

St Charles Primary School English Curriculum Map: 2025-2026

Term		Year 1	Year 2	Year 3	Year 4	Year 5 & 6 (including 5/6M)
		KS1		LKS	S2	UKS2
Autumn	Texts	The Tiger Who Come to Tee Proof on the Broom Whelever Next Peace at Last	The Owl Pussy-cat The Owl Pussy-cat The BEAR UNDER THE STAIRS HELEN COOPER Tadpeler Provise August to the own that The Cooper t	THE GRAT KAPON THE BLACK DOG T	CRECORY COOL CASSESSE BASIS JOURNEY TO Joburg JOURNEY TO Joburg JOURNEY TO JOBURG THE CONTROL OF THE CO	private peace part of the first and the second seco



		Mary Seacole		St Charles Catholic Primary School
	Writin	ng	Writing	Writing
Composition	As cited in the National Curriculum: 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 teacher	As cited in the National Curriculum: 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.	As cited in the National Curriculum: 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.	As cited 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 word choice, grammar and punctuation; make revisions.	Proof-read for spelling an Read aloud their own writintonation and volume so clear Develop their understand grammar, punctuation an - using a wider range including when, if, b - choosing nouns or p - using conjunctions to cause.	ting, using appropriate that the meaning is ing of the concepts of d vocabulary by: of conjunctions, ecause, although ronouns for clarity	others' writing - proposing changes and punctuation to clarify meaning - ensuring the consi tense throughout a - ensuring correct st agreement when u distinguishing bets speech and writing appropriate registed proof-read for spelling a perform their own com	abject and verb sing singular and plural, ween the language of and choosing the er and punctuation errors positions, using volume, and movement
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 newspaper report of the events 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 value of the posterior of the passive value of the passive va	
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.	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.	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.



	Pseudo Words	Pseudo Words			St Charl	es Catholic Primary School
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 legibilit quality of their hand ensuring that the do parallel and equidist writing are spaced si	adjacent to one another, d y, consistency and writing (for example, by wn strokes of letters are	speed by: - choosing which sh when given choice or not to join speci	tly and with increasing ape of a letter to use s and deciding whether fic letters ng implement that is best
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 - 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 - Modal verbs - Dashes - Subject/verb agreement



					St Charles Catholic Primary School
	Readi		Reac	ling	Reading
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 groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) read aloud accurately books that are	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 - read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the words	morphology), both to understand the mean meet - read further exception	suffixes (etymology and o read aloud and to ning of new words they on words, noting the ences between spelling	Children will learn to: - apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.



	consistent with their	- read most words		St Charles Catholic Primary School
	developing phonic	quickly and		
	knowledge and that do	accurately,		
	not require them to use	without overt sounding and		
	other strategies to work out words.	blending, when		
	out words.	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	As cited in the National	As cited in the	As cited in the National Curriculum:	As cited in the National Curriculum:
comprehension	Curriculum:	National Curriculum:		G131 31 1.1 22 1.2 1.1
	Children will develop	Children will develop	Children will develop positive attitudes to	Children will maintain positive attitudes to reading and an understanding of what they read
	pleasure in reading,	pleasure in reading,	reading and understanding of what they read by: - listening to and discussing a wide range of	by:
	motivation to read,	motivation to read,	fiction, poetry, plays, non-fiction and	- continuing to read and discuss an
	vocabulary and	vocabulary and	reference books or textbooks	increasingly wide range of fiction, poetry,
	understanding by:	understanding by:	- reading books that are structured in	plays, non-fiction and reference books or
	- listening to and	- listening to,	different ways and reading for a range of	textbooks
	discussing a wide range	discussing and	purposes	reading books that are structured in
	of poems, stories and	expressing views	- using dictionaries to check the meaning of	different ways and reading for a range of
	non-fiction at a level	about a wide	words that they have read	purposes
	beyond that at which	range of	- increasing their familiarity with a wide	- increasing their familiarity with a wide
	they can read independently	contemporary and classic	range of books, including fairy stories, myths and legends, and retelling some of	range of books, including myths, legends and traditional stories, modern fiction,
	- being encouraged to	poetry, stories	these orally	and traditional stories, modern fiction, fiction from our literary heritage, and
	link what they read or	and non-fiction	- identifying themes and conventions in a	books from other cultures and traditions
	hear read to their own	at a level beyond	wide range of books	- recommending books that they have read
	experiences	that at which	- preparing poems and play scripts to read	to their peers, giving reasons for their
	- becoming very familiar	they can read	aloud and to perform, showing	choices
	with key stories, fairy	independently	understanding through intonation, tone,	 identifying and discussing themes and
	stories and traditional	 discussing the 	volume and action	conventions in and across a wide range of
	tales, retelling them	sequence of	 discussing words and phrases that capture 	writing
	and considering their	events in books	the reader's interest and imagination	- making comparisons within and across
	particular	and how items of	- recognising some different forms of poetry	books
	characteristics		(for example, free verse, narrative poetry)	 learning a wider range of poetry by heart



- 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 or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far.
- 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.

- information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

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

- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction

- preparing St Charles Catholic Primary School and to perform, snowing 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

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
- 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.



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		background	St Charles Catholic Primary School
		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	
		- predicting what	
		might happen on the basis of what	
		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	
		taking turns and listening to what	
		othors sor	
		others say.	



<u>Spring Term: 2025 – 2026</u>

Term		Year 1	Year 2	Yr 3	Yr 4 (Incl. 3/4)	Yr 5 & Yr 6
		KS1		LK	S2	UKS2
Spring	Texts	Note Pours BEEGU The Man on the Hoon! ASTRO GIRL	ROSIE REVERE - ENGINEER	ECVT-BEN POMPEI	NARNIA PROPERTY AND	AND JULIAT SCHARLES SEARCH STATE SCHARLES SEARCH STATE SCHARLES SEARCH STATE SCHARLES SCHARLE
		Dragonator Burnings	TAMONE WAS	The Whales' Song	NEIL GAIMAN BESSEL GOVERNMENT BESSEL GOVERNMENT	A AMERICA
				Twits	CRESSIDA COMEIA MON OFFICIONS DRAGON	EIGHTRENTH EMBRGHROY
				Mach The Committee of t	UITIMATE REPUBLIE OPEDIA	



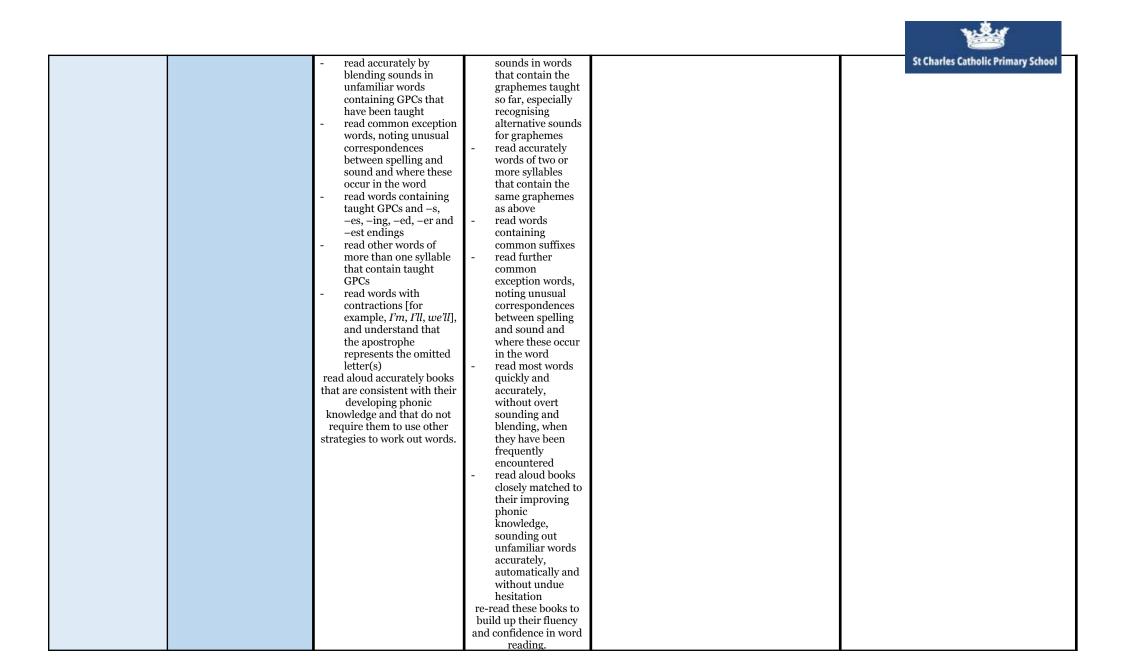
	Writi	ing	Writing		St Charles Catholic Primary School
Composition	As cited in the National Curriculum:	As cited in the National Curriculum:	As cited in the National Curriculum:		ne National Curriculum:
	Curriculum: Saying out loud what they are going to write about Composing a sentence orally before 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	Curriculum: 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.	of the war form ar models and the war form ar models and the war form and the war for selecting to or selecting the war for the wa	ring the audience for and purpose writing, selecting the appropriate and using other similar writing as for their own and developing initial ideas, g on reading and research where ary ng narratives, considering how shave developed characters and in what pupils have read, listened en performed ite by: ag appropriate grammar and lary, understanding how such can change and enhance meaning atives, describing settings, ers and atmosphere and ting dialogue to convey character vance the action ng longer passages wide range of devices to build on within and across paragraphs arther organisational and actional devices to structure text guide the reader [for example, as, bullet points, underlining]



Alternate pron – ow, ie Ea, er Oo, ear Alternate spellings – ai, ay, ae Alt sp – oi, oy Alt sp – ee, ea, y Alt sp – oo, ou, ue, ew Alt sp – ou, or, ou, ue, ew Alt sp – ou, or, ou, or Exception words Question words Handwriting Alternate pron – ow, ie Ea, er Oo, ear Alternate spellings – ai, ay, ae Bevision of Year 1 Phonics Suffixes –ment, –ness, –ful, –less and –ly. Contractions Possessive apostrophe Homophones and near homophones Handwriting Alternate pron – ow, ie Ea, er Oo, ear Alternate spellings – ai, ay, ae Alt sp – oi, oy Alt sp – ee, ea, y Alt sp – ee, ea, y Alt sp – ee, ea, y Alt sp – oo, ou, ue, ew Alt sp – ou, oe, ow ord Alt sp – ur, ir, er, ear Exception words Question words Writing is legible. Holds pencil correctly. Writing is legible. Revision of Year 3 Words ending in –tion, –ssion and –sion. Words ending in –tion, –soin and –sion. Words with long e (ee) phoneme spelt ch and que Short /i/ phoneme spelt with long e (ee) phoneme, spelt ei after c. Words containing –ough Adding suffixe words (pyramid) Possessive apostrophe for irregular plural words. Holds pencil correctly. Writing is legible. Writing is legible. Children will learn to: - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, – choosing which shape of a letter to end of words (gym) Use of hypher words with long e (ee) phoneme spelt vin the middle of words (gym) Use of hyphen words with long e (ee) phoneme, spelt vin the middle of words (pyramid) Possessive apostrophe for irregular plural words. Children will learn to: - write legibly, fluently and with in speed by: Slent letters and understand which letters when adjacent to one another, – choosing whi	y School
holding a pencil comfortably and correctly holding a pencil comfortably and correctly - use the diagonal and horizontal strokes that are needed to join letters and understand speed by:	n words ee) elt ei g in -ible, nd -ably. ttring tes to in -fer of and near
Begin to form lower-case letters in the correct direction, starting and finishing in the right place 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.	to use whether
Vocab, grammar & Prepositions Determiners Pronouns Adjectives Past and present Prepositions Determiners Suffixes Exclamation marks Commas in a list Suffixes Features by: possessive apostrophe with both singular and plural nouns Punctuation Past tense Noun Phrases Colons Apostrophe Semi Colons Determiners and Modal verbs Conjunctions Commas to mark clauses Noun Phrases Apostrophe Semi Colons Conjunctions	

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	Suffixes and prefixes Question marks Subject-verb agreement	Coordinating conjunctions Word types Commas after -ly openers Tense agreement Modal verbs – should/could	(In Year 3, revise singular nouns and teach plural to pupils who are ready.) Using and punctuating direct speech. 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	Adverbials Direct Speech Commas to clarify meaning Pronouns (& Possessive) Present and past continuous Question marks Tense agreement Suffixes Prefixes Noun Phrases Identify the subject.	Commas to meaning, Dash Relative clauses Main and subordinate clauses Verb form Brackets Prefixes \suffixes Future tense Relative pronouns colons	agreement Different phrases and clauses Direct Speech Hyphens Relative Clauses I and me Past Progressive 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 If I were or Were they to come in very formal writing and speech.
	Readi	ing				
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	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	As stated in the National C Children will learn to: - apply their growing kr words, prefixes and st morphology), both to understand the meani meet - read further exception unusual corresponder and sound, and where word.	nowledge of root iffixes (etymology and read aloud and to ing of new words they in words, noting the inces between spelling	prefixes and suffix etymology), both understand the mean	nal Curriculum: nowledge of root words, tes (morphology and to read aloud and to ning of new words that meet.





Comprehension	Chi plea mo voc und
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	-
	-
	Chi bot alre flue to b

ildren will develop easure in reading, otivation to read. cabulary and derstanding 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 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.

ildren will understand th the books they can eady read accurately and ently and those they listen

- drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events

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 information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their

favourite words

and phrases

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
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry (for example, free verse, narrative poetry)
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction

Children wil St Charles Catholic Primary School reading and an understanding or 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
- identifying and discussing themes and conventions in and across a wide range of
- making comparisons within and across
- 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

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
- 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

- making inferences on	- continuing to	- disting St Charles Catholic Primary School
the basis of what is	build up a	and opinion
being said and done	repertoire of	 retrieve, record and present information
 predicting what might 	poems learnt by	from non-fiction
happen on the basis of	heart,	 participate in discussions about books
what has been read so	appreciating these	that are read to them and those they can
far.	and reciting some,	read for themselves, building on their
- participate in	with appropriate	own and others' ideas and challenging
discussion about what	intonation to	views courteously
is read to them, taking turns and listening to	make the meaning clear.	 explain and discuss their understanding of what they have read, including through
what others say	Children will	formal presentations and debates,
- explain clearly their	understand both the	maintaining a focus on the topic and
understanding of what	books that they can	using notes where necessary
is read to them.	already read accurately	provide reasoned justifications for their views.
	and fluently and those	<u> </u>
	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	
	- 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	

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	_			_	AND
		listening to w	at		St Charles Catholic Primary School
		others say.			7.1



Summer Term: 2025 - 2026

Term		Year 1	Year 2	Yr 3	Yr 4 (Incl. Yr 3/4)	Yr 5 & Yr 6
		KS ₁	<u> </u>	LKS		UKS2
Summer	Texts	The Start and the Whater Three Larle Wiles THE RIR STORY THE RIR STORY THE START OF		CLOUD TEA MODKEYS MAL PEET & BESPETIK GRAHAM CLOUD TEA MODKEYS MET GAIMAN DAVE MCKEAN THE DAY SWADDPET MY MY GOT TWO GOLDFISH	H CADR	BENJAMIN ZEPHANIAH JETHER STEPHANIAH JETHAR STEPHANIAH JETHER STEPHANIAH JETHAR STEPHANIAH JETHER STEPHANIAH JETHAR STEPHANIAH JETHAR STEPHANIAH JETHAR STEPHANIAH JETHAR STEPHANIAH JETHAR STEPHANIAH JETHAR STEPH
		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 grammar		plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other
		before writing it	process to gather and write down ideas and	· discussing and recording ideas.		similar writing as models for their own noting and developing initial ideas,
		Sequencing sentences to form short narratives Re-reading what they have	key words. Write appropriate narratives about	Draft and write by: · composing and rehearsing (including dialogue), progreand rich vocabulary and an	essively building a varied	drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and
		written to check that it makes sense	personal experiences or those of others,	sentence structures		settings in what pupils have read, listened to or seen performed



	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 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. 		vocabulary, under choices can change meaning in narratives, destricted and advance the précising longer presentational de and to guide the headings, bullet prevaluate and edit by: assessing the effect and others' writing proposing change grammar and pureffects and clarify ensuring the consorted agreement when plural, distinguis language of speed choosing the appropriate inton appropriate inton	restanding how such ge and enhance cribing settings, mosphere and gue to convey character action cassages are of devices to build and across paragraphs anisational and vices to structure text reader [for example, points, underlining] activeness of their own against and correct use and and correct use and a piece of writing subject and verb using singular and aning between the hand writing and copriate register and punctuation compositions, using aution, volume, and
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	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.	movement so tha	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



	ī	Creating and writing a	Ī		St Charles	Catholic Primary School
		poem			31 chancs	
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.	- 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 touch).		when given choic whether or not to	ntly and with by: hape of a letter to use es and deciding join specific letters 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) Revision of all objectives covered this year.	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.

					Revision o objectives covered this year.	atholic Primary School
	Readi	ng				
Phonics	Recap Phase 3-4 Phase 5 Phase 5 Alternatives Harder to Read and Spell Words Pseudo Words	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 - 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	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 - read further common exception words, noting unusual correspondences between spelling	Children will learn to: - apply their growing kno prefixes and suffixes (et morphology), both to re understand the meaning meet - read further exception we unusual correspondence sound, and where these	ymology and ad aloud and to g of new words they vords, noting the es between spelling and	words, prefixes and (morphology and read aloud and to	etymology), both to



	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.	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		St Charles Catholic Primary School
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 particular characteristics	hesitation re-read these books to build up their fluency and confidence in word reading. 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 information are related	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 - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry (for example, free verse, narrative poetry) - understand what they read, in books they can read independently, by:	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



	managing and initia	hosomin a	- checking that the text makes sense to them,	- learni St Charles Catholic Primary School
	- recognising and joining	- becoming		
	in with predictable	increasingly	discussing their understanding and explaining	heart
	phrases	familiar with and	the meaning of words in context	- preparing poems and plays to read
	- learning to appreciate	retelling a wider	- asking questions to improve their	aloud and to perform, showing
	rhymes and poems, and	range of stories,	understanding of a text	understanding through intonation, tone
	to recite some by heart	fairy stories and	- drawing inferences such as inferring	and volume so that the meaning is clear
	- discussing word	traditional tales	characters' feelings, thoughts and motives from	to an audience
	meanings, linking new	 being introduced 	their actions, and justifying inferences with	- checking that the book makes sense to
	meanings to those	to non-fiction	evidence	them, discussing their understanding
	already known.	books that are	 predicting what might happen from details 	and exploring the meaning of words in
	Children will understand	structured in	stated and implied	context
	both the books they can	different ways	- identifying main ideas drawn from more than	asking questions to improve their
	already read accurately and	- recognising	one paragraph and summarising these	understanding
	fluently and those they listen	simple recurring	 identifying how language, structure, and 	 drawing inferences such as inferring
	to by:	literary language	presentation contribute to meaning	characters' feelings, thoughts and
	 drawing on what they 	in stories and	 retrieve and record information from 	motives from their actions, and
	already know or on	poetry	non-fiction	justifying inferences with evidence
	background	 discussing and 		 predicting what might happen from
	information and	clarifying the		details stated and implied
	vocabulary provided by	meanings of		
	the teacher checking	words, linking		Children will understand what they read by:
	that the text makes	new meanings to		- summarising the main ideas drawn
	sense to them as they	known		from more than 1 paragraph, identifying
	read and correcting	vocabulary		key details that support the main ideas
	inaccurate reading	 discussing their 		 identifying how language, structure and
	- discussing the	favourite words		presentation contribute to meaning
	significance of the title	and phrases		 discuss and evaluate how authors use
	and events	 continuing to 		language, including figurative language,
	 making inferences on 	build up a		considering the impact on the reader
	the basis of what is	repertoire of		 distinguish between statements of fact
	being said and done	poems learnt by		and opinion
	 predicting what might 	heart,		 retrieve, record and present information
	happen on the basis of	appreciating		from non-fiction
	what has been read so	these and reciting		 participate in discussions about books
	far.	some, with		that are read to them and those they can
	- participate in	appropriate		read for themselves, building on their
	discussion about what	intonation to		own and others' ideas and challenging
	is read to them, taking	make the		views courteously
	turns and listening to	meaning clear.		- explain and discuss their understanding
	what others say	Children will		of what they have read, including
	 explain clearly their 	understand both the		through formal presentations and
	understanding of what	books that they can		debates, maintaining a focus on the
	is read to them.	already read accurately		topic and using notes where necessary
		and fluently and those		provide reasoned justifications for their
		that they listen to by:		views.
		- drawing on what		
		they already		
		know or on		
		background		
		information and		
		vocabulary		

