

**FS1 English**

Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book

Page sequencing

Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

Engage in extended conversations about stories, learning new vocabulary.

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name.



| Autumn 1 - Animal Antics                                                                                                                                                                                                                                                                                                                                                                                                    | Autumn 2: Winter Woodland                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Spring 1: Stomp, Chomp Roar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p>Key texts:</p> <ul style="list-style-type: none"> <li>• Owl Babies</li> <li>• Leaf Man</li> <li>• Fletcher and the Falling Leaves</li> <li>• The Leaf Thief</li> <li>• We're going on a Leaf Hunt</li> <li>• The Squirrels that Squabbled</li> <li>• Hoot Owl</li> </ul> <p>Writing focus:</p> <ul style="list-style-type: none"> <li>• To mark make.</li> <li>• To distinguish between different marks made.</li> </ul> | <p>Key texts:</p> <ul style="list-style-type: none"> <li>• Stick Man</li> <li>• Lost and Found</li> <li>• Penguin</li> <li>• Rama and Sita (linked to Diwali)</li> <li>• The Christmas Pine – Julia Donaldson</li> <li>• Jack Frost</li> <li>• Nativity - The Owl and the Star</li> </ul> <p>Writing focus:</p> <ul style="list-style-type: none"> <li>• To draw freely.</li> <li>• Add some marks to their drawings, which they give meaning to. For example: 'That's my mummy.'</li> </ul> <p>Make marks to represent their name.</p> | <p>Key texts:</p> <ul style="list-style-type: none"> <li>• Dinosaur Roar</li> <li>• Are the Dinosaurs Dead, Dad?</li> <li>• The Odd Egg</li> <li>• Dinosaurs Love Underpants</li> <li>• How to Grow a Dinosaur</li> <li>• Am I Yours</li> <li>• Oi Dinosaurs</li> </ul> <p>Writing focus:</p> <ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> </ul> |

| Spring 2: Farm to Fork                                                                                                                                                                                                                                                                                                                                                                                                           | Summer 1: Once Upon a Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Summer 2: Walk on the Wild Side                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>Key texts:</p> <ul style="list-style-type: none"> <li>• Chicken Licken</li> <li>• Rosie's Walk</li> <li>• The Little Red Hen</li> <li>• Farmer Duck</li> </ul> <p>Writing focus:</p> <ul style="list-style-type: none"> <li>• Attempt to write their name in a way that they or others can recognise.</li> <li>• Discuss the marks they make, e.g. Children "this is a car"</li> <li>• Form some letters correctly</li> </ul> | <p>Key texts:</p> <ul style="list-style-type: none"> <li>• Three Little Pigs</li> <li>• Jack and the Beanstalk</li> <li>• Goldilocks and the Three Bears</li> <li>• The Gingerbread Man</li> <li>• The Three Billy Goats Gruff</li> <li>• Little Red Riding Hood</li> <li>• Cinderella</li> <li>• The Enormous Turnip</li> </ul> <p>Writing focus:</p> <ul style="list-style-type: none"> <li>• Write some or all of their name.</li> </ul> <p>Begin to write most set 1 phonic sounds</p> | <p>Key texts:</p> <ul style="list-style-type: none"> <li>• Dear Zoo</li> <li>• Handa's Surprise</li> <li>• Rumble in the Jungle</li> <li>• Where the Wild Things Are</li> <li>• The Tiger Who Came to Tea</li> </ul> <p>Writing focus:</p> <ul style="list-style-type: none"> <li>• Form letters of own name.</li> </ul> <p>Write all set 1 sounds they have learnt and beginning to write CVC words.</p> |

**FS2 English****Reception**

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to the school's phonic programme.

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Handwriting and spelling skills to become automatic for children to free up working memory for composition.

Form most lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Children will compose sentences orally.

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.

**Communication and Language****ELG: Listening, Attention and Understanding**

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

**ELG: Speaking****Children at the expected level of development will:**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

**Literacy****ELG: Comprehension****Children at the expected level of development will:**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

**ELG: Word Reading****Children at the expected level of development will:**

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**ELG: Writing****Children at the expected level of development will:**

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

**Phonics:**

**Phase 1** – Environmental sounds, instrumental sounds, body percussion sounds, rhyming, alliteration. Introduced to some set 1 sounds.

**Speed sounds set 1** - Hear and say initial sounds in words and are able to blend orally and able to Fred Talk most words.

**Speed sounds set 2** - Read more words containing Special Friends and words that contain 4+ sounds. Segment and spell CVC words along with being able to Fred Talk real and alien words and also read a range of real words speedily. Lessons involve reviewing Set 1 Sounds and vocabulary containing 4+ sounds. Set 2 Sounds are now taught (ay ee igh ow oo oo or ar air ir ou oy)

**Speed sounds 3** – Read set 2 sounds speedily. Are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) Lessons continue to review Set 1 and 2 sounds. Set 3 sounds are now taught (ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion tious/cious)

**Comprehension** – Revision of phase 3 digraphs and trigraphs and additional alternative sounds taught.

**Writing Non-Negotiables:**

To use phonic knowledge to write words in ways which match their spoken sounds.

To write some irregular common words.

To write two simple sentences that they and others can read.

To spell some words correctly and others are phonetically plausible.

To orally compose and articulate a clear sentence.

All lower-case letters are formed correctly.

To recognise and begin to form some capital letters.

Through child-initiated activities, independently apply writing skills in all areas of provision.

| Autumn 1 - Animal Antics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Autumn 2: Winter Woodland                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Spring 1: Stomp, Chomp Roar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>Key texts:</p> <ul style="list-style-type: none"> <li>• Owl Babies</li> <li>• Leaf Man</li> <li>• Fletcher and the Falling Leaves</li> <li>• The Leaf Thief</li> <li>• We're going on a Leaf Hunt</li> <li>• The Squirrels that Squabbled</li> <li>• Hoot Owl</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• To write their name in a way that they or Others can understand</li> <li>• To discuss the marks they make, e.g. "this is a cat"</li> <li>• To write initial sounds</li> <li>• To form a sentence orally</li> </ul> | <p>Key texts:</p> <ul style="list-style-type: none"> <li>• Stick Man</li> <li>• Lost and Found</li> <li>• Penguin</li> <li>• Rama and Sita (linked to Diwali)</li> <li>• The Christmas Pine – Julia Donaldson</li> <li>• Jack Frost</li> <li>• Nativity - The Owl and the Star</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• To write their name with correct formation.</li> <li>• To form some letters of the alphabet.</li> <li>• To write letters using a memorable phrase.</li> <li>• To memorise a sentence before writing</li> <li>• To segment CVC words verbally.</li> <li>• To write the initial, end and middle sounds for a CVC word.</li> </ul> | <p>Key texts:</p> <ul style="list-style-type: none"> <li>• Dinosaur Roar</li> <li>• Are the Dinosaurs Dead, Dad?</li> <li>• The Odd Egg</li> <li>• Dinosaurs Love Underpants</li> <li>• How to Grow a Dinosaur</li> <li>• Am I Yours</li> <li>• Oi Dinosaurs</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• To use clearly identifiable letters.</li> <li>• To form all letters of the alphabet.</li> <li>• To write VC/CVC words that can be read by themselves</li> <li>• To spell some planet words</li> <li>• To write sentences that contain only the taught sound-letter correspondences.</li> </ul> |
| Spring 2: Farm to Fork                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Summer 1: Once Upon a Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Summer 2: Walk on the Wild Side                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>Writing:</p> <ul style="list-style-type: none"> <li>• To write their first name and surname</li> <li>• To write initial sounds, CVC words, medial and</li> </ul> <p>Write a basic sentence.</p> <ul style="list-style-type: none"> <li>• To be able to read what they have written.</li> <li>• To spell HFW.</li> <li>• To write sentences having sufficient knowledge of letter-sound correspondences.</li> </ul> | <p>Writing:</p> <ul style="list-style-type: none"> <li>• To write recognisable letters, most of which are correctly formed.</li> <li>• To spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• To write simple phrases and sentences that can be read by others</li> </ul> | <p>Writing:</p> <ul style="list-style-type: none"> <li>• How to read and re-read their own writing to check it makes sense.</li> <li>• How to use the connective and.</li> <li>• To write all letters correctly, with clear ascenders and descenders.</li> <li>• To write words of more than one syllable.</li> </ul> |
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## Year 1 English

### Speaking and Listening:

*(National Curriculum statements apply to all years – content to be taught at a level appropriate to age of pupils and builds upon oral language skills taught in preceding years)*

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.

### Phonics/Spelling (KS1):

Revision of Phase 3/High frequency words

Phase 4

Phase4/5

Phase 5

Revisit and preparation for screening

Y1 Phonics test

Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others.

Spell words containing each of the 40+ phonemes already taught.

Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes.

Spell some common exception words.

Spell the days of the week.

Name the letters of the alphabet in order.

Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.

Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.

Add prefixes and suffixes using the prefix un-.

Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest.

Apply simple spelling rules and guidance, as listed in (English Appendix 1).

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash).

### **Reading Key Performance Indicators:**

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Read many common exception words from (English appendix 1)

Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words.

Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.

Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading.

Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.

Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far.

**Writing Non-Negotiables:**

Write sentences, sequencing them to form a short narrative.

Write sentences by re-reading what he/she has written to check it makes sense.

Spell words containing each of the 40+ phonemes already taught.

Name the letters of the alphabet in order.

Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant cluster and simple digraphs (e.g. frog, hand, see, chop, storm and splash)

Form most lower-case letters correctly.

Use capital letters and full stops to demarcate sentences in most of his/her writing.

| Autumn 1 Writing Genre and Focus Text<br>My local Area                                                                                                                                                                                                          | Autumn 2 Writing Genre and Focus Text<br>Toys in time                                                                                                                                                                                                        | Spring 1 Writing Genre and Focus Text<br>Travel and transport                                                                                                                                                                                                   |
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| <p><b>Focus Texts:</b><br/>Giraffes can't dance<br/><b>Giles Andreae and Guy Parker-Rees</b></p> <p>The squirrels who squabbled<br/><b>Rachel Bright and Jim Field</b></p> <p><b>Writing Genres:</b><br/>Simple, descriptive sentences<br/>Party invitation</p> | <p><b>Focus Texts:</b><br/>The lost toy Museum<br/><b>David Lucas</b></p> <p>The Grinch who stole Christmas<br/><b>Dr Seuss</b></p> <p><b>Writing Genres</b><br/>Descriptive writing- character description<br/>Descriptive writing- setting description</p> | <p><b>Focus Texts:</b><br/>Rosie Revere Engineer<br/><b>Andrea Beaty &amp; David Roberts</b></p> <p>We're going on a bear hunt<br/><b>Michael Rosen and Helen Oxenbury</b></p> <p><b>Writing Genres:</b><br/>Instructions<br/>Poetry (Rhyming / Repetition)</p> |
| Spring 2 Writing Genre and Focus Text<br>Travel and transport                                                                                                                                                                                                   | Summer 1 Writing Genre and Focus Text<br>United Kingdom                                                                                                                                                                                                      | Summer 2 Writing Genre and Focus Text<br>Our seaside now and then                                                                                                                                                                                               |

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| <p><b>Focus Text:</b><br/><b>Traditional Fairy tales</b><br/><b>(Snow White, Pinocchio)</b></p> <p><b>Writing Genres:</b><br/>Fairy tale retell<br/>Non-chronological report</p> | <p><b>Focus Texts:</b><br/>Paddington Bear<br/><b>Michael Bond</b></p> <p>The Tower Cat Bridge<br/><b>Tee Dobinson</b></p> <p><b>Writing Genres:</b><br/>Modern fable retell<br/>Letter</p> | <p><b>Focus Text:</b><br/>Snail and the Whale<br/><b>Julia Donaldson</b></p> <p>What the ladybird heard at the seaside<br/><b>Julia Donaldson</b></p> <p>Winnie at the Seaside<br/><b>Valerie Thomas</b></p> <p><b>Writing Genres:</b><br/>Narratives with familiar settings<br/>Recount</p> |
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## Year 2 English

### Speaking and Listening:

(National Curriculum statements apply to all years – content to be taught at a level appropriate to age of pupils and builds upon oral language skills taught in preceding years)

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.

**Phonics/Spelling (KS1):**

Revision of phase 5

Phase 6

Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others.

Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.

Spell most common exception words

Spell most words with contracted forms.

Spell by learning the possessive apostrophe (singular) e.g. the girl's book.

Spell by distinguishing between homophones and near-homophones

Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly.

Add suffixes to spell most longer words correctly (e.g. -ment, -ness, -ful, -less, -ly).

Apply spelling rules and guidance, as listed in (English Appendix 1).

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

**Reading Key Performance Indicators:**

Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.

Recognise alternative sounds for graphemes

Read accurately words of two or more syllables that contain graphemes taught so far.

Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding.

Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.

Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently.

Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.

Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.

Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.

Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links.

Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making plausible predictions about what might happen on the basis of what has been read so far.

Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.

**Writing Non-Negotiables:**

Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically plausible attempts at others.

Spell by learning new ways of spelling phonemes for which one or more spelling are already known, and learn some words with each spelling, including a few common homophones.

Write simple, coherent narratives about personal experiences and those of others.

Write about real events, recording these simply and clearly.

Write capital letters and digits of the correct size, orientation and relationship to one another and lower case letters.

Use suffixes –er, -est in adjectives and use –ly to turn adjectives into adverbs.

Use co-ordination (or, and, but) and some subordination (when, if, that, because) to join clauses.

Use present and past tense mostly correctly and consistently.

Use capital letters and full stops to demarcate most sentences in his/her writing and use question mark correctly when required.

Use commas to separate items in a list.

| <b>Autumn 1 Writing Genre and Focus Text</b><br><b>Topic: Kings and Queens</b>                                                                                                                 | <b>Autumn 2 Writing Genre and Focus Text</b><br><b>Topic: Great Fire of London</b>                                                                                                                              | <b>Spring 1 Writing Genre and Focus Text</b><br><b>Topic: Planet Earth</b>                                                                         |
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| <b>Focus Texts:</b><br>Prince Cinders<br><b>Babette Cole</b><br><br>King Change a lot<br><b>Babette Cole</b><br><br>The pea and the princess<br><b>Mini Grey</b><br><br><b>Writing Genres:</b> | <b>Focus Texts:</b><br>Vlad and the Great Fire of London<br><b>Kate Cunningham</b><br><br>The Baker's boy and the Great Fire of London<br><b>Tom Bradman and Tony Bradman</b><br><br><br><b>Writing Genres:</b> | <b>Focus Texts:</b><br>Sona Sharma, looking after Planet Earth<br><b>Chitra Soundar &amp; Jen Khatun</b><br><br><br><br><br><b>Writing Genres:</b> |

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| Character description<br>Stories by the same author                                                                                             | Setting description<br>Historical narrative re-tell                                                      | Haiku poetry<br>Non-Chronological report                                                                                                      |
| <b>Spring 2 Writing Genre and Focus Text<br/>Topic: Planet Earth</b>                                                                            | <b>Summer 1 Writing Genre and Focus Text<br/>Topic: Life in Kenya</b>                                    | <b>Summer 2 Writing Genre and Focus Text<br/>Topic: They made a difference</b>                                                                |
| <b>Focus Text:</b><br>George's Marvellous Medicine<br><b>Roald Dahl</b><br><br><b>Writing Genres:</b><br>Narrative retell<br>Instructional text | <b>Focus Text:</b><br>Anna Hibiscus<br><b>Atinuke</b><br><br><b>Writing Genres:</b><br>fables<br>Recount | <b>Focus Text:</b><br>The Breakfast Club Adventures<br><b>Marcus Rashford</b><br><br><b>Writing Genres:</b><br>Biography<br>Mystery narrative |

### Year 3 English

#### Speaking and Listening:

(National Curriculum statements apply to all years – content to be taught at a level appropriate to age of pupils and builds upon oral language skills taught in preceding years)

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.

**Spelling (KS2):**

Use the prefixes un-, dis-, mis-, re-, pre-.

Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.

Use the suffix -ly.

Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.

Spell words with endings which sound like 'zhun' e.g. division, decision

Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane.

Spell words that are often misspelt (English Appendix 1).

Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.

Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.

Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.

Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.

Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.

Use the first two or three letters of a word to check its spelling in a dictionary.

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

**Reading Key Performance Indicators:**

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.

Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Understand what he/she reads independently by predicting what might happen from details stated.

Retrieve and record information from non-fiction.

**Writing Non-Negotiables:**

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Draft and write in narratives, creating settings, characters and plot.

Proof-read for spelling errors and punctuation – including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly.

Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel.  
 Express time, place, and cause using co-ordinating and subordinating conjunctions.  
 Begin to use paragraphs as a way to group related material.  
 Use headings and sub-headings to aid presentation.  
 Use the present perfect form of verbs instead of the simple past.  
 Begin to use inverted commas to punctuate direct speech.

| <b>Autumn 1 Writing Genre and Focus Text</b>                               | <b>Autumn 2 Writing Genre and Focus Text</b>                                   | <b>Spring 1 Writing Genre and Focus Text</b>                                  |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>Stone, Bronze and Iron Age Britain</b>                                  | <b>Settlement and land use in the United Kingdom</b>                           | <b>Ancient Egypt</b>                                                          |
| <b>Focus Texts:</b><br>1,000-year-old boy<br><b>Ross Welford</b>           | <b>Focus Texts:</b><br>Iron Man<br><b>Ted Hughes</b>                           | <b>Focus Texts:</b><br>There's A Pharaoh in Our Bath!<br><b>Jermey Strong</b> |
| <b>Writing Genres:</b><br>Adventure narrative<br>Non- chronological report | <b>Writing Genres:</b><br>Character description<br>Science fiction narrative   | <b>Writing Genres:</b><br>Instructions<br>Poetry- riddles                     |
| <b>Spring 2 Writing Genre and Focus Text</b>                               | <b>Summer 1 Writing Genre and Focus Text</b>                                   | <b>Summer 2 Writing Genre and Focus Text</b>                                  |
| <b>Ancient Egypt</b>                                                       | <b>Climate and climate zones</b>                                               | <b>Europe</b>                                                                 |
| <b>Focus Text:</b><br>The Ancient Egypt Sleepover<br><b>Stephen Davies</b> | <b>Focus Text:</b><br>The boy who biked the world<br><b>Alastair Humphreys</b> | <b>Focus Text:</b><br>The Train of impossible places<br><b>P.G.Bell</b>       |
| <b>Writing Genres:</b><br>Diary entry<br>Historical narrative              | <b>Writing Genres:</b><br>Information text<br>Recount - journalistic writing   | <b>Writing Genres:</b><br>Persuasive text – brochure<br>Fantasy narrative     |

**Speaking and Listening:**

*(National Curriculum statements apply to all years – content to be taught at a level appropriate to age of pupils and builds upon oral language skills taught in preceding years)*

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.

**Spelling (KS2):**

Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-.

Understand and add suffixes -ation, -ous.

Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician.

Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt - que e.g. rogue, tongue, antique, unique.

Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.

Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1).

Spell words with the 's' sounds spelt 'sc' e.g. science, scene.

Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.

Use the first three or four letters of a word to check its spelling in a dictionary.

Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.

**Reading Key Performance Indicators:**

Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1).

Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1).

Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.

Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.

Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.

Understand what he/she reads independently by predicting what might happen from details stated and implied.

Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these.

Retrieve and record information from non-fiction over a wide range of subjects.

### **Writing Non-Negotiables:**

Draft and write by organising paragraphs around a theme.

Draft and write in narratives, creating settings, characters and plots with consideration for the audience and purpose.

Proof read for spelling and punctuation errors, including the use of apostrophe for possession, speech punctuation and use of comma for fronted adverbials.

Use standard English forms for verb inflections instead of local spoken forms.

Use fronted adverbials.

Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.

Use inverted commas and other punctuation to indicate direct speech.

| <b>Autumn 1 Writing Genre and Focus Text</b>                                 | <b>Autumn 2 Writing Genre and Focus Text</b>                                                | <b>Spring 1 Writing Genre and Focus Text</b>                                   |
|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <b>Roman Invasions</b>                                                       | <b>Roman Britain</b>                                                                        | <b>Amazon: Rivers and Rainforest</b>                                           |
| <b>Focus Text:</b><br>The Leopard in the Golden Cage<br><b>Julia Edwards</b> | <b>Focus Text:</b><br>The Roman Mysteries: The Thieves of Ostia<br><b>Caroline Lawrence</b> | <b>Focus Text:</b><br>The lost Rainforest Mez's Magic<br><b>Eliot Schrefer</b> |
| <b>Writing Genres:</b><br>Diary entry<br>Historical narrative                | <b>Writing Genres:</b><br>Explanation text<br>Recount - journalistic writing                | <b>Writing Genres:</b><br>Persuasive text - letter<br>Adventure narrative      |

| Spring 2 Writing Genre and Focus Text                                 | Summer 1 Writing Genre and Focus Text                                                      | Summer 2 Writing Genre and Focus Text                                     |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| Amazon: Rivers and Rainforest                                         | Maya Civilisation                                                                          | USA                                                                       |
| <b>Focus Text:</b><br>Journey to the river sea<br><b>Eva Ibbotson</b> | <b>Focus Text:</b><br>Harley James and the mystery of the Mayan Kings<br><b>Leah Cupps</b> | <b>Focus Text:</b><br>The land of roar<br>Jenny McLachlan                 |
| <b>Writing Genres:</b><br>Non- chronological report<br>Tanka poetry   | <b>Writing Genres:</b><br>Mystery narrative<br>Instructional text                          | <b>Writing Genres:</b><br>Fantasy narrative<br>Persuasive text – brochure |

## Year 5 English

### Speaking and Listening:

(National Curriculum statements apply to all years – content to be taught at a level appropriate to age of pupils and builds upon oral language skills taught in preceding years)

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.

**Spelling (KS2):**

Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.

Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.

Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance.

Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly.

Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.

Spell some words with 'silent' letters e.g. knight, psalm, solemn.

Spell some of the year 5 and 6 words correctly (English Appendix 1).

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

Use a thesaurus.

**Reading Key Performance Indicators:**

Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling.

Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices.

Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.

Retrieve, record and present information from non-fiction.

**Writing Non-Negotiables:**

Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.

Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character.

Draft and write by using further organisational and presentational devices to structure text and to guide the reader.

Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.

Proof read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity.

Convert nouns or adjectives into verbs using suffixes.

Indicate degrees of possibility using adverbs.  
Use commas to clarify meaning or avoid ambiguity.

| <b>Autumn 1 Writing Genre and Focus Text<br/>Topic: Anglo Saxons and Scots</b>    | <b>Autumn 2 Writing Genre and Focus Text<br/>Topic: Viking</b>                | <b>Spring 1 Writing Genre and Focus Text<br/>Topic: Volcanoes and earthquakes</b>   |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Focus Text:</b><br>Beowulf<br><b>Michael Morpurgo</b>                          | <b>Focus Text:</b><br>The Sage of Erik the Viking<br><b>Terry Jones</b>       | <b>Focus Text:</b><br>Asha and the Spirit bird<br><b>Jasbinder Bilan</b>            |
| <b>Writing Genres:</b><br>Historical narrative<br>Non-chronological report        | <b>Writing Genres:</b><br>Myths and Legends<br>Recount- journalistic writing  | <b>Writing Genres:</b><br>Adventure narrative<br>Explanation text                   |
| <b>Spring 2 Writing Genre and Focus Text<br/>Topic: Volcanoes and earthquakes</b> | <b>Summer 1 Writing Genre and Focus Text<br/>Topic: Biomes and Vegetation</b> | <b>Summer 2 Writing Genre and Focus Text<br/>Topic: Baghdad and the Middle East</b> |
| <b>Focus Text:</b><br>The firework maker's daughter<br><b>Philip Pullman</b>      | <b>Focus Text:</b><br>The boy in the tower<br><b>Polly Ho-Yen</b>             | <b>Focus Text:</b><br>Parvana's Journey<br><b>Deborah Ellis</b>                     |
| <b>Writing Genres:</b><br>Mystery narrative<br>Cinquain poetry                    | <b>Writing Genres</b><br>Balanced argument<br>Science fiction                 | <b>Writing Genres:</b><br>Recount- diary entry<br>Dilemma narrative                 |

## Year 6 English

### Speaking and Listening:

(National Curriculum statements apply to all years – content to be taught at a level appropriate to age of pupils and builds upon oral language skills taught in preceding years)

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.

### **Spelling (KS2):**

Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.

Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.

Distinguish between homophones and other words which are often confused (English Appendix 1).

Use dictionaries to check the spelling and meaning of words.

Spell most of the year 5 and 6 words correctly (English Appendix 1).

Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).

Use a thesaurus with confidence.

### **Reading Key Performance Indicators:**

Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling.

Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions.

Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration.

Provide reasoned justifications for his/her views.

**Writing Non-Negotiables:**

Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form.

Draft and write narratives, describing settings, characters and atmosphere and integrate dialogue to convey character and advance the action.

Use a range of devices for cohesion within and across paragraphs.

Draft and write by using organisational and presentational devices to structure text and to guide the reader.

Evaluate and edit by ensuring consistent and correct use of tense throughout a piece of writing.

Proof read for spelling errors linked to spelling statements for year 6.

Use dictionaries to check the spelling and meaning of words.

Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.

Use the passive to affect the presentation of information in a sentence.

Use layout devices to structure text.

Use the colon to introduce a list and use semi-colons within lists.

Use bullet points to list information.

| <b>Autumn 1 Writing Genre and Focus Text<br/>Conflict and resolution</b>                                                                                             | <b>Autumn 2 Writing Genre and Focus Text<br/>Conflict and resolution</b>                                                                               | <b>Spring 1 Writing Genre and Focus Text<br/>Ancient Greece</b>                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Focus Text:</b><br>Private Peaceful<br><b>Michael Morpurgo</b><br><br><b>Writing Genres:</b><br>Recount- journalistic writing<br>Historical narrative- flash back | <b>Focus Text:</b><br>Letters from the Lighthouse<br><b>Emma Carroll</b><br><br><b>Writing Genres:</b><br>Diary entry<br>Rondeau poetry                | <b>Focus Text:</b><br>Who let the Gods out?<br><b>Maz Evans</b><br><br><b>Writing genres:</b><br>Myths and legends<br>Non chronological report |
| <b>Spring 2 Writing Genre and Focus Text<br/>Mapping the World</b>                                                                                                   | <b>Summer 1 Writing Genre and Focus Text<br/>Global challenges: Climate change</b>                                                                     | <b>Summer 2 Writing Genre and Focus Text<br/>Global challenges: trade</b>                                                                      |
| <b>Focus Text:</b><br>The Explorer<br><b>Katherine Rundell</b><br><br><b>Writing Genres:</b><br>Adventure narrative<br>Instructional text                            | <b>Focus Text:</b><br>The boy at the back of the class<br><b>Onjali Q Rauf</b><br><br><b>Writing Genres:</b><br>Persuasive letter<br>Fantasy narrative | <b>Focus Text:</b><br>Seabean<br><b>Sarah Holding</b><br><br><b>Writing Genres:</b><br>Play scripts<br>Classic literature- Macbeth             |

