



Backworth Park Primary School

English Long-Term Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Context</p> <p>Wow Moments</p>	<p>Incredible Me!</p> <p>Autumn Trail Dot Day Harvest Festival</p>	<p>Paws, Jaws and Claws!</p> <p>Diwali Halloween Bonfire Night Remembrance day Christmas Time Nativity EYFS: Polar Express Day</p>	<p>What is your superpower?</p> <p>Valentine's Day Lunar New Year Australia Day Local Career visits</p>	<p>Our Roarsome Work!</p> <p>World Book Day Easter Pancake Day International Women's Day</p>	<p>Creepy Crawlies</p> <p>20th May National Bee Day Healthy Eating Week</p>	<p>Oh, I do like to be beside the seaside!</p> <p>Sports Day Lighthouse visit</p>
<p>Texts – Accessed throughout and found in Reading Area across the half term.</p> <p>High quality Texts</p> <p>Diversity Cultural Neuro-diverse Physical Disability Different families</p> <p>Non-Fiction</p>	<p>Focus text: Brown Bear Brown Bear</p>  <p>The Kissing Hand Titch Only One You What makes me a me Incredible You Pumpkin soup Room on the broom Strole through the seasons The big book of families Lulu's first day Full, full full of love We're all wonders Perfectly norman Incredible you Happy to be me Our class is a family</p>	<p>Focus text: We're Going on a Bear Hunt!</p>  <p>Goldilocks and the 3 bears Dear Zoo/Santa Tiger who came to tea What the ladybird heard stickman Meg and Mog series The Christmas Story Gruffalo Lost and found Polar express Golden domes and silver lanterns Hats of faith We are family Rainforest animals</p>	<p>Focus text: Supertato!</p>  <p>Supertato Evil Pea Rules Nat Fantastic Detective Dog Max Fireman Small The Smartest Giant in Town Little people big dreams books So much Maisie's scrapbook Super Daisy When Charlie met emma Millie gets her super ears Winter: I love the Seasons</p>	<p>Focus text: If I had a Dinosaur...</p>  <p>Mr wolfs pancakes Happy Hatch Day Dinosaurumpus Dinosaur Roar! How to grow a dinosaur 5 things not to do with a puppy The girl with two dads More people to love me First big book of Dinosaurs</p>	<p>Focus text: The Hungry Caterpillar</p>  <p>Bee my friend Norman the slug with the silly shell Bad tempered ladybird Spider sandwich Izzy gizmo I see things differently Its ok to be different Love makes a family My two grandads Bugs and Insects ABC Caterpillars</p>	<p>Focus text: The Lighthouse Keepers Lunch.</p>  <p>Pirates Love Underpants The Singing Mermaid Billy's Bucket Rainbow Fish Shark in the dark Commotion in the Ocean Sally and the limpet Baby goes to market Jabari jumps What makes me a me? Don't call me special My pirate mums Big Book of Sea Creatures</p>

	Heather has two mummies How does my body work?	Farm animals				
SEND Curriculum	Adapt text where appropriate for personalised objectives on Branch Maps or Pebbles	Adapt text where appropriate for personalised objectives on Branch Maps or Pebbles	Adapt text where appropriate for personalised objectives on Branch Maps or Pebbles	Adapt text where appropriate for personalised objectives on Branch Maps or Pebbles	Adapt text where appropriate for personalised objectives on Branch Maps or Pebbles	Adapt text where appropriate for personalised objectives on Branch Maps or Pebbles
Poetry / Songs and Rhymes	Twinkle Twinkle Little Star Baa Baa Black Sheep Humpty Dumpty 1,2,3,4,5 Once I caught a fish alive I am the music man – explore musical instruments This is the way – body percussion Old Macdonald Wheels on the Bus Poetry Basket in Reading Area: Humpty Dumpty.	Clap Clap hands 5 little monkeys Its raining its pouring Wind the Bobbin Up This little Piggy Jingle bells Santa song Christmas lights Poetry Basket in Reading Area: 5 Little Monkeys	Dragon Dragon (twinkle twinkle) If you're happy and you know it. Miss Polly had a dolly 5 Little firemen Luna New year song Sound the sirens Doctor doctor Poetry Basket in Reading Area: 5 Little Firemen	See the Sleeping Bunnies Dinosaurs Little bo peep Ring a Ring a Rosie Dinosaurs Dinosaurs Stomp around Two Little Dicky Birds Stomp stomp roar Poetry Basket in Reading Area: Two little Dicky Birds	Incy Wincy Spider There's a worm at the bottom of the garden Hickory Dickory Dock 5 little speckled frogs. Herman the worm Little of woman who swallowed a fly Poetry Basket in Reading Area: 5 Little Speckled Frogs	Oh, I do like to be beside the seaside. A sailor went to sea sea sea. Over the deep blue sea. Row row row your boat I'm a little fish Poetry Basket in Reading Area: I'm a Little Fish
Taught Literacy Skills	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me) -Begin to sing songs and say rhymes, for example, singing whilst playing. o - Join in and repeat some words and phrases from familiar stories. - Maintain focus on a short picture book shared	-Engage in simple conversations about stories, learning some new vocabulary. -Enjoy drawing freely. - Add some marks to their drawings, which they give meaning to. - Make specific marks on their picture to stand for their name. - Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.	Understand that print has meaning. - Independently select books and turn the pages from beginning to end, noting items of interest along the way. - Name pertinent features in book illustrations as a story is being shared. -Remain engaged from the beginning to end of short books.	Understand and name the different parts of a book. Front cover and title. - Develop their phonological awareness, so that they can: - spot and suggest rhymes - Begin to hear similarities in rhyming words. - Add detailed marks to their drawings, which they give meaning to.	Begin to use some print and letter knowledge in early writing. For example: writing letters that are familiar to them in a relevant context. - Says what the marks, shapes, letters and pictures that they make mean -Knows that stories have beginnings and endings and sometimes guess how the story will end	Write some or all of my first name. -Uses some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy -Write some familiar letters accurately

	<p>with an adult. - Looking at familiar stories independently.</p> <ul style="list-style-type: none"> - Make large-scale marks on a range of scales with a range of tools and grips. - Identify a variety of environmental sounds. - Identify a variety of instrumental sounds. 	<ul style="list-style-type: none"> - Develop preferences for picture books and seek out adults to share them. - Anticipate favourite sections as the book is shared. - Hold books independently, opening to find pages of interest. - Process language to locate key features in illustrations. - Answer closed questions as a book is being shared. - Demonstrate joint attention during rhyme time, imitating some actions. - Make marks on a range of scales with a range of tools and grips. - Clap out syllables in a word - Order a simple beginning, middle and end sequence of pictures from a familiar story 	<ul style="list-style-type: none"> - Join in sections of familiar rhymes with all actions. - Focus on marks as they are being created by a range of tools. - Recognise when objects start with the same initial sound when spoken by an adult. - Find an object that starts with a specific initial sound. 	<ul style="list-style-type: none"> - Turn the pages of books from beginning to end, mimicking an adult reading some elements of a story. - Remain engaged from the beginning to the end of longer books. - Begin to answer open questions as a familiar book is being shared. - Sharing a familiar story with a peer. - Suggest what might happen next from memory. - Make continuous linear marks and other effects with hands and tools on a range of scales. - To hear different sounds within a word. - To begin to orally blend a CVC word with adult support 	<ul style="list-style-type: none"> - Has conversations about stories and begin newly learnt vocabulary within their play. - Hear and say the first sound in a word when spoken by an adult. - Recognise words with the same initial sound orally. - Begin to make up own stories, with characters. - Locate familiar books within a larger collection. - Know a few complete rhymes off by heart. - Recognise further examples of environmental print from the immediate locality. - Notice very familiar letter symbols in the environment such as letters from their name. - Make marks, including strings of symbols for others and ascribe meaning to them. - To orally blend CVC words. - Begin to clap out each sound in a word. - Sequence the pages of a familiar story. 	<ul style="list-style-type: none"> - Confidently talk about the places and people in stories and the key events. - Understand that different words and print have different purposes - Orally segment and blend CVC words - Re-enact very short familiar events from favourite stories using puppets or small world figures. - To make up own stories, with characters, a beginning, middle and an end - Answer how or why questions about a book. - Use the structure of the text to anticipate when to join in. - Suggest what might happen next in unfamiliar books, drawing on the plot so far. - Have a repertoire of known rhymes. - Complete a phrase with the final rhyming word. - Use imitative writing during role play. - Demonstrate a hand preference
Assessment	Teacher Judgement					


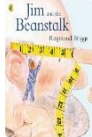


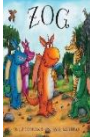



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context	What makes me Special?	Abracadabra!	Once Upon a Time	Roots, Shoots and Wellie Boots	Out of this World!	Land Ahoy!
Wow Moments	Autumn Trail Dot Day Harvest Festival	Bonfire Night Diwali Remembrance Day Polar Express Day Local area walk around the Estate.	Valentines' day Lunar New Year Australia Day Local area walk to the Metro station. Local Career visits.	World Book Day Easter Pancake Day International Women's Day	International Space Day	June Healthy Eating Week Sports Day Reception Trip
Texts – Accessed throughout and found in Reading Area across the half term.	Focus text: The Little Red Hen	Focus text: Room on the Broom	Focus text: The Three Little Pigs	Focus text: Superworm	Focus text: How to Catch a Star	Focus text: Rocket Says Clean Up!
						
High quality Texts Drawing Club Books	Ruby's Worry The Colour Monster Little People Big Dreams Actual Size Rosie's Walk Pumpkin Soup Little Red Hen Grandpa's Garden Meesha makes friends Ruby's Worry The Colour Monster goes to school Incredible You Lulu's First Day Whiffy Wilson The Dot Hen's Feathers The Last Leaf What makes me a me?	Rama and Sita What is in the Witches Kitchen Lost and Found Funny Bones Zog The Christmas Story The Christmas Pine Room on the Broom Tilda tries again Meg and Mog series There's a monster in your book Little Monster did it Monsters Not allowed Zog and the Flying Doctors Polar Express Jolly Christmas Postman	The Great Race (Lunar New Year) The Three Billy Goats Gruff The Enormous Turnip What the Ladybird The Three Little Pigs The Gingerbread Man Each Peach Pear Plum Goldilocks and the Three Bears Troll Jack and the Beanstalk The Ninja Pigs The Higgledy Piggledy Pigs Laura's Star The Great Race Mila gets her Super ears.	Jaspers Beanstalk Chicks Oi Frog The Tiny Seed The Odd Egg Super Worm Mr Wolf's Pancakes Yucky Worms Caterpillars Wish Oliver's Vegetables Jesus and his friends Norman the Slug with the Silly Shell Jesus Day off The Bad-Tempered Ladybird Urgh! A spider! Jasmines Sneeze Love makes a family Ravi's Roar	The Man on the Moon Astro Girl Beegu Aliens Love Underpants Whatever Next How to catch a Star Ten little aliens I am Neil Armstrong Mae among the stars The Darkest Dark Shine/ Moon When I grow up Look Up! My Daddies We are a family I think I have Wiggle Fidgets Izzy Gizmo Little People Big Dreams – Neil Armstrong	Sharing a Shell Alba the 100-year-old fish Jack and the Flum Flum Tree Who Swallowed Stanley A home for a Pirate Pirates Love Underpants Rocket says Clean Up! Goodnight, Pirate The Lighthouse Keepers Lunch Pirate Mums Handa's Surprise Handa's Hen Jabari Jumps Splash! Baby Goes to Market The Big Book of the Blue Boats Fast and Slow
Diversity Cultural Neuro-diverse Physical Disability Different families						
Non-Fiction						

	<p>Only One You Happy to be Me Our Class is a family Heather has two Mums. Building a Home Milk Potatoes Hear Sight Why do leaves fall from trees? Seasons</p>	<p>Stick Man So Much Hats of Faith It's okay to be different The Guy Fawkes Story</p>	<p>Full, Full, Full of Love Charlie and Emma The Girl with two Dads Endangered Animals Wild Weather</p>	<p>Don't Call me special Chicks and Eggs. Life of Caterpillar Life of a Worm Life of a Spider Life of a Beetle Minibeasts</p>	<p>The Solar System Look inside space</p>	
SEND Curriculum	Adapt text where appropriate for personalised objectives on Branch Maps or Pebbles	Adapt text where appropriate for personalised objectives on Branch Maps or Pebbles	Adapt text where appropriate for personalised objectives on Branch Maps or Pebbles	Adapt text where appropriate for personalised objectives on Branch Maps or Pebbles	Adapt text where appropriate for personalised objectives on Branch Maps or Pebbles	Adapt text where appropriate for personalised objectives on Branch Maps or Pebbles
Poetry / Songs and Rhymes	<p><u>Me – Swapma Haddow – Book of Hopes</u> Friends Song. Higgity Piggity My Red Hen It's good to be me – Sing Up I've got a grump face – Sing up -Tempo 5 little ducks 5 Little Pumpkins. Autumn Leaves Head Shoulders Knees and Toes</p>	<p><u>The Twelve Days of Christmas</u> The Magic Porridge Pot When you want to make spell The Grey Old Cat – Sing up - Tempo The Farmers in his den</p>	<p>Tongue Twisters – Try – Poems Aloud Bang my drum – Sing up – Tempo Lunar New Year's Day. Goldilocks went to the house of the bears. The North Wind Doth Blow</p>	<p>Springtime – Acrostic Poem I am the Rhythm Robot – Sing up – rhythmic phrases. Here is the beehive</p>	<p>Zim Zam Zoom Rocket into space 5 little men in a flying saucer Happy and Healthy – Sing Up (call and response song) Reach to the sky – Sing up – Match the pitch singing. Big Bear Funk – Charanga</p>	<p>Funny Fish – Poems Aloud The Big ship sails The Wellerman – tell a story I'm a pirate – pitch and tempo</p>
Taught Literacy Skills	<p>Match words that rhyme in games such as rhyming lotto and rhyming stories. -Participate, memorise and perform some action rhymes. -To name characters as we talk about books, stories or role play.</p>	<p>Talk about events and characters in a story read to me. -Fill in missing words from well-known rhymes -Look for cues in illustrations. - Memorise and perform more complex action</p>	<p>Play using a storyline or narrative. -Know and talk about my favourite books. - Talk about the cover, blurb setting and event of books read frequently.</p>	<p>Learn more complex rhymes. - Understand cause and effect in books they have heard or read. -Repeat words or phrases to check my reading.</p>	<p>Know that illustrations can help me make sense of my reading Describe main story settings, events and principal characters in increasing detail e.g. talk about the main</p>	<p>Know how to make simple predictions and explanations for events in stories - Name book characters and describe their qualities.</p>

	<ul style="list-style-type: none"> -Develop book like vocabulary and language structure through hearing patterned texts. - Make anti-clockwise movements with writing tools. -Use marks or some letters for meaning in a variety of familiar contexts. -Write labels and lists using initial sounds and some cvc words. - Write my first name using a name card and some letters from memory. - Form letters known in RWI order. -Memorise and demonstrate the correct sequence of formation for c, o, a, d, g, and q. 	<ul style="list-style-type: none"> rhymes and nursery rhymes. -To know 'author,' 'illustrator,' as we talk about books, stories or role play. -Grasp and use a wider range of structures in books and use these to aid participation. -To use some letters in sequence to convey meaning, including CVC words. -Begin to break speech into words when writing. -Write labels, lists and captions. -Begin to order simple sentences. E.g. Cat on mat etc. -Memorise and demonstrate the correct sequence of formation for i, l, t and j 	<ul style="list-style-type: none"> - Predict what might happen at the end of a story -Recall key elements of books they have heard and read. - Learn word play rhymes Order and write simple sentences. -Write captions containing tricky words, l and the. -Write short sentences with finger spaces. -Write short sentences containing diagraphs. -Write a recount. -To write a set of instructions with simple verbs. -Memorise and demonstrate the correct sequence of formation for r, n, m, and p. 	<ul style="list-style-type: none"> -Know how to lift meaning from illustrations. -To give puppets, role play characters and figures a 'voice.' -To write my full name with a prompt. -Write a simple sentence including a capital letter and finger spaces. - Describe a character using adjectives. - Write a non-fiction fact file -Write short sentences to accompany a story map. -Hold a simple sentence in their head. -Memorise and demonstrate the correct sequence of formation for k, b and h 	<ul style="list-style-type: none"> characters feelings, actions and motives. -Adapt and act out stories with my friends. -Know 'fiction' and 'nonfiction' as we talk about books, stories or role play. - Make link between texts. -Write a sequence of sentences. -Use an adjective to describe a character in a sentence. -Write a simple retelling of a story - Write a simple sentence including a capital letter, finger space and full stop. - Write for a purpose in role play using phonetically plausible attempts at words and using finger spaces. -Form lower-case and capital letters correctly. -Memorise and demonstrate the correct sequence of formation for f, s, u, v, w, x, y and z 	<ul style="list-style-type: none"> -Articulate the dilemmas the characters face. - Know how to read and retrieve information from reading simple non fiction books and digital information sources. -Know how to choose books to read for pleasure, building up confidence, fluency and understanding when reading -Use the structure of rhyming texts to participate in and recall section of text. -Spell my full name without a prompt - Write a range of sentences containing red words. -Write a sentence including the conjunction 'and' - Reread what I have written to check it makes sense - To write a recount of a local trip. -Write my own simple adventure story - Memorise and demonstrate the correct sequence of formation for all 26 letters with automaticity.
Assessment	Teacher Judgement					



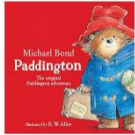
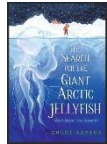

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context	<ul style="list-style-type: none"> ✓ George Stephenson ✓ The local area ✓ Me, my family and my community ✓ Paul Klee (local landmarks) ✓ Worry ✓ Dental health ✓ Managing change ✓ People who look after me 		<ul style="list-style-type: none"> ✓ Down under - James Cook and his discoveries ✓ Rivers, seas and oceans/Tyne ✓ Islam ✓ Wassily Kandinsky ✓ Aquarium Camille Saint/Saens ✓ Everyday materials ✓ Communicate feelings ✓ Recognise right/wrong, acceptable physical contact, dealing with bullying, marriage, friendship 		<ul style="list-style-type: none"> ✓ The Royal family ✓ Establishment of the royal family ✓ Roles/duties in society ✓ Red, white and blue – four UK countries. ✓ Judaism ✓ Coastal Collages ✓ Yellow Submarine – The Beatles ✓ Seasonal change plants ✓ School rules ✓ Rights and responsibilities ✓ Taking care of the environment ✓ Money 	
Texts	<p>Focus text: Little Red Riding Hood</p>  <p><u>Additional Fiction:</u> Cina Kaminski Saves the Wolf by Craig Barr-Green</p> <p><u>Non-Fiction</u> George Stephenson Family Community Paul Klee</p>	<p>Focus text: Jim and the Beanstalk</p>  <p>Jasper's Beanstalk</p> <p><u>Additional Fiction:</u> Flower Block - Lanisha Butterfield</p> <p><u>Non-Fiction</u> Worry Dental health Change People who look after me</p>	<p>Focus text: The Koala who Could</p>  <p><u>Additional Fiction:</u> Somebody's Swallowed Stanley – Sarah Roberts</p> <p><u>Non-Fiction</u> Australia Rivers, seas and oceans Tyne Islam Wassily Kandinsky</p>	<p>Focus text: The River</p>  <p><u>Additional Fiction:</u> One Little Word – Joseph Coelho</p> <p><u>Non-Fiction</u> Everyday materials Feelings Communication Friendship</p>	<p>Focus text: Zog</p>  <p><u>Additional Fiction:</u> Paddington in the Palace – Michael Bond</p> <p><u>Non-Fiction</u> The Royal family Society UK countries Judaism Coasts</p>	<p>Focus text: Tree</p>  <p>We sang across the sea</p> <p><u>Additional Fiction:</u> Percy the Park Keeper/ One Snowy Night/ After the Storm by Nick Butterworth</p> <p><u>Non-Fiction</u> The Beatles Seasons Plants Rules Environment Money</p>


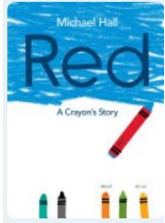
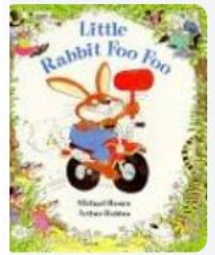
SEND Curriculum	Adapt text where appropriate for personalised objectives on Branch Maps or Pebbles	Adapt text where appropriate for personalised objectives on Branch Maps or Pebbles	Adapt text where appropriate for personalised objectives on Branch Maps or Pebbles	Adapt text where appropriate for personalised objectives on Branch Maps or Pebbles	Adapt text where appropriate for personalised objectives on Branch Maps or Pebbles	Adapt text where appropriate for personalised objectives on Branch Maps or Pebbles
Poetry	A White Christmas by Carla Jean Laglia Esely <ul style="list-style-type: none"> • Rhyme • Lines • Syllables 		In A Twist - Shape Poem <ul style="list-style-type: none"> • Shape poems • Adjectives • Nouns 		Animals Riddle Book – National Geographic Kids <ul style="list-style-type: none"> • Lines • Clues • Questions 	
Planned Outcome (fiction/non-fiction)	Fiction – Warning tale Non-fiction – Captions and labels	Fiction – Rags to riches tale Non-fiction – Instructions	Fiction – Tale of fear Non-fiction – Non-chronological report	Fiction- Character flaw tale Non-fiction- Recount	Fiction – Meeting tale Non-fiction – Instructions	Fiction – Journey tale Non-fiction – Non-chronological report
Taught Writing Skills - Fiction	Introduce capital letters, full stops, Revise and spell Reception spelling programme (40+ phonemes already taught).	Begin to use capital letters for names of people, days of the week and the personal pronoun 'I'. Revise and spell Reception spelling programme (40+ phonemes already taught). Introduce capital letters, full stops, Use suffixes that can be added to verbs where no change is needed in the root word eg; helped,	Form plural noun suffixes using a range of suffixes eg; -s Begin to join words and clauses using the conjunction and. Use suffixes that can be added to verbs where no change is needed in the root word eg; helping,	Use the prefix 'un' (undo, unkind) To use capital letters for names of people, days of the week and the personal pronoun 'I'. Be able to join words and clauses using the conjunction and. Use suffixes that can be added to verbs where no change is needed in the root word eg; helped, Use suffixes that can be added to verbs where no change is needed in the root word eg; helper Introduce question marks	Be able to join words and clauses using the conjunction and. Use suffixes that can be added to verbs where no change is needed in the root word eg; helped, Use suffixes that can be added to verbs where no change is needed in the root word eg; helping,	Be able to join words and clauses using the conjunction and. Use suffixes that can be added to verbs where no change is needed in the root word eg; helper Use the prefix 'un' (undo, unkind)
Taught writing skills – non-fiction	Introduce capital letters, full stops, Revise and spell Reception spelling programme (40+ phonemes already taught).	Revise and spell Reception spelling programme (40+ phonemes already taught). Introduce capital letters, full stops,	Form plural noun suffixes using a range of suffixes eg; -s Begin to join words and clauses using the conjunction and.	Form plural noun suffixes using a range of suffixes eg; -s or -es (dogs, wishes)	Form plural noun suffixes using a range of suffixes eg; -s or -es (dogs, wishes)	Form plural noun suffixes using a range of suffixes eg; -s or -es (dogs, wishes)

		<p>Form plural noun suffixes using a range of suffixes eg; -s</p>		<p>Be able to join words and clauses using the conjunction and. Introduce exclamation marks</p>	<p>Be able to join words and clauses using the conjunction and. Form plural noun suffixes using a range of suffixes eg; -s or -es (dogs, wishes) Spell common exception words – said, were etc (see guidance) Form capital letters.</p>	<p>Be able to join words and clauses using the conjunction and. Use suffixes that can be added to verbs where no change is needed in the root word eg; helper Use the prefix 'un' (undo, unkind) Introduce question marks Introduce exclamation marks</p>
<p>Continuously taught and revisited skills</p>	<p>Understand which letters belong to which handwriting 'families' eg; a,c,o Form digits 0-9 Form lower case letters correctly. Form capital letters. Name the letters of the alphabet in order. Spell common exception words – said, were etc (see guidance) Sit correctly at a table, holding a pencil comfortably and correctly. Use spacing between words. Say out loud what they are going to write. Compose a sentence orally before writing it. Write from memory simple sentences dictated by the teacher that include learnt phonemes and common exception words. Sequence sentences to form a short narrative.</p>					
<p>Reading Progression of Skills</p>	<ul style="list-style-type: none"> ✓ Understand books by drawing on what they already know or on background information provided by the teacher. ✓ Participate in discussion about what is read to them, taking turns and listening to what others say. ✓ Explain clearly their understanding of what is read to them. ✓ Learn to appreciate rhymes and poems and recite some by heart. ✓ Recite some poems using intonation. <p>Word</p> <ul style="list-style-type: none"> ✓ Revisit Phase 1, 2,3. Phase 5 and phase 5 alternatives. ✓ Apply phonic knowledge and skills to decode words (also ELG). ✓ Respond speedily to all GPCs including, where applicable, alternative sounds for graphemes. ✓ Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. ✓ Read common exception words (also ELG), noting unusual correspondences between spelling and sound and where these occur in the word e.g. said, come (NC pg. 54) ✓ Read words with varied endings e.g. - s, -es, -ing, -ed, - er and -est (NC pg. 51) 					

	<ul style="list-style-type: none"> ✓ Read other words of more than one syllable e.g. pocket, thunder (NC pg. 50) ✓ Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). ✓ Read aloud accurately books that require them to use their developing phonic knowledge and that do not require them to use other strategies to work out words. ✓ Re-read these books to build up their fluency and confidence in word reading. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> ✓ Listen to and discuss a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently. ✓ Become very familiar with key stories and retell fairy stories and traditional tales and consider their particular characteristics e.g. once upon a time... ✓ Check that the text makes sense to them as they read and correcting inaccurate reading. ✓ Answer and ask questions. <p><u>Inference and deduction</u></p> <ul style="list-style-type: none"> ✓ Link what they read or hear read to their own experience. ✓ Make inferences based on what is being said and done e.g. 'she must be going on holiday because she is packing her case' or 'he must be embarrassed because his face went red'. ✓ Predict what might happen on the basis of what has been read so far e.g. Jack will save them because he always does' or 'the next part will tell you about what lions eat'. <p><u>Text structure</u></p> <ul style="list-style-type: none"> ✓ Discuss the significance of the title and events. ✓ Be introduced to non-fiction books that are structured in different ways. <p><u>Language and effect</u></p> <ul style="list-style-type: none"> ✓ Recognise and join in with predictable phrases e.g. Run, run as fast as you can...' ✓ Discuss word meanings, linking new meanings to those already known e.g. 'enormous means big'
<p>Assessment</p>	<p style="text-align: center;">Diagnostic (cold write) Success Criteria – pupil/ teacher Editing and Redrafting Outcome - Final Piece</p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context	Great Fire of London/Gateshead Continents – compare and contrast. Climates Print making Health and wellbeing Christianity Materials		Linda Lang Mexico Relationships – why is marriage special? Belonging Easter story Mexico Matthew Henson Animals including humans		Living in the wider world – where does money come from. School rules – rights and responsibilities belonging The Snowman Pablo Picasso Buddhism – Buddha’s life – 3 signs of being Frozen Worlds – Comparing Polar regions Grace Darling Living things/habitats/plants	
Texts	Focus text: Paddington  <u>Additional Fiction:</u> Journey – Aaron Becker <u>Non-Fiction</u> Great Fire of London/Gateshead Continents Climates Print making	Focus text: Vlad and the Great Fire of London  <u>Additional Fiction:</u> A Walk in London – Savatore Rubbino <u>Non-Fiction</u> Health and wellbeing Boom Chicka Boom Christianity Materials	Focus text: Oliver’s vegetables  <u>Additional Fiction:</u> The Best of You – Nima Patel <u>Non-Fiction</u> Linda Lang Mexico Relationships Belonging	Focus text: The Search for the Giant Arctic Jellyfish  <u>Additional Fiction:</u> Emma Jane’s Aeroplane – Katie Howarth Maisie vs Antarctica – Jane Jackman <u>Non-Fiction</u> Easter story Mexico Matthew Henson Animals	Focus text: The Lighthouse Keepers Lunch  <u>Additional Fiction:</u> The Snail and the Whale – Julia Donaldson <u>Non-Fiction</u> Money School rules Pablo Picasso	Focus text: The Proudest Blue  <u>Additional Fiction:</u> Kindness is my Superpower = Alicia Ortego <u>Non-Fiction</u> Buddhism Grace Darling Frozen Worlds Living things and habitats

SEND Curriculum	Adapt text where appropriate for personalised objectives on Branch Maps or Pebbles	Gordon's Great Escape 	Oliver's Vegetables Additional Red: A Crayon's Story 	Adapt text where appropriate for personalised objectives on Branch Maps or Pebbles	Adapt text where appropriate for personalised objectives on Branch Maps or Pebbles	Little Rabbit Foo Foo 
Poetry	A Ride With Santa – Ovie Pedige Tanner Rhyme Rhythm Verse		Majestic Eagle/ Playful Dolphins/ The Wise Owl Haiku Syllables Lines		Imagine by Roland Egan Free Verse Rhyming Couplets Rhythm	
Planned Outcome (fiction/non-fiction)	Fiction – Meeting Tale Non-fiction – Recount	Fiction – Journey Tale Non-fiction – Non-chronological report	Fiction – Character flaw tale Non-fiction – Recipe writing	Fiction- Finding Tale Non-fiction- Recount (diary entry)	Fiction – Losing Tale Non-fiction – Persuasive letter	Fiction – Tale of fear Non-fiction – Explanation text
Taught writing skills – fiction	co-ordinating conjunctions (and). Use expanded noun phrases Eg; the blue butterfly, plain flour. Question sentence types Suffix – ful Begin to spell the contracted form (don't, we'll) Revise correct use of capital letters and full stops Use of simple past and present tense	co-ordinating conjunctions (or, and, but). Use expanded noun phrases Eg; the blue butterfly, plain flour. Exclamation sentences Use the apostrophe for possession. Revise correct use of capital letters and full stops Use of simple past and present tense	co-ordinating conjunctions (or, and, but). Use expanded noun phrases Eg; the blue butterfly, plain flour. Suffix – er Suffix – less Use capital letters, full stops, question marks and exclamation marks. Begin to use past and present progressive	Begin to use subordinating conjunctions (when, if that, because) Use expanded noun phrases Eg; the blue butterfly, plain flour. Be able to spell the contracted form (don't, we'll) Use the apostrophe for possession. Use capital letters, full stops, question marks and exclamation marks. Use commas for lists. Begin to use past and present progressive.	To use subordinating conjunctions (when, if that, because) Use expanded noun phrases Eg; the blue butterfly, plain flour. Suffix – ness Suffix – ful Use the apostrophe for possession. Use capital letters, full stops, question marks and exclamation marks. Ensure verbs indicating time, are used consistently	Use subordinating conjunctions (when, if that, because) and co-ordinating conjunctions (or, and, but). Use expanded noun phrases Eg; the blue butterfly, plain flour. Exclamation sentences Be able to spell the contracted form (don't, we'll) Use capital letters, full stops, question marks and exclamation marks. Ensure verbs indicating time, are used consistently
Taught writing skills – non-fiction	co-ordinating conjunctions (and).	co-ordinating conjunctions (or, and, but).	co-ordinating conjunctions (or, and, but).	Begin to use subordinating conjunctions (when, if that, because)	To use subordinating conjunctions (when, if that, because)	Use subordinating conjunctions (when, if that, because) and co-

	<p>Use expanded noun phrases Eg; the blue butterfly, plain flour. Command sentences Revise correct use of capital letters and full stops Use of simple past and present tense Firstly, secondly, thirdly</p>	<p>Use expanded noun phrases Eg; the blue butterfly, plain flour. Statement sentences Suffix – ness Suffix – est Revise correct use of capital letters and full stops Use of simple past and present tense Headings and subheadings Generaliser conjunctions – most, many, few etc</p>	<p>Use expanded noun phrases Eg; the blue butterfly, plain flour. Use capital letters, full stops, question marks and exclamation marks. Begin to use past and present progressive Firstly, secondly, thirdly</p>	<p>Use expanded noun phrases Eg; the blue butterfly, plain flour. Statement sentences Be able to spell the contracted form (don't, we'll) Use the apostrophe for possession. Use capital letters, full stops, question marks and exclamation marks. Use commas for lists. Begin to use past and present progressive.</p>	<p>Use expanded noun phrases Eg; the blue butterfly, plain flour. Command sentences Question sentence types Use capital letters, full stops, question marks and exclamation marks. Ensure verbs indicating time, are used consistently Firstly, secondly, thirdly</p>	<p>ordinating conjunctions (or, and, but). Use expanded noun phrases Eg; the blue butterfly, plain flour. Statement sentences Suffix – er Suffix – est Use capital letters, full stops, question marks and exclamation marks. Use commas for lists. Ensure verbs indicating time, are used consistently Generaliser conjunctions – most, many, few etc</p>
<p>Continuously taught writing skills</p>	<p>Begin to use diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined. Form capital letters, lower case letters and digits correctly. Plan or say out loud what they are going to write. Write down key words and/or ideas, including new words. Encapsulate what they want to say, sentence by sentence. Evaluate their writing with the teacher and other pupils. Re-read to check for errors in spelling, grammar and punctuation errors at Y2 level. Read aloud their own writing, using appropriate intonation so that meaning is clear. Apply phonic spelling rules learnt from Y2 NC spelling statutory guidance. Spell common exception words eg; because, door plant (see guidance)</p>					
<p>Reading Progression of Skills</p>	<p>Understand books by drawing on what they already know or on background information provided by the teacher. Check that the text makes sense and correct inaccurate reading. Participate in discussion about books, poems and other works, taking turns and listening to what others say. Explain and discuss their understanding of books poems and other material. Continue to build up a repertoire of poems learnt by heart. Recite some poems using intonation. Word Consolidate Phase 1, 2,3, phase 5 and phase 5 alternatives. Continue to apply phonic knowledge and skills until automatic decoding is embedded and reading is fluent. Read accurately by blending the sounds in words that contain taught graphemes especially recognising alternative sounds for graphemes. Read words of 2 or more syllables accurately. Read words containing common suffixes e.g. –ing, – ed, er (NC pg. 56) Read further common exception words e.g. could, again (NC, pg. 58) Read most words quickly and accurately, without overt sounding and blending e.g. when they have been frequently encountered.</p>					

	<p>Read aloud books closely matched to their improving phonic knowledge e.g. automatically and without undue hesitation. Re-read books to build fluency and confidence in word reading.</p> <p>Comprehension</p> <p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction. Discuss sequence of events in stories and how items of information are related. Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. Check that the text makes sense to them as they read and correcting inaccurate reading Answer and ask questions.</p> <p>Inference and deduction</p> <p>Make inferences from what is said and done, e.g. 'he was upset because it says "he was crying"'. Make simple plausible predictions on the basis of what has been read so far e.g. 'He's going to run away' or 'I think it will tell us how the fire started'. Predict what might happen on the basis of what has been read so far.</p> <p>Text structure</p> <p>Discuss the sequence of events and how items of information are related. Understand that non-fiction texts are structured in different ways e.g. 'it tells about all the different things you can do at the zoo'.</p> <p>Language for effect</p> <p>Discuss favourite word choices and phrases e.g. "slimy" is a good word to describe a slug. Recognise recurring patterns of literary language e.g. once upon a time, first, next, last. Discuss and clarify meanings of some new vocabulary e.g. squashed and squeezed are the same and knowledge of e.g. prefixes, unhappy. Recognise some different forms of poetry</p>
Assessment	<p>Diagnostic (cold write) Success Criteria – pupil/ teacher Editing and Redrafting Outcome - Final Piece</p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context	<ul style="list-style-type: none"> ✓ Black country – counties and cities UK ✓ Stone age vs Iron age ✓ Health and well- being ✓ Road safety ✓ Online safety ✓ Animals/skeletal ✓ Music – Blaydon races ✓ Christianity ✓ Advent Christingle ✓ Cave art 	<ul style="list-style-type: none"> ✓ The Ancient Egyptians ✓ Relationships – different types of relationships ✓ Fanfarra Cabua Le Le ✓ Margaret Mee ✓ Cathedrals ✓ Brilliant Biomes ✓ Rocks ✓ Forces 	<ul style="list-style-type: none"> ✓ Hinduism ✓ Living in the wider world – research/debate topical issues/rules/laws to protect ✓ Music – Latin dance ✓ Feed the fish – junk material ✓ Viva Espania ✓ Romans ✓ Plants ✓ Light 			
Texts	<p>Focus Text: The Three Billy Goats Gruff</p>  <p><u>Non-Fiction:</u> Counties/ cities of UK Stone age Iron age Road safety Online safety</p>	<p>Focus Text: Hodgeheg</p>  <p><u>Non-Fiction:</u> Animals Skeletons Christianity Advent Christingle Cave art</p>	<p>Focus Text: The Boy who biked the World</p>  <p><u>Non-Fiction:</u> Ancient Egyptians Different types of relationships Margaret Mee</p>	<p>Focus Text: There's Pharaoh in our Bath</p>  <p><u>Non-Fiction:</u> Cathedrals Biomes Rocks Forces</p>	<p>Focus Text: The Midnight Fox</p>  <p><u>Non-Fiction:</u> Hinduism Topical issues/rules/laws Fish Spain</p>	<p>Focus Text: Escape from Pompeii</p>  <p><u>Non-Fiction:</u> Romans Plants Light</p>
SEND Curriculum	The Three Billy Goats Gruff (simpler versions)	I can do that too Big Hedgehog and Little Hedgehog 	Meerkat Mail 	The Tiger who came to tea 	The Fox and the Star 	The Zebra's Great Escape 
Poetry	The Christmas Pine <ul style="list-style-type: none"> • Rhyming couplets • Verses 		The Sea by James Reeves <ul style="list-style-type: none"> • Personification • Rhyme 		No Haiku by Adrian Henri <ul style="list-style-type: none"> • Haiku • Syllables 	

Planned Outcome (fiction/non-fiction)	Fiction – Conquering the monster tale – plot/suspense focus Non-fiction – Non-chronological report	Fiction – Tale of fear – character focus Non-fiction - Instructions	Fiction – Journey Tale – setting focus Non-fiction – Recount	Fiction – Meeting Tale – character focus Non-fiction - Non-chronological report	Fiction – Finding Tale – plot focus Non-fiction - Travel advert	Fiction – Warning Tale – character focus Non-fiction – Explanation text
Taught writing skills - Fiction	Begin to extend sentences by adding in clauses and using a wider range of conjunctions – and, or, but so, if, because (revise from year 2) Express time using adverbs- then, next and soon Introduce inverted commas to punctuate direct speech	Express place using conjunctions – when, before, after, while Place prepositions Comparatives and superlatives – he was the tallest, the bravest Choice of verbs	Express place using conjunctions – when, before, after, while Place prepositions Use paragraphs as a way to group related material.	Introduce inverted commas to punctuate direct speech Express time using adverbs – then, next and soon Express place adverbs Comparatives and superlatives – he was bigger than Choice of verbs to show character Short sentences	Begin to extend sentences by adding in clauses and using a wider range of conjunctions – one day, suddenly, finally, luckily and unfortunately Express time using conjunctions – when, before, after, while	Express time, place and cause using when, before, after, while, so. Express time, place and cause using adverbs Express time, place and cause using prepositions (in, before, after, because of, during). Use inverted commas to punctuate direct speech Use paragraphs as a way to group related material.
Taught writing skills – Non-fiction	Begin to extend sentences by adding in clauses and using a wider range of conjunctions – and, or, but so, if, because (revise from year 2) Use a or an correctly Time prepositions Introduce paragraphs as a way to group related material. Headings and subheadings	Use a or an correctly Express time using conjunctions – when, before, after, while Imperatives Precise nouns and verbs Rhetorical questions Recap commas for lists (Y2) Bullet points	Begin to sentences by adding in clauses and using a wider range of conjunctions – and, or, but so, if, because (revise from year 2) and conjunctions to sequence events and add information – firstly, secondly, later, also, not only Express time using conjunctions – when, before, after, while	Time and place prepositions Use paragraphs as a way to group related material. Headings and subheadings Rhetorical questions Generalisers – all many, majority Third person Present tense	Express cause using conjunctions – Rhetorical questions Use of topic sentences Imperative forms of address – don't forget to ride on the train repetition add information with conjunctions – as well as, additionally Present perfect	Use a or an correctly Express time, place and cause using when, before, after, while, so. Express cause using adverbs – consequently, where, when, typically and usually Present perfect
Continuously taught writing skills	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. Compose and rehearse sentences orally. Build in a progressively varied and rich vocabulary, and an increasing range of sentence structures. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left un-joined. Begin to increase the legibility, consistency and quality of their joined handwriting In narrative, create settings, character and plot.					

	<p>Build in a progressively varied and rich vocabulary, and an increasing range of sentence structures. Form new nouns using a range of prefixes e.g. natural + super = supernatural. Learn the grammar for Y3 and Y4 in Appendix 2. Identify and use word families showing how words are related e.g. solve, dissolve, solution. Introduce and spell words from the Y3/Y4 word list.</p>
<p>Reading Progression of Skills</p>	<ul style="list-style-type: none"> ✓ Read, listen to and discuss a wide range of high-quality texts. ✓ Read books that are structured in different ways and read for a range of purposes. Increase their familiarity with a wide range of books, and retell some of these orally. ✓ Recognise some different forms of poetry. ✓ Prepare poems and plays to read aloud and to perform using intonation, tone and volume and action. <p>Word</p> <ul style="list-style-type: none"> ✓ Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words. (NC Appendix 1) ✓ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word e.g. although, weight, eight. <p>Comprehension</p> <ul style="list-style-type: none"> ✓ Retrieve and record information from fiction and non-fiction. Participate in discussions about books they have read, and have been read to them, taking turns and listening to what others say. ✓ Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Ask questions to improve their understanding of a text. <p>Inference and deduction</p> <ul style="list-style-type: none"> ✓ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify with evidence. ✓ Predict what might happen from details stated and implied Identify main ideas from more than one paragraph. <p>Text Structure</p> <ul style="list-style-type: none"> ✓ Identify that texts are structured in different ways for a range of purposes. ✓ Identify themes e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales. ✓ Identify conventions e.g. greeting in letters, a diary written in the first person, presentational devices such as numbering and headings. <p>Language for effect</p> <ul style="list-style-type: none"> ✓ Discuss words and phrases that capture the reader's interest and imagination. ✓ Recognise some different forms of poetry.
<p>Assessment</p>	<p style="text-align: center;">Diagnostic (cold write) Success Criteria – pupil/ teacher Editing and Redrafting Outcome - Final Piece</p>








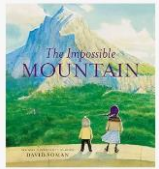
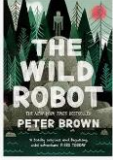
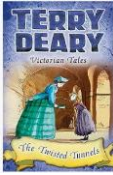
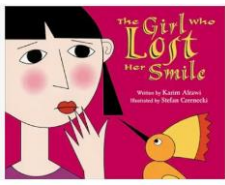
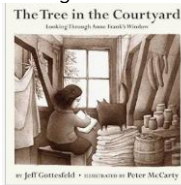

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context	<ul style="list-style-type: none"> ✓ Volcanoes/ Mountains ✓ Anglo Saxons ✓ Habits ✓ Digestive system ✓ Peter and the Wolf ✓ Vincent Van Gogh ✓ Hinduism ✓ Health and wellbeing – change old habits 	<ul style="list-style-type: none"> ✓ Lovely lakes – man – made natural features ✓ Hinduism ✓ Joanne Wish ✓ The River of Babylon – song in a sound ✓ Relationships – expect respect – physical contact ✓ The ancient Greeks ✓ Living things, states of matter 	<ul style="list-style-type: none"> ✓ The cartographer – mapping skills ✓ Christianity ✓ Prayer and pilgrimage ✓ Greek sculpture ✓ Fly with the stars – music ✓ Living in the wider world – resolve a dispute ✓ Vikings to 1066 ✓ Electricity/sound 			
Texts	<p>Focus Text: When the Mountains Roared</p>  <p>Non-Fiction: Volcanoes/ Mountains Anglo Saxons Habits</p>	<p>Focus Text: Arthur</p>  <p>Non-Fiction: Digestive system Vincent Van Gogh Hinduism</p>	<p>Focus Text: Greek Myths</p>  <p>Non-Fiction: Man-made/ natural features Hinduism</p>	<p>Focus Text: The Iron Man</p>  <p>Non-Fiction: Joanne Wish Relationships Ancient Greeks Living things States of matter</p>	<p>Focus Text: How to Train your Dragon</p>  <p>Non-Fiction: Christianity Prayer/ pilgrimage Greek sculpture</p>	<p>Focus Text: Song of the Dolphin Boy</p>  <p>Non-Fiction: Resolving a dispute Vikings 1066 Electricity/sound</p>
SEND Curriculum	<p>Greta and the Giant</p> 	<p>King Arthur</p> 	<p>Greek Myths</p> 	<p>Traction Man Or Iron Man (abridged version)</p> 	<p>The Dragon Machine</p> 	<p>The Secret of Black Rock</p> 
Poetry	<p>Lady Winter's Rap by Grace Nichols</p> <ul style="list-style-type: none"> • Personification • Rap 	<p>People Need People by Benjamin Zephaniah</p> <ul style="list-style-type: none"> • Narrative Poem • Rhyme 	<p>The Sound Collector by Roger McGough</p> <ul style="list-style-type: none"> • Onomatopoeia • Rhyme 			

Planned Outcome (fiction/ non-fiction)	Fiction – A tale of fear – suspense focus Non-fiction – Explanation Text	Fiction – Meeting Tale – Characterisation and dialogue focus Non-fiction – Discussion Text	Fiction – Myth Non-fiction – Recount	Fiction – Finding Tale – Plot focus Non-fiction – Non-chronological report	Fiction – Wishing Tale – Characterisation and dialogue focus Non-fiction – Instructions	Fiction – Warning Tale – Suspense focus Non-fiction – Persuasive letter
Taught writing skills – Fiction	Extend the range of sentences with more than one clause by using a wider range of conjunctions – revising Year 3 – when, before, after, while, so Express time using adverbs – revise Year 3 – then, next, soon Introduce fronted adverbials	Use inverted commas and introduce other punctuation for direct speech Choose nouns/pronouns appropriately for clarity and cohesion and to avoid repetition Use apostrophes to mark plural possession Express time using conjunctions	Use fronted adverbials Organise paragraphs around a theme Use time adverbs Use cause prepositions	Express time using adverbs – afterwards, eventually, in the end Choose nouns/pronouns appropriately for clarity and cohesion and to avoid repetition Use apostrophes to mark plural possession	Use inverted commas and other punctuation for direct speech Use commas after fronted adverbials Organise paragraphs around a theme	Express time and cause using adverbs, conjunctions and prepositions Extend the range of sentences with more than one clause by using a wider range of conjunctions Choose nouns/pronouns appropriately for clarity and cohesion and to avoid repetition Use apostrophes to mark plural possession
Taught writing skills – non-fiction	Extend the range of sentences with more than one clause by using a wider range of conjunctions – revising Year 3 – when, before, after, while, so Headings and subheadings Organise paragraphs around a theme Use the present perfect form of verbs Use conjunctions to express cause	Choose nouns/pronouns appropriately for clarity and cohesion and to avoid repetition Use adverbs to express cause Use generalisers – some, most, everyone Use specific nouns	Use the present perfect form of verbs Use adverbs to express time Organise paragraphs around a theme Use conjunctions to express time Use past perfect First person	Choose nouns/pronouns appropriately for clarity and cohesion and to avoid repetition Use time prepositions Use generalisers Rhetorical questions Third person Present tense Use adverbs to express cause	Express time using conjunctions Imperatives Precise nouns and verbs Bullet points Rhetorical questions Use prepositions to express cause	Express time and cause using adverbs, conjunctions and prepositions Extend the range of sentences with more than one clause by using a wider range of conjunctions Choose nouns/pronouns appropriately for clarity and cohesion and to avoid repetition Use apostrophes to mark plural possession Use of imperative/direct forms of address Use of repetition

<p>Continuously taught writing skills</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left un-joined. Increase the legibility, consistency and quality of their joined handwriting. Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. Compose and rehearse sentences orally. Build in a progressively varied and rich vocabulary, and an increasing range of sentence structures. Spell homophones correctly. Spell most words from the Y3/Y4 word list. Use further prefixes and suffixes and understand how to add them (Appendix 1). Continue to learn the grammar for Y3 and Y4 in Appendix 2. In narrative, create settings, character and plot.</p>
<p>Reading Progression of Skills</p>	<ul style="list-style-type: none"> ✓ Read, listen to and discuss a wide range of high quality texts. ✓ Read books that are structured in different ways and read for a range of purposes. Increase their familiarity with a wide range of books, and retell some of these orally. ✓ Retrieve and record information from non-fiction. ✓ Recognise some different forms of poetry. ✓ Prepare poems and plays to read aloud and to perform using intonation, tone and volume and action. <p>Word</p> <ul style="list-style-type: none"> ✓ Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words. (NC Appendix 1) ✓ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word e.g. although, weight, eight. <p>Comprehension</p> <ul style="list-style-type: none"> ✓ Retrieve and record information from fiction and non-fiction. Use dictionaries to check the meanings of words they have read. ✓ Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Participate in discussion about books that are read to them and books they have read for themselves, taking turns and listening to what others say. ✓ Ask questions to improve their understanding of a text <p>Inference and deduction</p> <ul style="list-style-type: none"> ✓ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify with evidence. ✓ Predict what might happen from details stated and implied e.g. 'I think he will run away because even though it doesn't say that he doesn't like her brother, there are clues'. ✓ Identify main ideas from more than one paragraph and summarise these. <p>Text Structure</p> <ul style="list-style-type: none"> ✓ Identify how structure and presentation contribute to meaning. ✓ Explain their understanding of what they have read providing reasons for their views. ✓ Identify how organisation and presentation contributes to meaning e.g. 'the writer uses bullet points for the main reasons'. ✓ Identify themes and conventions within and across texts e.g. loss or heroism - 'These authors explore sorrow and loss of loved ones' or use of first person in writing diaries. ✓ Make comparisons within and across books. <p>Language for effect</p> <ul style="list-style-type: none"> ✓ Discuss the author's use of language and the impact on the reader. ✓ Identify some basic features of writer's use of language e.g. 'the author uses lots of questions to make you want to read on and find out what happens next'.

	✓ Discuss the author's use of language, including figurative language and the impact on the reader.
Assessment	Diagnostic (cold write) Success Criteria – pupil/ teacher Editing and Redrafting Outcome - Final Piece

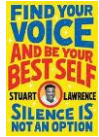

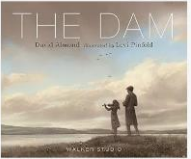
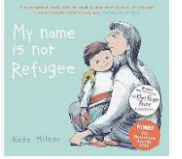


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context	Indian culture/ Christianity Debra Hurd John Williams Life cycles Safety/ Peers/ Relationships/ Puberty/ Risks & Dangers/ independence Tudor Britain Angry Earth		Industrial Revolution Tyneside changes Hartley Pit Disaster Islam Mega City – Mexico/ London Earth and Space Che Kumar Stereotypes/ Trust/ Personal boundaries		Crime & Punishment Judaism Climate Change – Environmental impact Polar Regions Pregnancy Barbara Hepworth Media Economic choices	
Texts	Focus Text: The Girl who Stole an Elephant  <u>Non-Fiction</u> Indian culture/ Christianity Debra Hurd John Williams Life cycles	Focus Text: Kensuke's Kingdom  <u>Non-Fiction</u> Safety/ Peers/ Relationships/ Puberty/ Risks & Dangers/ independence Tudor Britain Angry Earth	Focus Text: Street Child  <u>Non-Fiction</u> Industrial Revolution Tyneside changes Hartley Pit Disaster Islam	Focus Text: Wonder  <u>Non-Fiction</u> Mega City – Mexico/ London Earth and Space Che Kumar Stereotypes/ Trust/ Personal boundaries	Focus Text: The Diary of Anne Frank  <u>Non-Fiction</u> Crime & Punishment Judaism Climate Change – Environmental impact Polar Regions	Focus Text: Can you see me?  <u>Non-Fiction</u> Pregnancy Barbara Hepworth Media Economic choices
SEND Curriculum	The Impossible Mountain 	Kensuke's Kingdom (lplayer clips) Or The Wild Robot 	Twisted Tunnels 	The Girl who Lost her Smile 	The Tree in the Courtyard 	The Lost Diary of Sami Star 

Poetry	'Twas the Night Before Christmas Personification Metaphor Rhyme		Classic Narrative - Jabberwocky Onomatopoeia Personification Metaphor		Classic Narrative - The Highwayman Imagery Figurative Language Rhyme	
Planned Outcome (fiction/non-fiction)	Fiction – Journey Tale – Setting focus Non-fiction – Discussion – A Balanced Argument	Fiction – Meeting Tale – Plot focus Non-fiction – Non- Chronological Report	Fiction – Rags to Riches Tale – Characterisation and dialogue focus Non-fiction – Explanation	Fiction – Wishing Tale – Characterisation and dialogue focus Non-fiction – Persuasive Letter	Fiction – A Tale of Fear – Suspense focus Non-fiction – Recount – A diary entry	Fiction – Finding Tale – Plot focus Non-fiction – Instructions
Taught writing skills – Fiction	Begin to use relative clauses	Integrate dialogue effectively to convey character and advance action Use commas for parenthesis	Use relative clauses Integrate dialogue effectively to convey character and advance action	Integrate dialogue effectively to convey character and advance action	Use relative clauses Use dashes for parenthesis	Integrate dialogue effectively to convey character and advance action Use brackets, dashes and commas for parenthesis
Taught writing skills – Non-fiction	Begin to use relative clauses Use modal verbs/adverbs to indicate degrees of possibility Use brackets for parenthesis Use commas to avoid ambiguity Use of passive voice Use of conditional and hypothetical sentences using the subjunctive verb 'were'	Use of colon for a list Use of provisional statements – usually, seem to be, tend to be Use of passive voice Conditional and hypothetical sentences List of three	Use relative clauses Use modal verbs/adverbs to indicate degrees of possibility Use brackets for parenthesis Use of colon for a list Use of passive voice Conditional and hypothetical sentences List of 3	Use modal verbs/adverbs to indicate degrees of possibility Use commas for parenthesis Use dashes for parenthesis Use commas to avoid ambiguity Rhetorical questions Similes and metaphors Passive voice	Use relative clauses List of 3 Passive voice Questions Exclamations Use of direct and reported speech	Use brackets, dashes and commas for parenthesis Use commas to avoid ambiguity Use of colon for a list
Continuously taught writing skills	write fluently and legibly with increasing speed choose shape of a letter to use when given choices and deciding whether or not to join specific letters. assess the effectiveness of own and others' writing. propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ensure the consistent and correct use of tense throughout a piece of writing ensure subject and verb agreement when using singular and plural proof-read for spelling and punctuation errors consider how authors have developed characters & setting in what pupils have read, listened to or seen performed identify audience and purpose of writing select form and use other similar writing as models for own.					

	<p>note and develop initial ideas, drawing on reading and research</p> <p>select appropriate grammar and vocabulary,</p> <p>understand how choices can change and enhance meaning.</p> <p>describe settings, characters and atmosphere</p> <p>prefixes and suffixes</p> <p>silent letters spellings</p> <p>homophones</p> <p>morphology and etymology</p> <p>use a dictionary</p> <p>use a thesaurus</p> <p>Vocabulary and Grammar</p> <p>formal and informal</p> <p>convert nouns or adjectives into verbs using suffixes/ prefixes</p> <p>understand and use the grammatical terminology for Y5/ Y6 in English Appendix 2 accurately and appropriately in discussing writing.</p> <p>synonyms and antonyms.</p> <p>use devices to build cohesion within a paragraph</p>
<p>Reading Progression of Skills</p>	<p>Read, listen to and discuss range of texts,</p> <p>build on own and others' ideas.</p> <p>Read books structured in different ways and for a range of purposes</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Recommend books to peers supported by reasons for making choices.</p> <p>Learn poetry by heart.</p> <p>Prepare poems/ plays to read aloud/ perform using intonation, tone and volume</p> <p>Word</p> <p>Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words</p> <p>Comprehension</p> <p>Check reading makes sense</p> <p>Discuss understanding and explore meaning of words in context</p> <p>Distinguish between fact and opinion.</p> <p>Summarise main ideas drawn</p> <p>identify key details that support main ideas.</p> <p>discuss their understanding of reading, providing reasoned justification for views</p> <p>ask questions to improve understanding</p> <p>Inference & Deduction</p> <p>use evidence from across text, make inferences</p> <p>justify inferences with evidence</p> <p>predict what might happen from detail stated and implied using evidence from different parts of text</p> <p>Text Structure</p> <p>identify how structure/ presentation contribute to meaning</p> <p>explain understanding of reading providing reasons for views</p>

	<p>identify how organisation/ presentation contributes to meaning</p> <p>identify themes and conventions within and across texts</p> <p>make comparisons within and across books</p> <p>Language for effect</p> <p>Discuss author's use of language and impact on reader</p> <p>identify some basic features of writer's use of language</p> <p>discuss the author's use of language, including figurative language and impact on reader.</p>
Assessment	<p>Diagnostic (cold write)</p> <p>Success Criteria – pupil/ teacher</p> <p>Editing and Redrafting</p> <p>Outcome - Final Piece</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context	Buddhism/ meditation Banksy Classification Vaping/Social Media/ Alcohol/ Tobacco/ Sharing images/ content The Maya Sustainability Light		Silk Road World War II Destiny's Child Zaha Hadid Permission seeking/ forced marriage Humanism		Electricity Circulatory system LS Lowry Role of money Salvation/ after life Ancient Greece – coastal regions World War II women, NHS, Windrush	
Texts	Focus text: Find Your Voice and Best Self  Non-Fiction Banksy Classification The Maya	Focus Text: The 1,000 year old boy  Non-Fiction Sustainability Light Vaping/Social Media/ Alcohol/ Tobacco/ Sharing images/ content	Focus Text: The Boy in the Striped Pyjamas  Non-fiction Silk Road World War II Destiny's Child	Focus Text: Cogheart  Non-Fiction Zaha Hadid Permission seeking/ forced marriage Humanism	Focus Text: Windrush Child  Non-Fiction Electricity Circulatory system LS Lowry Role of money	Focus Text: The Boy at the back of the class  Non-Fiction Salvation/ after life Ancient Greece – coastal regions World War II women, NHS, Windrush
SEND Curriculum	Get Up, Stand Up 	Arthur and the Golden Rope 	One Day 	The Dam 	Coming to England 	My Name is not Refugee 
Poetry	Winter Wonderland Alliteration Onomatopoeia Rhyme		Classic Narrative – In Flanders Fields Natural Symbolism Rondeau Rhyming scheme		Classic Narrative – The Wind on the Downs Sonnets Imagery Personification	
Planned Outcome (fiction/non-fiction)	Fiction – Finding Tale – Plot focus	Fiction – Rags to Riches Tale – Characterisation & dialogue focus	Fiction – Meeting Tale – Characterisation and dialogue focus	Fiction – Losing Tale – Plot focus	Fiction – Journey Tale – Setting Focus	Fiction – Wishing Tale – Characterisation and Dialogue focus

	Non-fiction – Persuasion	Non-fiction – Instructions	Non-fiction – Recount	Non-fiction – Explanation	Non-fiction – Non-Chronological report	Non-fiction – Discussion – Balanced Argument
Taught Writing Skills – Fiction	Use a wide range of cohesive devices to link ideas across paragraphs Perfect form of verbs Semi-colons	Integrate dialogue effectively to convey character/advance action Expanded noun phrases dashes	Integrate dialogue effectively to convey character/advance action colons	Use a wide range of cohesive devices to link ideas across paragraphs Perfect form of verbs Expanded noun phrases	Use a wide range of cohesive devices to link ideas across paragraphs Perfect form of verbs Semi-colons	Integrate dialogue effectively to convey character/advance action Expanded noun phrases Semi-colons, colons and dashes
Taught Writing Skills – Non-fiction	Use modal verbs Use extreme adjectives and superlatives Use rhetorical questions Passive voice – formal Subjunctive verb form for conditional and hypothetical sentences Perfect form of verbs colons	Bullet points Use organisational and presentational devices to structure text and to guide the reader Formal/informal Expanded noun phrases dashes	Use a wide range of cohesive devices to link ideas across paragraphs Varied sentence openers Conditional and hypothetical sentences Informal Perfect form of verbs Semi-colons	Use organisational and presentational devices to structure text and to guide the reader Generalisers Provisional statements Passive voice Subjunctive verb form Expanded noun phrases dashes	Use organisational and presentational devices to structure text and to guide the reader Generalisers Passive voice Conditional and hypothetical sentences Perfect form of verbs	Use a wide range of cohesive devices to link ideas across paragraphs Passive voice –formal Rhetorical questions Modal verbs Exclamations Subjunctive verb form Expanded noun phrases Semi-colons, colons and dashes
Continuously Taught Writing Skills	<p>write fluently and legibly with increasing speed</p> <p>choose shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>assess the effectiveness of own and others' writing.</p> <p>propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>ensure the consistent and correct use of tense throughout a piece of writing</p> <p>ensure subject and verb agreement when using singular and plural</p> <p>proof-read for spelling and punctuation errors</p> <p>consider how authors have developed characters & setting in what pupils have read, listened to or seen performed</p> <p>identify audience and purpose of writing</p> <p>select form and use other similar writing as models for own.</p> <p>note and develop initial ideas, drawing on reading and research</p> <p>select appropriate grammar and vocabulary,</p> <p>understand how choices can change and enhance meaning.</p> <p>describe settings, characters and atmosphere</p> <p>grammatical terminology for Y5/ Y6 in English Appendix 2</p> <p>synonyms and antonyms.</p> <p>morphology and etymology</p> <p>use a dictionary</p> <p>homophones</p> <p>Précis longer passages.</p>					

	hyphens to avoid ambiguity.
Reading Key Skills	<p>Read, listen to and discuss range of texts, build on own and others' ideas. Read books structured in different ways and for a range of purposes Retrieve, record and present information from non-fiction. Recommend books to peers supported by reasons for making choices, challenging views courteously. Learn poetry by heart. Prepare poems/ plays to read aloud/ perform using intonation, tone and volume</p> <p>Word Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words</p> <p>Comprehension Check reading makes sense Discuss understanding and explore meaning of words in context Summarise main ideas drawn identify key details that support main ideas. discuss their understanding of reading, providing reasoned justification for views ask questions to improve understanding</p> <p>Inference & Deduction use evidence from across text, make inferences justify inferences with evidence predict what might happen from detail stated and implied using evidence from different parts of text</p> <p>Text Structure identify how structure/ presentation contribute to meaning discuss understanding of reading providing reasons for views identify how organisation/ presentation contributes to meaning identify themes and conventions within and across texts make comparisons within and across books</p> <p>Language for effect discuss author's use of language and impact on reader identify some basic features of writer's use of language discuss the author's use of language, including figurative language and impact on reader.</p> <p>Language for effect discuss and evaluate author's use of language, including figurative language and impact on the reader identify features of writer's use of language</p>
Assessment	<p>Diagnostic (cold write) Success Criteria – pupil/ teacher Editing and Redrafting Outcome - Final Piece</p>