

English	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Labels, Lists & Captions Speech Bubbles	Instructions Character description	Narrative Non-chron Report	Non-Chronological Report Narrative	Non-Chronological Report Narrative	Balanced Argument Biography
Autumn 2	Setting Description Postcard	Narrative Letter	Recount Newspaper Article	Historical Narrative Recount	Recount Letter	Narrative Letter
Spring 1	Recipe/Instructions Character Description	Recount Non-chron Report	Biography Non-chron Report	Newspaper Article Non-chron Report	Newspaper Report Narrative	Formal Letter Balanced Argument
Spring 2	Recount Comic Strip	Narrative Newspaper Article	Persuasive Speech Narrative	Letter Narrative	Biography Recount	Narrative Non-chron report
Summer 1	Letter Narrative w/ Setting Description	Biography Recount	Non-chron report Recount	Newspaper Article Narrative	Persuasive Speech/Balanced Argument Narrative	Narrative Recount
Summer 2	Narrative Non-chron Report	Narrative	Letter Narrative	Biography Letter	Non-chron Report Letter	Persuasive Text Narrative

Year One	KEY KNOWLEDGE AND SKILLS
Reading Word Level	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * apply phonic knowledge and skills as the route to decode words * respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes * read accurately by blending sounds in unfamiliar words containing GPCs that have been taught * read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ☐ read other words of more than one syllable that contain taught GPCs * read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) * read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words * re-read these books to build up their fluency and confidence in word reading.
Reading Comprehension	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - being encouraged to link what they read or hear read to their own experiences - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -recognising and joining in with predictable phrases - learning to appreciate rhymes and poems, and to recite some by heart -discussing word meanings, linking new meanings to those already known * understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher -checking that the text makes sense to them as they read and correcting inaccurate reading - discussing the significance of the title and events -making inferences on the basis of what is being said and done - predicting what might happen on the basis of what has been read so far -predicting what might happen on the basis of what has been read so far * participate in discussion about what is read to them, taking turns and listening to what others say * explain clearly their understanding of what is read to them.
Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly * begin to form lower-case letters in the correct direction, starting and finishing in the right place * 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 to practise these.
Spelling	<p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k (eg bank, think) Division of words into syllables -tch</p> <p>The /v/ sound at the end of words Adding s and es to words (plural of nouns and the third person singular of verbs) Words ending –y (/i:/ or /ɪ/)</p> <p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word Adding –er and –est to adjectives where no change is needed to the root word</p> <p>New consonant spellings ph and wh Using k for the /k/sound Adding the prefix –un Common exception words Compound words</p>

Year One	KEY KNOWLEDGE AND SKILLS					
	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
FOCUS	Animals and Humans "Bog Baby" <i>Jeanne Willis</i>	Exploring Hot and Cold Places "Lost and Found"- <i>Oliver Jeffers</i>	Plants "Jack and the Baked Beanstalk"- <i>Colin Stimpson</i>	Old and New Toys "The Toy Maker"- <i>Robert Dinsdale</i>	Brazil "Our Blue Planet, the Rainforest"- <i>Ella Bailey</i>	Materials "Beegu"
GENRES	Labels including Captions Speech Bubbles	Setting Description Postcard	Recipe/Instructions Character Description	Recount Comic Strip	Letter Narrative w/ Setting Description	Non-chron Report Narrative
Composition	<p>Write sentences by:</p> <ul style="list-style-type: none"> -saying out loud what they are going to write about -composing a sentence orally before writing it -sequencing sentences to form short narratives -re-reading what they have written to check that it makes sense <p>*discuss what they have written with the teacher or other pupils *read aloud their writing clearly enough to be heard by their peers and the teacher.</p>					
SPAG	Finger spaces between words Using 'and'	Capital letters full stops Question marks	Exclamation marks Capital letters for names and days of the week	Personal pronoun: I Recognizing and using verbs	Using the prefix 'un' Regular plural nouns	Regular past tense verbs Combining words to make sentences Sequencing sentences to make a narrative

Year Two	KEY KNOWLEDGE AND SKILLS
Reading Word Level	<p>Pupils should be taught to:</p> <ul 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 • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ☐ read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes ☐ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading.
Reading Comprehension	<p>Pupils should be taught to:</p> <p>*develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - 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 they can read independently - discussing the sequence of events in books and how items of information are related ☐ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - being introduced to non-fiction books that are structured in different ways ☐ -recognising simple recurring literary language in stories and poetry - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - discussing their favourite words and phrases ☐ -continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>*understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher ☐ -checking that the text makes sense to them as they read and correcting inaccurate reading - making inferences on the basis of what is being said and done ☐ -answering and asking questions ☐ predicting what might happen on the basis of what has been read so far <p>*participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and 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 • use spacing between words that reflects the size of the letters.
Spelling	<p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y The /l/ or /əl/ sound spelt –le at the end of words</p> <p>The /s/ sound spelt c before e, i and y The /n/ sound spelt kn and (less often) gn at the beginning of words The /r/ sound spelt wr at the beginning of words</p> <p>The /l/ or /əl/ sound spelt –el at the end of words The /l/ or /əl/ sound spelt –al at the end of words Words ending –il The /aɪ/ sound spelt –y at the end of words</p> <p>Adding –es to nouns and verbs ending in –y Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it The /ʌ/ sound spelt o</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it The /ɔ:/ sound spelt a before l and ll</p> <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter The /i:/ sound spelt –ey</p> <p>The /p/ sound spelt a after w and qu The /ɜ:/ sound spelt or after w The /ɔ:/ sound spelt ar after w Contractions Words ending in -tion</p> <p>The /ʒ/ sound spelt s The suffixes –ment, –ness, –ful, –less and –ly Homophones Common exception words</p>

Year Two	KEY KNOWLEDGE AND SKILLS					
	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
FOCUS	Materials "Traction Man"- <i>Mini Grey</i>	Victorians "Major Glad, Major Dizzie"- <i>Jan Oke</i>	Kenya "Lila and the Secret of Rain"- <i>David Conway</i>	Animals inc Humans- How to Grow Up Healthily "Handa's Surprise"- <i>Eileen Brown</i>	Florence Nightingale "The Life of Florence Nightingale"- <i>Liz Gogerly</i>	Habitats "Wild"- <i>Emily Hughes</i>
GENRES	Instructions Character Description	Letter Narrative	Recount Non-chron Report	Narrative Newspaper Article	Biography Recount	Narrative
Composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> -writing narratives about personal experiences and those of others (real and fictional) -writing about real events -writing poetry -writing for different purposes *consider what they are going to write before beginning by: <ul style="list-style-type: none"> -planning or saying out loud what they are going to write about -writing down ideas and/or key words, including new vocabulary -encapsulating what they want to say, sentence by sentence *make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> -evaluating their writing with the teacher and other pupils -re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form -proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] *read aloud what they have written with appropriate intonation to make the meaning clear. 					
Vocabulary, Grammar, Punctuation	Full stops, capital letters Capital letters proper nouns Question marks Exclamation marks commands	Regualr plural nouns Commas in lists Apostrophes contraction Prefix-un Sentence forms	Regular past tense verbs Past tense Suffix-ful Adjectives (expanded noun phrases) Apostrophes for possession	Progressive tense Auxiliary verbs Irregular past tense verbs Adverbs Using 'and' and 'but'	Using 'because' Suffix-less Using 'when', 'if' and 'that' Using 'or' Suffixes-er and est	Irregular plural nouns Suffix-er Word classes Compound words Irregular adjectives

Year Three	KEY KNOWLEDGE AND SKILLS
Reading Word Level	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Reading Comprehension	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ☐ reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader’s interest and imagination - recognising some different forms of poetry [for example, free verse, narrative poetry] *understand what they read, in books they can read independently, by: ☐ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ☐ asking questions to improve their understanding of a text ☐ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence ☐ predicting what might happen from details stated and implied ☐ identifying main ideas drawn from more than one paragraph and summarising these ☐ identifying how language, structure, and presentation contribute to meaning *retrieve and record information from non-fiction *participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Handwriting	<p>Pupils should be taught to:</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 their handwriting [for example, by ensuring 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].
Spelling	<p>Adding suffixes beginning with vowel letters to words of more than one syllable The /ʌ/ sound spelt ou More prefixes</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words The suffix –ation The suffix –ly The suffix-ous</p> <p>Words with endings sounding like /zə/ or /tʃə/ Endings which sound like /zən/ Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</p> <p>Words with the /k/ sound spelt ch (Greek in origin) Words with the /j/ sound spelt ch (mostly French in origin)</p> <p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) Words with the /s/ sound spelt sc (Latin in origin)</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey Possessive apostrophe with plural words Homophones and near homophones</p> <p>And to learn all the words from the Year 3 and 4 Statutory Spelling List</p>

Year Three	KEY KNOWLEDGE AND SKILLS					
	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
FOCUS	Rocks "The Pebble in My Pocket"- <i>Meredith Hooper</i>	Natural Disasters "escape From Pompeii"- <i>Christina Balit</i>	Stone Age/Iron Age "Stone Age Boy"- <i>Satoshi Kitamura</i>	Plants "The Boy Who Grew Dragons"- <i>Andy Shephard</i>	Romans "The Roman Diary"- <i>Richard Platt</i>	Light "Orion and the Dark"- <i>Emma Yarlett</i>
GENRES	Narrative Non-chron Report	Recount Newspaper Article	Biography Non-chron Report	Persuasive Speech Narrative	Non-chron report Recount	Letter Narrative
Composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas • draft and write by: <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 					
Vocabulary, Grammar, Punctuation	Full stops, capital letters Conjunctions Question marks Adjectives Pronouns	Conjunctions to express time Past tense Prepositions Speech marks Verbs	Adjectives Plurals Adverbs Alternative verbs Prepositions	Parts of a sentence Irregular past tense Conjunctions Apostrophe for contraction Direct speech	Full stops, question and exclamation marks Commas in lists Adverbs to begin sentences Prefixes	Apostrophe for possession Words for possession Present perfect tense Subordinate clause Alternatives for said Irregular adjectives

<p>Reading Word Level</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
<p>Reading Comprehension</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ☐ reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader’s interest and imagination - recognising some different forms of poetry [for example, free verse, narrative poetry] *understand what they read, in books they can read independently, by: ☐ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ☐ asking questions to improve their understanding of a text ☐ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence ☐ predicting what might happen from details stated and implied ☐ identifying main ideas drawn from more than one paragraph and summarising these ☐ identifying how language, structure, and presentation contribute to meaning *retrieve and record information from non-fiction *participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
<p>Handwriting</p>	<p>Pupils should be taught to:</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 their handwriting [for example, by ensuring 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>Spelling</p>	<p>Adding suffixes beginning with vowel letters to words of more than one syllable The /ʌ/ sound spelt ou More prefixes</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words The suffix –ation The suffix –ly The suffix-ous</p> <p>Words with endings sounding like /zə/ or /tʃə/ Endings which sound like /zən/ Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</p> <p>Words with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ sound spelt ch (mostly French in origin)</p> <p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) Words with the /s/ sound spelt sc (Latin in origin)</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey Possessive apostrophe with plural words Homophones and near homophones</p> <p>And to learn all the words from the Year 3 and 4 Statutory Spelling List</p>

Year Four	KEY KNOWLEDGE AND SKILLS					
	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
FOCUS	Digestive System "The Incredible Book Eating Boy" - <i>Oliver Jeffers</i>	Anglo Saxons/Vikings "Viking Boy" - <i>Tony Bradman</i>	Sound "Guitar Genius" - <i>Les Paul</i>	Rivers and Mountains "River Boy" - <i>Tim Bowler</i>	Egyptians "The Egyptian Cinderella" - <i>Shirley Climo</i>	Electricity "Charging About: The Story of Electricity" - <i>Jackie Bailey</i>
GENRES	Non-chron Report Narrative	Historical Narrative Recount	Newspaper Article Non-chron Report	Letter Narrative	Newspaper Article Narrative	Biography Letter
Composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas • draft and write by: <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) -organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 					
Vocabulary, Grammar, Punctuation	Capital letters, full stops, commas Conjunctions Question and exclamation marks Prepositions Words to express time	Pronouns Present and past tense Auxiliary verbs Direct speech Adverbs	Alternative verbs Sentence structure Paired adjectives Clauses within sentences Non-countable nouns	Linking ideas in sentences Prepositions Statements into questions Fronted adverbials Adverbs	Word classes Alternative adjectives Present perfect and past perfect Direct sentences Prefixes	Aposrophes for contraction Regular and irregular plurals Determiners Apostrophe for possession Regular and irregular adjectives

Year Five	KEY KNOWLEDGE AND SKILLS
Reading Word Level	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
Reading Comprehension	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> -continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - 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 - recommending books that they have read to their peers, giving reasons for their choices □ identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - learning a wider range of poetry by heart - preparing 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 *understand what they read by: <ul style="list-style-type: none"> □ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context □ asking questions to improve their understanding □ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence □ predicting what might happen from details stated and implied □ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas □ identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader *distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction *participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary *provide reasoned justifications for their views.
Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters -choosing the writing implement that is best suited for a task.
Spelling	<p>Endings which sound like /ʃəs/ spelt –cious or –tious Endings which sound like /jəl/ Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p> <p>Words ending in –able and –ible Words ending in –ably and –ibly Use of the hyphen Adding suffixes beginning with vowel letters to words ending in –fer</p> <p>Words with the /i:/ sound spelt ei after c Words ending in the letter string –ough Homophones and other words that are often confused</p> <p>Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>And to learn all the words from the year 5 and 6 Statutory Spelling List</p>

Year Five	KEY KNOWLEDGE AND SKILLS					
	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
FOCUS	Reversible and Irreversible Changes "Kensukes Kingdom"- <i>Michael Murpago</i>	Earth and Space "Cosmic"- <i>Frank Cottrell-Boyce</i>	Ancient Greece "Who Let the Gods Out?"- <i>Maz Evans</i>	Forces "The Man Who Walked Between The Towers"- <i>Mordical Gerstein</i>	Rainforests "The Explorer"- <i>Katherine Rundell</i>	Life Cycles "Charlotte's Web"- <i>E. B White</i>
GENRES	Non-chron report Narrative	Recount Letter	Newspaper Article Narrative	Biography Recount	Persuasive Speech/Balanced Argument Narrative	Non-chron Report Letter
Composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *plan their writing by: <ul style="list-style-type: none"> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -noting and developing initial ideas, drawing on reading and research where necessary -in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed *draft and write by: <ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action -precising longer passages -using a wide range of devices to build cohesion within and across paragraphs -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] *evaluate and edit by: <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensuring the consistent and correct use of tense throughout a piece of writing -ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * proof-read for spelling and punctuation errors 					
Vocabulary, Grammar, Punctutation	Direct speech Commas in lists Colons Modal verbs of possibility Modal adverbs	Coordinating conjunctions Subordinating conjunctions Relative clauses Passive voice Semi-colons	Pefect tense Prepositions of time Apostrophes Imperative verbs(command hyphens	Fronted adverbials Cohesive devices First and third person Subjunctive form Bullet points	Brackets Reported speech Adverbs Suffixes Determiners Prefixes	Commas for parenthesis Dashes Synonyms Expanded noun phrases

Year Six	KEY KNOWLEDGE AND SKILLS
Reading Word Level	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
Reading Comprehension	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> -continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - 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 - recommending books that they have read to their peers, giving reasons for their choices ☐ identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books learning a wider range of poetry by heart - preparing 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 *understand what they read by: ☐ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ☐ asking questions to improve their understanding ☐ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence ☐ predicting what might happen from details stated and implied ☐ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ☐ identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader *distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction *participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary *provide reasoned justifications for their views.
Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters -choosing the writing implement that is best suited for a task.
Spelling	<p>Endings which sound like /ʃəs/ spelt –cious or –tious Endings which sound like /ʃəl/ Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p> <p>Words ending in –able and –ible Words ending in –ably and –ibly Use of the hyphen Adding suffixes beginning with vowel letters to words</p> <p>ending in –fer</p>

Year Six	KEY KNOWLEDGE AND SKILLS					
	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
FOCUS	Evolution and Inheritance "Mollibird"- <i>Jules Pottle</i>	WW2 in Manchester "Dear Mum I Miss You"	Circulatory System "Pig Heart Boy"- <i>Malorie Blackman</i>	Light	South America "Soccer Star"- <i>Mila Javaherbin</i>	Mayans "Raun Player"- <i>David Wisniewski</i>
GENRES	Balanced Argument Biography	Narrative Letter	Formal Letter Balanced Argument	Narrative Non-chron Report	Narrative Recount	Persuasive Text Narrative
Composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> *plan their writing by: <ul style="list-style-type: none"> -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -noting and developing initial ideas, drawing on reading and research where necessary -in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed *draft and write by: <ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action -precising longer passages -using a wide range of devices to build cohesion within and across paragraphs -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] *evaluate and edit by: <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensuring the consistent and correct use of tense throughout a piece of writing -ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * proof-read for spelling and punctuation errors 					
Vocabulary, Grammar, Punctuation	Noun classifications Identifying types of conjunction Paired adjectives Commas before conjunctions Modal verbs and adverbs	Verbs as sentence starters Parenthesis (brackets, dashes and commas) Semi-colons, colons and dashes (clauses) Direct speech Relative clauses	Expanded noun phrases Passive voice Past perfect tense Adverbs and adverbial phrases Modal verbs	Paragraphs Implied relative pronouns Prefixes for verbs Prepositions of time Standard English	Subjunctive form Reported speech Commas for clarification Subject and object Synonyms	Apostrophes Adverbs Prefixes Ellipses adverbs