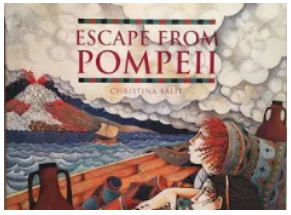
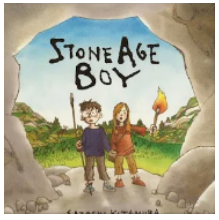
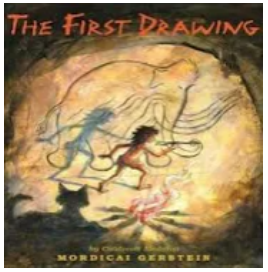
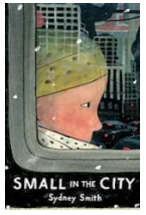
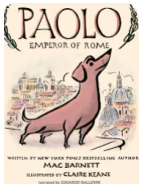
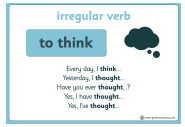
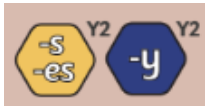
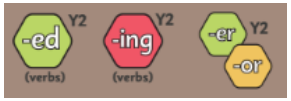
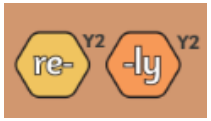
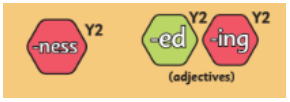
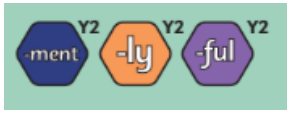
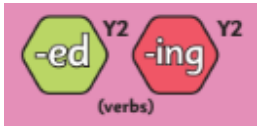
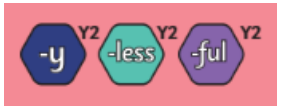
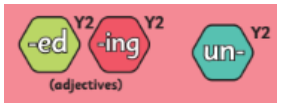
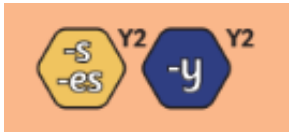
Key Stage 2 English- 2026 - 2027 (Year B)

English Links with Curriculum Vision						
Faith *Children have high expectations for themselves with Jesus as their example to guide them.*						
School of Literature *Variety of high quality texts & genres.* *Familiar and new* *Love of reading* *Love of writing* *Reasons to write*	***School of Knowledge*** *Skills based* *Progressive* *Informative* *Knowledge rich* *Vocabulary rich*	***School of Pride*** *Every piece every time* *Handwriting* *Presentation* *Ownership of work* *Celebrate own achievements*	***School of Opportunity*** *Experiences to enhance learning for all* *Opportunity to reflect on work* *Variety of texts taught* *Creative curriculum*	***School of Inclusion*** *No child left behind* *Quality first teaching* *Adaptive teaching* *Independence* *Skills based* *'Cusp of confidence'*	***School of Wonder*** *Curiosity about the world through literature* *Inspiring, fun and motivational work* *Reasons to write*	***School of Innovation*** *Imaginative writing* *Creativity* *Building on the familiar* *Using imagination* *Brought to life through technology*

Year 3						
	Autumn 1: Contrasting Location Study	**Autumn 2:Mayans**	**Spring 1**	**Spring 2 Stone Age**	**Summer 1:**	**Summer 2: Romans**
Key texts	 **Year 3 Year B**	 	 	 	 	  **I am a Roman Soldier poem by Josiah Wedgewood**

Additional Text/Stimulus				**Goldsmith Text tbc 4 / 5 lessons Biographical writing tbc**	**Goldsmith Text Tbc 4 / 5 lessons**	
Writing (Skill)	**PVPG Unt**	**Non Chronological report**	**Writing an explanation text**	**Write own narrative**	**Writing - exploring points of view, comparing and contrasting**	**Persuasive speech writing**
	Year 3 (Year A) Noun Focus Common and Proper nouns Collective/Partative nouns Nouns Review Verb Focus - Being verbs - to have Regular action verbs & Verb phrases Irregular action verbs and verb phrases Verbs Review Subject focus Subject verb focus - Building single clause sentences. Stage 1, 2 & 3 Application Coordinating conjunctions to join clauses (Compound subject	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own **Film review of Ride of Passage** * Begin to use simple organisational devices appropriately, sub headings * describe the setting using expanded noun phrases * use of a/an correctly * character description *use prepositions to express place and time. * write in the present tense with consistency End Piece~ Review with sub headings relating to the setting, main character, likes / dislikes about the film	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own **Explanation of The Northern Lights** *headings *Technical / topic specific vocab	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own **Plan and write own Stone Age story based on the format of Stone Age Boy (see Grammarsaurus for WAGOLL model text)** *Third person *fronted adverbials *paragraphs * conjunctions	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own **Small in The City ~ The cat writes an email (letter) to the owner explaining reasons for leaving. Told from the point of view of the cat** *paragraphs *first person *conjunctions	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own *Write a sensory-rich description of an environment. **Activity**: Paolo pokes his nose out to sniff the streets. Have children close their eyes and imagine stepping out into a busy city. Write a paragraph using the senses: *What does Paolo smell (pizza, exhaust, fur)? What does he hear (vespas, opera music)?* *Use inverted commas to punctuate direct speech accurately. **Activity**: Re-enact Paolo's confrontation with the giant ginger cat at the ruins using hot-seating or freeze-frames. Children write a dialogue script between Paolo and the cat, focusing on showing Paolo's growing bravery and imperial tone * Write a short persuasive speech using powerful verbs and adjectives. **Activity**: Analyze Paolo's speech to Brutus and the street pack where he declares the

						streets are for everyone. Children draft their own leadership speech for Paolo, using repeating structures (e.g., *"I have faced the fiercest cats... I have slept on ancient columns..."*) to convince the pack to vote for him.
		Recount	**Non Chronological Report**	**Shorter narrative piece with direct speech**	**Descriptive narrative Could be written as a poem**	**Performance Poetry**
		Diary writing ~ Write in the first person as Pik (main character) *Write sentences using the first person consistently. *Know the difference between statements, commands and exclamations. *write using a range of sub-ordinating conjunctions *introduce adverbs and use to add detail to writing *Yr 3 Introduction to fronted adverbials *Write using emotive language End piece. *Use paragraphs or sections to organise a recount of the day of the match *Write in chronological order using the first person Use the past tense with consistency. *include subordinating conjunctions	**Writing a tourism magazine article about Vesuvius Pompeii THEN & NOW** *organisational features *diagrams facts *Change of tenses: Past & Present *Vocabulary, topic related and emotive - encouraging people to visit this amazing place	**The First Drawing - Narrative piece with direct speech** **Choosing part of the story to narrate and create a dialogue:** *writing direct speech *punctuating direct speech ***descriptive writing**	**.Our Tower - Read the part of the book where the children receive a magic stone that allows them to see that their tower has eyes, a mouth, and a singing foundation.** Students write a descriptive narrative giving life to their own homes. *personification *alliteration *prepositional phrases *expanded noun phrases	Explore the imagery and symbolism within the poem Rehearse and perform a verse from the poem with a group. Make word / phrase substitutions or additions within a verse to keep the meaning whilst personalising it.
Punctuation and Grammar (Skills) Year 3						
Punctuation and Grammar (Skills) **Year 3**						

Spelling (Year 3)	Assessment Vowels and consonants Compound Words 	  Buffer weeks	 	 	 	 
	Introduction to morphology -ous -port	de- trans- tele- -ion ian Buffer weeks	-vis inter- -ject struct-	-spect -ing -ed Matrix application Buffer weeks	dis- mis- in- im- il- ir- -able ex-	anti- multi- -vent Matrix Application Buffer weeks
Handwriting (Letterjoin)						

Spoken Language

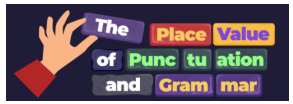
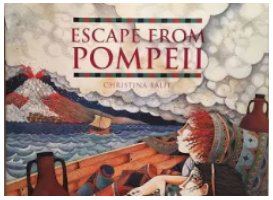
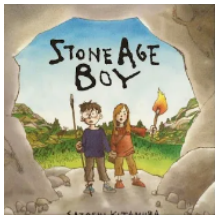
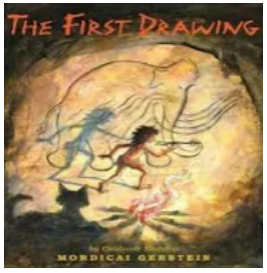
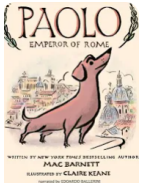
Physical
- Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas
- Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk Consider position and posture when addressing an audience
- Consider movement when addressing an audience

Linguistic
- Be able to use specialist language to describe their own and others' talk
- Use specialist vocabulary e.g. speak like an archaeologist
- Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable

Cognitive
- Ask questions to find out more about a subject
- Build on others' ideas in discussions
- Make connections between what has been said and their own and others' experiences
- Offer opinions that aren't their own e.g. taking on a specific role in group work
- Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve through the introduction of Talk Detectives

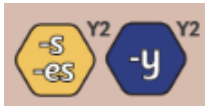
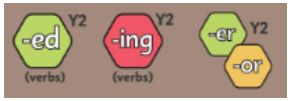
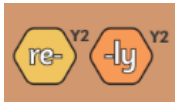
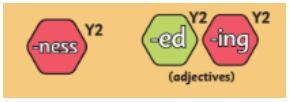
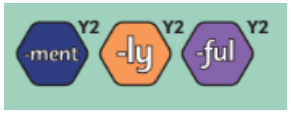
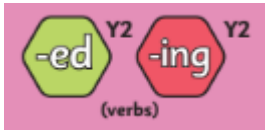
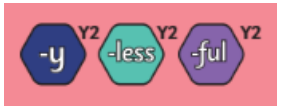
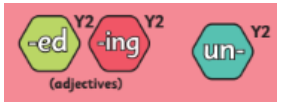
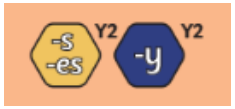
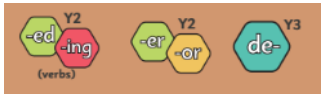
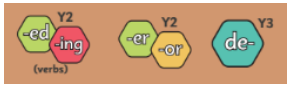
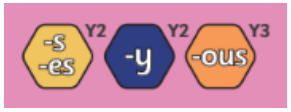
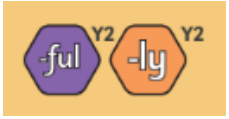
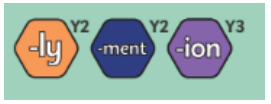
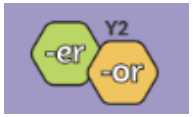
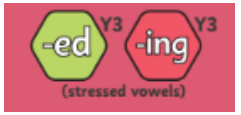
Social and emotional
- Speak with confidence in front of an audience
- Begin to recognise different roles within group talk e.g. chairperson
- Adapt the content of their speech for a specific audience

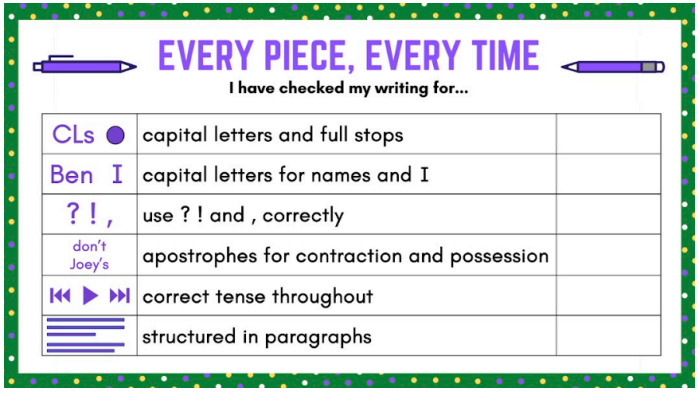
Every piece, every time						
Reading	**Comprehension Ninja Weekly** Draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text, pupils will ask questions which improve understanding of a text. Pupils will make predictions based on details stated - giving reasons	**Comprehension Ninja Weekly** Pupils will identify unfamiliar words and begin to explore meaning by using the context, and start to use dictionaries to check the meaning of words. Pupils will Identify themes and conventions in mystery narratives, e.g. good over evil, weak and strong and begin to recognise some different forms of poetry. Pupils will explore the techniques of effective performance poetry and prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. Pupils will identify how language and presentation contribute to the understanding an audience has.	**Comprehension Ninja Weekly** Pupils will develop an understanding of the text to retrieve, sequence and discuss the main events. Pupils will apply being able to identify and discuss words and phrases that capture the reader's interest and imagination. Pupils will begin to identify how language, structure and presentation contribute to meaning, within both informal and formal language structures.	**Comprehension Ninja Weekly** Pupils will embed the skill of identifying key information from the text by using retrieval skills. They will use a dictionary to check the meaning of words and explore drawing inferences around a character's thoughts, feelings and actions.	**Comprehension Ninja Weekly** Pupils will explore texts to identify and discuss words and phrases which capture the reader's interest and imagination. They will develop an increasing understanding of the meaning of words in context and retrieve and record information from a text.	**Comprehension Ninja Weekly** Pupils will explore and identify how language and presentation contribute to meaning, checking that the text makes sense to them. They will discuss their understanding and explain the meaning of words in context and prepare play scripts to read aloud. Pupils will perform, showing understanding through intonation and volume. They will read aloud their own writing, to a group or the whole class. Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor

Year 3 / 4						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Key texts	 **Year 4 - Year B**	 	 	 	 	  **I am a Roman Soldier poem by Josiah Wedgewood**
Additional Text				**Goldsmith Text Tbc 4 / 5 lessons**	**Goldsmith Text Tbc 4 / 5 lessons**	
Writing (Skill)	**PVPG Unt**	**Non Chronological report**	**Writing an explanation text**	**Write own narrative**	**Discursive writing exploring points of view**	**Persuasive speech writing**
	Noun Focus Common and Proper nouns Collective/Partative nouns Nouns Review Verb Focus - Being verbs - to have Regular action verbs & Verb phrases Irregular action verbs and verb phrases Verbs Review Subject focus Subject verb focus - Building single clause sentences. Stage 1, 2 & 3 Application Coordinating conjunctions to join clauses	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own **Film review of Ride of Passage** * Begin to use simple organisational devices appropriately, sub headings * describe the setting using expanded noun phrases * use of a/an correctly * character description *use prepositions to express place and time. * write in the present tense with consistency	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own **Explanation of The Northern Lights** *headings *Technical / topic specific vocab	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own **Plan and write own Stone Age story based on the format of Stone Age Boy (see Grammarsaurus for WAGOLL model text)** *Third person *fronted adverbials *paragraphs * conjunctions	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own **Small in The City ~ The cat writes an email (letter) to the owner explaining reasons for leaving. Told from the point of view of the cat** *paragraphs *first person *conjunctions	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own *Write a sensory-rich description of an environment. **Activity**: Paolo pokes his nose out to sniff the streets. Have children close their eyes and imagine stepping out into a busy city. Write a paragraph using the senses: *What does Paolo smell (pizza, exhaust,*

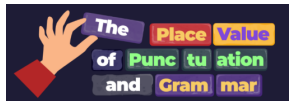
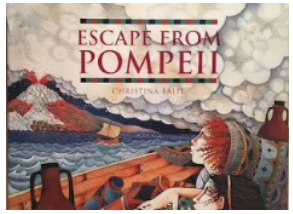
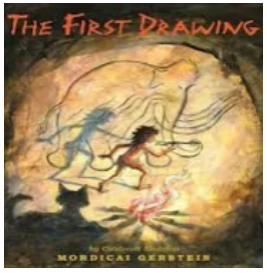
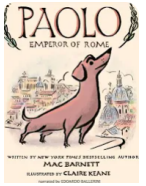
	(Compound subject					*fur)? What does he hear (vespas, opera music)?* *Use inverted commas to punctuate direct speech accurately. **Activity**: Re-enact Paolo's confrontation with the giant ginger cat at the ruins using hot-seating or freeze-frames. Children write a dialogue script between Paolo and the cat, focusing on showing Paolo's growing bravery and imperial tone * Write a short persuasive speech using powerful verbs and adjectives. **Activity**: Analyze Paolo's speech to Brutus and the street pack where he declares the streets are for everyone. Children draft their own leadership speech for Paolo, using repeating structures (e.g., *"I have faced the fiercest cats... I have slept on ancient columns..."*) to convince the pack to vote for him.
		Recount	**Non Chronological Report**	**Narrative with direct speech**	**Descriptive narrative Could be written as a poem**	**Performance Poetry**
		Recount ~ The Rain Player Diary writing ~ Write in the first person as Pik (main character) *Write sentences using the first person consistently. *Know the difference between statements, commands and exclamations. *write using a range of sub-ordinating conjunctions *introduce adverbs and use to add detail to writing *Use fronted adverbials *Write using emotive language	**Writing a tourism magazine article about Vesuvius Pompeii THEN & NOW** *organisational features *diagrams facts *Change of tenses: Past & Present *Vocabulary, topic related and emotive - encouraging people to visit this amazing place	**The First Drawing - Narrative with direct speech**	**.Our Tower - Read the part of the book where the children receive a magic stone that allows them to see that their tower has eyes, a mouth, and a singing foundation.** Students write a descriptive narrative giving life to their own homes.	Explore the imagery and symbolism within the poem Rehearse and perform a verse from the poem with a group. Make word / phrase substitutions or additions within a verse to keep the meaning whilst personalising it.

		End piece. *Use paragraphs or sections to organise a recount of the day of the match *Write in chronological order using the first person Use the past tense with consistency.			*personification *alliteration *prepositional phrases *expanded noun phrases	
Punctuation and Grammar (Skills) Year 3						
Punctuation and Grammar (Skills) Irregular verbs **Year 3**						
Punctuation and Grammar (Skills) Year 4						
Punctuation and Grammar (Skills) **Year 4**						Consolidate

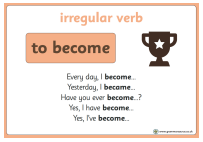
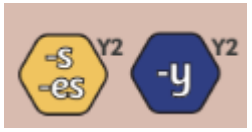
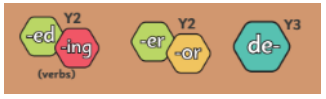
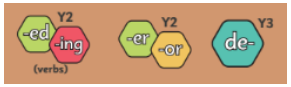
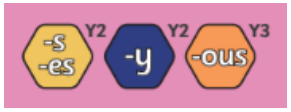
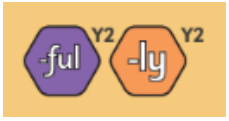
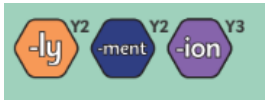
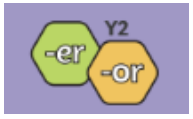
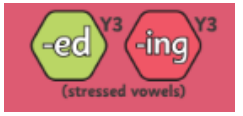
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Spelling (Year 3)	Introduction to morphology -ous -port	de- Trans- Tele- -ion ian Buffer weeks	-vis inter- -ject struct-	-spect -ing -ed Matrix application Buffer weeks	dis- mis- in- im- il- - -able ex-	anti- multi- -vent Matrix Application Buffer weeks
Spelling (Year 4)	Assessment Vowels and consonants Compound Words  	  Buffer weeks	 	 	 	 
Spelling (Year 4)	Introduction to morphology -ous per- sub-	tract auto -ion -an Buffer weeks	-if -al -able -bile Kilo Gram Mili Cent	-i've -ty Matrix application Buffer weeks	act rupture -en -i've fly fix fine en- em- hood	-ship and phone Matrix Application Buffer Weeks

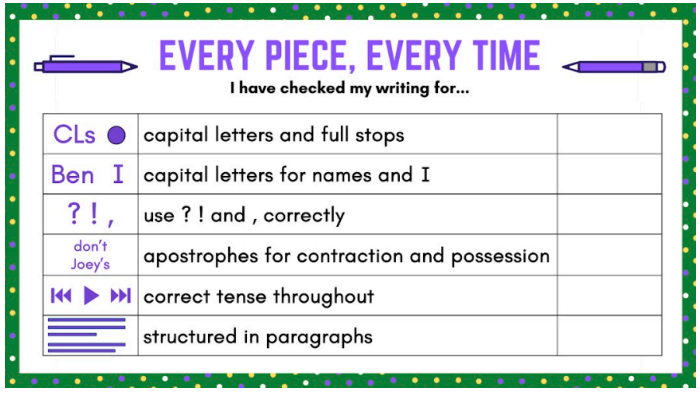
Handwriting (Letterjoin) (Year 3)						
Handwriting (Letterjoin) (Year 4)						
Spoken Language	**Year 3** **Physical** • Deliberately selects gestures that support the delivery of ideas e.g. gesturing towards someone if referencing their ideas • Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk Consider position and posture when addressing an audience • Consider movement when addressing an audience **Linguistic** • Be able to use specialist language to describe their own and others' talk • Use specialist vocabulary e.g. speak like an archaeologist • Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable **Cognitive** • Ask questions to find out more about a subject • Build on others' ideas in discussions • Make connections between what has been said and their own and others' experiences • Offer opinions that aren't their own e.g. taking on a specific role in group work • Begin to reflect on discussions and their own oracy skills and identify areas of strength and areas to improve through the introduction of Talk Detectives **Social and emotional** • Speak with confidence in front of an audience • Begin to recognise different roles within group talk e.g. chairperson • Adapt the content of their speech for a specific audience				**Year 4** **Physical** • Deliberately select movement and gesture when addressing an audience • Use pauses for effect in presentational talk • Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground **Linguistic** • Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain **Cognitive** • Reach shared agreement in discussions • Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event • Ask probing questions • Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets **Social and emotional** • Use more natural and subtle prompts for turn taking • Start to develop empathy with an audience • Consider the impact of their words on others when giving feedback	
Every piece, every time						
Reading	**Comprehension Ninja Weekly** Draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text, pupils will ask questions which improve understanding of a text. Pupils will make predictions based on details stated - giving reasons	**Comprehension Ninja Weekly** Pupils will identify unfamiliar words and begin to explore meaning by using the context, and start to use dictionaries to check the meaning of words.	**Comprehension Ninja Weekly** Pupils will develop an understanding of the text to retrieve, sequence and discuss the main events. Pupils will apply being able to identify and discuss words and phrases that	**Comprehension Ninja Weekly** Pupils will embed the skill of identifying key information from the text by using retrieval skills. They will use a dictionary to check the meaning of words	**Comprehension Ninja Weekly** Pupils will explore texts to identify and discuss words and phrases which capture the reader's interest and imagination.	**Comprehension Ninja Weekly** Pupils will explore and identify how language and presentation contribute to meaning, checking that the text makes sense to them. They will discuss their understanding and explain the

		Pupils will Identify themes and conventions in mystery narratives, e.g. good over evil, weak and strong and begin to recognise some different forms of poetry. Pupils will explore the techniques of effective performance poetry and prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. Pupils will identify how language and presentation contribute to the understanding an audience has.	capture the reader's interest and imagination. Pupils will begin to identify how language, structure and presentation contribute to meaning, within both informal and formal language structures.	and explore drawing inferences around a character's thoughts, feelings and actions.	They will develop an increasing understanding of the meaning of words in context and retrieve and record information from a text.	meaning of words in context and prepare play scripts to read aloud. Pupils will perform, showing understanding through intonation and volume. They will read aloud their own writing, to a group or the whole class. Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor

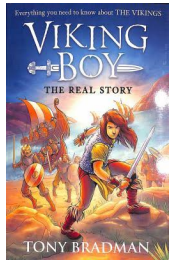
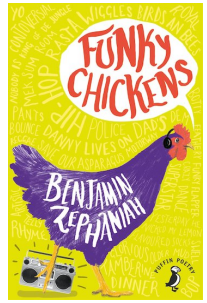
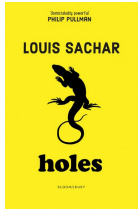
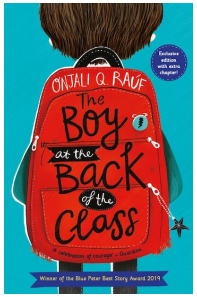
Year 4						
Year 2	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Key texts	 **Year 4 - Year B**	 	 	 	 	  **I am a Roman Soldier poem by Josiah Wedgewood**
Additional Text				**Goldsmith Text Tbc 4 /5 lessons**	**Goldsmith Text Tbc 4 / 5 lessons**	
Writing (Skill)	**PVPG Unit**	**Non Chronological report** **Y4 expectations**	**Writing an explanation text**	**Write own narrative**	**Discursive writing exploring points of view**	**Persuasive speech writing**
	Noun Focus Common and Proper nouns Collective/Partative nouns Nouns Review Verb Focus - Being verbs - to have Regular action verbs & Verb phrases Irregular action verbs and verb phrases Verbs Review Subject focus Subject verb focus - Building single clause sentences. Stage 1, 2 & 3 Application	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own **Film review of Ride of Passage** * Begin to use simple organisational devices appropriately, sub headings * describe the setting using expanded noun phrases **and adverbials to develop descriptions** * use of a/an correctly * character description *use prepositions to express place and time /**to expand noun phrases** * write in the present tense with consistency	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own **Explanation of The Northern Lights** *headings *Technical / topic specific vocab	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own **Plan and write own Stone Age story based on the format of Stone Age Boy (see Grammarsaurus for WAGOLL model text)** *Third person *fronted adverbials *paragraphs * conjunctions **Use pronouns and nouns to aid cohesion and avoid repetition**	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own **Small in The City ~ The cat writes an email (letter) to the owner explaining reasons for leaving. Told from the point of view of the cat** *paragraphs *first person *conjunctions	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own *Write a sensory-rich description of an environment. **Activity**: Paolo pokes his nose out to sniff the streets. Have children close their eyes and imagine stepping out into a busy city. Write a paragraph using the senses: *What*

	Coordinating conjunctions to join clauses (Compound subject)	***Use pronouns and nouns to aid cohesion and avoid repetition**				*does Paolo smell (pizza, exhaust, fur)? What does he hear (vespas, opera music)?* *Use inverted commas to punctuate direct speech accurately. **Activity**: Re-enact Paolo's confrontation with the giant ginger cat at the ruins using hot-seating or freeze-frames. Children write a dialogue script between Paolo and the cat, focusing on showing Paolo's growing bravery and imperial tone * Write a short persuasive speech using powerful verbs and adjectives. **Activity**: Analyze Paolo's speech to Brutus and the street pack where he declares the streets are for everyone. Children draft their own leadership speech for Paolo, using repeating structures (e.g., *"I have faced the fiercest cats... I have slept on ancient columns..."*) to convince the pack to vote for him.
		Recount	**Non Chronological Report**	**Narrative with direct speech**	**Descriptive narrative Could be written as a poem**	**Performance Poetry**
		Recount ~ The Rain Player Diary writing ~ Write in the first person as Pik (main character) *Write sentences using the first person consistently. *Know the difference between statements, commands and exclamations. *write using a range of sub-ordinating conjunctions	**Writing a tourism magazine article about Vesuvius Pompeii THEN & NOW** *organisational features *diagrams facts *Change of tenses: Past & Present *Vocabulary, topic related and emotive - encouraging people to visit this amazing place	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own **The First Drawing - Narrative with direct speech**	**.Our Tower - Read the part of the book where the children receive a magic stone that allows them to see that their tower has eyes, a mouth, and a singing foundation.** Students write a descriptive	Explore the imagery and symbolism within the poem Rehearse and perform a verse from the poem with a group. Make word / phrase substitutions or additions within a verse to keep the meaning whilst personalising it.

		*introduce adverbs and use to add detail to writing ***use fronted adverbials (with a comma yr 4)** *Write using emotive language End piece. ***Use paragraphs or sections to organise a recount of the day of the match** *Write in chronological order using the first person Use the past tense with consistency.			narrative giving life to their own homes. *personification *alliteration *prepositional phrases *expanded noun phrases	
Punctuation and Grammar (Skills) **Year 4**						Consolidate
Spelling (Year 4) 	Assessment Vowels and consonants Compound Words  	  Buffer weeks	 	 	 	 
Spelling (Year 4) 	Introduction to morphology -ous per- sub-	tract auto -ion -an Buffer weeks	-if -al -able -bile Kilo Gram Mili Cent	-i've -ty Matrix application Buffer weeks	act rupture -en -i've fly fix fine en-	-ship and phone Matrix Application Buffer Weeks

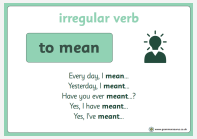
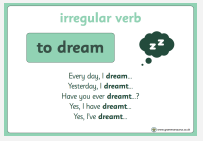
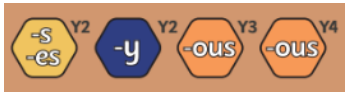
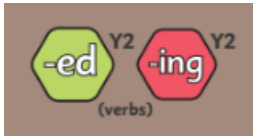
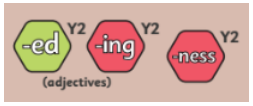
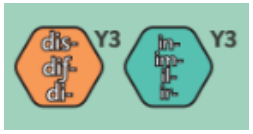
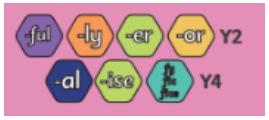
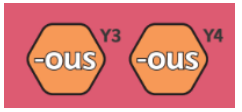
					em- hood	
Handwriting (Letterjoin) (Year 4)						
Spoken Language	**<u>Year 4</u>** **Physical** • Deliberately select movement and gesture when addressing an audience • Use pauses for effect in presentational talk • Use the appropriate tone of voice in the right context e.g. speaking calmly when resolving an issue in the playground **Linguistic** • Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain **Cognitive** • Reach shared agreement in discussions • Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event • Ask probing questions • Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets **Social and emotional** • Use more natural and subtle prompts for turn taking • Start to develop empathy with an audience • Consider the impact of their words on others when giving feedback					
Every piece, every time						
Reading	**Comprehension Ninja Weekly** Pupils will draw inferences around characters' thoughts, feelings and motives, and justify with evidence from the text. They will develop the ability to ask questions which improve understanding of a text. Pupils will make predictions based on details stated (obvious) and implied (less obvious), giving reasons	**Comprehension Ninja Weekly** By explaining the meaning of unfamiliar words, pupils will use the context of the text and use dictionaries to check the meaning of words. Pupils will identify themes and conventions in mystery narratives, comparing these with other genres, e.g. good over evil, just and unjust. Pupils will recognise some different forms of poetry and explore the techniques of effective performance poetry and prepare poems to read aloud and to perform, showing	**Comprehension Ninja Weekly** Pupils will develop an understanding of the text to retrieve, sequence and discuss the main events. Pupils will start to identify how language, structure and presentation contribute to meaning, in both informal and formal language structures. Pupils will analyse and evaluate how specific information is organised within a nonfiction text	**Comprehension Ninja Weekly** Pupils will prepare for research by identifying what is already known about the subject and key questions to structure the task. They will then use skimming and scanning to locate main ideas in a text. Pupils will then record this information from a range of non- fiction texts - understand the purpose of the text type and embed using a dictionary to check the meaning of words.	**Comprehension Ninja Weekly** Pupils will explore texts to identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes. They will develop an increasing understanding of the meaning of words in context. Pupils will continue to retrieve and record information from a text. Pupils will build upon their prior knowledge of different forms of poetry from the	**Comprehension Ninja Weekly** Pupils will explore and identify how language, structure, and presentation contribute to meaning. They will check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Pupils will prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action, following directions appropriately.

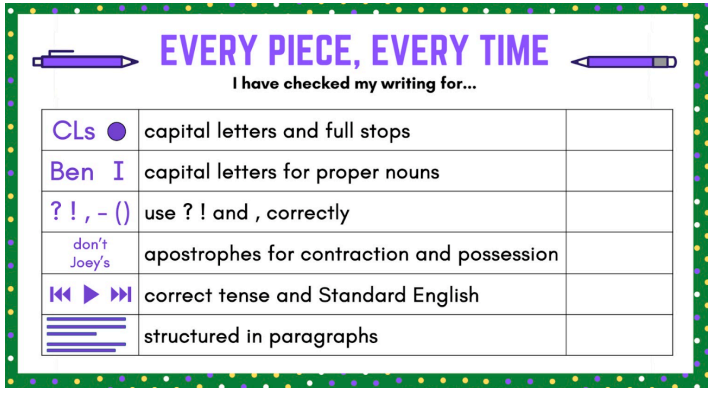
		understanding through intonation, tone, volume and action. Identify how language, structure, and presentation contribute to the understanding an audience has.			autumn term (limericks and riddles) and continue to recognise some different forms of poetry such as free verse poems.	Read aloud their own writing, to a group or the whole class. Pupils will analyse the text to identify and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals. 1

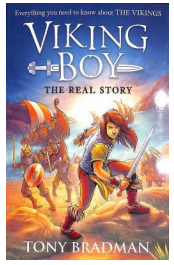
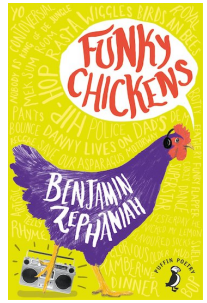
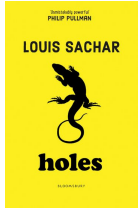
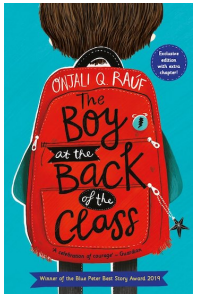
Year 5						
Year 2	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Key texts	 **Year 5 - Year A**	 **Non Chronological Report**	**Main outcome - Story prequel** 	**Alma - Dual narrative** 	**Non- biography** 	**Poetry** 
Additional Text		**Holes - Persuasive letter** 	 **The Promise - Diary entry**	**Balanced argument** 	**Setting Description - Saltaire** 	**News Report** 
Writing (Skill)	**PVPG Unit**	**Non Chronological Report**	**Story prequel** **Diary**	Dual Narrative	Biography	Performance poetry
	Noun Focus - Common and proper Noun Focus - Collective and partative Noun Focus - Abstract nouns Nouns Review Verb focus - Being verbs and to have Verb focus - Regular action & verb phrases Verbs Review Subject Focus - What is a subject Subject/verb focus Stage 1 - Building single clause sentences Subject/verb focus (Pronouns)	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing	**Paradise Sands** Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Note and develop initial ideas, drawing on reading and research Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	**Alma - Dual narrative** Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in	**Titus Salt** Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Propose changes to vocabulary, grammar and punctuation to	write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing), using similar writing as a model (WAGOLL and other texts) Propose changes to vocabulary, grammar and punctuation to

	Stage 1: Building single clause sentences Stage 2: Building single clause sentences Stage 3: Building single clause sentences Application Coordinating conjunctions to join clauses Compound subjects and dummy subjects Gerrunds Application	use the range of punctuation taught at key stage 2 mostly correctly, e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary maintain legibility in joined handwriting when writing at speed Propose changes to vocabulary, grammar and	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Proofread for spelling and punctuation errors spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary integrate dialogue in narratives to convey character and advance the action, using correctly punctuated speech.	dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly, e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action	enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Proofread for spelling and punctuation errors use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	enhance effects and clarify meaning Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own maintain legibility in joined handwriting when writing at speed perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

		Persuasive letter	Diary	**Balanced argument**	**Setting Description**	**Newspaper Report**
		Holes Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Proofread for spelling and punctuation errors use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using	**The Promise** Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly, e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary maintain legibility in joined handwriting when writing at speed Propose changes to vocabulary, grammar and	write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader,, using similar writing as a model (WAGOLL and other texts) select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) note and develop initial ideas, drawing on reading and research use semi-colons, colons or dashes to mark boundaries between independent clauses (semicolons)	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly, e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary maintain legibility in joined handwriting when writing at speed Propose changes to vocabulary, grammar and	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Proofread for spelling and punctuation errors use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

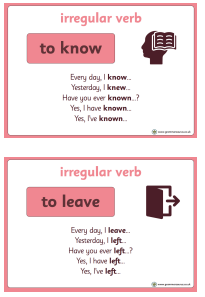
		modal verbs to suggest degrees of possibility)				
Punctuation and Grammar (Skills) Year 5						
Punctuation and Grammar (Skills) **Year 5**	 	 	 	 	 	 
Spelling (Year 5)	Assessment Vowels and consonants Compound Words 	 	 	 	  	  
Spelling (Year 5	Introduction to morphology Semi- Bi- Quadr- Hexa- Oct- Dec- Un- Tri- Quint-hept- Sept- nona-	-ate Hyphenated words Buffer weeks	-ant -ance -ent -ence pro- -form-	-cess- -ceed- -cede- -ial -dom Buffer Weeks	Matrix application -duct- -duce- Temp- Therm- -ary -ery	Ab- Ad- -ude -vert- -verse- Buffer weeks
Handwriting (Letterjoin)						

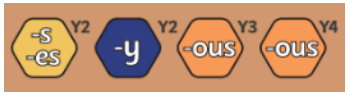
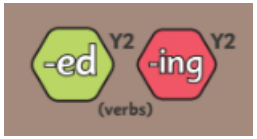
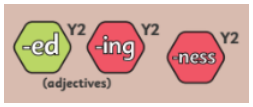
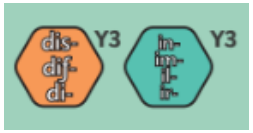
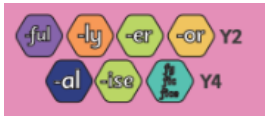
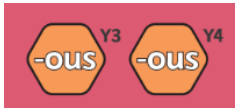
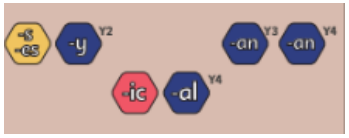
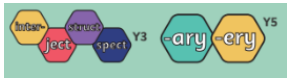
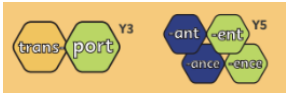
Year 5)						
Spoken Language	**Physical** • Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story • Project their voice to a large audience • Gestures become increasingly natural • Consciously adapt tone, pace and volume of voice within a single context **Linguistic** • Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions • Consider the words and phrases used to express their ideas and how this supports the purpose of talk **Cognitive** • Draw upon knowledge of the world to support their own point of view and explore different perspectives • To be able to give supporting evidence e.g. citing a text, a previous example or a historical event • Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. That might be true, however what do you think about …? **Social and emotional** • Listen for extended periods of time including note taking, drawing visual • Adapt the content of their speech for a specific audience e.g. use of humour • Speak with flair and passion					
Every piece, every time						
Reading	**Comprehension Ninja Weekly** Use dictionaries and a thesaurus to understand new vocabulary within the context of non-fiction texts. Successfully, evaluate how and why authors use language, shades of meaning and the impact this has on the reader. Building upon previous knowledge of poetic devices, including figurative language, explain why authors use these devices and why they use a range of figurative devices	**Comprehension Ninja Weekly** From reading a variety of fiction, re-reading and reading ahead, pupils will locate clues to support inference about viewpoints and themes. They will use existing knowledge on how to use evidence from the text to support their ideas and provide reasoned justifications for their views	**Comprehension Ninja Weekly** Building upon the knowledge from Term 1 and 2, pupils will retrieve and record information from non-fiction texts. They will discuss the structure and the presentation of non-fiction and explain why this is effective for an information leaflet. Pupils will explore the meaning of unfamiliar words in context and discuss their understanding of what they have read.	**Comprehension Ninja Weekly** Continuing to predict what might happen from information stated and implied, pupils will base on their wider understanding of context and themes. They will explore alternative texts on the theme of refugees ('The Boy at the Back of the Class', 'The Arrival' and 'The Island') and make comparisons between the texts, including looking at events, themes, and justifying opinions and preferences. Pupils will continue to build on their skimming and scanning skills, allowing pupils to locate information quickly and precisely and understand the 'gist' of the text.	**Comprehension Ninja Weekly** Pupils will summarise ideas from different short suspense stories. Pupils will analyse dialogue throughout the stories and explain how characters, relationships and atmosphere are developed throughout.	**Comprehension Ninja Weekly** Pupils will explain and discuss their understanding of what they have read from reading Act 4 Scene 1 and compare this to different play scripts. Pupils will discuss the plays and perform sections of them out loud (using skills from year groups). They will share ideas and challenge others courteously.

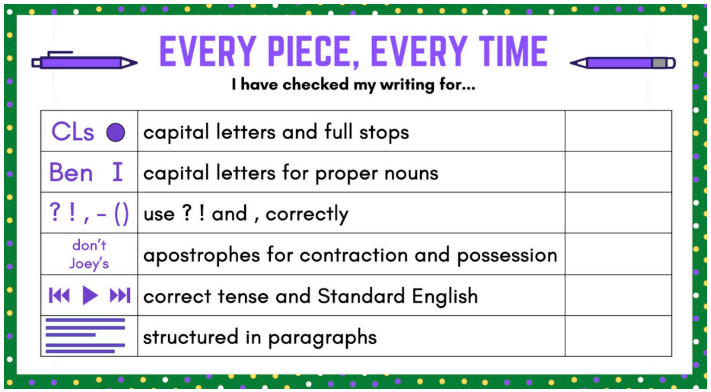
Year 5/6						
Year 5/6	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Key texts	 **Year 5 - Year A**	 **Non Chronological Report**	**Main outcome - Story prequel** 	 **Alma - Dual narrative** 	**Non- biography** 	**Poetry** 
Additional Text		**Holes - Persuasive letter** 	 **The Promise - Diary entry**	**Balanced argument** 	**Setting Description - Saltaire** 	**News Report** 
Writing (Skill)	**PVPG Unit**	**Non Chronological Report**	**Story prequel** **Diary**	Dual Narrative	Biography	Performance poetry
	Noun Focus - Common and proper Noun Focus - Collective and partative Noun Focus - Abstract nouns Nouns Review Verb focus - Being verbs and to have Verb focus - Regular action & verb phrases Verbs Review	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own use a range of devices to build cohesion (e.g. conjunctions, adverbials of time	**Paradise Sands** Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Note and develop initial ideas, drawing on reading and research	**Alma - Dual narrative** Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	**Titus Salt** Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Select appropriate grammar and vocabulary, understanding how	write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing), using similar

	Subject Focus - What is a subject Subject/verb focus Stage 1 - Building single clause sentences Subject/verb focus (Pronouns) Stage 1: Building single clause sentences Stage 2: Building single clause sentences Stage 3: Building single clause sentences Application Coordinating conjunctions to join clauses Compound subjects and dummy subjects Gerrunds Application	and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly, e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary maintain legibility in joined handwriting when writing at speed Propose changes to vocabulary, grammar and	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Proofread for spelling and punctuation errors spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary integrate dialogue in narratives to convey character and advance the action, using correctly punctuated speech.	select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly, e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action	such choices can change and enhance meaning Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Proofread for spelling and punctuation errors use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	writing as a model (WAGOLL and other texts) Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own maintain legibility in joined handwriting when writing at speed perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

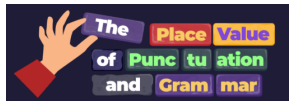
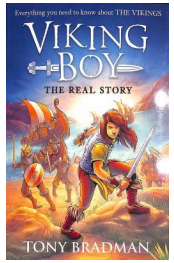
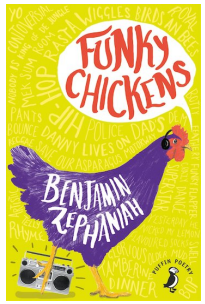
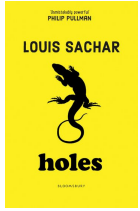
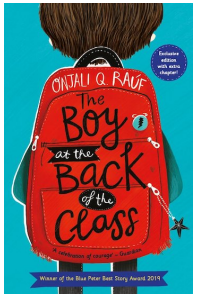
		Persuasive letter	Diary	**Balanced argument**	**Setting Description**	**Newspaper Report**
		Holes Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Proofread for spelling and punctuation errors use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	**The Promise** Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly, e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary maintain legibility in joined handwriting when writing at speed Propose changes to vocabulary, grammar and	write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader,, using similar writing as a model (WAGOLL and other texts) select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) note and develop initial ideas, drawing on reading and research use semi-colons, colons or dashes to mark boundaries	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly, e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary maintain legibility in joined handwriting when writing at speed Propose changes to vocabulary, grammar and	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Proofread for spelling and punctuation errors use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly

		select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)		between independent clauses (semicolons)		appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
Punctuation and Grammar (Skills) Year 5						
Punctuation and Grammar (Skills) Year 5						
Punctuation and Grammar (Skills) Year 6						
Punctuation and Grammar (Skills) Year 6						Consolidate

Spelling (Year 5)	Assessment Vowels and consonants Compound Words 	 	 	 	  	  
Spelling (Year 5	Introduction to morphology Semi- Bi- Quadr- Hexa- Oct- Dec- Un- Tri- Quint-hept- Sept- nona-	-ate Hyphenated words Buffer weeks	-ant -ance -ent -ence pro- -form-	-cess- -ceed- -cede- -ial -dom Buffer Weeks	Matrix application -duct- -duce- Temp- Therm- -ary -ery	Ab- Ad- -ude -vert- -verse- Buffer weeks
Spelling (Year 6)	Assessment Vowels and consonants Compound Words 	 	 	 		**TBC**
Spelling (Year 6	-ism -ist	Co- Con- Com- -esque Buffer weeks	post- fore- -frag- -fract -fer- -age	-ceive- -cept- Di- Buffer weeks	Magn- Morphology matric SATs Revision	<u>TBC</u>
Handwriting (Letterjoin) Year 5						

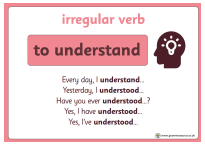
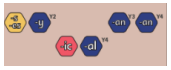
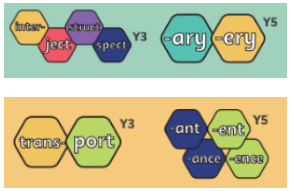
Handwriting (Letterjoin) Year 6						
Spoken Language	**<u>Year 5</u>** **Physical** • Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story • Project their voice to a large audience • Gestures become increasingly natural • Consciously adapt tone, pace and volume of voice within a single context **Linguistic** • Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions • Consider the words and phrases used to express their ideas and how this supports the purpose of talk **Cognitive** • Draw upon knowledge of the world to support their own point of view and explore different perspectives • To be able to give supporting evidence e.g. citing a text, a previous example or a historical event • Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. That might be true, however what do you think about …? **Social and emotional** • Listen for extended periods of time including note taking, drawing visual • Adapt the content of their speech for a specific audience e.g. use of humour • Speak with flair and passion			**<u>Year 6</u>** **Physical** • Speak fluently in front of an audience. • Have a stage presence • Consciously adapt, tone, pace and volume of voice **Linguistic** • Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy • Vary sentence structures and length for effect when speaking **Cognitive** • Construct a detailed argument or complex narrative • Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate • Reflect on their own and others' oracy skills and identify how to improve **Social and emotional** • Use humour effectively • Begin to be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions		
Every piece, every time						
Reading	**Comprehension Ninja Weekly** Use dictionaries and a thesaurus to understand new vocabulary within the context of non-fiction texts. Successfully, evaluate how and why authors use language, shades of meaning and the impact this has on the reader. Building upon previous knowledge of poetic devices, including figurative language, explain why authors use these devices and why they use a range of figurative devices	**Comprehension Ninja Weekly** From reading a variety of fiction, re-reading and reading ahead, pupils will locate clues to support inference about viewpoints and themes. They will use existing knowledge on how to use evidence from the text to support their ideas and provide reasoned justifications for their views	**Comprehension Ninja Weekly** Building upon the knowledge from Term 1 and 2, pupils will retrieve and record information from non-fiction texts. They will discuss the structure and the presentation of non-fiction and explain why this is effective for an information leaflet. Pupils will explore the meaning of unfamiliar words in context and discuss their understanding of what they have read.	**Comprehension Ninja Weekly** Continuing to predict what might happen from information stated and implied, pupils will base on their wider understanding of context and themes. They will explore alternative texts on the theme of refugees ('The Boy at the Back of the Class', 'The Arrival' and 'The Island') and make comparisons between the texts, including looking at events, themes, and	**Comprehension Ninja Weekly** Pupils will summarise ideas from different short suspense stories. Pupils will analyse dialogue throughout the stories and explain how characters, relationships and atmosphere are developed throughout.	**Comprehension Ninja Weekly** Pupils will explain and discuss their understanding of what they have read from reading Act 4 Scene 1 and compare this to different play scripts. Pupils will discuss the plays and perform sections of them out loud (using skills from year groups). They will share ideas and challenge others courteously.

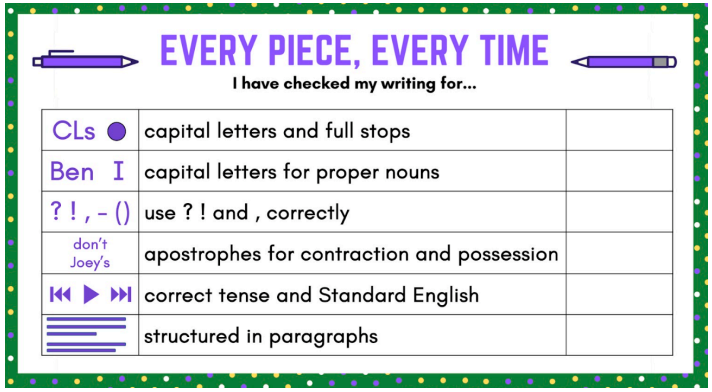
				justifying opinions and preferences. Pupils will continue to build on their skimming and scanning skills, allowing pupils to locate information quickly and precisely and understand the 'gist' of the text.		

Year 6						
Year 2	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Key texts	 **Year 5 - Year A**	 **Non Chronological Report**	**Main outcome - Story prequel** 	 **Alma - Dual narrative** 	**Non- biography** 	**Poetry** 
Additional Text		**Holes - Persuasive letter** 	 **The Promise - Diary entry**	**Balanced argument** 	**Setting Description - Saltaire** 	**News Report** 
Writing (Skill)	**PVPG Unit**	**Non Chronological Report**	**Story prequel** **Diary**	Dual Narrative	Biography	Performance poetry
	Noun Focus - Common and proper Noun Focus - Collective and partative Noun Focus - Abstract nouns Nouns Review Verb focus - Being verbs and to have Verb focus - Regular action & verb phrases Verbs Review Subject Focus - What is a subject Subject/verb focus Stage 1 - Building single clause sentences Subject/verb focus (Pronouns)	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing	**Paradise Sands** Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Note and develop initial ideas, drawing on reading and research Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	**Alma - Dual narrative** Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how	**Titus Salt** Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Propose changes to vocabulary, grammar and punctuation to	write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing), using similar writing as a model (WAGOLL and other texts) Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

	Stage 1: Building single clause sentences Stage 2: Building single clause sentences Stage 3: Building single clause sentences Application Coordinating conjunctions to join clauses Compound subjects and dummy subjects Gerrunds Application	use the range of punctuation taught at key stage 2 mostly correctly, e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary maintain legibility in joined handwriting when writing at speed Propose changes to vocabulary, grammar and	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Proofread for spelling and punctuation errors spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary integrate dialogue in narratives to convey character and advance the action, using correctly punctuated speech.	information is presented; using modal verbs to suggest degrees of possibility) use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly, e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action	enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Proofread for spelling and punctuation errors use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own maintain legibility in joined handwriting when writing at speed perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

		Persuasive letter	Diary	**Balanced argument**	**Setting Description**	**Newspaper Report**
		Holes Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Proofread for spelling and punctuation errors use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using	**The Promise** Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly, e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary maintain legibility in joined handwriting when writing at speed Propose changes to vocabulary, grammar and	write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader,, using similar writing as a model (WAGOLL and other texts) select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) note and develop initial ideas, drawing on reading and research use semi-colons, colons or dashes to mark boundaries between independent clauses (semicolons)	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly, e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary maintain legibility in joined handwriting when writing at speed Propose changes to vocabulary, grammar and	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Proofread for spelling and punctuation errors use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

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Punctuation and Grammar (Skills) Year 6						
Punctuation and Grammar (Skills) **Year 6**	 	 	 	 	 	Consolidate
Spelling (Year 6) 	Assessment Vowels and consonants Compound Words 					**TBC**
Spelling (Year 6 	-ism -ist	Co- Con- Com- -esque Buffer weeks	post- fore- -frag- -fract -fer- -age	-ceive- -cept- Di- Buffer weeks	Magn- Morphology matric SATs Revision	<u>TBC</u>
Handwriting (Letterjoin) Year 6						
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	• Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate • Reflect on their own and others' oracy skills and identify how to improve **Social and emotional** • Use humour effectively • Begin to be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions					
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National Curriculum Objectives Spoken Language

Year 1-6:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication