise simple language patterns in poems (e.g. rhymes). I can say out loud a number of poems I have learnt.	<i>perform individually or together; speak clearly and audibly. use actions and sound effects to add to the poem's meaning</i>	<i>talk about own views, the subject matter and possible meanings; comment on which words have most effect, noticing alliteration; discuss simple poetry patterns</i>	<i>experiment with alliteration to create humorous and surprising combinations; make adventurous word choices to describe closely observed experiences; create a pattern or shape on the page; use simple repeating phrases or lines as models</i>	Patterns on the page Really looking	1. Acrostic 2. Positive, comparative, superlative 3. Leap like a leopard 4. Animal adverbs or Slowly
3	I have understood a range of texts (incl. poetry). I will perform poems out loud. I know poetry comes in	<i>perform individually or chorally; vary volume, experimenting with expression and use pauses for effect use actions, voices, sound</i>	<i>describe the effect a poem has and suggest possible interpretations; discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using</i>	<i>invent new similes and experiment with word play; use powerful nouns, adjectives and verbs; experiment with alliteration; write free verse; borrow or create</i>	Poems to perform – dragons Shape poems and calligrams	1. Words for all seasons 2. Pyramid poem 3. What animals do 4. Fireworks

	different forms (e.g. free verse, narrative, visual).	effects and musical patterns to add to a performance	similes; explain the pattern of different simple forms	a repeating pattern	Language play	
4	I can show I have understood a range of texts (incl. poetry). I will perform poems to read aloud to keep audiences interested. I can recognise different types of poetry (e.g. free verse, narrative, visual).	vary volume, pace and use appropriate expression when performing use actions, sound effects, musical patterns and images to enhance a poem's meaning	describe poem's impact and explain own interpretation by referring to the poem; comment on the use of similes and expressive language to create images, sound effects and atmosphere; discuss the poem's form and suggest the effect on the reader	use language playfully to exaggerate or pretend; use similes to build images and identify clichés in own writing; write free verse; use a repeating pattern; experiment with simple forms	Creating images Exploring haiku	1. Found in a pocket 2. Spaghetti, spaghetti 3. The morning rush 4. When I grow up
5	I will read aloud and discuss a range of texts (incl. poetry). I am able to read aloud and perform poems. I have learnt a few poems off by heart.	vary pitch, pace, volume, expression and use pauses to create impact; use actions, sound effects, musical patterns, images and dramatic interpretation	discuss poet's possible viewpoint, explain and justify own response and interpretation; explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning; explore imagery including metaphor and personification; compare different forms and describe impact	invent nonsense words and situations and experiment with unexpected word combinations; use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing; write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour	Poetic style Highwayman	1. Kennings 2. Favourite things 3. If I could (modal verbs) 4. Slowly, silently
6	I continue to read and discuss a range of texts (incl. poetry). I have learnt a range of poems off by heart. I am able to read aloud poems using appropriate intonation, tone and volume to help the audience with their understanding.	vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT	interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes explain the impact of figurative and expressive language, including metaphor; comment on poems' structures and how these influence meaning	use language imaginatively to create surreal, surprising, amusing and inventive poetry; use simple metaphors and personification to create poems based on real or imagined experience; select pattern or form to match meaning and own voice	The power of imagery	1. Abstract nouns 2. Diamante poems 3. A dream of animals 4. When I look at the candle