

<u>St Charles Primary School</u> <u>English Curriculum Map: 2022-2023</u>

Term		Year 1	Year 2 Inc. Yr 1/2	Year 3	Year 4	UKS2	
		KS		LK	S2	UKS2	
Autumn	Texts	The Tiger Who Display Links with the Broom Display Links with the Broom	Image: Section of the section of th			<image/> <image/> <image/> <image/> <image/>	
		Writi	ng	Writ	ing	Writing	



Composition	Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher	Compose sentences orally. Use the drafting process to gather and write down ideas and key words. Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form. Write about real events, maintaining form and purpose. Compose orally and write poetry in a variety of forms. Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.	 Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas. Draft and write by: composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures introduce the paragraph as a way to group related material; begin to organise information around a theme in narratives, develop understanding of 'setting', 'character' and 'plot' and begin to use in own writing in non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings]. Evaluate and edit by: assessing the effectiveness of their own and others' writing, and suggesting improvements suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns. Proof-read for spelling and punctuation errors. Read aloud their own writing, using appropriate intonation and volume so that the meaning is clear Develop their understanding of the concepts of grammar, punctuation and vocabulary by: using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns for clarity using conjunctions to express time and cause. 	 plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Outcomos	Character description	List writing	Write a description of Diary entry	Letter from a character
Outcomes	Shopping list writing	Story retells	the black dog Setting description	Character description



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	Invitation writing Story retell Letter writing – apology letter Character Profile – wanted poster Creating a character Letter writing – letter of advice Fact File Recounting a personal experience.	Character descriptions Setting description Information leaflet Book review Comparing stories Recount (real life) List writing Diary writing Postcard writing Persuasive letter Instructions Non chronological report	about how to get rid of a fear or worry. Fact file on rain forests. Persuasive letter Travel agents' brochure Write a letter. Write a description of an animal who represents fear To write a diary entry Write a fact file on whales Write a fable Write a newspaper report of the events Write a recount from character's point of view	Character Description Story retell Own version of story Setting description Diary entry – writing in role Tourist brochure Letter to describe Biography Incident report	Description of a setting Witness Statement Newspaper report Wanted poster Letter of complaint Diary entry Short narrative Powerful poem Description based on the adjectives To write in the passive of formal tone	e use of alternative
Spelling	Phase 3 spellings Reception Review phonics Ff, ll, ss, zz, Ck, ay, ou, ie, Ea, oy, ir, ue Aw, air, wh, ph Or, au, ew, oe Ur, o-e, i-e u-e, e-e, a-e Tricky words / exception words.	Revision of Year 1 *Phonics *Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it. *Adding -es to nouns and verbs ending in -y.	Revision of Year 2 Adding suffixes beginning with vowels (to words with more than one syllable) Suffix -ation Suffix -ly The short u phoneme spelt /ou/	Revision of Year 3 Suffix -ous Words ending with -cian Prefixes in, im, il, ir, re, sub, inter and auto	Revision of Year 4 Words ending with -tious, or cious. Words ending with -ant, -ance, -ancy, - ent, -ence and -ency.	Revision of Year 5 Words ending with -tious, or cious. Words ending with -ant, -ance, -ancy, -ent, -ence and -ency. Use of hyphen Words containing ough Words ending in -able, -ible, -ably and -ibly.
Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place	Holds pencil correctly. Writing is legible. All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. Spacing is appropriate to the size of letters. Some letters are joined correctly, according to the school's handwriting approach.	are needed to join let which letters, when a are best left un-joine - increase the legibility quality of their hand by ensuring that the are parallel and equi writing are spaced su	idjacent to one another, d v, consistency and writing (for example, downstrokes of letters distant; that lines of	 speed by: choosing which sh when given choice or not to join spect 	tly and with increasing ape of a letter to use s and deciding whether ific letters ng implement that is best



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Vocab, grammar & Punctuation	Leaving spaces between words Joining words and joining clauses using 'and'. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I. Nouns Verbs Adjectives	Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I. Punctuating sentences using a capital letter and a full stop, question mark or exclamation mark - Commands - Nouns - Verbs - Coordinating conjunctions - Suffixes	Revise: Capital Letters Subject-verb agreement Commas in a list Inverted commas Adjectives Exclamation Marks Coordinating Conjunctions Subordinating Conjunctions - Adverbs - Determiners - Prepositions - Apostrophes - Statements and commands	Revise: Question marks Verbs Full stops / proper nouns / capital letters Commas in a list prepositions Adjectives - Subordinate clauses - Commas to mark clauses - Direct speech - Subordinating conjunctions - Adverbs - Apostrophes - Determiners & articles - adverbials	Revise: Commas Nouns / Pronouns Inverted commas Determiners & articles Prepositions Exclamation marks Statement/question & commands. - Subordinating conjunctions - Past and present progressive - Adverbial phrases. - Modal verbs - Coordinating conjunctions - Brackets.	Revise: Inverted commas Statements/commands Commas in a clause Pronouns (incl. possessive) Noun phrases Apostrophes Main & subordinate clauses Prefixes Active & passive Adverbs Adverbial phrases Word types Suffixes - Challenging prepositions - Brackets - Adverbs (not just ly) - Colons - Semi colons - Dashes - Subject/verb agreement
	Readi	0	Read	ling	Rea	ding
Phonics	Recap Phase 3-4 Phase 5	Recap Phase 3-5	Recap phase 3-5			
Word Reading	 Children will learn to: apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words 	Children will learn to: - continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - read accurately by blending the sounds in words that contain the graphemes taught so far,	morphology), both to understand the mean meet - read further exceptio	suffixes (etymology and o read aloud and to ning of new words they on words, noting the ences between spelling	words, prefixes an and etymology), b	g knowledge of root d suffixes (morphology oth to read aloud and to eaning of new words that



 containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and -s, - es, -ing, -ed, -er and - est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, <i>I'm</i>, <i>I'l</i>, <i>we'll</i>], and understand that the apostrophe represents the omitted letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. 	especially recognising alternative sounds for graphemes - read accurately words of two or more syllables that contain the same graphemes as above - read words containing common suffixes - read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - read aloud books closely matched to their improving phonic knowledge, sounding out
other strategies to work	frequently encountered - read aloud books closely matched to their improving phonic knowledge,



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Comprehension	Children will develop	Children will develop	Children will develop positive attitudes to	Children will maintain positive attitudes to
comprenension	pleasure in reading,	pleasure in reading,	reading and understanding of what they read by:	reading and an understanding of what they read
	motivation to read,	motivation to read,	 listening to and discussing a wide range of 	by:
	vocabulary and	vocabulary and	fiction, poetry, plays, non-fiction and	 continuing to read and discuss an
	understanding by:	understanding by:	reference books or textbooks	increasingly wide range of fiction, poetry,
	 listening to and 	 listening to, 	 reading books that are structured in 	plays, non-fiction and reference books or
	discussing a wide range	discussing and	different ways and reading for a range of	textbooks
	of poems, stories and	expressing views	purposes	reading books that are structured in
	non-fiction at a level	about a wide	- using dictionaries to check the meaning of	different ways and reading for a range of
	beyond that at which	range of	words that they have read	purposes
	they can read	contemporary	 increasing their familiarity with a wide 	 increasing their familiarity with a wide
	independently	and classic	range of books, including fairy stories,	range of books, including myths, legends
	 being encouraged to 	poetry, stories	myths and legends, and retelling some of	and traditional stories, modern fiction,
	link what they read or	and non-fiction	these orally	fiction from our literary heritage, and
	hear read to their own	at a level beyond	- identifying themes and conventions in a	books from other cultures and traditions
	experiences	that at which	wide range of books	- recommending books that they have read
	- becoming very familiar	they can read	 preparing poems and play scripts to read 	to their peers, giving reasons for their
	with key stories, fairy	independently	aloud and to perform, showing	choices
	stories and traditional	- discussing the	understanding through intonation, tone,	- identifying and discussing themes and
	tales, retelling them	sequence of	volume and action	conventions in and across a wide range of
	and considering their	events in books	- discussing words and phrases that capture	writing
	particular	and how items of	the reader's interest and imagination	- making comparisons within and across
	characteristics	information are	 recognising some different forms of poetry 	books
	- recognising and joining	related	(for example, free verse, narrative poetry)	- learning a wider range of poetry by heart
	in with predictable	- becoming	- understand what they read, in books they	- preparing poems and plays to read aloud
	phrases	increasingly	can read independently, by:	and to perform, showing understanding
	- learning to appreciate	familiar with and	- checking that the text makes sense to them,	through intonation, tone and volume so
	rhymes and poems, and	retelling a wider	discussing their understanding and	that the meaning is clear to an audience
	to recite some by heart	range of stories,	explaining the meaning of words in context	 checking that the book makes sense to
	- discussing word	fairy stories and	 asking questions to improve their 	them, discussing their understanding and
	meanings, linking new	traditional tales	understanding of a text	exploring the meaning of words in context
	meanings to those	- being introduced	 drawing inferences such as inferring 	asking questions to improve their
	already known.	to non-fiction	characters' feelings, thoughts and motives	understanding
	Children will understand	books that are	from their actions, and justifying inferences	 drawing inferences such as inferring
	both the books they can	structured in	with evidence	characters' feelings, thoughts and motives
	already read accurately and	different ways	- predicting what might happen from details	from their actions, and justifying
	fluently and those they listen	- recognising	stated and implied	inferences with evidence
	to by:	simple recurring	- identifying main ideas drawn from more	- predicting what might happen from details
	- drawing on what they	literary language	than one paragraph and summarising these	stated and implied
	already know or on	in stories and	- identifying how language, structure, and	1.
	background	poetry	presentation contribute to meaning	Children will understand what they read by:
	information and	 discussing and 	 retrieve and record information from non- 	 summarising the main ideas drawn from
	vocabulary provided by	clarifying the	fiction	more than 1 paragraph, identifying key
	the teacher checking	meanings of		details that support the main ideas
	that the text makes	words, linking		- identifying how language, structure and
	sense to them as they	new meanings to		presentation contribute to meaning
	read and correcting	known		 discuss and evaluate how authors use
	inaccurate reading	vocabulary		language, including figurative language,
	5	5		considering the impact on the reader
	•		•	• • • • • • • • •



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 discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far. 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. 	 discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Children will understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions 	 distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.
	being said and done - answering and	





<u> Spring Term: 2022 – 2023</u>

Term		Year 1	Year 2	Yr 3 & Yr 4	Yr 5, Yr 6 & Yr 5/6
		KS	1	LKS2	UKS2
Spring	Texts		<image/>	<image/>	Image: State Stat
		Writi		Writing	Writing
	Composition Saying out loud what the are going to write about Composition Composing a sentence or before writing it		Compose sentences orally. Use the drafting process to gather and write down ideas and key words.	Plan their writing by: □ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar □ discussing and recording ideas.	 plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own



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	Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher	Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form. Write about real events, maintaining form and purpose. Compose orally and write poetry in a variety of forms. Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.	 Draft and write by: composing and rehears (including dialogue), provaried and rich vocabula range of sentence structu introduce the paragrap related material; begin to around a theme in narratives, develop u 'setting', 'character' and 'i in own writing in non-narrative writin simple organisational de headings]. Evaluate and edit by: assessing the effectiver others' writing, and sugg suggesting changes to y vocabulary, which impro- the accurate use of prono- Proof-read for spelling at Read aloud their own wr intonation and volume sectear Develop their understand grammar, punctuation at using a wider range of when, if, because, althou choosing nouns or pro- using conjunctions to e 	agressively building a ry and an increasing rrs bh as a way to group o organise information understanding of 'plot' and begin to use ag, understand and use vice [e.g. heading, sub- ness of their own and eesting improvements grammar and we writing, including puns. and punctuation errors. iting, using appropriate o that the meaning is ding of the concepts of nd vocabulary by: conjunctions, including gh nouns for clarity	 noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
Outcomes	To plan & write a space adventure story Job application (persuasive writing) – to go to the moon Diary entry Descriptive writing – creating a dragon Persuasive letter writing Dragon Keeper's Handbook	Recount (real life) Newspaper report Diary Letter with instructions Description of a character Story- narrative Leaflet Character descriptions	Persuasive letter Write own story based Write a diary entry Non chronological report about tea Descriptive writing of scene Write instructions Write a swapping story	TV/radio advert Report on tea growing Retell of legend of monkeys who pick tea Instructions Persuasive letter Narrative	Persuasive advert To plan and write stories To write a profile of a person in history Explanation text Persuasive speech Balanced argument Character description To plan and write stories Letter



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	Create a character – brave knight.	Persuasive letter Story Wanted poster	Character description Setting description.	Own version of story Character description Setting description	Narrative Newspaper report Instruction writing.	
Spelling	Alternate pron – ow, ie Ea, er Oo, ear Alternate spellings – ai, ay, ae Alt sp – oi, oy Alt sp – ee, ea, y Alt sp – igh, ie, y Alt sp – oa, oe, ow, oe Alt sp – oo, ou, ue, ew Alt sp – ur, ir, er, ear Exception words Question words	Revision of Year 1 Phonics Suffixes -ment, -ness, - ful, -less and -ly. Contractions Possessive apostrophe Homophones and near homophones	Revision of Year 2 Prefixes: dis, mis, in, super, anti Words ending in /sure/, /ture/ (treasure, picture) Words ending in -tion, -ssion and -sion.	Revision of Year 3 Words ending in - tion, -ssion and -sion. Words with /k/ phoneme spelt ch and que Short /i/ phoneme spelt y in the middle of words (pyramid) Possessive apostrophe for irregular plural words.	Revision of Year 4 Short /i/ phoneme spelt y in the middle of words (gym) Use of hyphen words with long e (ee) phoneme, spelt ei after c. Words containing - ough	Revision of Year 5 Use of hyphen words with long e (ee) phoneme, spelt ei after c. Words ending in -ible, -ibly, -able and -ably. -ough letter string Silent letters Adding suffixes to words ending in -fer Further use of homophones and near homophones.
Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place	Holds pencil correctly. Writing is legible. All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. Spacing is appropriate to the size of letters. Some letters are joined correctly, according to the school's handwriting approach.	 that are needed to j understand which l one another, are be increase the legibili quality of their han by ensuring that the are parallel and equ writing are spaced s 	hildren will learn to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not		ntly and with increasing hape of a letter to use es and deciding whether cific letters ing implement that is ask.
Vocab, grammar & Punctuation	Prepositions Determiners Pronouns Adjectives Past and present Suffixes and prefixes Question marks Subject-verb agreement	Commas in a list Suffixes Exclamation marks Commands Apostrophes Coordinating conjunctions Word types Commas after -ly openers Tense agreement Modal verbs – should/could	Indicate grammatical features by: possessive apostrophe with both singular and plural nouns (In Year 3, revise singular nouns and teach plural to pupils who are ready.) Using and punctuating direct speech.	Commas to mark clauses Apostrophes Determiners and articles Adverbials Direct Speech Commas to clarify meaning Pronouns (& Possessive) Present and past continuous	Past tense Noun Phrases Apostrophe Modal verbs Contractions Commas to clarify meaning, Dash Relative clauses Main and subordinate clauses Verb form Brackets	Modal Verbs Colons Semi Colons Conjunctions Subject / Verb agreement Different phrases and clauses Direct Speech Hyphens Relative Clauses I and me Past Progressive



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			Present perfect form of verbs instead of the simple past [e.g. He has gone out to play rather than He went out to play. Word families Tense agreement Subordinating & Coordinating conjunctions Word types Determiners Prepositions	Question marks Tense agreement Suffixes Prefixes Noun Phrases Identify the subject.	Prefixes \suffixes Future tense Relative pronouns colons	Synonyms and antonyms Determiners Difference between structures of informal and formal speech structures. E.g. use of question tags: He's your friend, isn't he? Or the subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in very formal writing and speech.
	Readi					
Phonics	Recap Phase 3-4 Phase 5	Recap Phase 3-5	Recap phase 3-5			
Word Reading	 Children will learn to: apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and -s, - es, -ing, -ed, -er and - est endings 	 Children will learn to: continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes 	and morphology), b to understand the n they meet - read further exception unusual correspond	knowledge of root suffixes (etymology oth to read aloud and neaning of new words ion words, noting the lences between spelling ere these occur in the	prefixes and suffi etymology), both understand the mea	mowledge of root words, xes (morphology and to read aloud and to ming of new words that y meet.



	 read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. 	 read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. 		
Comprehension	 Children will develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy 	Children will develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non- fiction at a level beyond that at which they can read independently	 Children will develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books 	 Children will maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices







Summer Term: 2022 - 2023

Term		Year 1	Year 2	Yr 3 & Yr 4	Yr 5, Yr 6 & Yr 5/6	
		KS1		LKS2	UKS2	
Summer	Texts	Research and			MACBETH WWWWWWWWWWWWWWWWWWWWWWWWWWWWWWWWWWWW	
		Writi		Writing	Writing	
	Composition	Saying out loud what they are going to write about Composing a sentence orally	Compose sentences orally. Use the drafting	Plan their writing by: ☐ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and	 plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as 	
		before writing it Sequencing sentences to	process to gather and write down ideas and key words.	and learn from its structure, vocabiliary and grammar	 noting and developing initial ideas, drawing on reading and research where 	
		form short narratives Re-reading what they have written to check that it makes sense	Write appropriate narratives about personal experiences or those of others,	Draft and write by: composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	 in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	



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	Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher	 whether real or imagined, maintaining narrative form. Write about real events, maintaining form and purpose. Compose orally and write poetry in a variety of forms. Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions. 	when, if, because, althou choosing nouns or pro	o organise information understanding of 'plot' and begin to use ng, understand and use evice [e.g. heading, sub- ness of their own and gesting improvements grammar and ove writing, including ouns. and punctuation errors. riting, using und volume so that the ding of the concepts of ind vocabulary by: conjunctions, including ugh	 vocabulary, une choices can cha in narratives, d characters and integrating dial and advance the solution of the solu	propriate grammar and understanding how such change and enhance meaning s, describing settings, and atmosphere and dialogue to convey character e the action nger passages e range of devices to build thin and across paragraphs er organisational and nal devices to structure text e the reader [for example, ullet points, underlining] by: he effectiveness of their own
Outcomes	Blurb Set of instructions Persuasive letter writing Descriptive character writing Letter writing - thank you letter, information letter Information text Descriptive writing Persuasive letter writing Jungle animal poem Senses poem	Recount (real life) Character descriptions Diary entry Recount (familiar story) persuasive letter non-chronological report Newspaper report setting description Story Predicting story writing book review Instructions Creating and writing a poem	Poem - rainforest Postcard Re-tell the story from different perspective Character description Letter of response Story writing Police report of events.	Set of instructions Character description Setting description Create own character Newspaper report Iron menu writing Character perspective writing Poem – descriptive/poetic devices. Narrative poem.		that meaning is clear. To write an explanation text To write a persuasive speech To write a balanced argument To explore the motivation of Macbeth To write a Newspaper Report To write a set of instructions



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Spelling	Or, Common Exception Words Air, ear Tch, -ve, Plurals -es Suffixes -ing, -ed, -er, -est Compound words Prefixes -un St, oo, ui Tricky words (x2 per week).	Revision of Year 1 Phonics Words ending in -tion Revision of all objectives covered in year 2.	Revision of Year 2 Words spelt with 'ay' phoneme spelt /ei/, /eigh/ or /ey/. Extend known homophones and near homophones. Possessive apostrophes – plurals. Revision of all objectives covered in year 3.	Revision of Year 3 Words with the hard /g/ phoneme spelt gue. Further homophone and near homophones. Revision of all objectives covered in year 4.	Revision of Year 4 Words with letters that are not sounded out. Further homophone and near homophones. Revision of all objectives covered in year 5.	Revision of Year 5 Further use of the hyphen. Words beginning wirh auto-, aero- Words beginning with trans-, bi-, aqu(a/e) Continued literacy vocabulary Revision of all objectives covered in year 6.
Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place	 Holds pencil correctly. Writing is legible. All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. Spacing is appropriate to the size of letters. Some letters are joined correctly, according to the school's handwriting approach. 	 that are needed to understand which to one another, ar increase the legibi quality of their has by ensuring that th are parallel and ec- writing are spaced 	nd horizontal strokes join letters and letters, when adjacent e best left un-joined lity, consistency and ndwriting (for example, he downstrokes of letters juidistant; that lines of sufficiently so that the cenders of letters do not	 Children will learn to: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. 	
Vocab, grammar & Punctuation	Present & Past tense Question marks Statements Exclamation marks Coordinating conjunctions Prefixes Suffixes Apostrophes - contractions	Modal verbs Apostrophes Present and past tense Questions, statements and exclamation marks Subordinating conjunctions Revision of all objectives covered this year.	Word families Present and past progressive Possessive pronouns Synonyms and antonyms Commas after fronted adverbials Ellipses (introduce to keep reader hanging on)	Tense agreement Suffixes Prefixes Commas in a list Commas after fronted adverbials Noun phrases Subject (identifying) Conjunctions Word families Revision of all objectives covered this year.	Adverbs Verbs Pronouns Modal verbs Relative pronouns Relative clauses Colons Brackets Dashes Changing nouns/adjectives into verbs.	Synonyms and antonyms Active and passive Formal and informal speech Using words as nouns and verbs (point / paint) Subjunctive form Revision of all objectives covered this year.



					D ' ' C 11	F
			Revision of all		Revision of all	
			objectives covered		objectives covered	
			this year.		this year.	
	Reading					
Phonics	Recap Phase 3-4	Recap Phase 3-5	Recap phase 3-5			
FIIOIIICS	Phase 5	·				
Word Reading	Children will learn to:	Children will learn to:	Children will learn to:		Children will learn to:	
i i or a ricualing	- apply phonic	- continue to apply	 apply their growing 	g knowledge of root	 apply their growing 	ng knowledge of root
	knowledge and skills as	phonic knowledge	words, prefixes and	d suffixes (etymology	words, prefixes ar	nd suffixes (morphology
	the route to decode	and skills as the	and morphology),	both to read aloud and	and etymology), b	oth to read aloud and to
	words	route to decode		meaning of new words		eaning of new words
	 respond speedily with the correct sound to 	words until	they meet - read further except	tion words, noting the	that they meet.	
	graphemes (letters or	automatic decoding has	- read further except	dences between spelling		
	groups of letters) for all	become		here these occur in the		
	40+ phonemes,	embedded and	word.	iere mese occur in me		
	including, where	reading is fluent	word.			
	applicable, alternative	 read accurately by 				
	sounds for graphemes	blending the				
	 read accurately by 	sounds in words				
	blending sounds in	that contain the				
	unfamiliar words	graphemes taught				
	containing GPCs that	so far, especially				
	have been taught	recognising				
	- read common	alternative				
	exception words,	sounds for				
	noting unusual	graphemes				
	correspondences	 read accurately 				
	between spelling and	words of two or				
	sound and where these	more syllables				
	occur in the word	that contain the				
	- read words containing	same graphemes				
	taught GPCs and –s, – es, –ing, –ed, –er and –	as above - read words				
	es, –ing, –ed, –er and – est endings	- read words containing				
	 read other words of 	common suffixes				
	- more than one syllable	 read further 				
	that contain taught	- read further				
	GPCs	exception words,				
	- read words with	noting unusual				
	contractions [for	correspondences				
	example, I'm, I'll, we'll],	between spelling				
	and understand that	and sound and				
	the apostrophe	where these occur				
	represents the omitted	in the word				
	letter(s)	- read most words				
		quickly and				
	-					



Comprehension Children will pleasure in recipite the strategies to s	reading, o read, and mg by: g to and ing a wide range g to and ing a wide range tion at a level t that at which n read ancouraged to at they read or ad to their own nces mg very familiar y stories, fairy and traditional etelling them isidering their lar predictable predictable	 Children will develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, 	 Children will maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience



