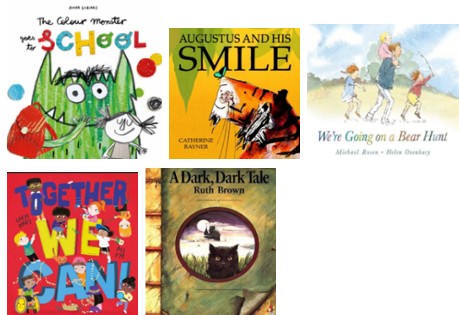
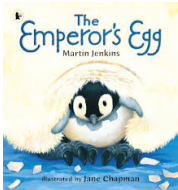




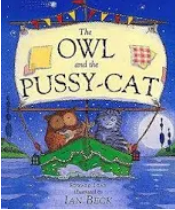
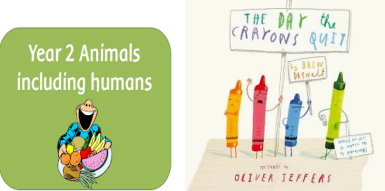
St Mary's Catholic Primary English Curriculum Map

EYFS																		
Week	1 & 2	3 & 4	5 & 6	7 & 8	9 & 10	11 & 12	13 & 14 & 15	16 & 17	18 & 19	20 & 21	22 & 23	24 & 25 & 26	27 & 28	29 & 30	31 & 32	33 & 34	35 & 36	37 & 38
Term	Autumn 1				Autumn 2			Spring 1			Spring 2		Summer 1			Summer 2		
																		
EYFS	<u>The Colour Monster</u> Write name and labels Drawing pictures of themselves and their own families and using initial sounds to label. Write initial sounds for words to describe feelings e.g. sad, happy, calm using the Colour Monster. <u>Augustus and his Smile</u> Story Sequencing and labels Sequence pictures to retell where the tiger went in the story. Identify initial sound on a sound mat and write labels for what the tiger is doing e.g. stretching, swimming, in the mountain. <u>We're going on a bear hunt</u> Describe a character Draw the bear and write words to describe how the bear looks and feels e.g. googly eyes, sharp claws, scared, sad, angry. Retell the story Sequence the story with pictures. Write simple word labels or phrases on a story map.e.g. deep cold river, swirling snowstorm. <u>Together we Can</u> Writing a caption Show pictures of what we do at school with our friends and teachers. Children to use initial sounds and begin to use tricky words I, go, to and names to write a caption e.g. I go to play, I can sing. <u>Dark, Dark Tale</u> Write a sentence Make a prediction about what is in the box. Introduce sentence writing using capital "I" and finger spaces and a full stop. Use sound mats to support writing simple CV words e.g. it, is.				<u>Room on the Broom</u> Write labels for pictures. Using sound mats to label the characters and props in the story e.g. cat, dog, hat, pot, bow. Retell a story Draw pictures to sequence where the witch went in the story. Write words to tell us who the witch had on her broom? e.g. cat, frog, dog, <u>The Gingerbread Man</u> Write a list Draw and label the ingredients to make a gingerbread man,.Model how to write words one on each line to form a list. Describe a character Write short sentences to describe the gingerbread man. Use a word bank of high frequency words to support <u>Stickman</u> Write a sentence Write to Stickman to tell him what to be aware of. Answer questions in a story about Stickman in a sentence. e.g. He lives in the family tree. <u>The Nativity</u> Sequence and Retell a Story Write sentences to retell the Nativity in own words. Write a sentence for what part they played in the Nativity e.g. I was a shepherd.			<u>Goldilocks and the Three Bears</u> Write a simple caption for a character Using phonics, write a short caption in a speech bubble about what Goldilocks is saying e.g. It is too hot. Sequence the story of Goldilocks and write captions for the pictures e.g. Goldilocks broke the chair. <u>The Three Billy Goats Gruff</u> Write a poster Describe the troll to create a WANTED poster. Write sentences e.g. He is green. He is ugly. Write a letter Introduce letter format with words 'Dear' and 'from'. Write a letter from the Troll to the Billy Goat Gruff. Sentence writing <u>The Three Little Pigs</u> Write a set of Instructions Write a set of instructions using new vocabulary. Write Sentences Describe where we live (focusing on the outside of the building).			<u>Errol's Garden</u> Write a List Design your own garden and write a list of items you would need. Name flowers and plants. <u>Jack and the Beanstalk</u> ADD Begin to independently write short phrases to describe images. Document planting a bean and write simple phrases to explain the changes seen daily. <u>The Hungry Caterpillar</u> Make a Book Create a book with images and simple captions/phrases to retell what the caterpillar ate on each day. <u>The Easter Story</u> Write a recount Sequence and write short sentences of the Easter story Make a card Design Easter cards. Write names and a message for the card.		<u>What the Ladybird heard</u> Design a map of the farm and mark directions to the prized cow shed and write directions from the perspective of the thieves using directional language. Retell a Story Create a story sequence and write captions for each picture <u>Dear Dinosaur</u> Write a letter Write a sentence asking a question (use a ?) Create a postcard Write a sentence and the address <u>The Tiger who came to Tea</u> Write a story sequel (what happens to the tiger next? Where does he go after visiting Sophie's house?) <u>The Enormous Crocodile</u> - Discuss a new trick that the Enormous crocodile could use to catch the children. - Write a new page for the book that includes this trick.			<u>Naughty Bus</u> - Choose a new destination for the Naughty Bus to visit. Write full sentences to explain where it goes. <u>Emma Jane's Aeroplane</u> - Write a diary from the perspective of Emma Jane using key vocabulary - Choose one of the cities that Emma Jane visits and write facts about that city. <u>Paddington Bear</u> - Discuss the famous landmark in the story. Write how else Paddington could travel to visit these destinations - Create your own story book about an adventure you have had in London. <u>Bring a Hat</u> - Create an invitation to our Graduation party. - Write about your favourite moment in reception class this year.		
Phonics and Grammar focus	Phase 1 phonics (listening skills). Introduction to Phase 2 phonics. Recognising own name. Recognising new letters.				Phase 2 phonics. Tricky Words (phase 2) Recognising new letters. Enjoying stories, rhymes, and songs.			Phase 3 phonics. Tricky Words (phase 3) Recognising new digraphs and trigraphs.			Phase 3 phonics, longer words and words with double letters. All tricky words (phase 2 and 3).		Phase 4 phonics. There will be no new sounds to learn but children will learn how to read words with			All phase 2, 3 and 4 sounds, words and tricky words. Retelling stories and narratives using their own words and recently		

	Enjoying stories, rhymes, and songs. Mark making with meaning. Identifying sounds on a sound mat.	Mark making with initial sounds. Identifying new sounds on a sound mat. Writing simple CVC words. Words ended in 's' Beginning to learn the structure of a sentence. Finger spaces. Handwriting. Oracy built in to Literacy lessons	Being able to recognise main features of a sentence- capital letter, finger space and full stop. Writing simple captions with newly taught digraphs. Beginning to read my own work back to check for simple errors.	Start to build a good understanding of story structure, beginning, middle, and end. Sequence stories. Retell familiar and own stories using vocabulary that has been learnt. Beginning to follow and understand the structure of a sentence and its main features. Form most lower case letters correctly. Read writing back to peers in group oracy building sessions.	consonant clusters such as jump, bright and twist Retell stories and narratives in their own words, showing understanding and using recently introduced vocabulary. Anticipate key events in stories where appropriate. Say a sound for most letters in the alphabet and at least 8 digraphs, this can include double letters. Read sentences with longer words- car/park, farm/yard. Write a range of recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters with reduced scaffolds. Write simple phrases and sentences that can be read by others.	introduced vocabulary, anticipating key events in stories with key vocabulary. 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. 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.
Handwriting Short, daily sessions lasting 10–15 minutes.	Lessons 1 - 5: Circles and Spirals Lessons 6 - 10: Lines and Diagonals Lessons 11- 15: Jellies and Zig-Zags Lessons 16 - 20: Loopies and Waves - To demonstrate confidence in gross and fine motor skills - To introduce vocabulary to describe pre-writing patterns - To form Circles and Spirals pre-writing patterns correctly - To sit correctly for handwriting and hold a pencil using the tripod grip - To form Lines and Diagonals pre-writing patterns correctly - To form Jellies and Zig-zag patterns correctly. - To form Loopies and Waves patterns correctly.	Lessons 21 - 25: i, l and t Lessons 26 - 30: u, w and e Lessons 31 - 35: c and o - To know that each letter is referred to as a sound - To sit correctly for handwriting and hold a pencil using the tripod grip - To form the lower-case letters i, l and t. - To write words containing i, l and t using the correct joins between each letter. - To form lowercase letters u, w and e correctly. - To write words containing u, w and e using the correct joins between each letter - To form the lower-case letters c and o - To write words containing c and o using the correct joins between each letter.	Lessons 36 - 40: a and d Lessons 41 - 45: n, m and h Lessons 46 - 50: j and y - To know that each letter is referred to as a sound - To sit correctly for handwriting and hold a pencil using the tripod grip - To form lowercase letters a and d correctly. - To write words containing a and d using the correct joins between each letter. - To write the lowercase letters n, m and h correctly. To write words containing n, m and h using the correct joins between each letter. - To write the lowercase letters j and y correctly. - To write words containing j and y using the correct joins between each letter.	Lessons 51 - 55: g and q Lessons 56 - 60: b, p and k - To know that each letter is referred to as a sound - To sit correctly for handwriting and hold a pencil using the tripod grip - To write the lowercase letters g and q correctly. - To write words containing g and q using the correct joins between each letter. - To write the lowercase letters b, p and k correctly. - To write words containing b, p and k using the correct joins between each letter.	Lessons 61 - 65: v, s and r Lessons 66 - 70: f, x and z - To know that each letter is referred to as a sound - To sit correctly for handwriting and hold a pencil using the tripod grip - To write the lowercase letters v, s and r correctly. - To write words containing v, s and r using the correct joins between each letter. - To write the lowercase letters f, x and z correctly. - To write words containing f, x and z using the correct joins between each letter.	Revisit and Revise
Oracy across the curriculum	Physical Strand To turn your body towards the speaker for an appropriate amount of time. To speak to be heard clearly by others. To use gestures to support meaning in play. To speak audibly so they can be heard and understood. Linguistic Strand To use talk in play to practise new vocabulary. To join phrases with words such as 'if', 'because' 'so' 'could' 'but'. Cognitive Strand To begin to understand how and why questions. To use 'and' to link their ideas. To describe events currently happening and what might happen next. To ask questions. To wonder about ideas. To use 'because' to develop their ideas. To describe events that have happened to them in detail. Social and Emotional Strand To listen to others. To take turns to speak with the support of an adult. To listen attentively in a pair or small group. To take turns to speak with a partner independently.		Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication. Physical Voice - Pace of speech - Tonal variation - Clarity of pronunciation - Voice projection Body language - Gesture & posture - Facial expression & eye contact Linguistic Vocabulary - Appropriate vocabulary choice Language - Register - Grammar Rhetorical techniques - Rhetorical techniques such as metaphor, humour, irony & mimicry Cognitive Content - Choice of content to convey meaning & intention - Building on the views of others Structure - Structure & organisation of talk Clarifying & summarising - Seeking information & clarification through questioning - Summarising Self-regulation - Maintaining focus on task - Time management Reasoning - Giving reasons to support views - Critically examining ideas & views expressed Social & Emotional Working with others - Guiding or managing interactions - Turn-taking Listening & responding - Listening actively & responding appropriately Confidence in speaking - Self assurance - Liveliness & flair Audience awareness - Taking account of level of understanding of the audience			

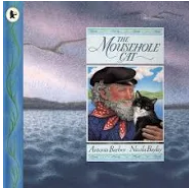
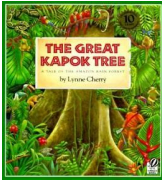
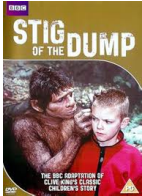
Year 1																		
Week	1 & 2	3 & 4	5 & 6	7 & 8	9 & 10	11 & 12	13 & 14 & 15	16 & 17	18 & 19	20 & 21	22 & 23	24 & 25 & 26	27 & 28	29 & 30	31 & 32	33 & 34	35 & 36	37 & 38
Term	Autumn 1 Handwriting & Presentation Expectations				Autumn 2			Spring 1			Spring 2		Summer 1			Summer 2		
																		
Year 1	The Rabbit Listened - First Person Recount “Write about a time you felt sad, upset, or frustrated. Who helped you? How did they help?” - Focus on simple sentences + feelings vocabulary. - Advice Writing “How can you help someone who is sad? Write three things you can do.” - PSHE tie-in (listening, kindness, empathy). - Character Description “Describe the rabbit. What does it look like? What does it do? Why is it special?” - Use adjectives and simple noun phrases. Poetry Week <i>“The Sound Collector” by Roger McGough.</i> The Little Red Hen - Retell parts of the story - Add speech bubbles to pictures: “Who will help me plant the seeds?” “Not I,” said the dog. - “If I Were the Hen...” Writing - Children write sentences about what they would do. - Information Writing - WANTED poster - Create a “Wanted: Hardworking Friends!” poster featuring the hen. Little Red Riding Hood - Third Person Narrative - What Happens Next? - Give children a picture from the story and ask them to write what happens next in the story. - Setting Description - Describe Red’s journey through the forest using their senses.				The Gruffalo’s Child - Character Description - Write a short description of The Gruffalo’s Child. - What does she look like? What does she like to do? How does she feel when she goes into the forest? - Setting Description - Describe the deep dark wood. - What can you see? Hear? Smell? Is it spooky? Cold? Exciting? - Third Person Narrative - Put key pictures from the book in order and write a sentence for each. The Jolly Christmas Postman - Informal Letter - Students choose a character from the book (Goldilocks, Little Red Riding Hood, The Big Bad Wolf) and write a short letter. - Dear _____, - I want to tell you... - Informal letter What would a character write back to the Postman? Example: - Thank you for my card... It made me feel... - Instructional Writing - How to make your own Christmas Card. Christmas Poetry <i>“A Visit from St Nicholas” (extract) – Clement Clarke Moore</i>			The Emperor’s Egg - Character Description - Write sentences describing the father penguin. What does he look like? What does he do? - Setting Description - Describe the Antarctic. What can you see? What can you feel? - Non Chronological report - Create a factfile about Emperor Penguins using information from the book. Poetry “The Sound Collector” by Roger McGough. - Children write a new stanza (verse) for the poem using sounds found around the school or home. - To listen to and discuss a contemporary poem. Read the poem aloud. Use a “mystery bag” containing items mentioned in the poem (a toaster, a ticking clock, a whistling kettle). BOOK WEEK - Persuasive text - Write a book review and recommendation.			Cinderella - Character Description - Choose Cinderella, the prince, the stepsisters, or the fairy godmother. - Describe what the character looks like and how they act. - Third Person Narrative - Children write a short, simple retelling in their own words. - Use sentence starters: - Cinderella lived with... - She went to the... - At the ball she... - In the end... - First Person Narrative “Dear Diary, today I went to the ball...” - Simple sentence-writing from Cinderella’s point of view. Describe her feelings and what she did/ enjoyed/ was upset by.		The Rainbow Fish - Setting Description - Describe where Rainbow Fish lives. - Encourage sensory words: <i>sparkly, soft, bright, swishy.</i> - Third Person Narrative - Children write a short, simple retelling in their own words of part of the story. - Information Writing - Friendship Rules Poster - Children write simple rules for being a good friend, inspired by the story. The Paperbag Princess - Character Description “Describe Princess Elizabeth. What does she look like? What kind of princess is she?” - Word classes - Nouns & Adjectives - Third Person Narrative - Children write a short, simple retelling in their own words. - Informal letter “Write a letter from Elizabeth to Ronald telling him how she feels.” - Helps with voice and simple opinion writing.			The Pirates Next Door - Information Writing- Rules Poster - Create a list of funny rules the pirate family must follow now they live in a normal town. “No parrots in the supermarket.” “No digging for treasure in the park.” Beegu - Character Description - Write a ‘LOST’ poster as if someone is trying to help find Beegu. - Include what she looks like, where she was last seen, who to call First Person Narrative - Write a diary entry for the day Beegu tries to talk to the big people Informal letter - Write a letter from Beegu to her parents telling them what earth is like.		
GPS per half term Stage 1 Resources	Word Level - Identifying and defining nouns - Adding -s to nouns when there is more than one. - Adding -es to nouns when there is more than one. Punctuation Level - Finger spaces - Sorting common and proper nouns - Adding capital letters to proper nouns Sentence Level - Making meaning in sentences				Word Level - Identifying and defining verbs - Sorting nouns and verbs - Add -ing to verbs - Adding -ed to verbs Punctuation Level - Sorting who, which, when, where, why and when question words. - Orally ask questions using question words. - Adding question marks to questions Sentence Level			Word Level - Adding -er and -est to regular adjectives - Identifying and defining adjectives. - Identifying and sorting verbs and adjectives Punctuation Level - Introducing exclamation marks - Adding an exclamation mark, question mark or full stop - Sorting common and proper nouns			Word Level - Understanding antonyms - Defining prefixes and adding the prefix un- to create antonyms - Choose the correct word for an image or sentence. Punctuation Level - Adding capital letters to months and days of the week.		Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning.			Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning.		

	8. Using capital letters and full stops for sentences 9. Building simple sentences 10. Writing simple sentences with the pronoun I	8. Writing simple sentences with the verb to be and the pronoun	Sentence Level 7. Joining two elements in a sentence with and 8. Joining two clauses using and.	5. Understanding the pronoun A and the personal pronoun I 6. Using the pronouns I and me. Text Level 7. Choosing words from a bank to create sentences. 8. Sequencing sentences to form narratives.		
Handwriting Letter-Join Module 2 Short, daily sessions lasting 10–15 minutes .	Warm-Up Activities: Lessons 1 - 5 Letter Families: Lessons 6 - 10 Letter Families: Lessons 11 - 15 Capital Letters (A, B, C, D, E): Lessons 16 - 20	Capital Letters (F,G,H,I & J): Lessons 21 - 25 Capital Letters (K,L,M,N & O): Lessons 26 - 30 Capital Letters (P,Q,R,S & T): Lessons 31 - 35 Assessment	Capital Letters (U,V,W,X,Y & Z): Lessons 36 - 40 Printed Letters: Lessons 41 - 45 Printed letters: Lessons 46 - 50	Printed Letters: Lessons 51 - 55 Printed Letters: Lessons 56 - 60 Printed Letters: Lessons 61 - 65 Assessment	Numbers: Lessons 66 - 70 Punctuation Marks and Maths symbols: Lessons 71 - 75 Other symbols & Punctuation Actions: Lessons 76 - 80	Revision and Retrieval Final Assessment
Oracy across the curriculum	Physical Strand To use body language to show listening. To experiment with adjusting tone, volume and pace. Linguistic Strand To use vocabulary specific to the topic at hand. To take opportunities to try out new language. To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. To use sentence stems to link to other’s ideas in group discussion (e.g. ‘I agree with... because ...’ ‘Linking to ...’) Cognitive Strand To consider the merits of different viewpoints. To offer reasons for opinions. To disagree with someone else’s opinion politely. To explain ideas and events in chronological order. Social and Emotional Strand Listen carefully to others. To participate in group discussions independently of an adult. Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.					

Year 2																		
Week	1 & 2	3 & 4	5 & 6	7 & 8	9 & 10	11 & 12	13 & 14 & 15	16 & 17	18 & 19	20 & 21	22 & 23	24 & 25 & 26	27 & 28	29 & 30	31 & 32	33 & 34	35 & 36	37 & 38
Term	Autumn 1 Handwriting & Presentation Expectations				Autumn 2			Spring 1			Spring 2		Summer 1			Summer 2		
																		
Year 2	Man on the Moon (a Day in the Life of Bob) - Setting Description (short write) - Describe what it's like for Bob to work on the moon - Teach: - Subject specific vocabulary (nouns word class) - Adjectives describe nouns - Contents of a simple sentence - Punctuation for simple sentence - Connectives to create compound sentences - and, but, so - Character Description of Bob (short write) - Use of adjectives and expanded noun phrases to introduce the character of Bob at the beginning of the story. - Teach - Construction of an expanded noun phrase - Adjectives and synonyms (creating more exciting descriptions) - Sentence starters bring variation - pronouns or other ways of referring to Bob. - Third Person Narrative (long write) - Retell the story in their own words, using story language taken from the book. Include their learning on describing a setting and Bob's appearance/ character. - Teach: - Story structure - Sentence structure - simple and compound. - Possible sentence starters - Time adverbials for each section of the story. Poetry Week "The Ning Nang Nong" by Spike Milligan. The Lighthouse Keeper's Lunch - Setting Description (short write) - The opening scene - Teach - expanded noun phrases to describe and specify - Adjectives to add detail - Coordination using conjunctions (and, or, but) - Subordination (because, when, if) - Simple sentence structure (clarity and control) - Present and past tense consistency - Capital letters for proper nouns - Character Description of Mr Grinling (short write) - Use of adjectives and expanded noun phrases to introduce the character of Mr Grinling at the beginning of the story. - Teach - expanded noun phrases to describe and specify - Adjectives to add detail				The Snowman - Third Person Narrative - Write part of the story from when the boy and the snowman set off on their adventure. - Teach: - Third-person pronouns used appropriately for cohesion so that 'the boy' is not continuously repeated. - Past tense verbs - Time words to sequence events - Expanded noun phrases - Conjunctions (and, but, because, when) - Clear sentence punctuation - Instructional Writing - How to make a Snowman Christmas Card - Refer back to learning from instructions on how to make a sandwich. - Teach: - Imperative (command) sentences - Sequencing using time words - Simple adverbs (how something is done) - Expanded noun phrases (still relevant) - Conjunctions (and, because) - Use the present tense correctly and consistently - Punctuation: full stops and capital letters The Nativity - First Person Narrative - Retell the Nativity story including setting descriptions as if they were Mary. - Teach - Third-person pronouns used appropriately for cohesion so that 'the boy' is not continuously repeated. - Past tense verbs - Time words to sequence events - Expanded noun phrases - Conjunctions (and, but, because, when) - Clear sentence punctuation Christmas Poetry "A Letter to Father Christmas" – J. R. R. Tolkien (adapted extract)			Rapunzel - Persuasive Letter asking for help. - Imagine Rapunzel sends it by carrier pigeon. - Teach - Polite persuasive language - Simple adverbs (how / when) - Adjectives to describe feelings and situations - Conjunctions to give reasons (and, because, but) - Direct address to the reader (you) - First-person pronouns (I, me, my) - Sentence types: statements, questions, exclamations, commands Statements: give information <i>I am trapped in a tall tower.</i> Questions: engage the reader <i>Can you help me escape?</i> Exclamations: show strong feeling <i>Please help me!</i> Commands (gentle): ask for action <i>Please come quickly.</i> - Third Person Narrative - Write a story sequel. What happens after the ending? - Rapunzel travels through the forest and discovers something surprising. What is it? - Teach: - Third-person pronouns (she, her) - Past tense verbs - Time words for sequencing - Expanded noun phrases - Conjunctions (and, but, because, when) - Adjectives for mood and setting - Clear sentence punctuation BOOK WEEK - Persuasive text - Write a book review and recommendation. - Pupils write in role as a reviewer: <i>I liked the main character because...</i>			The True Story of the Three Little Pigs - First Person Narrative - Children write from the wolf's perspective (first-person: I, me, my). "Dear Diary, today was a disaster!" - Describe his feelings and what he thinks was unfair. - Focus on telling events and feelings, as in a diary - Audience: themselves or a reader who wants to understand the wolf's "side" of the story. - Focus on past tense for diary entries (e.g., <i>I huffed and I puffed yesterday</i>). - Introduce progressive past to show ongoing actions: <i>I was huffing and puffing when the first house collapsed.</i> - Expand descriptions: <i>The little pigs' fragile straw house</i> <i>My enormous, furry paws</i> Coordination (and, but, or): <i>I tried to blow the house down, but it wouldn't fall.</i> Subordination (when, if, because): <i>I hid behind the tree because I didn't want to be seen.</i> - Consistently use I, me, my (wolf's perspective). - Show awareness of other characters via pronouns: <i>they, their</i> (the pigs). - Third Person Narrative (long write) - Children rewrite the ending: - The wolf and the pigs become friends - The wolf fixes the houses - The pigs help the wolf stop sneezing - Everyone builds a new house together Teach consistency of pronouns: don't switch		The Owl and The Pussy Cat - First Person Narrative - Children write a diary from the Owl's perspective, describing the journey with the Pussycat across the sea. - Focus on first-person: I, me, my, we, us. - Encourage children to stay in the Owl's voice consistently. - Talk about showing thoughts and feelings from the Owl's perspective. - Teach children to include different sentence types for variety and expression: Statement, Command, Question, Exclamation - Use past tense (main narrative) - Include progressive past for ongoing actions: <i>I was rowing while the Pussycat hummed a tune.</i> - Expanded noun phrases - Encourage description to show the Owl's viewpoint: <i>The glittering, silver sea stretched before me</i> <i>My fluffy, wise feathers fluttered in the wind</i> - Coordinating: and, but, or → I held the sail, and the Pussycat steered the boat. Subordinating: <i>because, when, if → I was nervous because the waves were so high</i> Adverbs - Show how the Owl feels and moves: <i>I sailed carefully across the wavy sea.</i> <i>We sang happily as the boat glided along.</i> Capital letters for sentence starts and proper nouns Full stops, question marks, exclamation marks Commas in lists: <i>We packed cheese, honey, and a small guitar.</i> Apostrophes: for contractions (<i>I'm, don't, we'll</i>) and singular possession (<i>the Owl's boat</i>) - Report - Research and prepare a report on owls in general or one type. - Purpose: to inform the reader about owls. - Audience: other children, adults, or classmates.			Science Link to Animals including Humans - Explanation Text - Healthy living: Short advice text on healthy eating, hygiene, or exercise for humans. - Teach the need to write clear, complete sentences to explain and give advice Compound sentences using and / but / or to connect ideas Sequencing words to explain processes or steps - Use headings or subheadings for sections: "Healthy Eating," "Exercise," "Hygiene" - Use bullet points or numbered lists for steps or tips - Use precise words for explanation and advice - Nouns: human, body, teeth, stomach, exercise, fruit, vegetables, water - Verbs: eat, drink, wash, clean, exercise, grow, protect - Adjectives: healthy, strong, clean, dirty, tired, hungry - Adverbs (basic): carefully, regularly, properly - Pronouns: he, she, they, it, you (to avoid repetition and give advice) - Conjunctions to link ideas logically - Additive: and, also, as well as - Contrast: but, however - Cause / effect: because, so, therefore - Sequence / time: first, next, then, finally - Use the imperative verb to start advice: "Eat more vegetables." "Wash your hands before meals." The Day the Crayons Quit - Persuasive Letter - Each crayon writes a "complaint" letter in the book. Pupils to write their own letter from a crayon's perspective (e.g., "I'm tired of coloring grass green!") - Teach - Adjectives to describe emotions: <i>happy, lonely, frustrated, excited, tired</i> - Using because to explain reasoning: <i>I am tired because I colour the grass every day.</i> Exclamation marks for emphasis sparingly: <i>I am very tired of coloring the same things!</i>		

	- Coordination using conjunctions (and, or, but) - Subordination (because, when, if) - Simple sentence structure (clarity and control) - Present and past tense consistency - Capital letters for proper nouns - Third Person Narrative (long write) - Retell with an alternative Resolution. Include descriptive sentences for the setting and characters. - Teach - Story structure - Sentence structure - simple and compound. - Possible sentence starters - Time adverbials for each section of the story. - Instructional Writing - How to make a sandwich - Teach - Imperative (command) sentences - Sequencing using time words - Simple adverbs (how something is done) - Expanded noun phrases (still relevant) - Conjunctions (and, because) - Use the present tense correctly and consistently - Punctuation: full stops and capital letters - Optional: Bullet points or numbers for steps Exclamation marks for emphasis (e.g. <i>Don't forget the lid!</i>) Warnings (linked to the story): <i>Be careful of the greedy seagulls!</i>		<i>My favourite part was...</i> - Teach: - Present tense for opinions and recommendations - Conjunctions for reasons (and, because, but) - Adjectives to describe the book and characters - Direct address (you) <i>You will love this story.</i> <i>You must read this book!</i> - Polite persuasive language <i>I recommend this book to everyone.</i> <i>You should read it because...</i> <i>It is a wonderful story that you will enjoy.</i>	between first and third person mid-story. - Expanded noun phrases (<i>broken houses, bright blue windows</i>) - Conjunctions (<i>while, and, when</i>) - Time connectives (<i>after, when, from that day on</i>) - Variety of sentence types	- Children should use factual, formal language rather than first-person storytelling - Teach sentence types - Statements are the main type: factual sentences describing owls. <i>Owls are nocturnal birds.</i> <i>The barn owl has heart-shaped facial feathers.</i> - Occasional complex sentences for cause/effect or description: <i>Owls hunt at night because their eyesight is very good.</i> <i>They have sharp talons, which help them catch their prey.</i>	- Introduce simple polite persuasion structures: <i>I would like you to...</i> <i>Please could you...</i> <i>I hope you will...</i> Modal verbs: <i>can, could, would, should</i> for requests and suggestions Informal Letter - Write a reply letter from Duncan (the boy) showing empathy and problem solving.
Spelling lessons per half term Spelling Shed Scheme	1.Words where 'dge' makes a /j/ sound 2.Words where 'ge' makes a /j/ sound 3. Words where 'g' makes a /j/ sound 4.Words where 'c' makes a /s/ sound before 'e', 'i' and 'y' 5.Words where 'kn' and 'gn' make a /n/ sound at the beginning of words 6.Challenge Words 7.Words where 'wr' makes a /r/ sound at the beginning of words	8.Words ending in 'le' 9.Words ending in 'el' 10.Words ending in 'al' 11.Words ending in 'il' 12.Challenge Words 13.Words where 'y' makes an /igh/ sound 14.Words where 'es' is added to words ending in 'y'	15.Words where '-ed' is added to words ending in 'y' 16.Words where '-er' and '-est' are added to words ending in 'y' 17.Words where '-ing' is added to words ending in 'e' 18.Challenge Words 19.Words where '-er', '-est' and '-ed' is added to words ending in 'e' 20.Words where '-ing' is added to single syllable words	21.Words where '-ed' is added to single syllable words 22.Words where 'a' makes an /or/ sound 23.Words where 'o' makes an /u/ sound 24.Challenge Words 25.Words where 'ey' makes an /ee/ sound 26.Words where 'a' makes an /o/ sound	27.Words where 'or' and 'ar' make an /er/ or /or/ sound 28.Words where 's' makes an /z/ sound 29.Words ending in '-ment' and '-ness' 30.Words ending in '-ful' and '-less' 31.Words that are homophones or near homophones 32.Words that are homophones or near homophones	33.Words ending in '-tion' 34.Words containing an apostrophe for contraction 35.Words containing an apostrophe for possession 36.Challenge Words
GPS per half term Spelling Shed SPAG Scheme Stage 2 Resources	Word Level - Identify and sort nouns (-ness, -er and compounding) - Adding the suffix -er to turn verbs into nouns - Identify and sort adjectives - Sorting nouns and adjectives Punctuation Level - Use of capital letters, full stops and exclamation marks to demarcate sentences. Sentence Level - Identifying, defining and sorting nouns. - Identify noun phrases. - Introducing adjectives as pre-modifiers in noun phrases. - Creating sentences with noun phrases from word banks. - Introducing post-noun modifiers for noun phrases	Word Level - Adding the suffix -ness to create a noun - Adding the suffix -ness to adjectives that end in -y to create nouns - Sorting correct spelling of -ness words - Choosing the correct -ness noun or adjective for a sentence. Sentence Level - Identifying a sentence and clause. - Joining clauses using 'and' - Introducing coordinating conjunctions. - Identifying coordinating conjunctions in a sentence. - Choosing sentences that use conjunctions correctly. - Inserting the correct coordinating conjunctions. - Rearranging words from a bank to create sentences with coordinating conjunctions.	Word Level - Making compound words by joining words with images. - Making compound words by joining two words. - Separating compound words - Identifying compound words in a list and sentence. - Create compound words from a list - Creating a sentence using compound nouns in appropriate places. - identifying errors in sentences with compound nouns. Punctuation Level - Introducing commas - commas to separate items in a list. - Adding commas to lists that include given items. - Adding commas to lists in sentences Sentence Level - Introducing subordinating	Word Level - Adding the suffixes -ful, -ness, -ment, -less to adjectives - Adding the correct word ending in ful and less to a sentence - Selecting the correct suffix to make a new word - Adding the suffixes -ful and -less to nouns ending in -y. Punctuation Level - Choosing which sentences are written correctly - commas to separate lists. - Correcting errors in sentences with commas. - Creating sentences using commas to separate items in a list.	Word Level - Sorting compound words and words with a suffix. - Forming comparative adjectives by adding the suffix -er. - Forming superlative adjectives by adding the suffix -est. - Forming superlative adjectives by adding the suffix -er and -est - Completing sentences with the correct -er and -est adjectives. Punctuation Level - Introducing apostrophes for possession. - Adding apostrophes to simple phrases. - Adding apostrophes to short sentences. - Rearranging words, including those with apostrophes, to make sentences. - Apostrophes added to words ending in -s.	Word Level - Defining and identifying adverbs - Sorting and identifying adverbs and verbs - Adding the suffix -ly to adjectives to create adverbs. - Choosing the appropriate adverb for a sentence. Text Level - Consistent use and correct choice of present and past tense throughout writing (recognise and identify verbs, sort verbs and nouns) - Consistent use and correct choice of present and past tense throughout writing (introducing simple present and past tense.) - Consistent use and correct choice of present and past tense throughout writing (identify past and present tense verbs)

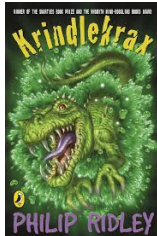
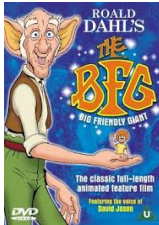
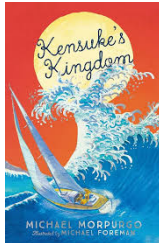
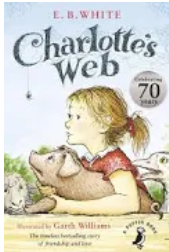
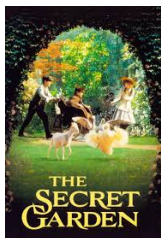
			conjunctions. 12. Ask questions where answers are dependent on the conjunctions. 13. Matching main clause with correct subordinating clause.	Sentence Level 8. Inserting the correct conjunction into sentences. 9. Choosing sentences that use subordinating conjunctions correctly. 10. Completing sentences using subordinating conjunctions.	Sentence Level 1. Introducing statement, question, exclamation and command. 2. Sorting statement, question, exclamation and command sentences. 3. Adding correct punctuation for different sentence types. 4. Writing statement, question, exclamation and command sentences.	8. Using the progressive form of verbs in the present and past tense. 9. Using the progressive form of verbs in the past tense.
Handwriting Module 3 Three lessons per week, typically lasting 15–20 minutes each	Letter families, high frequency words and dictation exercises: Lessons 1 - 12 Diagonal joins, high frequency words and dictation exercises: Lessons 13 - 18 The letter ‘f’, high frequency words and sequencing sentences: Lessons 19 - 21 The letter ‘k’, high frequency words and sequencing sentences: Lessons 22 - 24	The letter ‘b’ and ‘d’, high frequency, words and sequencing sentences: Lessons 25 - 27 The letter ‘w’, high frequency words and sequencing sentences: Lessons 28 - 30 The letter ‘s’, high frequency words and word spacing: Lessons 31 - 33 The letter ‘s’, high frequency words and word spacing: Lessons 34 - 36 Assessment	Dictation exercises and high frequency words: Lessons 37 - 45 Dictation exercises and 2x tables: Lessons 46 - 48 Dictation exercises and 5x tables: Lessons 49 - 51 Dictation exercises and 10x tables: Lessons 52 - 54	KS1 Spelling, Punctuation and Grammar practice: Lessons 55 - 72 Assessment	Dictation exercises and 3x tables: Lessons 73 - 75 Dictation exercises and writing numbers: Lessons 76 - 78 Dictation exercises and 4x table: Lessons 79 - 81 Dictation exercises and 4x table: Lessons 82 - 84	Dictation exercises and digraphs: Lessons 85 - 87 Dictation exercises and rhyming words in sentences: Lessons 88 - 90 Revision and Retrieval Final Assessment
Oracy across the curriculum	Physical Strand - To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea. - To speak clearly and confidently in a range of contexts. Linguistic Strand - To adapt how they speak in different situations according to audience. - To use sentence stems to signal when they are building on or challenging others’ ideas. - To use newly learnt vocabulary in an appropriate way. Cognitive Strand - To ask questions to find out more about a subject. - To build on others’ ideas in discussions. - To make connections between what has been said and their own and others’ experiences. Social and Emotional Strand To encourage everyone to contribute. To develop an awareness of audience, e.g. what might interest a certain group. Confident delivery of short pre- prepared material.			Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication. Physical Voice - Pace of speech - Tonal variation - Clarity of pronunciation - Voice projection Body language - Gesture & posture - Facial expression & eye contact Linguistic Vocabulary - Appropriate vocabulary choice Language - Register - Grammar Rhetorical techniques - Rhetorical techniques such as metaphor, humour, irony & mimicry Cognitive Content - Choice of content to convey meaning & intention - Building on the views of others Structure - Structure & organisation of talk Clarifying & summarising - Seeking information & clarification through questioning - Summarising Self-regulation - Maintaining focus on task - Time management Reasoning - Giving reasons to support views - Critically examining ideas & views expressed Social & Emotional Working with others - Guiding or managing interactions - Turn-taking Listening & responding - Listening actively & responding appropriately Confidence in speaking - Self assurance - Liveliness & flair Audience awareness - Taking account of level of understanding of the audience		

Year 3																		
Week	1 & 2	3 & 4	5 & 6	7 & 8	9 & 10	11 & 12	13 & 14 & 15	16 & 17	18 & 19	20 & 21	22 & 23	24 & 25 & 26	27 & 28	29 & 30	31 & 32	33 & 34	35 & 36	37 & 38
Term	Autumn 1 Handwriting & Presentation Expectations				Autumn 2			Spring 1			Spring 2		Summer 1			Summer 2		
																		
Year 3	Gorilla - Character Description - Write a description of Hannah. - Focus on appearance, personality, and actions - Use expanded noun phrases - Teach: - Adjectives – for appearance, personality, feelings - Adverbs – for describing actions - Present tense verbs – she is, he looks, it feels - Pronouns – he, she, him, her - Simple and compound sentences – using and, but, because - Senses (optional enhancement) – sight, sound, touch - Third Person Narrative - Focus on one key scene rather than the whole story. - Retell their adventures in the zoo - Describe their walk through the zoo seeing different animals and describing the setting. - Encourage using adjectives for feelings and appearance. - Include actions in sequence: what happens first, next, and last. - Teach - past tense verbs: “she held,” “he walked,” “they looked.” - Third-person pronouns (he, she, they, him, her) - Adjectives (appearance, feelings) and adverbs (how actions happen) - Conjunctions (and, but, so, because, when, then) - Expanded noun phrases for more detail - Senses and feelings vocabulary - Mix of simple and compound sentences - Report - Children to research and write a non-chronological report about Gorillas - Use headings for each section - Present tense - Optional: pictures or diagrams with captions - They could include sections on appearance, habitat, diet, behaviour, conservation/interesting facts. - Teach: - Present tense verbs - Third person singular/plural - Simple and compound sentences (using and, but, so) - Sentence starters for facts - Adjectives (appearance, qualities) and adverbs (actions) - Technical vocabulary - Headings and topic-focused sentences - Linking words for cohesion Poetry Week <i>"The Magic Box" by Kit Wright</i>				The Mousehole Cat - Setting Description - Describe the village of Mousehole. What does it look like, smell like, and sound like? - Use senses (sight, sound, smell, touch, taste) to create vivid imagery - Teach: - Adjectives Describing appearance and describing atmosphere or mood – <i>quiet, bustling, peaceful, foggy, stormy</i> <i>Adverbs of Time, Manner and Place</i> Time: <i>early, later, at sunset, at dawn</i> Manner: <i>quietly, gently, softly, busily</i> Place: <i>beside, above, across</i> <i>Comparatives & Superlatives to compare features of the village or surroundings:</i> - Comparative: The harbour was narrower than the one in Penzance. - Superlative: It was the smallest, coziest village on the coast. - Vocabulary Common nouns – things you see in a village: <i>boats, houses, harbour, cobbles, waves, roofs, chimney, streets</i> Proper nouns – names of places or landmarks (if relevant): <i>Mousehole, the harbour, the lighthouse</i> - Character Description - Describe Mowzer the cat. What makes her special? How does she help Tom? - Teach: - Adjectives, similes (e.g., <i>Mowzer's fur was as black as the stormy sea</i>). - Expanded noun phrases - Prepositions to describe position or movement: <i>on, in, under, beside, across</i> - Example: <i>She climbed onto the boat and kept watch across the waves.</i> - Comparative and Superlative Adjectives to compare traits or show extremes. - Comparative: <i>Mowzer was braver than the other cats.</i> - Superlative: <i>She was the bravest cat in Mousehole.</i> - First Person Narrative - Write a letter from Tom to a friend, describing your adventures in the storm. - Focus on First-person writing, expressing feelings, using descriptive words for the storm			Arthur and the Golden Rope - Setting Description - Write a setting description of Gjain in Iceland - use the book images. - Teach: - how to use adjectives to describe places, e.g., <i>gloomy, shimmering, rugged, sparkling, icy.</i> - Expanded noun phrases. Example: <i>a small, hidden waterfall instead of just a waterfall.</i> - Prepositions for place and position Example: <i>A clear river flowed along the mossy rocks.</i> - Similes and sensory language Example: <i>The cliffs were as white as snow</i> or <i>The wind whispered through the trees.</i> - Mix short and longer sentences to create rhythm. - Teach that present tense is often used in setting descriptions. - Character Description - Students invent a creature Arthur meets—describe its appearance, powers, and whether it is friend or foe. - Teach - Adjectives: small, furry, bright, golden, soft, friendly, curious - Expanded noun phrases: tiny wings, a wave of its paw - Verbs for power - Friend/foe description: friendly, safe, trust - Present tense: <i>is, sparkle, flaps, makes</i> - Sentence variety: mix of short and longer sentences - First Person Narrative - Diary entry for one day - Teach: - First-person pronouns: I, my - Past tense verbs: woke, followed, saw, picked, glittered, moved, hid, waited, ran, felt - Time connectives: Today, at first, suddenly, after a few minutes - Adjectives / feelings: amazing, strange, bright, scared, friendly, curious, sparkling, safe, tired, proud - Expanded noun phrases: bright blue fur, sparkling river, golden rope - Sentence variety: mix of short and long sentences			The Great Kapok Tree - Persuasive Letter - Children could choose an animal from the book and write about why its home must be protected. - Purpose: Persuade the Prime Minister to protect the rainforest. - Audience: The Prime Minister, so the tone should be polite, serious, and convincing. - Children should include facts or reasons and support their argument with information from the book - Teach: - Paragraphs - Letter format - Emotive language: Help the reader feel concerned for the animals - Persuasive phrases: <i>We must protect...</i> <i>It is important that...</i> <i>If we don't...</i> <i>I urge you to...</i> - Report - Write a non-chronological report on Rainforests. - Teach: - Present tense verbs - Third person singular/plural - Simple and compound sentences (using and, but, so) - Sentence starters for facts - Adjectives (appearance, qualities) and adverbs (actions) - Technical vocabulary - Headings and topic-focused sentences - Linking words for cohesion - Sentence types: Statements: for giving facts Questions (optional, to engage the reader) - Subject-verb agreement in statements.		Science Link Explanation Text - How do flowers help plants grow new plants? - Linked to science lessons on Plants. - Teach: - Present tense: Explanation texts describe general processes that are always true. - Compound sentences to link ideas - Complex sentences to show cause and effect (because, so that, when, if) - Time/Sequence connectives – for ordering steps - Cause-and-effect connectives – for explanations - Addition connectives – for extra information - Teach precise nouns: flower, pollen, seed, fruit, ovule, bee - Vocabulary - action verbs to describe processes, adverbs or adverbial phrases to describe how or when something happens. Wolves in the Walls - Persuasive text - Lucy trying to convince her family that there are wolves/different animals in the walls - Purpose: To convince someone to believe something or take action - Teach: - Adjectives to describe feelings and dangers (e.g., “huge,” “terrifying,” “hungry”) - Powerful verbs for action (e.g., “prowling,” “scratching,” “lurking”) - Sentence starters to persuade: “You must...” “I need you to...” “Don’t you see...?” - Third Person Narrative - Retell when Lucy hears scratching and noises from inside the walls. She becomes convinced wolves are inside. Clear sequence: Noise → Lucy investigates → Lucy reacts → She tries to tell her family. Strong emotions: Fear, urgency, disbelief. Perfect for describing feelings. Opportunities for descriptive language: Scratching, shadows, creaks, etc. - Teach: - Third person pronouns			Stig of the Dump - visual literacy - Setting Description - Children describe Stig's cave using the explanation from the book. - Focus on sensory detail, expanded noun phrases, and simple figurative language - First collect facts from the book, not imagination - Teach - Expanded Noun Phrases - Conjunctions to extend sentences - Prepositional Phrases - Commas for a list - First Person Narrative - Retell the moment Barney meets Stig, but from Stig's point of view. - What does Stig think of Barney? Is he scared, curious, excited? - Teach: - Model switching from third person to first - Sentence Openers for Narrative Flow - Verbs That Show Feeling (Not Just Tell) e.g. Not <i>'I was scared.'</i> but → <i>I froze when I saw the boy.</i> - Ensure Past Tense Consistency - Persuasive Letter - to the council asking them to rehouse Stig - Children should state an opinion clearly, give reasons, and sound polite but convincing. - Teach: - Conjunctions for children to give reasons WHY Stig should be rehoused. - Modal Verbs - Should & Could - Polite sentence openers <i>We are writing to ask...</i> <i>We would like you to consider...</i> - Sentence types - - Statements to give reasons - Questions to make the reader think		

	The Twits - Character Description of Mr or Mrs Twit • Include appearance, personality or behaviour, habits/actions, feelings towards others • Teach: ◦ Use simple sentences (one idea). ◦ Use and, but, or to join ideas. ◦ Adjectives for appearance/personality: scruffy, mean, tall. ◦ Adverbs for actions: loudly, quietly, nastily. ◦ Present tense for descriptions: <i>He is mean.</i> ◦ Past tense for actions: <i>He played a trick.</i> ◦ Pronouns: he, she, his, her to avoid repeating names. ◦ Commas for lists: <i>tall, scruffy, and mean.</i> ◦ <i>Similes: His beard is as messy as a bird's nest.</i> - Third Person Narrative • Retell one of the tricks • Children should focus on clear sequencing, describing actions, and showing characters' personalities • Introduce the characters involved and where and when the trick happened. • Describe the trick step-by-step using action verbs • Show how the characters feel or respond. • Teach: ◦ Third-person pronouns: he, she, they ◦ Past tense verbs for actions: tied, jumped, screamed ◦ Adjectives & adverbs to describe characters and actions: nasty, funny, quickly, loudly ◦ Dialogue (optional) to show reactions: "You tricked me again!" shouted Mrs Twit. ◦ Time words to sequence events: first, then, next, finally - Instructional Writing • Write instructions for a disgusting recipe • Teach: ◦ Bossy Verbs (Imperatives) ◦ Sentence Types - simple and compound ◦ Adjectives for ingredients: slimy, stinky, hairy, squishy ◦ Adverbs for actions: slowly, quickly, squishily, carefully ◦ Sequencing Words / Time Words ◦ Commas in lists: "<i>Add worms, mud, and rotten cheese.</i>" ◦ Exclamation marks for effect: "<i>Yuck! Stir it well!</i>" ◦ Optional extras: Similes for description: "<i>Mix the mud like squelchy chocolate.</i>" ◦ Funny warnings or tips: "<i>Only eat if you dare!</i>"	and sea • Teach: ◦ Past tense – because the adventure has already happened. ◦ Paragraphs ◦ Adjectives – to describe the storm, the sea, emotions, and characters ◦ Adverbs – to describe how things happen ◦ Prepositions to show location or movement: <i>on, in, under, above, across, through</i> ◦ <i>Optional: past progressive for ongoing action. Example: The wind was howling as I sailed through the waves.</i> Christmas Poetry <i>"The Oxen" (opening stanza) – Thomas Hardy</i>		◦ Compound sentences using and, but, or, so ◦ Complex sentences using because, when, if, that, which ◦ Introduce present continuous only if describing ongoing processes (Deforestation is destroying habitats) ◦ Specific nouns for clarity: rainforest, canopy, jaguar, toucan, amphibians ◦ Expanded noun phrases to add detail BOOK WEEK - Persuasive text • Write a book review and recommendation.	◦ Past tense verbs ◦ Sentence starters ◦ Quotation marks, commas, capital letters, new paragraph for a new speaker ◦ Descriptive words for feelings, appearance, and actions ◦ Apostrophes for possession	
Spelling lessons per half term Spelling Shed Scheme	<u>7 - lessons</u> 1.Words where ‘ou’ makes an /ow/ sound 2.Words where ‘ou’ makes a /u/ sound 3.Words where ‘y’ makes an /i/ sound 4.Words ending in ‘-sure’ 5.Words ending in ‘-ture’ 6.Challenge words 7.Words with the prefix ‘re-’	<u>7 - lessons</u> 8.Words with the prefix ‘dis-’ 9.Words with the prefix ‘mis-’ 10.Words where ‘-ing’ and ‘-ed’ are added to multisyllabic words 11.Words where ‘-ing’, ‘-en’ and ‘-ed’ are added to multisyllabic words 12.Challenge words 13.Words with the ‘ai’ digraph 14.Words with the ‘ei’ digraph	<u>6 - lessons</u> 15.Words where ‘ey’ makes an /ai/ sound 16.Adding the suffix ‘-ly’ 17.Words that are homophones 18.Challenge Words 19.Words ending in ‘al’ 20.Words ending in ‘le’	<u>6 - lessons</u> 21.Adding ‘-ly’ when the root word ends in ‘-le’ 22.Adding ‘-ally’ when the root word ends in ‘-ic’ 23.Adding ‘-ly’ when the words do not follow the spelling patterns 24.Challenge Words 25.Words ending in ‘-er’ when the root word ends in ‘ch’ 26.Words where ‘ch’ makes a /k/ sound	<u>5 - lessons</u> 27.Words where ‘que’ makes a /k/ sound 28.Words where ‘sc’ makes a /s/ sound 29.Words that are homophones 30.Challenge Words 31.Words that end in ‘sion’	<u>5 - lessons</u> 32.Revision of spelling patterns learned in Stage 3 33.Revision of spelling patterns learned in Stage 3 34.Revision of spelling patterns learned in Stage 3 35.Revision of spelling patterns learned in Stage 3 36.Revision of spelling patterns learned in Stage 3

GPS per half term Spelling Shed SPAG Scheme	Word Level 1. Identify and sort nouns - formation of nouns using a range of prefixes. 2. Introduce the term 'prefix' 3. Prefix 'un' - meaning 'not' Punctuation Level 4. Identify what is being said - Introduction to inverted commas for direct speech 5. Punctuate spoken sentences 6. Synonyms for said	Word Level 1. The prefixes super-, anti- and auto- 2. Vowels and consonant with a or an 3. Identify and sort prefix, suffix and root word Punctuation Level 4. Create grammatically accurate sentences including speech. 5. Punctuate spoken sentences. Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning.	Word Level 1. Add an appropriate prefix or suffix to a root word. 2. Use a/an correctly. Sentence Level 3. Coordinating and subordinating conjunctions 4. Identify, define and use prepositions 5. Conjunctions, adverbs and prepositions Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning.	Text Level: 1. Grouping ideas in paragraphs 2. Choose appropriate headings. Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning.	Text Level: 1. Simple past and simple present tense 2. Introduction to the present perfect 3. Choose the correct auxiliary verb for the present perfect 4. Use the correct verb form in the present perfect tense 5. Change sentences from simple past to present perfect 6. Create sentences in the present perfect tense 7. Identify and sort present perfect and simple past sentences.	Revision Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning.
Handwriting Letter-Join Module 4 Two lessons per week, extended to 20–30 minutes.	Graffiti wall DIY dictation 1 (Regular verbs: i): Lessons 1 - 2 Double letters: bb DIY dictation 2: Regular verbs: ii: Lessons 3- 4 Double letters: cc DIY dictation 3: Verbs ending in 'e': i: Lessons 5 - 6 Double letters: dd DIY dictation 4: verbs ending in 'e': ii: Lessons 7 - 8 Double letters: ee DIY dictation 5: Irregular verbs: 1: Lessons 9-10 Irregular verbs: 2 Ascenders: Lessons 11-12 Double letters: ff Number operations: Lessons 13 - 14 Double letters: gg Number names and Roman numerals: Lessons 15 - 16	Double letters: ll Odd and even numbers: Lessons 17 - 18 Double letters: mm Palindromes 1: Lessons 19 - 20 Double letters: nn Tongue Twisters l: Lessons 21 - 22 Double letters: oo Lessons 23 - 24 Double letters: pp Lessons 25 - 26 Assessment	Double letters: rr Lessons 27 - 28 Double letters ss Lessons 29 -30 Double letters: tt Lessons 31 - 32 Double letters: zz Lessons 33 - 34 Onomatopoeia Lessons: 35 - 36 Similes DIY Dictation 7 Lessons 37 - 38 Word of the Week 1 DIY Dictation 8 Lessons 39 - 40	Word of the week 2 DIY Dictation 9 Lessons 41 - 42 Word of the Week 3 DIY dictation 10 Lessons 43 - 44 Word of the Week 4 DIY Dictation ll Lessons 45 - 46 DIY Dictation 12 Lessons 47 - 48 Word of the Week 5 DIY Dictation 13 Lessons 49 - 50 Assessment	Word of the Week 6 DIY Dictation 14 Lessons 51 - 52 Word of the Week 7 DIY Dictation 15 Lessons 53 - 54 Word of the Week 8 DIY Dictation 16 Lessons 55 - 56 Word of the Week 9 Collective Nouns Lessons 57 - 58 Word of the Week 10 Synonyms for said Lessons 59 - 60	Revision and Retrieval Final Assessment
Reading	Skills Focus: Vocabulary and Retrieval These objectives should be completed across fiction, non-fiction and poetry texts Vocabulary: • To identify unfamiliar words and phrases in a text • To use surrounding words, pictures, or glossaries to determine meaning • To recognise when a word has a specific meaning linked to the text • To give simple explanations of word meanings. • To match words to provided definitions. Retrieval: • To retrieve key details (names, places, events) directly from a text. • To answer who, what, where, when questions. • To find information using titles, headings and pictures. • To answer literal questions based on a single sentence or paragraph. • To scan a short text to find a specific word or phrase. • To begin to record information using notes, tables or simple responses.	Skills Focus: Sequence & Summary These objectives should be completed across fiction, non-fiction and poetry texts • To identify the main event or idea in a paragraph • To retell key events in the correct order • Distinguish between important events and minor details with support • Give a simple oral summary of a short section of text. • To use sentence starters to summarise (e.g. This part is about...) Autumn Term Reading Assessment Week	Skills Focus: Inference These objectives should be completed across fiction, non-fiction and poetry texts • To recognise that authors do not always state characters' feelings explicitly. • To identify clues in actions, dialogue, and illustrations that suggest how a character feels. • To infer a character's feelings using a single clear clue from the text. • To explain an inference using "I think... because..." • To infer what a character might be thinking based on their actions or words. • To support an inference by retrieving a relevant word or phrase from the text	Skills Focus: Prediction These objectives should be completed across fiction, non-fiction and poetry texts • To recognise that predictions should be based on clues in the text. • To identify obvious clues that suggest what might happen next. • To make a simple prediction about the next event in a story. • To explain a prediction using a single clue from the text. • To adjust a prediction when new information is revealed. • To use the text to check whether a prediction was accurate. Spring Term Reading Assessment Week	Skills Focus: Explain These objectives should be completed across fiction, non-fiction and poetry texts. • To recognise that authors choose words for a reason. • To explain what a word or phrase tells the reader. • To explain how pictures or descriptions help the reader understand a character or setting. • To explain how an event helps the story move forward. • To explain how a small part of the text links to what is happening overall. • To talk about how the text makes the reader feel.	Skills Focus: Compare These objectives should be completed across fiction, non-fiction and poetry texts • To identify similarities between characters or events in a text. • To identify differences between characters or events in a text. • To compare two characters' feelings at different points in the story. • To compare settings using description or illustrations. • To explain one similarity or difference using evidence from the text. • To use simple comparative language when discussing a text. Summer Reading Assessment Week

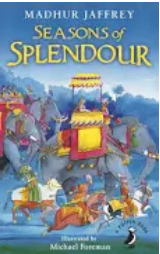
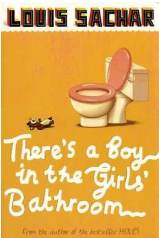
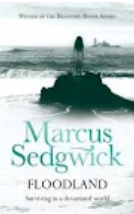
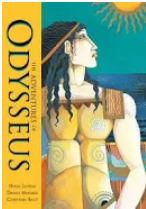
Oracy across the curriculum	Physical Strand To consider position and posture when addressing an audience. To experiment with adjusting tone, volume and pace for different audiences. Linguistic Strand To begin to use specialist vocabulary. To be able to use specialist language to describe their own and others' talk. To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice'). Cognitive Strand To offer opinions that aren't their own. To reflect on discussions and identify how to improve. To be able to summarise a discussion. To reach shared agreement in discussions. Social and Emotional Strand Listen actively, questioning and responding to others. To adapt the content of their speech for a specific audience. To speak with confidence in front of an audience.	Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication. Physical Voice - Pace of speech - Tonal variation - Clarity of pronunciation - Voice projection Body language - Gesture & posture - Facial expression & eye contact Linguistic Vocabulary - Appropriate vocabulary choice Language - Register - Grammar Rhetorical techniques - Rhetorical techniques such as metaphor, humour, irony & mimicry Cognitive Content - Choice of content to convey meaning & intention - Building on the views of others Structure - Structure & organisation of talk Clarifying & summarising - Seeking information & clarification through questioning - Summarising Self-regulation - Maintaining focus on task - Time management Reasoning - Giving reasons to support views - Critically examining ideas & views expressed Social & Emotional Working with others - Guiding or managing interactions - Turn-taking Listening & responding - Listening actively & responding appropriately Confidence in speaking - Self assurance - Liveliness & flair Audience awareness - Taking account of level of understanding of the audience
------------------------------------	--	---

Year 4																		
Week	1 & 2	3 & 4	5 & 6	7 & 8	9 & 10	11 & 12	13 & 14 & 15	16 & 17	18 & 19	20 & 21	22 & 23	24 & 25 & 26	27 & 28	29 & 30	31 & 32	33 & 34	35 & 36	37 & 38
Term	Autumn 1 Handwriting & Presentation Expectations				Autumn 2			Spring 1			Spring 2		Summer 1			Summer 2		
													 			 		
Year 4	KrindleKrax - Character Description - Children describe Ruskin - Expanded Noun Phrases - adjectives before the noun and prepositional phrase after - Focus on precise adjectives, not long lists - Pronouns for cohesion - Commas after fronted adverbials - Commas in expanded noun phrases Poetry Week <i>"The Arrow and the Song" by Henry Wadsworth Longfellow.</i> - Third Person Narrative - Retell the events of chapters 3-4. - Retell events in order - Write in third person consistently - Build tension and action - Move the story along smoothly - Time adverbials - Fronted adverbials of place and manner - Persuasive Letter - Formal letter of complaint - From the neighbourhood to Elvis Coot's Parents. - Complain politely, explain why, and persuade the parents to take action. - Modal Verbs - firm but polite e.g. should, must need to, could (for politeness) - E.g. <i>Elvis should be reminded to respect others.</i> <i>We must insist that this behaviour stops.</i> - Persuasive conjunctions - because, so, therefore, as a result e.g. <i>Residents are unable to sleep because of the noise.</i> <i>This behaviour must stop, therefore we expect immediate action.</i> - Teach formal sentence starters <i>We are writing to express our concern about...</i> <i>We wish to formally complain about...</i> <i>We would like to bring to your attention...</i>				The Iron Man - Character Description - Children describe the Iron Man based on chapter 1 - Teach: - Expanded Noun Phrases - Adjectives before the noun - Prepositional phrases after the noun - Powerful verbs and adverbs - The Iron Man lurched over the hill. - He crashed heavily to the ground. - His head slowly rotated. - Similes (but need to be controlled) - Fronted adverbials for atmosphere (time, manner, place) <i>In the dead of night, the Iron Man appeared.</i> <i>Without warning, he toppled into the sea.</i> - Third Person Narrative - Retell the events of chapter one. - Map structure on a story mountain - Teach time adverbials - Include - The Iron Man appears on the cliff - He topples and crashes into the sea - His body breaks into pieces - The pieces come back together - Teach: - Past tense throughout - Time adverbials to show order - Powerful verbs and adverbs of manner - Expanded noun phrases - Third-person pronouns - Instructional Writing - How to Trap a Metal-Eating Giant. - Write instructions for farmers. Include what to do if he escapes! - Teach: - Imperative Verbs - Expanded noun phrases - Adverbials of time and manner - Modal verbs for advice and warning <i>You must stay out of sight.</i> <i>Farmers should work together.</i> <i>You must not approach the giant.</i> - Conditional Sentences (if.....then....) - E.g. <i>If the giant escapes, run to the barn immediately.</i> - E.g. <i>If he starts eating the fence, bang pots loudly.</i>			The BFG - Visual Literacy - Third Person Narrative - Describe the opening setting - Retell events in order - Write in third person consistently - Introduce techniques to Build tension - 'show not tell' - Teach ambitious vocabulary/ synonyms - e.g. eerie - Move the story along smoothly - Time adverbials - Fronted adverbials of place and manner - Character Description - Sophie seeing the giants for the first time when on the way to dream country. - Show not tell - how did Sophie respond? - Describe a number of the giants using show not tell, expanded noun phrases and fronted adverbials of manner/time/place) - Instructional Writing - Children to design their own dream potion. - Teach: - Imperative Verbs - Expanded noun phrases - Adverbials of time and manner - Modal verbs for advice and warning BOOK WEEK - Persuasive text - Write a book review and recommendation. - Include: <i>Clear statements</i> <i>The story is set in a mysterious old house.</i> <i>Opinions sentences</i> <i>I enjoyed this book because the characters felt real.</i> <i>Recommendation sentences</i> <i>I would recommend this book to children aged 8–10.</i> - First person (<i>I think, I enjoyed</i>) - Present tense <i>The story follows...</i> - Causal conjunctions			Kensuke's Kingdom - Recount - Informal letter from main character home to his friend telling him all about their adventures on the trip. Purpose: To recount (retell) events from a trip or adventure Audience: A friend → informal, friendly, conversational tone - Written in first person ("I", "we") - Teach - Consistent tense (mainly past tense) - Adventurous and descriptive verbs: <i>explored, discovered, rushed, whispered</i> - Feelings and reactions:<i>excited, nervous, amazed</i> - Informal language suitable for a friend: <i>You wouldn't believe it!</i> - Expanded noun phrases to add detail using adjectives and prepositional phrases. <i>the narrow, rocky path</i> <i>the old castle on the hill</i> - Fronted adverbials Used to show time, place or manner and followed by a comma <i>Early the next morning, we packed our bags.</i> <i>On the final day, something unexpected happened.</i> <i>With great excitement, we boarded the boat.</i> - Fronted adverbials Used to show time, place or manner and followed by a comma <i>Early the next morning, we packed our bags.</i> <i>On the final day, something unexpected happened.</i> <i>With great excitement, we boarded the boat.</i> - Third Person Narrative - Retell the section of the story when Michael begins		- Explanation Text - How do Humans impact environments (linked to Science topic: Living Things & their Habitats) - Teach: - Use present tense consistently for explanation texts (to explain how something works or why it happens). - Include causal language (verbs and phrases that show cause and effect, like <i>causes, results in, leads to, produces</i>). - Use a variety of sentence types: statements, questions, exclamations, and commands. - Use subordination (using subordinating conjunctions like <i>because, although, if, when</i>) to make sentences more complex. Use coordination (using coordinating conjunctions like <i>and, but, or, so, yet</i>) to link ideas. - Use expanded noun phrases to add detail and clarity. Include technical vocabulary related to the topic. - Use conjunctions and adverbs of time/sequence/causation to explain clearly. Examples: <i>first, next, then, after that, finally, because, as a result, therefore.</i> Use referencing words like <i>this, these, it, they</i> to avoid repetition. - Mostly active voice is preferred to make the explanation clear. Passive voice can be used, especially for processes: <i>The water is heated by the sun.</i> Charlotte's Web - First Person Narrative - Children to write in role as Fern and create a diary entry describing the events of saving Wilbur from the axe - Include learning on character descriptions and Setting Descriptions - Teach: - Use of first-person pronouns: I, me, my, we, us, our Present and past tense consistency (e.g., "I saved Wilbur from the axe," not mixing tenses) Expressing feelings and thoughts: I felt scared / I was thrilled / I couldn't believe my eyes			The Secret Garden - Visual Literacy - First Person Narrative - Write a diary entry for Mary on her first night at Misselthwaite Manor. - Include: how she feels about leaving India, her thoughts about the manor, hopes or fears - Use First person, Emotive language, Time adverbials - Setting Description - Describe the secret garden before Mary begins to care for it. Windrush (History Link) - Explanation Text - What is the impact of the Windrush on the United Kingdom?		

		- Persuasive Letter Children to convince Santa that they belong on the Nice List. Christmas Poetry <i>“Journey of the Magi” (opening) – T. S. Eliot</i>	<i>because, so</i> - Adjectives & expanded noun phrases <i>a brave, curious main character</i> - Adverbs to explain opinions <i>especially, really, carefully</i> - Comparative language (optional for greater depth) <i>more exciting than, similar to</i>	to realise someone else is on the island - Teach: - Past tense throughout - Time adverbials to show order - Powerful verbs and adverbs of manner - Expanded noun phrases - Third-person pronouns - Explore techniques to build tension, mystery and suspense - Information Report - Title:Endangered Animals on Kensuke’s Island - Children could research Turtles,Orangutans, Monkeys - Short paragraphs with facts, diagrams, or labelled pictures. - Use subject-specific terminology - Turtles: hatchlings, shells, marine - Orangutans: primates, canopy, orangutan babies - Monkeys: troop, habitat, endangered - Use plural nouns and collective nouns correctly <i>A group of monkeys is called a troop.</i> <i>Expanded Noun Phrases to add detail and description to nouns to make writing precise and engaging</i> <i>The large, green sea turtle lays eggs on sandy beaches.</i> <i>A family of orangutans swings through the dense, tropical forest.</i> <i>Adverbs and Adverbial Phrases to describe how, when, or where animals act</i> <i>e.g., quickly, silently, at night, in the trees</i> <i>Turtles move slowly on land but swim quickly in water.</i> - A variety of conjunctions to connect ideas within or between sentences Adding information: also, in addition, moreover Cause and effect: because, therefore, as a result Contrast: but, however, although <i>The turtles are endangered because their eggs are eaten by predators.</i> <i>Monkeys are clever, but their habitat is shrinking.</i>	Expanded noun phrases (adjective + noun + prepositional phrase) - e.g., “the small, frightened pig in the barn” Similes or figurative language for vivid description. - e.g., “Wilbur’s eyes were as wide as saucers” Paragraphing: separate events or ideas Diary conventions: date, informal tone, first-person reflections - Information Report - Children to create a non-chronological report about spiders. - Use technical nouns and precise terminology - e.g., arachnid, silk, spinnerets, fangs, venom - Include collective nouns and plural forms accurately - e.g., <i>A group of spiders is called a clutter.</i> - Non-chronological reports are usually written in present tense to state facts. Avoid switching to past tense unless describing a specific study or event. - e.g., <i>Spiders live in many different habitats.</i> - Use adjectives and prepositional phrases to make descriptions more precise. - e.g., <i>The large, hairy tarantula lives in tropical forests.</i> <i>Spiders spin webs between branches to trap insects.</i> - Adverbs: to describe behaviour or method: carefully, quickly, silently, during the night - e.g., <i>Spiders carefully construct their webs to catch prey.</i> - Pronouns: use it, its, they, their to avoid repetition of the subject. - e.g., <i>A spider uses its silk to build a web. It then waits patiently for insects.</i> - Use linking conjunctions to connect ideas: Adding information: also, moreover, in addition Cause/effect: because, therefore, so Comparison/contrast: however, although, on the other hand <i>Spiders have eight legs. In addition, they have two body parts.</i> <i>Some spiders are dangerous because their venom can harm humans.</i>	
--	--	--	---	---	---	--

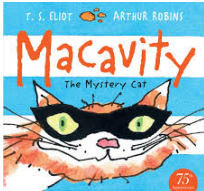
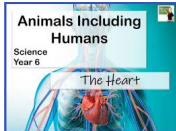
Spelling lessons per half term Spelling Shed Scheme	7 Lessons 1.Words that are homophones 2.Words with the prefix 'in-' 3.Words with the prefixes 'il-', 'im-' and 'ir-' 4.Words with the prefix 'sub-' 5.Words with the prefix 'inter-' 6.Challenge Words. 7.Words ending in '-ation'	7 lessons 8.Words ending in '-ation' 9.Words ending '-ly' 10.Words ending '-lly' 11.Words where 'ch' makes a /sh/ sound 12.Challenge Words 13.Words ending in '-sion' 14.Words ending in '-ous'	6 lessons 15.Words ending in '-ous' where the ge from the root word remains 16.Words where 'y' makes an /ee/ sound 17.Words ending in '-ious' and 'eous' 18.Challenge Words 19.Words where 'au' makes an /or/ sound 20.Words ending in '-tion'	6 Lessons 21.Words ending in '-sion' 22.Words ending in '-cian' 23.Words that are adverbs of manner 24.Challenge Words 25.Words that are homophones 26.Words spelled with 'c' before 'i' and 'e'		5 Lessons 27.Words containing 'sol' and 'real' 28.Words containing 'phon' and 'sign' 29.Words with the prefixes 'super-', 'anti-' and 'auto' 30.Words with the prefix 'bi-' 31.Challenge Words		5 Lessons 32.Words containing an apostrophe for possession 33.Revision of spelling patterns learned in Stage 4 34.Revision of spelling patterns learned in Stage 4 35.Revision of spelling patterns learned in Stage 4 36.Revision of spelling patterns learned in Stage 4		
GPS per half term Spelling Shed Scheme Stage 4 Resources	Word Level 1. 1.1 - 1.3 Recognising the grammatical differences between plural and possessive -s 2. 1.4 Revising and extending - using apostrophes to mark singular possession in nouns. 3. 1.5 - 1.7 The grammatical differences between plural and possessive -s. Sentence level 4. 1.1 and 1.4 Identify and sort determiners, adjectives and nouns. 5. 1.2 Add adjectives before nouns.		Word Level 1. 2.1 Inflections of the verbs to be using standard English. 2. 2.2 Identifying local non-standard terms. Punctuation Level 3. 2.2-2.4 Use of inverted commas and other punctuation to indicate direct speech, end punctuation with inverted commas. 4. 3.2 Apostrophes to mark plural possession. 5. 3.3 Apostrophes to mark plural possession - irregular plurals. Text Level 6. 1.2 Use of paragraphs to organise ideas around a theme.		Sentence Level 1. 1.3 identify prepositional phrases. 2. 1.5 Expand sentences using adjectives and prepositional phrases. 3. 2.1 Revise work on conjunctions, adverbs and prepositions. 4. 2.2 and 2.3 Identify adverbial phrases and choose the most appropriate 5. 2.4 and 2.5 Rearrange sentences so that the adverbial is at the front. Text Level 6. 2.1 Identify appropriate use of pronoun or noun		Text Level 1. 2.2 Identify and sort types of noun 2. 2.3 - 2.4 identify and sort nouns and pronouns 3. 2.5 - 2.6 Identify and sort nouns and pronouns Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning.		Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning. Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning.	
Handwriting Module 5 Two lessons per week, extended to 20–30 minutes.	Drawing with words & Tongue twisters 2: Lessons 1 & 2 Spelling 1 & Cloze sentences 1: Lessons 3&4 Spelling 2 & Cloze sentences 2: Lessons 5&6 Spelling 3 & Cloze sentences 3: Lessons 7&8 Spelling 4 & Cloze sentences 4: Lessons 9&10 Spelling 5 & Cloze sentences 5: Lessons 11&12 Spelling 6 & Cloze sentences 6: Lessons 13&14 Spelling 7 & Cloze sentences 7: Lessons 15&16		Spelling 8 & Cloze sentences 8: Lessons 17&18 Spelling 9 & Cloze sentences 9: Lessons 19&20 Spelling 10 & Cloze sentences 10: Lessons 21 &22 Spelling 11 & Cloze sentences 11: Lessons 23&24 KS2 Dictation & 6 times Table: lessons 25&26 KS2 Dictation & 7 Times Table: Lessons 27&28		KS2 Dictation & 8 Times Table: Lessons 29&30 KS2 Dictation & 9 Times Table: Lessons 31&32 KS2 Dictation & 11 Times Table: Lessons 33&34	KS2 Dictation & 12 Times Table: Lessons 35 & 36 Rounding Rhyme & Spanish House: Lessons 37 & 38 Perimeter Rhyme & Spanish Garden: Lessons 39 & 40	2D Shapes vocabulary & Spanish Kitchen: Lessons 41 & 42 2D Shapes Vocabulary 2 & Spanish Bathroom: Lessons 43 & 44 3D Shapes 1 & Spanish Living Room: Lessons 45 & 46 3D Shapes 2 & Spanish Bedroom:Lessons 47 & 48 Word of the Week1 & Pangrams 1: Lessons 49 & 50	Word of the Week 2 & Palindromes 2: Lessons 51 & 52 Word of the Week 3 & Alliteration: Lessons 53 & 54 Word of the Week 4 & geography: Lessons 55 & 56 Word of the Week 5 & Science: lessons 57 & 58 Word of the Week 6 & Pangrams 2: Lessons 59, 60 & 61		
Reading	Skills Focus: Vocabulary and Retrieval These objectives should be completed across fiction, non-fiction and poetry texts Vocabulary: Use context clues (e.g. description, action, dialogue) to explain meaning. Use knowledge of prefixes, suffixes, and root words to help decode meaning. Recognise that some words have more than one meaning and select the correct one.		Skills Focus: Sequence & Summary These objectives should be completed across fiction, non-fiction and poetry texts. To identify the main idea in a paragraph or section To summarise a paragraph by removing minor details To summarise across more than one paragraph To learn to use my own words when		Skills Focus: Inference These objectives should be completed across fiction, non-fiction and poetry texts. To infer characters’ feelings when they are not directly stated in the text. To infer a character’s motives or reasons for their actions. To justify an inference using	Skills Focus: Prediction These objectives should be completed across fiction, non-fiction and poetry texts To make predictions based on clues from the text. To use evidence from the text to justify a prediction. To explain how characters’ actions or motives	Skills Focus: Explain These objectives should be completed across fiction, non-fiction and poetry texts. To explain how specific words or phrases affect meaning. To explain how events are connected within a text. To explain how description helps build a picture for the reader.		Skills Focus: Compare These objectives should be completed across fiction, non-fiction and poetry texts To compare characters’ actions and motives within a text. To compare how settings are described in different parts of the text. To explain similarities and	

	- Explain word meanings clearly, using the text as support. - Begin to justify explanations by referring to the text. Retrieval - To retrieve multiple pieces of explicitly stated information - To locate information across more than one paragraph - To retrieve information from different text types (fiction, non-fiction, poetry) - Use organisational features (contents, subheadings, diagrams) - To record retrieved information in structured ways (bullet points, charts) - To refer directly to the text when explaining answers, using quotations or paraphrase evidence.	- summarising - To give a brief written summary of a section of text. Autumn Reading Assessment Week	evidence from the text. - To explain how dialogue or description supports an inference. - To use inference to explain why events happen in a text. - To use inference to support predictions about what might happen next.	influence predictions. - To predict outcomes of events using prior knowledge of the text. - To review and refine predictions as the text develops. - To explain why a prediction was accurate or inaccurate. Spring Reading Assessment Week	- To explain how information contributes to understanding the text. - To explain how different parts of the text work together. - To explain how language choices affect the reader.	differences using evidence. - To compare events and explain how they affect the story. - To compare characters at different points in the text. - To explain why similarities or differences are important. Summer Reading Assessment Week
Oracy across the curriculum	Physical Strand To consider movement when addressing an audience. To consider how tone, volume and pace influence meaning. Linguistic Strand To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. To use specialist vocabulary when discussing a known topic. Cognitive Strand To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. To ask probing questions. To reflect on their own oracy skills and identify areas of strength and areas to improve. Social and Emotional Strand To use more natural and subtle prompts for turn taking. To develop an awareness of audience. To consider the impact of their words on others when giving feedback.			Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication. Physical Voice - Pace of speech - Tonal variation - Clarity of pronunciation - Voice projection Body language - Gesture & posture - Facial expression & eye contact Linguistic Vocabulary - Appropriate vocabulary choice Language - Register - Grammar Rhetorical techniques - Rhetorical techniques such as metaphor, humour, irony & mimicry Cognitive Content - Choice of content to convey meaning & intention - Building on the views of others Structure - Structure & organisation of talk Clarifying & summarising - Seeking information & clarification through questioning - Summarising Self-regulation - Maintaining focus on task - Time management Reasoning - Giving reasons to support views - Critically examining ideas & views expressed Social & Emotional Working with others - Guiding or managing interactions - Turn-taking Listening & responding - Listening actively & responding appropriately Confidence in speaking - Self assurance - Liveliness & flair Audience awareness - Taking account of level of understanding of the audience		

Year 5																		
Week	1 & 2	3 & 4	5 & 6	7 & 8	9 & 10	11 & 12	13 & 14 & 15	16 & 17	18 & 19	20 & 21	22 & 23	24 & 25 & 26	27 & 28	29 & 30	31 & 32	33 & 34	35 & 36	37 & 38
Term	Autumn 1 Handwriting & Presentation Expectations				Autumn 2			Spring 1			Spring 2		Summer 1			Summer 2		
																		
Year 5	Seasons of Splendour (Traditional Tales, Myths & Legends of India) - Character Description of Savitri - Third Person Narrative - Retell a myth with an alternative moral ending. Recount - A Day at Swimming Lessons: Students write a personal recount of a weekly session. OR - A Memorable Moment in the Pool: Focus on one significant event—learning a new stroke, overcoming fear, doing a challenge. Explanation Text - How Swimming Helps Your Body: Explain what happens to muscles, breathing, fitness. Poetry Week <i>"The Highwayman" by Alfred Noyes</i>				There's a Boy in the Girls Bathroom - Setting Description - Write a descriptive paragraph tp. - Key teaching points: - Extreme heat and dryness - Absence (no lake, no shade, no fun) - Repetition for impact (link to Sachar's style) - Use of senses - Build atmosphere and show not tell - Persuasive text - Why digging holes builds character - Write a persuasive paragraph explaining why digging holes in the heat all day is good for boys. - Strong opening claim - Exaggerated or flawed reasoning - Contrast between what is said and what the reader knows First Person Narrative - Write a diary entry from a boy arriving at Camp Green Lake after his first day. - Focus: First person, emotion, reflection - Include: - Heat and exhaustion - Fear of what's to come - Confusion about punishment vs justice - Avoid saying "I felt scared" — show it instead - Persuasive text - Letter writing - Convince Santa to hire YOU as a helper. - Persuasive text - Write an advert for a brand-new Christmas toy. Christmas Poetry <i>"In the Bleak Midwinter" – Christina Rossetti</i>			Floodland - Character Description of Zoe - Write a detailed description of Zoe using evidence from the text of chapter one and two ('before') First Person Narrative - Write a diary entry from Zoe's point of view as she leaves Norwich and rows toward Eels Island. Emotions/fronted adverbials/ detailed descriptions. - Setting Description - Use the senses to describe what Zoe sees, hears, and feels when she first arrives. Sensory description, building atmosphere, varied sentence openers. - Persuasive text - Write a speech - Dooby might give to persuade children to join his gang. BOOK WEEK - Persuasive text - Write a book review and recommendation.			The Adventures of Odysseus - First Person Narratives - Letter in role as Odysseus to Penelope explaining why he has to leave and his regret at doing that. Based on Chapter 1 - Setting Description - Scene description of Cyclops cave. Based on Chapter 2. - Third Person Narrative - Play Script - scene with the cyclops. (Use the setting description to help develop the stage directions)		Goodnight Mister Tom (Visual Literacy) - First Person Narratives - Willie writes a letter to his mother, telling her about life in Little Weirwold. (Children can choose whether he tells the truth or tries to hide it.) Describe the village, the house and his first impressions. - Third Person Narrative - Describe Mr Tom's point of view the day Willie arrives—his impressions, thoughts, and worries. - Balanced Argument - Was it good for William to go and live with Mr Tom?			Journey to Jo'burg - First Person Narrative - Children write in role as Naledi. Write a diary entry about her life in the village and what worries she has about her brother's illness. - Character Description - Write a description oft Naledi or Tiro. What are their personalities like? How do they care for each other? - Use third person - Balanced Argument - Children to write a balanced argument which considers whether the children made the right choice by going to Johannesburg?		
Spelling lessons per half term	7 Lessons 1.Words ending in ‘-tious’ and ‘-ious’ 2.Words ending in ‘-cious’ 3.Words ending in /shul’ spelled. ‘-cial’				7 Lessons 8.Words ending in ‘-ance’ and ‘-ancy’ 9.Words ending in ‘-ent’ and ‘-ence’ 10.Words ending in ‘-able’ and ‘-ible’			6 Lessons 15. Words ending in ‘-fer’ 16. Words with ‘silent’ first letters 17. Words with ‘silent’ letters			6 Lessons 21.Words where ‘ough’ makes an /or/ sound 22.Words containing ‘ough’		5 Lessons 27.Words that are homophones 28.Words that are homophones or near homophones			5 Lessons 32.Challenge Words 33.Revision: Year 5 words 34.Revision: Year 5 words		

Spelling Shed Scheme	4.Words ending in /shul/ spelled ‘-tial’ 5.Words ending in /shul/ spelled ‘-cial’ and ‘-tial’ 6.Challenge words 7.Words ending in ‘-ant’	11.Words ending in ‘-ably’ and ‘-ibly’ 12.Challenge Words 13.Words ending in ‘-able’, where the ‘e’ from the root word remains 14.Words that are adverbs of time	18. Challenge Words 19. Words spelled with ‘ie’ after c 20. Words where ‘ei’ makes an /ee/ sound	23.Adverbs of possibility and frequency 24.Challenge Words 25.Words that are homophones or near homophones 26.Words that are homophones	29.Words that are homophones or near homophones 30.Challenge Words 31.Words with hyphens	35.Revision: Year 5 words 36.Revision: Year 5 words
GPS per half term Spelling Shed Scheme Stage 5 Resources	Word Level 1. Identifying and sorting nouns, adjectives, verbs and adverbs 2. Identifying and sorting conjunctions, determiners and prepositions 3. Identifying verbs formed from a noun or adjective 4. Verb prefixes	Punctuation Level 1. Using brackets, dashes or commas to indicate parenthesis. 2. Identifying clauses and phrases at the start of sentences and embedded within sentences. 3. Identify when commas are needed in lists and to avoid ambiguity.	Sentence Level 1. Identify relative pronouns 2. Introducing and identifying modal verbs 3. Sorting and ordering modal verbs in terms of probability. 4. Introducing adverbs of possibility.	Text Level 1. Identifying, defining and adding cohesive devices within paragraphs 2. Identifying, sorting and using adverbials of time, place and number.	Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning.	Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning.
Handwriting Module 6 Two weekly lessons of 30–40 minutes	Mirror Writing & The Phonetic Alphabet: Lessons 1 & 2 Spelling 1 & Cloze Sentences 1: Lessons 3 & 4 Spelling 2 & Cloze Procedures 2: Lessons 5 & 6 Spelling 3 & Cloze Procedures : Lesson 7 & 8 Spelling 4 & Cloze Procedures 4: Lessons 9 & 10 Secret Codes, Word of the Week 1, Seasonal: Lessons 11 & 12 Spelling 5 & Cloze Sentences 5: Lessons 13 & 14 Spelling 6 & Cloze Sentences 6: Lessons 15 & 16	Spelling 7 & Cloze Sentences 7: lessons 17 & 18 Proverbs, Word of the Week 2: Lessons 19 & 20 Idioms, Word of the Week 3: Lessons 21 & 22 Word of the Week 4, Jokes 1, Seasonal: Lessons 23 & 24 KS2 Dictation 6a, Shapes Poem: Lessons 25 & 26 KS2 Dictation 6b, Haiku Poem: Lessons 27 & 28 KS2 Dictation 7a, Kennings Poems: Lessons 29 & 30	KS2 Dictation 7b, Riddles: Lessons 31 & 32 KS2 Dictation 8a, Limericks: Lessons 33 & 34 Dictation 8b, Jokes 2, Seasonal: Lessons 35 & 36 Word of the Week 5, Spanish Farm Animals: Lessons 37 & 38 Word of the Week 6, Spanish Zoo Animals: Lessons 39 & 40 Word of the Week 7, Spanish My Clothes: Lessons 41 & 42	Word of the Week 8, Spanish The Beach: Lessons 43 & 44 Science Parts of a Flower, Spanish The Cafe: Lessons 45 & 46 Science Properties of Materials Spanish Prepositions: Lessons 47 & 48 Nice ‘n’ Neat: Aesop’s Fables, Geography Map of Europe: Lessons 49 & 50	Nice ‘n’ Neat Turtles, Geography Famous Volcanoes: Lessons 51 & 52 Nice ‘n’ Neat Aboriginal Tale, History Egyptians: Lessons 53 & 54 Nice ‘n’ Neat The great Plague, History the Tudors: Lessons 55 & 56 Nice ‘n’ Neat The Welsh National Anthem, History Ancient Greece: Lessons 57 & 58 Nice ‘n’ Neat Shakespeare Sonnet, History Vikings, Write in Time!: Lessons 59 - 61	Revision and Retrieval Final Assessment
Reading	Skills Focus: Vocabulary and Retrieval These objectives should be completed across fiction, non-fiction and poetry texts Vocabulary: - Explain the meaning of ambitious or subject-specific vocabulary. - Use context to interpret figurative language (e.g. metaphor, idiom, personification). - Identify shades of meaning and explain why an author chose a specific word. - Use evidence from the text to justify interpretations. - Compare the impact of similar words or phrases. Retrieval: - To retrieve information that is less obvious or more detailed. - To select the most relevant information for a question. - Combine information from different sections	Skills Focus: Sequence & Summary These objectives should be completed across fiction, non-fiction and poetry texts. - To identify and summarise key ideas rather than events alone. - To group related ideas from across several paragraphs - To summarise both fiction and non-fiction effectively. - To select the more important information for a purpose. - To write a concise summary showing understanding of the text as a whole.	Skills Focus: Inference These objectives should be completed across fiction, non-fiction and poetry texts. - To make inferences by combining clues from different parts of the text. - To infer complex emotions and relationships between characters. - To explain how word choices and phrases contribute to inferred meaning. - To infer mood or atmosphere using description and setting. - To infer themes or messages suggested across a whole text. - To justify inferences using precise and relevant textual evidence.	Skills Focus: Prediction These objectives should be completed across fiction, non-fiction and poetry texts - To make predictions by interpreting clues suggested by the author. - To explain how language choices hint at future events. - To predict how a situation or relationship may develop. - To justify predictions using evidence from different parts of the text. - To explain how atmosphere or mood influences predictions. - To evaluate whether an author’s hints	Skills Focus: Explain These objectives should be completed across fiction, non-fiction and poetry texts. - To explain how word choices create mood or atmosphere. - To explain how recurring ideas or patterns develop meaning. - To explain how themes are built across different parts of the text. - To explain how information contributes to the reader’s understanding of the text as a whole. - To link language choices to the overall message or theme. - To explain how different sections of the text contribute to the overall effect.	Skills Focus: Compare These objectives should be completed across fiction, non-fiction and poetry texts - To compare characters’ attitudes, relationships, or roles. - To compare how language is used in different sections of the text. - To compare settings or moods and explain their effect. - To compare events and explain how they develop themes. - To explain how contrasts or parallels contribute to meaning. - To justify comparisons using precise textual evidence.

	of a text. To retrieve information to compare characters, settings or ideas. To use accurate quotations and explain where the information was found.
--	---

Year 6																		
Week	1 & 2	3 & 4	5 & 6	7 & 8	9 & 10	11 & 12	13 & 14 & 15	16 & 17	18 & 19	20 & 21	22 & 23	24 & 25 & 26	27 & 28	29 & 30	31 & 32	33 & 34	35 & 36	37 & 38
Term	Autumn 1 Handwriting & Presentation Expectations				Autumn 2			Spring 1			Spring 2		Summer 1			Summer 2		
	From one of Britain's best loved storytellers MICHAEL MORPURGO  WAR HORSE EXTREME EARTH 				CHARLES DICKENS A Christmas Carol 			T. S. ELIOTARTHUR ROBINSON Macavity The Mystery Cat  			Macbeth  Animals Including Humans Science Year 6 The Heart 		spelling grammar punctuation  READING COMPREHENSION  Art History Art or Vandalism? 					
Year 6 **Assessed pieces	War Horse - Setting Description 3rd Person Narration Life in the Trenches for Captain Tomkins Include sensory details, feelings/atmosphere (mood), action - Character Description of Captain Nicholls 3rd Person Narration Physical appearance, personality traits, behaviour, impact on others - Third Person Narrative Retell the auction scene and Joey's arrival on the farm				A Christmas Carol (Visual Literacy) - Setting Description 3rd Person, based on the opening to the 1984 film - Character Description of Scrooge Write a first person diary from the perspective of Bob Cratchit describing his impressions of Scrooge. When in his office in the first scene of the 1984 film Include dialogue with Bob Crachit. 1st Person			Macavity - Poem - Information text** - Wanted Poster Include physical traits and personality based on the poem List things Macavity is "wanted for," inspired by the poem 'Last seen'/' hiding spots Reward - Persuasive Text Letter of Complaint Addressed to the Police Commissioner from an aggrieved resident urging them to catch Macavity.			Macbeth - Third Person Narrative** An individual stumbles upon the Witches' cave. Focus on Setting Description Describe the location (mysterious/scary) Describe the weather/atmosphere to create mood/tension Add sensory details of sounds/smells and objects seen in the cave using ambitious verbs/adjectives and show not tell.		Grammar, Punctuation and Spelling Focus Reading Comprehension Skills Focus			Year Six End of Year Production For body language to become increasingly natural. To project their voice to a large audience. Listening actively for extended periods of time. To speak with flair and passion. To have a stage presence. To adjust tone, volume and pace for a given purpose and audience. To use humour effectively. Balanced Argument**		

	● Reflect the tension present ● Introduce Joey's perspective, human characters (like Albert). ● Children could focus on: Joey's confusion and fear, the noise and smells of the auction, and Albert's gentle care. ● Use speech to advance action Poetry Week <i>"The Listeners" by Walter de la Mare</i> Geography Link - Information Report ● Extreme Weather around the world (connected with Geography topic) Trip Link - Explanation Text ● How are Laws made in the UK ● Explain the journey of a bill through parliament ● Include technical vocabulary ● Formal Language	- Third Person Narrative** ● Based on Scrooge's experience of Marley's appearance ● Setting description of Scrooge's house ● Character description and dialogue as Marley appears to Scrooge. ● Teach: Comparative Conjunctions, ambitious adjectives - Persuasive Letter to Scrooge ● Purpose: A letter from Marley to persuade Scrooge to change his greedy, selfish ways. ● Audience: Scrooge, a stubborn, cold-hearted man. ● Include salutation, opening hook and reason for writing, advice/solutions and a closing final warning ● Formal language informed by the language of the time/book. E.g. "I write to you from beyond the grave, for I cannot bear to see you suffer as I do." - Persuasive Letter to Scrooge** ● Written from the Ghost of Christmas Past to encourage him to consider his actions and change his ways ● Writing as the Ghost of Christmas Past is slightly different from Marley because this ghost is gentler, reflective, and shows Scrooge his own history to persuade him. ● Purpose: Encourage Scrooge to reflect on his past choices and inspire him to change. ● Audience: Scrooge, who is resistant but capable of feeling regret and emotion.	● Persuasive Language. ● Description of Macavity, list of crimes, impact on the community, call to action ● Formal language and letter structural features Persuasive Text ● Appeal Letter to make a change to the school. ● Audience: Headteacher Persuasive Text** ● RSPCA Charity Appeal Leaflet ● Audience: General Public ● Emotive Language ● Triptograph - the power of three	- Third Person Narrative** ● The death of King Duncan. ● Use speech to advance action ● The story should follow Macbeth's actions and thoughts, and maybe others' reactions too. ● Describe where and when the murder happens. ● Include mood/atmosphere to build tension. ● Focus on Macbeth and Lady Macbeth: what they do, how they plan, and what happens during the murder. ● Include Duncan's actions or reactions briefly—e.g., sleeping, surprised. ● Show Macbeth's and Lady Macbeth's emotions: fear, guilt, hesitation, or determination. ● Can also hint at Duncan's innocence or confusion. Science Link - Explanation Text ● How the Human Circulatory System Works ● This explanation could describe how the heart pumps blood around the body. ● Pupils can explain the roles of arteries, veins, and capillaries, and how oxygen and nutrients are transported to organs and muscles. OR History Link - Explanation Text ● How has the power of the monarchy changed since King John?	● Is Graffiti Art? ● Introduce the topic neutrally ● Give Arguments for graffiti as art ● Give Arguments against graffiti as art ● Summarise both sides and give a personal viewpoint ● Formal and balanced tone: avoid slang.	
Spelling lessons per half term Spelling Shed Scheme	<u>7 Lessons</u> 1.Challenge Words 2.Challenge Words 3.Challenge Words 4.Challenge Words 5.Challenge Words 6.Challenge Words 7.Challenge Words	<u>7 Lessons</u> 8.Challenge Words 9.Challenge Words 10.Challenge Words 11.Words with the short vowel sound /i/ spelled 'y' 12.Words with the long vowel sound /igh/ spelled 'y' 13.Adding the prefix '-over' 14.Words with the suffix '-ful'	<u>6 Lessons</u> 15.Words that can be nouns and verbs 16.Words with an /oa/ sound spelled 'ou' or 'ow' 17.Words with a 'soft c' spelled 'ce' 18.Words with the prefixes 'dis-', 'un-', 'over-' and 'im-' 19.Words with a /f/ sound spelled 'ph' 20.Words with origins in other countries and languages	<u>6 Lessons</u> 21.Words with unstressed vowel sounds 22.Words ending with /shuhl/ spelled 'cial' 23.Words ending with /shuhl/ spelled 'tial' 24.Words beginning with 'acc' 25.Words with the suffix '-ably' 26.Words with the suffix '-ible'	<u>5 Lessons</u> 27.Adding the suffix '-ibly' to create an adverb 28.Words ending in '-ent' and '-ence' 29.Words ending in '-er', '-or' and '-ar' 30.Adverbs synonymous with determination 31.Adjectives to describe settings	<u>5 Lessons</u> 31.Adjectives to describe settings 32.Adjectives to describe feelings 33.Adjectives to describe characters 34.Grammar Vocabulary 1 35.Grammar Vocabulary 2 36.Mathematical Vocabulary
GPS per half term Spelling Shed Scheme	Revision 1. What is the difference between a clause and phrase? 2. What is a word class? 3. Subject-Verb Agreement	Text Level 1. Using cohesive devices to link ideas across paragraphs. 2. Incorporating a variety of layout devices to structure text.	● The Present Progressive ● The Past Progressive ● The Present Perfect ● The Past Perfect tense	Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning.	Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning	Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning

Stage 6 Resources	4. Identify subject and object in a sentence. Word Level - Recognising the difference between formal and informal writing. (and the subjunctive) - Identifying synonyms and antonyms. Punctuation level - Recognising punctuation marks - Recognising independent clauses. Sentence Level - Identifying active and passive voice. - Identify situations where formal or informal language would be used. - Introducing and using the subjunctive. - Understanding the use of question tags.	- Use of the semi-colon, colon and dash to mark the boundary between independent clauses - Use of the colon to introduce a list and use of semi-colons within lists - Punctuation of bullet points to list information - How hyphens can be used to avoid ambiguity	- Using colons, semicolons and dashes - Word classes - Active and Passive verbs - Expanded Noun Phrases - Parenthesis Use CPG guides to revise SPAG as per class requirements.	Use CPG guides to revise SPAG as per class requirements.		
Handwriting Module 7 Two weekly lessons of 30–40 minutes	Playing with Words, KS2 Dictation: Lessons 1 & 2 Spanish Numbers, months, Days, KS2 Dictation: Lessons 3 & 4 Spanish All about me, KS2 Dictation: Lessons 5 & 6 KS2 SATs: Spelling 1, Spelling sentences: Lessons 7 & 8 KS2 SATs: Spelling 2, Spelling sentences 2: Lessons 9 & 10 KS2 SATs: Spelling 3, Spelling sentences 3: Lessons 11 & 12 KS2 SATs: Spelling 4, Spelling sentences 4: Lessons 13 & 14 KS2 SATs: Spelling 5, Spelling sentences 5: Lessons 15 & 16	KS2 SATs: Spelling 6, Spelling sentences 6: Lessons 17 & 18 KS2 SATs: Spelling 7, Spelling sentences 7: Lessons 19 & 20 KS2 SATs: Spelling 8, Spelling sentences 8: Lessons 21 & 22 Nouns & Verbs: Lessons 23 & 24 Statement, Question, Command or Exclamation? Adjectives: Lessons 25 & 26 Commas & Adverbs: lessons 27 & 28 Colons & Pronouns: Lessons 29 & 30	Semi-Colons, Prepositions: Lessons 31 & 32 Apostrophes, Contractions, Conjunctions: Lessons 33 & 34 Apostrophes Possessions & Articles: Lessons 35 & 36 Hyphens, Common Suffixes: Lessons 37 & 38 Speech Marks, Prefixes: Lessons 39 & 40	Parenthesis, Synonyms: Lessons 41 & 42 Ellipsis, Antonyms: Lessons 43 & 44 Homographs, Homophones 1: Lessons 45 & 46 Punctuation Marks, Punctuation in Practice: Lessons 47 & 48 Note Taking, Maths Months of the year: Lessons 49 & 50 Note Taking, Maths Units of measure: Lessons 51 & 52	Make a Word Search, Maths Averages: Lessons 53 & 54 Metaphors, geography Rivers: Lessons 55 & 56 Personification, History: Lessons 57 & 58 Hyperbole, Science Healthy Lifestyle: Lessons 59 - 61	Revision and Retrieval Final Assessment
Reading	Skills Focus: Vocabulary and Retrieval These objectives should be completed across fiction, non-fiction and poetry texts Vocabulary: - Explain the meaning of complex or abstract vocabulary in context. - Analyse connotations and implied meanings of words and phrases. - Evaluate how word choice contributes to meaning, mood, or tone. - Distinguish between literal and inferred meanings. - Use precise textual evidence to support explanations. Retrieval: - To retrieve information from longer, more complex texts. - Synthesise information from across the whole text - To retrieve details that support an argument	Skills Focus: Summary & Inference These objectives should be completed across fiction, non-fiction and poetry texts. Sequence & Summary: - To summarise main ideas from across a whole text. - To distinguish clearly between main ideas and supporting details. - To synthesise information from multiple paragraphs or sections. - To summarise in a concise, precise way using my own words. - To adapt summarise for different purposes (e.g. overview, revision, explanation) Inference: - To infer implicit meanings and ideas that are suggested rather than stated. - To infer characters' attitudes, beliefs,	Skills Focus: Prediction & Explanation These objectives should be completed across fiction, non-fiction and poetry texts Prediction: - To predict outcomes by interpreting implicit suggestions in the text. - To explain how the author deliberately builds anticipation or tension. - To evaluate how effectively the author conveys possible outcomes. - To explore different interpretations of how the text might develop. - To justify the most convincing prediction using precise evidence.	Skills Focus: Compare These objectives should be completed across fiction, non-fiction and poetry texts Comparison: - To compare characters, viewpoints, or ideas across a text. - To compare how themes or patterns are developed in different sections. - To analyse how language choices create contrast or parallel. - To evaluate how effectively the author uses comparison to convey meaning. - To explore alternative	Revision	Revision

	or viewpoint • To distinguish between relevant and irrelevant information • To justify answers with precise, embedded quotations.	or viewpoints. • To explain how language and structure influence the reader's interpretation. • To infer themes and messages across a text and support these with evidence. • To evaluate how effectively the author conveys meaning through inference. • To explore alternative interpretations and justify the most convincing inference.	• To reflect on how authorial choices influence reader expectation. Explanation: • To explain how meaning is shaped across a whole text. • To analyse how language and structural choices enhance meaning. • To explain how themes and patterns develop and evolve. • To explain how information is selected and organised for impact. • To evaluate how effectively the author creates meaning and impact. • To justify explanations using precise and relevant evidence.	interpretations of comparisons. • To justify which comparison is most significant and why.		
--	--	--	--	---	--	--

Oracy across the curriculum

Physical Strand
To have a stage presence.
To adjust tone, volume and pace for a given purpose and audience.

Linguistic Strand
To vary sentence structures and length for effect when speaking.
To be comfortable using idioms and expressions.
To use sophisticated vocabulary appropriate to the context and purpose of talk.

Cognitive Strand
To construct a detailed argument or complex narrative.
To assess different viewpoints and present counter-arguments.
To spontaneously respond to increasingly complex questions, citing evidence where appropriate.
To acknowledge and explain changes of position.

Social and Emotional Strand
To use humour effectively.
To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on, or if people look confused stopping to take questions.
To develop an awareness of group dynamics and invite those who haven't spoken to contribute.

Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

Physical

Voice

- Pace of speech
- Tonal variation
- Clarity of pronunciation
- Voice projection

Body language

- Gesture & posture
- Facial expression & eye contact

Linguistic

Vocabulary

- Appropriate vocabulary choice

Language

- Register
- Grammar

Rhetorical techniques

- Rhetorical techniques such as metaphor, humour, irony & mimicry

Cognitive

Content

- Choice of content to convey meaning & intention
- Building on the views of others

Structure

- Structure & organisation of talk

Clarifying & summarising

- Seeking information & clarification through questioning
- Summarising

Self-regulation

- Maintaining focus on task
- Time management

Reasoning

- Giving reasons to support views
- Critically examining ideas & views expressed

Social & Emotional

Working with others

- Guiding or managing interactions
- Turn-taking

Listening & responding

- Listening actively & responding appropriately

Confidence in speaking

- Self assurance
- Liveliness & flair

Audience awareness

- Taking account of level of understanding of the audience