

<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
		KS1		LK	S2	UKS2
Autumn	Texts	Image: Tiger Who Discourse on the Broom Discourse on the Bro				<image/> <image/> <image/> <image/>
		Writi	ng	Writ	ing	Writing



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	 written to check that it makes sense in chose of thers, writen with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher Compose oral and check own writing. Proof read or errors. Evaluate word choice, grammar and punctuation, make revisions. Proof read for spelling and punctuation and vocabulary, bear Proof-read for spelling and punctuation and vocabulary by: assessing the effectiveness of their own and others writing, including when, it, because, although Evaluate word choice, grammar and punctuation and vocabulary by: assessing the effectiveness of their own and others writing. using conjunctions to express time and consets, including when, it, because, although exasting of their own compositions, using appropriate register exasting whet read or spelling and punctuation and vocabulary by: using conjunctions to express time and cause. 	Composition	Children will say 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	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	 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 	 As sited in the National Curriculum: 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 correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register



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Outcomes	Character description Shopping list writing 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.	List writing Story retells 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	Write a description of the black dog 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 fable Write a recount from character's point of view	Diary entry Setting description Character Description Story retell Own version of story Setting description Diary entry – writing in role Tourist brochure Letter to describe Biography Incident report	Letter from a character Character description 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 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 Harder to Read and Spell Words. Pseudo 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. Harder to Read and Spell Words. Pseudo Words	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,	are needed to join le which letters, when are best left un-joine increase the legibilit quality of their hand by ensuring that the are parallel and equi writing are spaced su	y, consistency and writing (for example, down strokes of letters	 speed by: choosing which sh when given choice or not to join spec 	atly and with increasing ape of a letter to use s and deciding whether ific letters ng implement that is best



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		according to the school's handwriting approach.				
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 - Commas in a list - 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 - 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 commasStatements/commandsCommas in a clausePronouns (incl.possessive)Noun phrasesApostrophesMain & subordinateclausesPrefixesActive & passiveAdverbsAdverbsAdverbial phrasesWord typesSuffixes-Challenging prepositions-Brackets-Adverbs (not just ly)-Colons-Semi colons-Dashes-Subject/verb agreement
	Readi		Read	ling	Rea	ding
Phonics	Recap Phase 3-4 Phase 5 Harder to Read and Spell Words. Pseudo Words	Recap Phase 3-5 Harder to Read and Spell Words. Pseudo Words	Recap phase 3-5 Harder to Read and Spell Words. Pseudo Words			
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 	Children will learn to: - continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has	morphology), both to understand the mean meet - read further exceptio	suffixes (etymology and o read aloud and to ning of new words they	words, prefixes an and etymology), be	g knowledge of root d suffixes (morphology oth to read aloud and to eaning of new words that



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groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read words containing taught GPCs and -s, - es, -ing, -ed, -er and - est endings - read other words of more than one syllable that contain taught GPCs - read words with contractions [for example, <i>I'm</i> , <i>I'll</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.	become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic	and sound, and where these occur in the word.	
-	 read aloud books closely matched to their 		



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				characters' feelings, thoughts and motives	understanding
					characters' feelings, thoughts and motives
both the books they can structured in - predicting what might happen from details from their actions, and justifying					
already read accurately and different ways stated and implied inferences with evidence			5		
				 identifying main ideas drawn from more 	 predicting what might happen from details
to by: simple recurring than one paragraph and summarising these stated and implied					stated and implied
- drawing on what they literary language - identifying how language, structure, and			literary language		
already know or on presentation contribute to meaning Children will understand what they read by:		already know or on		presentation contribute to meaning	Children will understand what they read by:



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 background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far. 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. 	 in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 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 	 retrieve and record information from non- fiction 	 summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.



	 being said and done answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to 	
	asking questions	
	might happen on	
	the basis of what	
	- participate in	
	hooks poems	
	and other works	
	them and those	
	that they can	
	read for	
	themselves,	
	taking turns and	
	listening to what	
	others say.	



<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/>	THE LONGE THE LONGE TOSSE TOID	<image/>	Image: State Stat
		Writi	ng	Writing	Writing
	Composition	As sited in the National Curriculum:	As sited in the National Curriculum:	As sited in the National Curriculum:	As sited in the National Curriculum:
		Saying out loud what they are going to write about	Compose sentences orally.	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
		Composing a sentence orally before writing it	Use the drafting process to gather and	grammar	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 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. 	 discussing and recordi Draft and write by: composing and rehear. (including dialogue), provaried and rich vocabular range of sentence structures introduce the paragrap related material; begin to around a theme in narratives, develop to 'setting', 'character' and in own writing in non-narrative writing simple organisational de headings]. Evaluate and edit by: assessing the effective others' writing, and suggesting changes to yocabulary, which improve the accurate use of promote Proof-read for spelling a Read aloud their own writin sing a wider range of when, if, because, althout choosing nouns or prosent set of the set of the	sing sentence orally ogressively building a rry and an increasing ures oh as a way to group o organise information understanding of 'plot' and begin to use ng, understand and use evice [e.g. heading, sub- mess of their own and gesting improvements grammar and ove writing, including ouns. nd punctuation errors. titing, using appropriate o that the meaning is ding of the concepts of nd vocabulary by: conjunctions, including ush 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 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.
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



		Cuesta a abanacter burn	Dongu o give 1-tt	Changeton deiti-	Orum wongief -t	Namatina	-
		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.
F	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.	 one another, are beau increase the legibili quality of their hand by ensuring that the are parallel and equiviting are spaced set. 	oin letters and etters, when adjacent to st left un-joined	 speed by: choosing which sh when given choice or not to join speed 	ntly and with increasing hape of a letter to use es and deciding whether ific letters ng implement that is
	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 Phase 5 Alternatives Harder to Read and Spell Words Pseudo Words	Recap Phase 3-5 Phase 5 Alternatives Harder to Read and Spell Words Pseudo Words	Recap phase 3-5 Phase 5 Alternatives Harder to Read and Spell Words Pseudo Words			
Word Reading	As stated in the National Curriculum: 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	As stated in the National Curriculum: 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	and morphology), b to understand the n they meet - read further exception unusual correspond		prefixes and suffix etymology), both understand the mea	nowledge of root words, kes (morphology and to read aloud and to ning of new words that meet.



	 correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and -s, - es, -ing, -ed, -er and - est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. 	 read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. 		
Comprehens	 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 	Children will develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to, discussing and expressing views about a wide	 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 	 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



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 beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known. Children will understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know on 	range of contemporary and classic poetry, stories and non- fiction at a level beyond that at which they can read independently - discussing the sequence of events in books and how items of information are related - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - being introduced to non-fiction books that are structured in different ways - recognising simple recurring literary language in stories and poetry	 predicting what might happen from details stated and implied identifying main ideas drawn from more 	 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 checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied
in with predictable phrases	- becoming increasingly	(for example, free verse, narrative poetry)understand what they read, in books they	 learning a wider range of poetry by heart preparing poems and plays to read aloud
rhymes and poems, and to recite some by heart	retelling a wider range of stories,	 checking that the text makes sense to them, discussing their understanding and 	through intonation, tone and volume so that the meaning is clear to an audience
meanings, linking new meanings to those	traditional tales - being introduced	 context asking questions to improve their 	them, discussing their understanding and exploring the meaning of words in context
Children will understand both the books they can	books that are structured in	 drawing inferences such as inferring characters' feelings, thoughts and motives 	understanding - drawing inferences such as inferring
fluently and those they listen to by:	 recognising simple recurring literary 	inferences with evidence - predicting what might happen from details	from their actions, and justifying inferences with evidence
already know or on background	 and poetry discussing and 	 identifying main ideas drawn from more than one paragraph and summarising 	details stated and implied
information and vocabulary provided by the teacher checking that the text makes	clarifying the meanings of words, linking new meanings to	 these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non- 	 Children will understand what they read by: summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
sense to them as they read and correcting inaccurate reading - discussing the	known vocabulary - discussing their favourite words and phrases	fiction	 identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language,
significance of the title and events - making inferences on	 continuing to build up a repertoire of 		 considering the impact on the reader distinguish between statements of fact and opinion
the basis of what is being said and done - predicting what might	poems learnt by heart, appreciating these		 retrieve, record and present information from non-fiction participate in discussions about books
happen on the basis of what has been read so far.	and reciting some, with appropriate intonation to		that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously



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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. - - - - - - - - -	make the meaning clear. dren will erstand both the ss that they can ady read accurately fluently and those 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 predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.	 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.



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			<text></text>
		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 form short narratives	process to gather and write down ideas and key words. Write appropriate	grammar discussing and recording ideas. Draft and write by:	 models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how
		Re-reading what they have written to check that it makes sense	narratives about personal experiences or those of others,	□ composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	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. 	 introduce the paragrap related material; begin to around a theme in narratives, develop of 'setting', 'character' and in own writing in non-narrative writin simple organisational de headings]. Evaluate and edit by: assessing the effective others' writing, and suggesting changes to vocabulary, which improt the accurate use of proof Proof-read for spelling a Read aloud their own wr appropriate intonation a meaning is clear Develop their understan grammar, punctuation a lousing a wider range of when, if, because, althout choosing nouns or pro using conjunctions to others. 	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. Ind punctuation errors. riting, using und volume so that the ding of the concepts of nd vocabulary by: conjunctions, including ugh nouns for clarity	 vocabulary, un choices can characters and integrating dia and advance th précising longe using a wide ra cohesion withi using further of presentational and to guide the headings, bulk evaluate and edit by assessing the e and others' wr proposing charagrammar and peffects and clar ensuring the categories through a signal construction of the plural, disting language of spechoosing the appropriate in perform their o appropriate in 	er passages inge of devices to build n and across paragraphs rganisational and devices to structure text ie reader [for example, et points, underlining] :: ffectiveness of their own iting ages to vocabulary, punctuation to enhance
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.		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, are increase the legibi quality of their has by ensuring that the are parallel and equiviting are spaced 	nd horizontal strokes join letters and letters, when adjacent e best left un-joined lity, consistency and ndwriting (for example, ne downstrokes of letters uidistant; that lines of sufficiently so that the cenders of letters do not	 speed by: choosing which sl when given choic or not to join speed 	ing implement that is
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.



			Desision of all		Desision of all	
			Revision of all		Revision of all	
			objectives covered		objectives covered	
			this year.		this year.	
	Readi					
Phonics	Recap Phase 3-4	Recap Phase 3-5	Recap phase 3-5			
1 HOHICS	Phase 5	_				
	Phase 5 Alternatives					
	Harder to Read and Spell					
	Words					
	Pseudo Words					
	Children will learn to:	Children will learn to:	Children will learn to:		Children will learn to:	
Word Reading	- apply phonic	 continue to apply 	 apply their growing 	knowledge of root		ng knowledge of root
	knowledge and skills as	phonic knowledge	words prefixes and	suffixes (etymology	words prefixes an	nd suffixes (morphology
	the route to decode	and skills as the	and morphology), h	both to read aloud and	and etymology), h	ooth to read aloud and to
	words	route to decode		neaning of new words	understand the m	eaning of new words
	 respond speedily with 	words until	they meet	0	that they meet.	0
	the correct sound to	automatic	- read further except	ion words, noting the	5	
	graphemes (letters or	decoding has	unusual correspond	lences between spelling		
	groups of letters) for all	become		ere these occur in the		
	40+ phonemes,	embedded and	word.			
	including, where	reading is fluent				
	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 sound and where these	words of two or more syllables				
	occur in the word	that contain the				
	 read words containing 	same graphemes				
	taught GPCs and -s, -	as above				
	es, –ing, –ed, –er and –	 read words 				
	est endings	containing				
	 read other words of 	common suffixes				
	more than one syllable	 read further 				
	that contain taught	common				
	GPCs	exception words,				
	 read words with 	noting unusual				
	contractions [for	correspondences				
		correspondences				



	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.	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 stories and traditional tales, retelling them and considering their 	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 - discussing the sequence of events in books and how items of	 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 preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	 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



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	 drawing on what they already know or on background 		

