


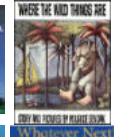
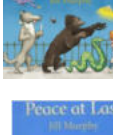
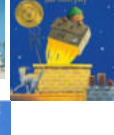
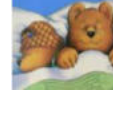



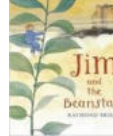


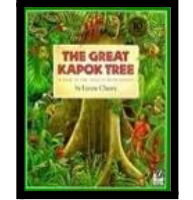

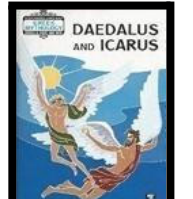






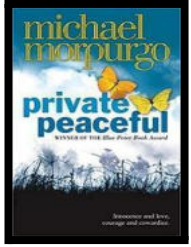
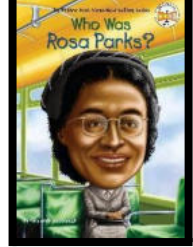


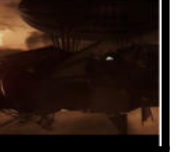


# **St Charles Primary School** **English Curriculum Map: 2025-2026**

Term		Year 1	Year 2	Year 3	Year 4	Year 5 & 6 (including 5/6M)
		KS1		LKS2		UKS2
Autumn	Texts	      	    	   	     	    



						St Charles Catholic Primary School	
				</			



			Evaluate word choice, grammar and punctuation; make revisions.	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: <ul style="list-style-type: none"><li>- using a wider range of conjunctions, including when, if, because, although</li><li>- choosing nouns or pronouns for clarity</li><li>- using conjunctions to express time and cause.</li></ul>		<div>St Charles Catholic Primary School</div> <ul style="list-style-type: none"><li>- assessing others' writing</li><li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>- ensuring the consistent and correct use of tense throughout a piece of writing</li><li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li></ul> proof-read for spelling and punctuation errors  perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	
	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 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 use of alternative adjectives To write in the passive voice to create a more formal tone	
	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.

	<b>Handwriting</b>	<p><b>Pseudo Words</b></p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p><b>Pseudo Words</b></p> <p>Holds pencil correctly.</p> <p>Writing is legible.</p> <p>All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.</p> <p>Spacing is appropriate to the size of letters.</p> <p>Some letters are joined correctly, according to the school's handwriting approach.</p>			<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>- write legibly, fluently and with increasing speed by:</li> <li>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>- choosing the writing implement that is best suited for a task.</li> </ul>
	<b>Vocab, grammar &amp; Punctuation</b>	<p>Leaving spaces between words</p> <p>Joining words and joining clauses using 'and'.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Nouns Verbs Adjectives</p>	<p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Punctuating sentences using a capital letter and a full stop, question mark or exclamation mark</p> <ul style="list-style-type: none"> <li>- Commands</li> <li>- Nouns</li> <li>- Verbs</li> <li>- Coordinating conjunctions</li> <li>- Commas in a list</li> <li>- Suffixes</li> </ul>	<p>Revise: Capital Letters Subject-verb agreement Commas in a list Inverted commas Adjectives Exclamation Marks Coordinating Conjunctions Subordinating Conjunctions</p> <ul style="list-style-type: none"> <li>- Adverbs</li> <li>- Determiners</li> <li>- Prepositions</li> <li>- Apostrophes</li> <li>- Statements and commands</li> </ul>	<p>Revise: Question marks Verbs Full stops / proper nouns / capital letters Commas in a list prepositions Adjectives</p> <ul style="list-style-type: none"> <li>- Subordinate clauses</li> <li>- Commas to mark clauses</li> <li>- Direct speech</li> <li>- Subordinating conjunctions</li> <li>- Adverbs</li> <li>- Apostrophes</li> <li>- Determiners &amp; articles</li> <li>- adverbials</li> </ul>	<p>Revise: Commas Nouns / Pronouns Inverted commas Determiners &amp; articles Prepositions Exclamation marks Statement/question &amp; commands.</p> <ul style="list-style-type: none"> <li>- Subordinating conjunctions</li> <li>- Past and present progressive</li> <li>- Adverbial phrases.</li> <li>- Modal verbs</li> <li>- Coordinating conjunctions</li> <li>- Brackets.</li> </ul>	<p>Revise: Inverted commas Statements/commands Commas in a clause Pronouns (incl. possessive) Noun phrases Apostrophes Main &amp; subordinate clauses Prefixes Active &amp; passive Adverbs Adverbial phrases Word types Suffixes</p> <ul style="list-style-type: none"> <li>- Challenging prepositions</li> <li>- Brackets</li> <li>- Adverbs (not just ly)</li> <li>- Colons</li> <li>- Semi colons</li> <li>- Modal verbs</li> <li>- Dashes</li> <li>- Subject/verb agreement</li> </ul>

		Reading		Reading		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: <ul style="list-style-type: none"> <li>- apply phonic knowledge and skills as the route to decode words</li> <li>- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>- read other words of more than one syllable that contain taught GPCs</li> <li>- read words with contractions [for example, <i>I'm, I'll, we'll</i>], and understand that the apostrophe represents the omitted letter(s)</li> <li>- read aloud accurately books that are</li> </ul>	Children will learn to: <ul style="list-style-type: none"> <li>- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>- read accurately words of two or more syllables that contain the same graphemes as above</li> <li>- read words containing common suffixes</li> <li>- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> </ul>	Children will learn to: <ul style="list-style-type: none"> <li>- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet</li> <li>- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	Children will learn to: <ul style="list-style-type: none"> <li>- 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.</li> </ul>		



		consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	<ul style="list-style-type: none"> <li>- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>- re-read these books to build up their fluency and confidence in word reading.</li> </ul>		
	<b>Comprehension</b>	<p>As cited in the National Curriculum:</p> <p>Children will develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- being encouraged to link what they read or hear read to their own experiences</li> <li>- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul>	<p>As cited in the National Curriculum:</p> <p>Children will develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- discussing the sequence of events in books and how items of</li> </ul>	<p>As cited in the National Curriculum:</p> <p>Children will develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- using dictionaries to check the meaning of words that they have read</li> <li>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>- identifying themes and conventions in a wide range of books</li> <li>- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>- discussing words and phrases that capture the reader's interest and imagination</li> <li>- recognising some different forms of poetry (for example, free verse, narrative poetry)</li> </ul>	<p>As cited in the National Curriculum:</p> <p>Children will maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> <li>- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- 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</li> <li>- recommending books that they have read to their peers, giving reasons for their choices</li> <li>- identifying and discussing themes and conventions in and across a wide range of writing</li> <li>- making comparisons within and across books</li> <li>- learning a wider range of poetry by heart</li> </ul>











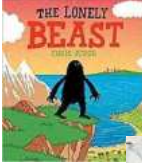


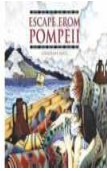
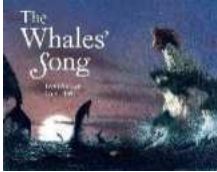
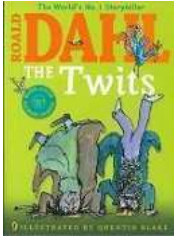


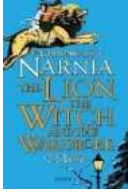
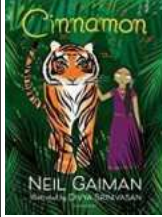





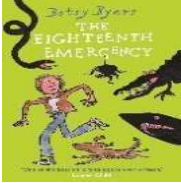

		<ul style="list-style-type: none"> <li>- recognising and joining in with predictable phrases</li> <li>- learning to appreciate rhymes and poems, and to recite some by heart</li> <li>- discussing word meanings, linking new meanings to those already known.</li> </ul> <p>Children will understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- discussing the significance of the title and events</li> <li>- making inferences on the basis of what is being said and done</li> <li>- predicting what might happen on the basis of what has been read so far.</li> <li>- participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>- explain clearly their understanding of what is read to them.</li> </ul>	<p>information are related</p> <ul style="list-style-type: none"> <li>- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>- being introduced to non-fiction books that are structured in different ways</li> <li>- recognising simple recurring literary language in stories and poetry</li> <li>- discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>- discussing their favourite words and phrases</li> <li>- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> </ul> <p>Children will understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>- drawing on what they already know or on</li> </ul>	<ul style="list-style-type: none"> <li>- understand what they read, in books they can read independently, by:</li> <li>- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>- asking questions to improve their understanding of a text</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> <li>- identifying main ideas drawn from more than one paragraph and summarising these</li> <li>- identifying how language, structure, and presentation contribute to meaning</li> <li>- retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>- preparing and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>- asking questions to improve their understanding</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> </ul> <p>Children will understand what they read by:</p> <ul style="list-style-type: none"> <li>- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>- identifying how language, structure and presentation contribute to meaning</li> <li>- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>- distinguish between statements of fact and opinion</li> <li>- retrieve, record and present information from non-fiction</li> <li>- 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</li> <li>- 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</li> <li>- provide reasoned justifications for their views.</li> </ul>
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|  |  |  | <p>background information and vocabulary provided by the teacher</p> <ul style="list-style-type: none"><li>- checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>- making inferences on the basis of what is being said and done</li><li>- answering and asking questions</li><li>- predicting what might happen on the basis of what has been read so far</li><li>- 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.</li></ul> |  |  |
|--|--|--|---|--|--|



## Spring Term: 2025 – 2026

Term		Year 1	Year 2	Yr 3	Yr 4 (Incl. 3/4)	Yr 5 & Yr 6
		KS1		LKS2		UKS2
Spring	Texts	     	  	    	   	    



Writing		Writing	
Composition	As cited in the National Curriculum:	As cited in the National Curriculum:	As cited in the National Curriculum:
	<p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Sequencing sentences to form short narratives</p> <p>Re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>As cited in the National Curriculum:</p> <p>Compose sentences orally.</p> <p>Use the drafting process to gather and write down ideas and key words.</p> <p>Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.</p> <p>Write about real events, maintaining form and purpose.</p> <p>Compose orally and write poetry in a variety of forms.</p> <p>Re-read and check own writing.</p> <p>Proof read for errors.</p> <p>Evaluate word choice, grammar and punctuation; make revisions.</p>	<p>As cited in the National Curriculum:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>· discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>· discussing and recording ideas.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>· composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>· introduce the paragraph as a way to group related material; begin to organise information around a theme</li> <li>· in narratives, develop understanding of 'setting', 'character' and 'plot' and begin to use in own writing</li> <li>· in non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings].</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>· assessing the effectiveness of their own and others' writing, and suggesting improvements</li> <li>· suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns.</li> </ul> <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing, using appropriate intonation and volume so that the meaning is clear</p> <p>Develop their understanding of the concepts of grammar, punctuation and vocabulary by:</p> <ul style="list-style-type: none"> <li>· using a wider range of conjunctions, including when, if, because, although</li> <li>· choosing nouns or pronouns for clarity</li> <li>· using conjunctions to express time and cause.</li> </ul>



	<b>Outcomes</b>	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 Create a character – brave knight.	Recount (real life) Newspaper report Diary Letter with instructions Description of a character Story- narrative Leaflet Character descriptions Persuasive letter Story Wanted poster	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 Character description Setting description.	TV/radio advert Report on tea growing Retell of legend of monkeys who pick tea Instructions Persuasive letter Narrative Own version of story Character description Setting description	Persuasive a 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 Narrative Newspaper report Instruction writing.	
	<b>Spelling</b>	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.
	<b>Handwriting</b>	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.	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, 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).		Children will learn to: - write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task.	
	<b>Vocab, grammar &amp; Punctuation</b>	Prepositions Determiners Pronouns Adjectives Past and present	Commas in a list Suffixes Exclamation marks Commands Apostrophes	Indicate grammatical features by: possessive apostrophe with both singular and plural nouns	Commas to mark clauses Apostrophes Determiners and articles	Past tense Noun Phrases Apostrophe Modal verbs Contractions	Modal Verbs Colons Semi Colons Conjunctions

		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 clarify 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 <i>If I were</i> or <i>Were they to come</i> in very formal writing and speech.
		Reading					
	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 Curriculum:  Children will learn to: - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	As stated in the National Curriculum:  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.		



		<ul style="list-style-type: none"><li>- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li><li>- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li><li>- read other words of more than one syllable that contain taught GPCs</li><li>- read words with contractions [for example, <i>I'm, I'll, we'll</i>], and understand that the apostrophe represents the omitted letter(s)</li></ul> <p>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.</p>	<p>sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <ul style="list-style-type: none"><li>- read accurately words of two or more syllables that contain the same graphemes as above</li><li>- read words containing common suffixes</li><li>- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li><li>- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li></ul> <p>re-read these books to build up their fluency and confidence in word reading.</p>		
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	<h2>Comprehension</h2>	<p>Children will develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- being encouraged to link what they read or hear read to their own experiences</li> <li>- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>- recognising and joining in with predictable phrases</li> <li>- learning to appreciate rhymes and poems, and to recite some by heart</li> <li>- discussing word meanings, linking new meanings to those already known.</li> </ul> <p>Children will understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- discussing the significance of the title and events</li> </ul>	<p>Children will develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- discussing the sequence of events in books and how items of information are related</li> <li>- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>- being introduced to non-fiction books that are structured in different ways</li> <li>- recognising simple recurring literary language in stories and poetry</li> <li>- discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>- discussing their favourite words and phrases</li> </ul>	<p>Children will develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- using dictionaries to check the meaning of words that they have read</li> <li>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>- identifying themes and conventions in a wide range of books</li> <li>- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>- discussing words and phrases that capture the reader's interest and imagination</li> <li>- recognising some different forms of poetry (for example, free verse, narrative poetry)</li> <li>- understand what they read, in books they can read independently, by:</li> <li>- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>- asking questions to improve their understanding of a text</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> <li>- identifying main ideas drawn from more than one paragraph and summarising these</li> <li>- identifying how language, structure, and presentation contribute to meaning</li> <li>- retrieve and record information from non-fiction</li> </ul>	<p>Children will develop positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> <li>- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- 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</li> <li>- recommending books that they have read to their peers, giving reasons for their choices</li> <li>- identifying and discussing themes and conventions in and across a wide range of writing</li> <li>- making comparisons within and across books</li> <li>- learning a wider range of poetry by heart</li> <li>- 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</li> <li>- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>- asking questions to improve their understanding</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> </ul> <p>Children will understand what they read by:</p> <ul style="list-style-type: none"> <li>- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>- identifying how language, structure and presentation contribute to meaning</li> <li>- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
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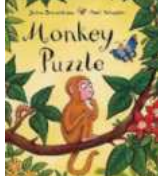

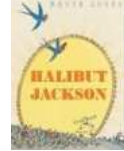



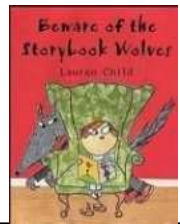


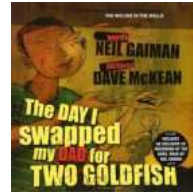





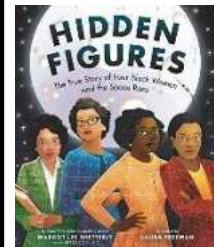
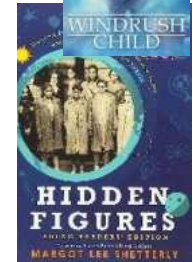



		<ul style="list-style-type: none"><li>- making inferences on the basis of what is being said and done</li><li>- predicting what might happen on the basis of what has been read so far.</li><li>- participate in discussion about what is read to them, taking turns and listening to what others say</li><li>- explain clearly their understanding of what is read to them.</li></ul>	<ul style="list-style-type: none"><li>- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li></ul> <p>Children will understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"><li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>- checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>- making inferences on the basis of what is being said and done</li><li>- answering and asking questions</li><li>- predicting what might happen on the basis of what has been read so far</li><li>- 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</li></ul>	<ul style="list-style-type: none"><li>- distinguishing and opinion</li><li>- retrieve, record and present information from non-fiction</li><li>- 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</li><li>- 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</li><li>- provide reasoned justifications for their views.</li></ul>
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			listening to what others say.		
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## Summer Term: 2025 - 2026

Term		Year 1	Year 2	Yr 3	Yr 4 (Incl. Yr 3/4)	Yr 5 & Yr 6
		KS1		LKS2		UKS2
Summer	Texts	  	    	  	  	    
		Writing		Writing		Writing
	Composition	<p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Sequencing sentences to form short narratives</p> <p>Re-reading what they have written to check that it makes sense</p>	<p>Compose sentences orally.</p> <p>Use the drafting process to gather and write down ideas and key words.</p> <p>Write appropriate narratives about personal experiences or those of others,</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<p>plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>	



		<p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>whether real or imagined, maintaining narrative form. Write about real events, maintaining form and purpose.</p> <p>Compose orally and write poetry in a variety of forms.</p> <p>Re-read and check own writing.</p> <p>Proof read for errors.</p> <p>Evaluate word choice, grammar and punctuation; make revisions.</p>	<p>· introduce the paragraph as a way to group related material; begin to organise information around a theme</p> <p>· in narratives, develop understanding of 'setting', 'character' and 'plot' and begin to use in own writing</p> <p>· in non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings].</p> <p>Evaluate and edit by:</p> <p>· assessing the effectiveness of their own and others' writing, and suggesting improvements</p> <p>· suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing, using appropriate intonation and volume so that the meaning is clear</p> <p>Develop their understanding of the concepts of grammar, punctuation and vocabulary by:</p> <p>· using a wider range of conjunctions, including when, if, because, although</p> <p>· choosing nouns or pronouns for clarity</p> <p>· using conjunctions to express time and cause.</p>		<p>draft and v</p> <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>- précisising longer passages</li> <li>- 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]</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>proof-read for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	
	Outcomes	<p>Blurb</p> <p>Set of instructions</p> <p>Persuasive letter writing</p> <p>Descriptive character writing</p> <p>Letter writing - thank you letter, information letter</p> <p>Information text</p> <p>Descriptive writing</p> <p>Persuasive letter writing</p> <p>Jungle animal poem</p> <p>Senses poem</p>	<p>Recount (real life)</p> <p>Character descriptions</p> <p>Diary entry</p> <p>Recount (familiar story)</p> <p>persuasive letter</p> <p>non-chronological report</p> <p>Newspaper report</p> <p>setting description</p> <p>Story Predicting</p> <p>story writing</p> <p>book review</p> <p>Instructions</p>	<p>Poem - rainforest</p> <p>Postcard</p> <p>Re-tell the story from different perspective</p> <p>Character description</p> <p>Letter of response</p> <p>Story writing</p> <p>Police report of events.</p>	<p>Set of instructions</p> <p>Character description</p> <p>Setting description</p> <p>Create own character</p> <p>Newspaper report</p> <p>Iron menu writing</p> <p>Character perspective writing</p> <p>Poem – descriptive/poetic devices.</p> <p>Narrative poem.</p>		<p>To write an explanation text</p> <p>To write a persuasive speech</p> <p>To write a balanced argument</p> <p>To explore the motivation of Macbeth</p> <p>To write a Newspaper Report</p> <p>To write a set of instructions</p>

			Creating and writing a poem				
	<b>Spelling</b>	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 with auto-, aero- Words beginning with trans-, bi-, aqu(a/e) Continued literacy vocabulary  Revision of all objectives covered in year 6.
	<b>Handwriting</b>	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.	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, 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).		Children will learn to: - write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task.	
	<b>Vocab, grammar &amp; Punctuation</b>	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.



		<b>Reading</b>					
	<b>Phonics</b>	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	----	----	----
	<b>Word Reading</b>	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>I'm, I'll, we'll</i> ], 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 knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	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.		



		<p>the apostrophe represents the omitted letter(s)</p> <p>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.</p>	<p>and sound and where these occur in the word</p> <ul style="list-style-type: none"> <li>- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> </ul> <p>re-read these books to build up their fluency and confidence in word reading.</p>		
	Comprehension	<p>Children will develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- being encouraged to link what they read or hear read to their own experiences</li> <li>- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul>	<p>Children will develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- discussing the sequence of events in books and how items of information are related</li> </ul>	<p>Children will develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- using dictionaries to check the meaning of words that they have read</li> <li>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>- identifying themes and conventions in a wide range of books</li> <li>- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>- discussing words and phrases that capture the reader's interest and imagination</li> <li>- recognising some different forms of poetry (for example, free verse, narrative poetry)</li> <li>- understand what they read, in books they can read independently, by:</li> </ul>	<p>Children will maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> <li>- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- 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</li> <li>- recommending books that they have read to their peers, giving reasons for their choices</li> <li>- identifying and discussing themes and conventions in and across a wide range of writing</li> <li>- making comparisons within and across books</li> </ul>



		<ul style="list-style-type: none"> <li>- recognising and joining in with predictable phrases</li> <li>- learning to appreciate rhymes and poems, and to recite some by heart</li> <li>- discussing word meanings, linking new meanings to those already known.</li> </ul> <p>Children will understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- discussing the significance of the title and events</li> <li>- making inferences on the basis of what is being said and done</li> <li>- predicting what might happen on the basis of what has been read so far.</li> <li>- participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>- explain clearly their understanding of what is read to them.</li> </ul>	<ul style="list-style-type: none"> <li>- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>- being introduced to non-fiction books that are structured in different ways</li> <li>- recognising simple recurring literary language in stories and poetry</li> <li>- discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>- discussing their favourite words and phrases</li> <li>- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> </ul> <p>Children will understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>- drawing on what they already know or on background information and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>- asking questions to improve their understanding of a text</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> <li>- identifying main ideas drawn from more than one paragraph and summarising these</li> <li>- identifying how language, structure, and presentation contribute to meaning</li> <li>- retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>- learn heart</li> <li>- 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</li> <li>- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>- asking questions to improve their understanding</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> </ul> <p>Children will understand what they read by:</p> <ul style="list-style-type: none"> <li>- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>- identifying how language, structure and presentation contribute to meaning</li> <li>- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>- distinguish between statements of fact and opinion</li> <li>- retrieve, record and present information from non-fiction</li> <li>- 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</li> <li>- 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</li> </ul> <p>provide reasoned justifications for their views.</p>
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|  |  |  | <p>provided by the teacher</p> <ul style="list-style-type: none"><li>- checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>- making inferences on the basis of what is being said and done</li><li>- answering and asking questions</li><li>- predicting what might happen on the basis of what has been read so far</li><li>- 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.</li></ul> |  |
|--|--|--|---|--|