

EYFS Autumn term 1	EYFS Autumn term 2	EYFS Spring term 3	EYFS Spring term 4	EYFS Summer term 5	EYFS Summer term 6
<p>'Ourselves': Labelling, name writing, letter formation using phase 2 sounds.</p> <p>Reading: Guided reading/shared reading books focused on familiar settings.</p>	<p>Princesses and Knights/ The Jolly Christmas postman: Labelling, writing simple sentences and CVC words.</p> <p>Reading: Guided reading/shared reading books focused on castles (non-fiction) and winter (story books).</p>	<p>'Once upon a time' Instructions, traditional tales and story writing.</p> <p>Reading: Guided reading/shared reading books focused on traditional tales.</p>	<p>Mini beasts and life cycles (The very hungry caterpillar):</p> <p>Labels, captions, instructions, story writing.</p> <p>Reading: Guided reading/shared reading books focused on mini beasts (non-fiction).</p>	<p>'Plants'</p> <p>Labels, captions, non-fiction writing, instructions.</p> <p>Reading: Guided reading/shared reading books focused on plants (non-fiction)</p>	<p>'At the seaside'</p> <p>Labels, captions, stories and poetry.</p> <p>Reading: Guided reading/shared reading books focused on the seaside (stories, non-fiction and poetry).</p>
<p>In all six terms our children learn the following skills to develop their literacy so that they can:</p> <ul style="list-style-type: none"> - give meaning to marks they make as they draw, write and paint - begin to break the flow speech into words - continue a rhyming string - hear and says the initial sound in words - can segment the sounds in simple words and blend them together - link sounds to letters, naming and sounding the letters of the alphabet - use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence - write their own name and other things such as labels and captions - attempt to write short sentences in meaningful contexts - use their phonic knowledge to write words in some ways which match their spoken sounds - write some irregular common words - write simple sentences which can be read by themselves and others - spell some words correctly and others in a phonetically plausible way 			<ul style="list-style-type: none"> - enjoy rhyming and rhythmic activities and show an awareness of rhyme and alliteration - recognises rhythm in spoken words - listens to and joins in with stories and poems, one to one and also in small groups - join in with repeated refrains and anticipates key events and phrases in rhymes and stories - begin to be aware of the way stories are structured - suggest how the story might end - listen to stories with increasing attention and recall - describes main story settings, events and principle characters - show interest in illustrations and print in books and print in the environment - recognise familiar words and signs such as own name and advertising logos - look at books independently - handle books carefully - know information can be relayed in the form of print - hold books the correct way up and turns pages - know that print carries meaning and in English we read left to right and top to bottom - continue a rhyming string - hear and say the initial sound in words - segment the sounds in simple words - blend simple sounds together and know which letters represent some of them - link sounds to letters, naming and sounding the letters of the alphabet - begin to read words and simple sentences - use vocabulary and forms of speech that are increasingly influenced by their experience of books - enjoy an increasing range of books - know that information can be retrieved from books and computers - read and understand simple sentences - use phonic knowledge to decode regular words and read them aloud accurately 		

- read some common irregular words
- demonstrate understanding when talking with others about what they have said

English Literacy by Year Group	Autumn Term 1	Autumn Term 2	Autumn Term 3	Autumn Term 4	Autumn Term 5	Autumn Term 6
Year 1						
<p>Year 1 Writing Composition and grammar</p>	<p>'Dinosaurs – Tyrannosaurus Drip'</p> <p>At the beginning of Year 1 not all pupils will have the spelling and handwriting skills needed to write down everything they can compose out loud. Spoken composition is an important element of the curriculum and writing may take place with the teacher or in a group.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - write sentences by saying out loud what they are going to write - sequence sentences to form short narratives - re-read what they have written to check it makes sense and read their writing clearly aloud. 	<p>Fairy Stories and Traditional Tales – 'The Enormous Turnip, the Gingerbread Man (story making) and Cinderella.'</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - develop their understanding of writing using the spelling strategies they learn - leave spaces between words - join words and sentences using 'and' - begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - use grammatical terminology that they learn to discuss their writing <p>Pupils will:</p> <ul style="list-style-type: none"> - write sentences by saying out loud what they are going to write - sequence sentences to form short narratives - re-read what they have written to check it makes sense and read their writing clearly aloud. 	<p>Animals (Handa's Surprise – a story from another culture)</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - develop their understanding of writing using the spelling strategies they learn - leave spaces between words - join words and sentences using 'and' - begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - use capital letters for names of people, places, the days of the week and the pronoun 'I' - use grammatical terminology that they learn to discuss their writing <p>Pupils will:</p> <ul style="list-style-type: none"> - write sentences by saying out loud what they are going to write - sequence sentences to form short narratives - re-read what they have written to check it makes sense and read their writing clearly aloud. 	<p>Julia Donaldson</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - develop their understanding of writing using the spelling strategies they learn - leave spaces between words - join words and sentences using 'and' or 'because' - begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - use capital letters for names of people, places, the days of the week and the pronoun 'I' - use grammatical terminology that they learn to discuss their writing <p>Pupils will:</p> <ul style="list-style-type: none"> - write sentences by saying out loud what they are going to write - sequence sentences to form short narratives - re-read what they have written to check it makes sense and read their writing clearly aloud. 	<p>Plants (Jack and the Beanstalk – story making)</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - develop their understanding of writing using the spelling strategies they learn - leave spaces between words - join words and sentences using 'and' or 'because' - begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - use capital letters for names of people, places, the days of the week and the pronoun 'I' - use grammatical terminology that they learn to discuss their writing <p>Pupils will:</p> <ul style="list-style-type: none"> - write sentences by saying out loud what they are going to write - sequence sentences to form short narratives of several sentences that form a logical progression - re-read what they have written to check it makes sense and read their writing clearly aloud. 	<p>Sea and Coast (Lighthouse Keeper's Lunch)</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - develop their understanding of writing using the spelling strategies they learn - leave spaces between words - join words and sentences using 'and' or 'because' - begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - use capital letters for names of people, places, the days of the week and the pronoun 'I' - use grammatical terminology that they learn to discuss their writing <p>Pupils will:</p> <ul style="list-style-type: none"> - write sentences by saying out loud what they are going to write - sequence sentences to form short narratives of several sentences that form a logical progression - re-read what they have written to check it makes

						sense and read their writing clearly aloud.
Year 1 Spelling	<p>Overview: Pupils will be taught in a daily sequence of lessons to learn to spell:</p> <ul style="list-style-type: none"> the names of the week common exception words and simple words containing the 40+ phonemes learnt in the Early Years Foundation Stage by naming the letters of the alphabet in order and distinguish between alternative spellings of the same sound add prefixes and suffixes use –s or –es for as the plural marker for nouns and the third person singular marker for verbs use the prefix un- use –ing, -ed, -er and –est where no change is needed in the spelling of the root word write from memory simple sentences dictated by the teacher using these spelling rules phase 3-5 phonics 					
Year 1 Reading	<p>Overview: Pupils begin by revising and consolidating the sounds and words they learnt in Reception. Pupils are taught to speedily respond to reading sounds and blending them to read unfamiliar words and recognise common exception words throughout the year. Reading aloud accurately from books that correspond to their developing phonic knowledge builds up the pupils' enjoyment, fluency and confidence. Importantly, through discussion and high quality questioning, our pupils will develop comprehension skills that give them pleasure in reading, a wider vocabulary and deeper understanding. Pupils will listen to and discuss a wide range of poems, stories and non-fiction read to them to develop comprehension skills at a level beyond which they can read independently. Pupils will read individually, in groups and with the teacher. They will be taught to reflect on previous knowledge and check the text makes sense as they read aloud. Pupils will discuss the significance of events and the title and sub-headings in a text. They will be taught to ask questions and make predictions about what is read so that they can participate in discussion and explain their understanding. Pupils will be taught to take turns and listen to others and what they think about a text.</p>					
	<p>'Dinosaurs – Tyrannosaurus Drip' Pupils learn to:</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing sounds which have been taught.</p> <p>Red common exception words</p>	<p>Fairy Stories and Traditional Tales – 'The Enormous Turnip, the Gingerbread Man (story making) and Cinderella.'</p> <p>Read accurately by blending sounds in unfamiliar words containing sounds which have been taught.</p> <p>Red common exception words</p> <p>Read words containing –s, -es, -ing, -ed, -er and –est</p> <p>Read other words of more than one syllable that contain sounds that have been taught.</p> <p>Read word contractions (for example 'I'm' and understand</p>	<p>Animals (Handa's Surprise – a story from another culture)</p> <p>Read accurately by blending sounds in unfamiliar words containing sounds which have been taught.</p> <p>Red common exception words</p> <p>Read words containing –s, -es, -ing, -ed, -er and –est</p> <p>Read other words of more than one syllable that contain sounds that have been taught.</p> <p>Read word contractions (for example 'I'm' and understand that the apostrophe represents the omitted letter.</p>	<p>Julia Donaldson</p> <p>Continue to use the strategies taught in the previous terms and revise and consolidate them.</p> <p>Pupils will read words with suffixes by building on the root words that they already know.</p> <p>Read aloud fluently and re-read books they enjoy and know to develop confidence and comprehension before coming to longer books.</p> <p>Listen to, read and discuss, key stories, fairy stories and traditional tales, retelling</p>	<p>Plants (Jack and the Beanstalk – story making)</p> <p>Continue to use the strategies taught in the previous terms and revise and consolidate them.</p> <p>Pupils will read words with suffixes by building on the root words that they already know.</p> <p>Read aloud fluently and re-read books they enjoy and know to develop confidence and comprehension before coming to longer books.</p> <p>Learn to appreciate rhymes and poems and to recite some by heart.</p>	<p>Sea and Coast (Lighthouse Keeper's Lunch)</p> <p>Continue to use the strategies taught in the previous terms and revise and consolidate them.</p> <p>Pupils will read words with suffixes by building on the root words that they already know.</p> <p>Read aloud fluently and re-read books they enjoy and know to develop confidence and comprehension before coming to longer books.</p> <p>Learn to appreciate rhymes and poems and to recite some by heart.</p>

	Learn to appreciate rhymes and poems and to recite some by heart.	that the apostrophe represents the omitted letter. Listen to, read and discuss, key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognise and join in with predictable phrases 'Run, run, as fast as you can! You can't catch me I'm the Gingerbread Man!' Learn to appreciate rhymes and poems and to recite some by heart.	Learn to appreciate rhymes and poems and to recite some by heart. Discuss word meanings, linking new meanings to those already known.	them and considering their particular characteristics. Recognise and join in with predictable phrases 'Fe, fi, fo, fum! I smell the blood of an English man!' Learn to appreciate rhymes and poems and to recite some by heart.		Discuss word meanings, linking new meanings to those already known. Listen to and read non-fiction books to deepen vocabulary and appreciate written language can be structured.
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Year 2

Year 2 Writing Composition	<p>Narrative - Traditional Stories (4 weeks). 'The Three little pigs.'</p> <p>Consider what they are going to write before beginning by: - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence.</p> <p>evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate</p>	<p>Narrative - Different Stories by the same author (4 weeks). 'Room on a broom.'</p> <p>Develop positive attitudes towards and stamina for writing by: - writing narratives about personal experiences and those of others (real and fictional) - writing for different purposes</p> <p>Consider what they are going to write before beginning by: - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence</p> <p>Evaluating their writing with the teacher and other pupils:</p>	<p>Poetry - 'Silly Stuff' (2 weeks).</p> <p>Write different forms of poetry.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Non Fiction - Information Texts (4 weeks).</p> <p>Writing for different purposes and writing about real events. - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p>	<p>Non Fiction -Explanations (2 weeks).</p> <p>Evaluate their writing with the teacher and other pupils: - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Writing for different purposes.</p> <p>Narrative - Stories with familiar Settings (3 weeks). 'The Papaya that spoke.'</p> <p>develop positive attitudes towards and stamina for writing by: □ writing narratives about personal experiences and those of others (real and fictional)</p>	<p>Poetry - Patterns on the page (2 weeks).</p> <p>Write different forms of poetry.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Non Fiction - Non Chronological Reports (4 weeks).</p> <p>Write for different purposes and about real events.</p> <p>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] □ read aloud what they have written with appropriate</p>	<p>Get ready for SATs (1 week) SATs (1week)</p> <p>Narrative - Extended Stories/Significant authors (5 weeks).</p> <p>develop positive attitudes towards and stamina for writing by: □ writing narratives about personal experiences and those of others (real and fictional)</p> <p>consider what they are going to write before beginning by: □ planning or saying out loud what they are going to write about □ writing down ideas and/or key words, including new vocabulary</p>
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	<p>time are used correctly and consistently, including verbs in the continuous form</p> <ul style="list-style-type: none"> - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear. <p>Non Fiction - Instructions (3 weeks).</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) and writing for different purposes. 	<ul style="list-style-type: none"> - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear. <p>Poetry- Bonfire night poetry</p> <p>Writing poetry about real events.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>		<p>writing for different purposes</p> <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> □ planning or saying out loud what they are going to write about □ writing down ideas and/or key words, including new vocabulary □ encapsulating what they want to say, sentence by sentence 	<p>intonation to make the meaning clear.</p>	<ul style="list-style-type: none"> □ encapsulating what they want to say, sentence by sentence
<p>Year 2 Spelling and Grammar</p>	<p>Overview:</p> <p>Pupils will be taught in a daily sequence of lessons to spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • 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 • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly 					
<p>Focusing on HFW spelling and transition to the year 2 curriculum</p> <p>Learning how to use both familiar and new punctuation correctly</p>	<p>Regular plural noun suffixes-s and –es</p> <p>Suffixes that can be added to verbs where no change is needed (help)</p> <p>Capital letters, full stops question marks, exclamation marks</p>	<p>Capital letters for personal pronoun.</p> <p>Prefix- un changes the meaning of verbs and adjectives (unkind)</p> <p>Subordination and co-ordination</p>	<p>Formation of nouns using suffixes (ness, er)</p> <p>Formation of adjectives using suffixes (ful, less)</p> <p>Use of suffixes (er, est)</p> <p>Adjectives (ly, es to words ending in y)</p>	<p>Choice and consistent tense (present and past tense)</p> <p>Progressive form of verbs in the present and past tense to mark actions in progress</p>	<p>Recap a variety of the knowledge learnt in previous terms.</p>	

		Joining sentences with and	Noun phrases Commas to separate commas in a list	learning how to use both familiar and new punctuation correctly	Use of capital letters, full stops, question marks and exclamation marks Apostrophes to mark where letters are missing Apostrophes for singular possession	
Year 2 Reading	<p>Overview:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 					
	<p>Narrative - Traditional Stories (4 weeks). T 'The Three little pigs.'</p> <p>Listening to, discussing and expressing views about a wide range of stories at a level beyond that at which they can read independently.</p> <p>Discuss the sequence of events in books, becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Recognise simple recurring literary language in stories and poetry</p>	<p>Narrative - Different Stories by the same author (4 weeks). 'Room on a broom.'</p> <p>Listen to, discuss and express views about a wide range stories at a level beyond that at which they can read independently.</p> <p>Discuss the sequence of events in books</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>Recognise simple recurring literary language in stories and poetry.</p>	<p>Poetry - Silly Stuff (2 weeks).</p> <p>Listen to, discuss and express views about a wide range of contemporary and classic poetry.</p> <p>Non Fiction - Information Texts (4 weeks).</p> <p>Listen to, discuss and express views about a wide range of non-fiction at a level beyond that at which they can read independently.</p> <p>Discuss how items of information are related.</p>	<p>Non Fiction -Explanations (2 weeks).</p> <p>Listen to, discuss and express views about a wide range of non-fiction at a level beyond that at which they can read independently.</p> <p>Discuss how items of information are related.</p> <p>Narrative - Stories with familiar Settings (3 weeks). 'The Papaya that spoke.'</p> <p>Listen to, discuss and express views about a wide range stories at a level beyond that at which they can read independently.</p>	<p>Poetry - Patterns on the page (2 weeks).</p> <p>Listen to, discuss and express views about a wide range of contemporary and classic poetry.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Non Fiction - Non Chronological Reports (4 weeks).</p> <p>Listen to, discuss and express views about a wide range of non-fiction at a level beyond</p>	<p>Get ready for SATs (1 week) SATs (1week)</p> <p>Narrative - Extended Stories/Significant authors (5 weeks).</p> <p>Listen to, discuss and express views about a wide range stories at a level beyond that at which they can read independently.</p> <p>Discuss the sequence of events in books. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p>

	<p>Non Fiction - Instructions (3 weeks).</p> <p>Listen to, discuss and express views about a wide range of non-fiction at a level beyond that at which they can read independently.</p> <p>Discuss how items of information are related.</p>	<p>Poetry- Bonfire night poetry (onomatopoeia)</p> <p>Listening to, discuss and express views about a wide range of contemporary and classic poetry.</p> <p>Discuss their favourite words and phrases.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>		<p>Discuss the sequence of events in books.</p> <p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Recognise simple recurring literary language in stories and poetry.</p>	<p>that at which they can read independently.</p> <p>Be introduced to non-fiction books that are structured in different ways.</p> <p>Discuss and clarifying the meanings of words, linking new meanings to known vocabulary.</p>	<p>recognising simple recurring literary language in stories and poetry</p>
Year 3						
<p>Year 3 Writing Composition</p> <ul style="list-style-type: none"> Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements. Proofread for spelling and punctuation errors. 	<p>Narrative, plays & scripts- Authors & Letters (3 weeks)</p> <p>Non Fiction- Reports (4 weeks)</p> <p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas.</p> <p>Poetry- Poems to perform (1 week)</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through</p>	<p>Story Making 'King of the fishes.'</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Narrative, plays & scripts- Myths & Legends (4 weeks).</p> <p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>	<p>Story Making 'The Tunnel.'</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Narrative, plays & scripts- Adventure & Mystery (4 weeks).</p> <p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand</p>	<p>Non Fiction- Information Texts (4 weeks).</p> <p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas.</p> <p>Poetry- Shape poetry & Cali grams (2 weeks)</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p>Narrative, plays & scripts- Stories with familiar Settings (3 weeks).</p> <p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas.</p> <p>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Preparing play scripts to read aloud and to perform,</p>	<p>Non Fiction- Instructions (4 weeks)</p> <p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discuss and record ideas.</p> <p>Organise paragraphs around a theme In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>Narrative, plays & scripts- Dialogue & Plays (4 weeks)</p> <p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling</p>

	<p>intonation, tone, volume and action.</p> <p>Recognise some different forms of poetry [for example, free verse, and narrative poetry].</p>	<p>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Organise paragraphs around a theme in narratives, creating settings, characters and plot.</p> <p>Poetry- Language Play (2 weeks)</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognise some different forms of poetry [for example, free verse, and narrative poetry].</p>	<p>and learn from its structure, vocabulary and grammar.</p> <p>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Organise paragraphs around a theme in narratives, creating settings, characters and plot.</p>	<p>Recognise some different forms of poetry [for example, free verse, and narrative poetry].</p>	<p>showing understanding through intonation, tone, volume and action.</p>	<p>the tone and volume so that the meaning is clear.</p>
<p>Year 3 Spelling</p>	<p>Overview:</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them. • Spell homophones • Spell words that are often misspelt. • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. • Use the first 2 or 3 letters of a word to check its spelling in a dictionary. 					
	<p>200 High frequency words</p>	<p>Early Earth Learn Heard Straight Weight Eight/eighth Reign Height Breath</p>	<p>Accidentally Address Consider Continue Difficult Therefore Remember Important Perhaps Material</p>	<p>Particularly Regular Grammar Calendar Popular Guard Heart Caught Thought Naughty</p>	<p>Island Knowledge Answer Length Strength Centre Circle Certain Century Recent</p>	<p>Complete Decide Extreme Arrive Strange Guide Build Fruit Group Bicycle</p>

Year 3 Grammar	<p><u>Word Level-</u> Formation of nouns using a range of prefixes.</p> <p><u>Sentence Level-</u> Conjunctions</p> <p>Adverbs</p> <p><u>Text Level-</u> Introduction to paragraphs as a way to group related material. Heading and subheadings to aid presentation.</p> <p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p><u>Punctuation-</u> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p><u>Word Level-</u> Formation of nouns using a range of prefixes.</p> <p><u>Sentence Level-</u> Prepositions</p> <p><u>Text Level-</u> Use of progressive form of verbs in the present and past tense to mark actions.</p> <p><u>Punctuation-</u> Commas to separate items in a list.</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p>	<p><u>Word Level-</u> Use of the forms <u>a</u> or <u>an</u> according to whether the next word begins with a consonant or a vowel.</p> <p><u>Sentence Level-</u> Expanded noun phrases for description and specification.</p> <p><u>Text Level-</u> Introduction to paragraphs as a way to group related material.</p> <p><u>Punctuation-</u> Introduction to inverted commas to punctuate direct speech.</p>	<p><u>Word Level-</u> Use of the present perfect form of verbs instead of the simple past.</p> <p><u>Sentence Level-</u> How the grammatical patterns in a sequence indicate its function as a statement, question, exclamation or command.</p> <p><u>Text Level-</u> Introduction to paragraphs as a way to group related material. Heading and subheadings to aid presentation.</p> <p><u>Punctuation-</u> Introduction to inverted commas to punctuate direct speech.</p>	<p><u>Word Level-</u> Word families based on common words, showing how words are related in form.</p> <p><u>Sentence Level-</u> Fronted adverbials.</p> <p><u>Text Level-</u> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p><u>Punctuation-</u> Apostrophes to mark plural possession.</p>	Revision
Year 3 Reading	<p>Overview:</p> <ul style="list-style-type: none"> • Develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reading books that are structured in different ways and reading for a range of purposes. • Identifying themes and conventions in a wide range of books. • Understand what they read, in books they can read independently, by: • Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Identify main ideas drawn from more than 1 paragraph and summarise these. • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 					

<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>Non-fiction Information texts</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p> <p>Retrieve and record information from non-fiction.</p>	<p>Myths & Legends</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Discuss words and phrases that capture the reader's interest and imagination. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p>	<p>Fiction Adventure Stories</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p>	<p>Non-Fiction Information texts</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p> <p>Retrieve and record information from non-fiction.</p>	<p>Stories with familiar settings</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p>	<p>Non-Fiction Instructions</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p> <p>Retrieve and record information from non-fiction.</p> <p>Fiction Plays & Scripts</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p>
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Year 4

<p>Year 4 Writing Composition</p>	<p>Composition:</p> <ol style="list-style-type: none"> (info texts) in non-narrative material, using simple organisational devices such as headings and sub-headings (stories from another culture) progressively building a varied and rich vocabulary and an 	<p>Composition:</p> <ol style="list-style-type: none"> story – 'Hetty Dreaming' use setting and characterisation to engage readers' interest summarise and shape material to write convincing non-fiction texts (explanation) 	<p>Composition:</p> <ol style="list-style-type: none"> (Play-scripts) composing and rehearsing sentences orally to progressively build varied and rich vocab (poetry) Assess the effectiveness of their own and others' writing and suggest improvements 	<p>Composition:</p> <ol style="list-style-type: none"> (persuasive) discuss writing similar to that of which they are planning and understand structure, vocab, grammar (Non-fiction, information) organise paragraphs around a theme. Use 	<p>Composition:</p> <ol style="list-style-type: none"> (story – Adventure at Sandy Cove) Through oral rehearsal, improve sentence structures, propose changes to grammar and vocab including the accurate use of pronouns 	<p>Composition:</p> <ol style="list-style-type: none"> Revision (instructions, poetry)
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	increasing range of sentence structures			subheadings and organisational devices. Discuss and record ideas	2. (recounts) Organising paragraphs around a theme. Proof read for spelling and punctuation errors	
Year 4 Spelling	Spelling: 1. Not achieved	Spelling: 1. Plural endings 2. Verb endings	Spelling: 1. write from memory simple sentences 2. revise verb endings	Spelling: 1. use prefixes and suffixes and understand how to add them 2. Use a dictionary to check spellings of words	Spelling: 1. possessive apostrophe and other plurals 2. Consolidate homophones	Spelling: Revision
Year 4 Grammar	Grammar: 1. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 2. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	Grammar: 1. Fronted adverbials 2. Use the comma correctly 3. extending range of sentences with more than one clause by using a wide range of conjunctions – when, because, if, although	Grammar: 1. Use sentences with different forms – questions, statements, exclamation marks, commands 2. Format of poetry – using commas, capital letters	Grammar: 1. use conjunctions, adverbs and prepositions to express time and cause 2. Use wider range of conjunctions	Grammar: 1. Use inverted commas and other punctuation to indicate direct speech (commas after reporting clause etc.) 2. Use conjunctions and connectives to improve cohesion within paragraphs	Grammar: 1. Revision

<p>Year 4 Reading</p>	<p>Overview:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • identifying main ideas drawn from more than one paragraph and summarising these • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 				
<p>Non-fiction Information texts</p> <p>listening to and discussing a wide range of non-fiction and reference books or textbooks</p> <p>stories from another culture) checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>predicting what might happen from details stated and implied</p>	<p>Historical story – ‘Hetty Dreaming’ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Explanation texts reading books that are structured in different ways and reading for a range of purposes</p>	<p>Play-scripts preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Poetry using dictionaries to check the meaning of words that they have read</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>Persuasive □ identifying themes and conventions in a wide range of books</p> <p>Non-fiction, information identifying how language, structure, and presentation contribute to meaning</p>	<p>Adventure story – Adventure at Sandy Cove) increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Recounts □ retrieve and record information from non-fiction</p>	<p>Revision (instructions, poetry) discussing words and phrases that capture the reader’s interest and imagination</p>
<p>Year 5</p>					

<p>Year 5 Writing Composition</p>	<p>Recounts</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Myths/legends</p> <p>Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Poetry</p> <p>Look at techniques for performing poetry, including looking at Michael Rosen.</p> <p>Assess the effectiveness of their own and others' writing.</p> <p>Narrative – stories from other cultures</p> <p>Story making- Gift of the Sea</p> <p>Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p>	<p>Fiction – study novel by a significant author (Cornelia Funke)</p> <p>Précise longer passages Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Story making- Children write their own based on Cornelia Funke's books.</p> <p>Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p>	<p>Instructions</p> <p>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Persuasive texts</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Formal/informal writing Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>	<p>Plays – film narrative and dramatic conventions</p> <p>Assess the effectiveness of their own and others' writing.</p>
<p>Year 5 Spelling</p>	<p>Words with unstressed syllables. Words with silent letters e.g. knight, solemn.</p>	<p>To spell words with common letter strings and different pronunciations</p> <ul style="list-style-type: none"> - Phonemes (-<i>igh</i>, -<i>ough</i>, -<i>ight</i>, -<i>ear</i>, -<i>oo</i>, -<i>our</i>, -<i>ie</i>) - Homophones (-<i>cian</i>, -<i>sion</i>, -<i>tion</i>, -<i>ssion</i>) 	<p>To explore the spelling patterns of consonants and to formulate rules.</p> <ul style="list-style-type: none"> - <i>Ci-, ce-, cy-, ca-, -co</i> 	<p>To explore less common prefixes and suffixes:</p> <ul style="list-style-type: none"> - Revise from earlier years (<i>un-, dis-, mis-</i>) - Opposites (<i>anti-, non-, de-</i>) - Antonyms using <i>in-, im-, ir-, -il</i> 	<p>To investigate and learn spelling rules for adding suffixes to words ending in –e, words ending in –y and words containing ie.</p>	<p>To identify word roots, derivations and spelling patterns as a support for spelling.</p>
<p>Year 5 Grammar</p>	<p>Word classes Tenses Expanded noun and adverbial phrases</p>	<p>Direct/reported speech Converting nouns or adjectives into verbs using suffixes (e.g. –<i>ate</i>, -<i>ise</i>, -<i>ify</i>) Verb prefixes (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i>, <i>re</i>).</p>	<p>Devices to build cohesion within a paragraph (e.g. <i>then</i>, <i>after that</i>, <i>this</i>) Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. <i>he had seen her before</i>)</p>	<p>Active/passive voice Sentence structure – embedded/relative clauses Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or an omitted relative pronoun.</p>	<p>Punctuation: Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.</p>	<p>Indicating degrees of possibility using adverbs (e.g. <i>perhaps</i>, <i>surely</i>) or modal verbs (e.g. <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>).</p>

<p>Year 5 Reading</p>	<p>Overview:</p> <ul style="list-style-type: none"> • Children will apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. • Maintain positive attitudes to reading and understanding of what they read by: • Recommending books that they have read to their peers, giving reasons for their choices • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. 					
	<p>Recounts Ask questions to improve their understanding.</p> <p>Myths and Legends</p> <p>Predict what might happen from details stated and implied.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Increase 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</p>	<p>Narrative – stories from other cultures</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Poetry Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Learn a wider range of poetry by heart.</p>	<p>Fiction – study novel by a significant author (Cornelia Funke)</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Instructions Retrieve, record and present information from non-fiction.</p> <p>Making comparisons within and across books.</p>	<p>Persuasive texts Distinguish between statements of fact and opinion.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Formal/informal writing</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>	<p>Plays – film narrative and dramatic conventions</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p>
<p>Year 6</p>						
<p>Year 6 Writing Composition</p>	<p>Newspaper Reports</p> <p>To know particular features for a newspaper report. To understand how to question to find out information.</p>	<p>Persuasive Texts</p> <p>To understand persuasive features and to apply these to writing for a purpose. To understand that people have different viewpoints and to know</p>	<p>Biographies and Autobiographies</p> <p>To understand the difference between biographies and autobiographies To know features of biographies.</p>	<p>Argument and Discussion texts</p> <p>To know the features of a discussion text.</p>	<p>Vocabulary development within the curriculum.</p> <p>To understand and apply nouns (proper, common, collective, abstract), adjectives (superlative, comparatives), pronouns,</p>	<p>Stories with Flashbacks</p> <p>To know that stories have different timelines.</p> <p>To understand how to look for the clues for a flashback.</p>

	<p>To understand how to note take.</p> <p>To understand how to write considered general sentences for paragraphs.</p> <p>To use speech marks accurately. To develop sentence structure.</p> <p>To write extended texts for a particular audience</p> <p>To write factual statements.</p> <p>To know active and passive subjects.</p> <p>Fantasy settings...</p> <p>To understand features of a fantasy story.</p> <p>To understand settings and characters for a fantasy story.</p> <p>To apply descriptive features – adjectives, adverbs, similes, alliteration, metaphors, personification.</p> <p>To use commas, speech marks and apostrophes accurately.</p> <p>To write an extended text.</p>	<p>how to write from two different viewpoints.</p> <p>To write with consideration to the reader knowing how to adapt vocabulary appropriately.</p> <p>To recap and consolidate Compound / complex / simple sentences and to write complex sentences in different ways e.g. using relative or embedded clauses.</p> <p>To use a range of accurate punctuation including semi colons, colons and brackets.</p> <p>To understand the difference between formal and informal language and to know when it is appropriate to speak and write in each. –</p> <p>Poetry</p> <p>To verbally recite all or part of 'The Jabberwocky'.</p> <p>To adapt and invent versions through the story-making project using:</p> <ul style="list-style-type: none"> - Imitation - Innovation - Invention 	<p>To know features of autobiographies.</p> <p>To know how to research for an autobiography and note take.</p> <p>To plan write and edit an extended text.</p> <p>Author study – Shakespeare</p> <p>Story-making style</p> <p>To know a classic story (Romeo and Juliet).</p> <p>To evaluate a story. To plan a story in the same style as a famous author.</p> <p>To apply descriptive features for a purpose.</p> <p>To write paragraphs for a story.</p> <p>To write an extended story.</p> <p>To edit and present a story.</p>	<p>To understand how to write a paragraph and develop into a text for this style of writing.</p> <p>To know how to justify an opinion with examples.</p> <p>To write compound and complex sentences for factual writing. To use appropriate conjunctions.</p> <p>To know how to present two sides of an argument.</p> <p>To write in an unbiased style.</p> <p>Revision.</p>	<p>verbs, including modal verbs, conjunctions, adverbs, prepositions, articles, adverbial phrases, noun phrases, inverted commas, a range of punctuation, subordinate and main clauses, phrases, exclamations, statements and questions.</p> <p>To understand the subject and object of sentences.</p>	<p>To know the features of a flashback story and 'story-making'.</p> <p>To apply story features in two eras.</p> <p>To apply descriptive techniques to a particular audience.</p> <p>Speaking and listening challenge</p> <p>To understand dramatic features</p> <p>To deliver a prepared speech for an audience.</p> <p>To show suitable actions to portray characters.</p>
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<p>Year 6 Spelling</p>	<p>Overview</p> <p>To consolidate prefixes and suffixes in more difficult words. To use a hyphen correctly in words. To spell soft c words. To spell words with silent letters To know how to use common letter strings. To understand homophones and homonyms.</p>					
<p>To know term 1 word list spellings</p> <p>Category Cemetery Dictionary Necessary Secretary Curiosity Forty Frequently Identity Opportunity</p> <p>To recap suffixes and prefixes</p> <p>To understand compound words.</p> <p>To increase vocabulary</p>	<p>To know term 2 word list spellings.</p> <p>Controversy Signature Environment Government Lighting Individual Interfere Develop Determined</p> <p>To consolidate suffixes and prefixes</p> <p>Consolidate root words how to change roots for prefixes and suffixes...</p> <p>Silent letter words</p> <p>Edit and proof read spellings</p> <p>Homophones</p> <p>Cian, sion, tion, ssion as a suffix</p> <p>Common letter patterns in words</p>	<p>To know term 3 word list spellings</p> <p>Language Persuade Vehicle Muscle Ancient Amateur Bargain Awkward Leisure Stomach</p> <p>To know familiar letter patterns and how to use them.</p> <p>To understand how punctuation is used in spelling - To self-edit words.</p> <p>To apply unfamiliar letter patterns.</p> <p>To know the prefixes for numbers – bi, quad.</p>	<p>To know term 4 word list spellings</p> <p>Achieve Available Conscience Harass Equipment Equipped Especially Twelfth Variety Sincere Sincerely Neighbour</p> <p>To understand the Latin roots of words</p> <p>To know that some spellings are tricky and find ways to remember them.</p> <p>To consolidate common letter patterns.</p> <p>To consolidate prefixes and suffixes.</p>	<p>To consolidate spellings from previous terms.</p> <p>Revision of previous spelling patterns.</p> <p>Look at Etymology of words.</p> <p>Consolidate the link between spellings and sounds.</p>	<p>To consolidate spellings from previous terms.</p> <p>Consolidate endings of words</p> <p>Cious, tious, ance, ancy, ent, ence, ency, ary, ory, ery.</p> <p>To consolidate words with familiar letter patters ough, ould,</p> <p>To consolidate silent letter words.</p>	

<p>Year 6 Grammar</p>	<p>To know, recognise and edit, nouns, adjectives, adverbs, prepositions, articles and conjunctions.</p> <p>To understand a range of punctuation and to apply it, inverted clauses, commas,</p>	<p>To know the difference between a phrase and a clause.</p> <p>To be able to pick Compound / complex / simple sentences Word classifications</p> <p>basic / break down nouns break down adjectives and nouns.</p> <p>Punctuation</p> <p>Clauses and phrases</p>	<p>Consolidate word classifications, statements, exclamations, questions and commands.</p> <p>To find missing punctuation and know why it is used.</p> <p>To understand how to use a range of punctuation.</p> <p>To understand homophones, homonyms and synonyms and how to apply them.</p> <p>To understand Pronouns, verbs, nouns, adjectives, adverbs, prepositions, articles and conjunctions.</p>	<p>To consolidate Pronouns, verbs, nouns, adjectives, adverbs, prepositions, articles and conjunctions.</p> <p>To understand common, proper, collective and abstract nouns.</p> <p>To understand comparative and superlative adjectives.</p> <p>To understand modal verbs.</p> <p>To consolidate phrases and both main and subordinate clauses.</p> <p>To understand how to use the same words as verbs and nouns.</p>	<p>To consolidate all of the previous terms' grammatical understanding.</p>	<p>To apply grammatical knowledge to writing.</p> <p>To use appropriate vocabulary for informal and formal speech.</p> <p>To understand active and passive sentences.</p>
<p>Year 6 Reading</p>	<p>Overview:</p> <p>To be able to apply their knowledge of root words, prefixes and suffixes to more difficult vocabulary</p> <p>To maintain a positive attitude to reading.</p> <p>To read for a range of purposes.</p> <p>To read a wide range of books.</p> <p>To recommend books to peers.</p> <p>Make comparisons with other books.</p> <p>Predict and summarise from the main text.</p> <p>Discuss and explain their understanding of the text.</p> <p>Provide justifications for their opinions.</p>					
<p>To be able to ask and answer</p> <ul style="list-style-type: none"> • Inferred and direct questions • Opinion and evaluation questions <p>To understand how the writer engages the reader.</p>	<p>To be able to ask and answer</p> <ul style="list-style-type: none"> • Inferred and direct questions • Opinion and evaluation questions <p>To understand how the writer engages the reader</p> <p>To know writers' choice of features and how they are used.</p>	<p>How to understand what questions are asking us.</p> <p>To be able to expand answers using the text for evidence.</p> <p>How to read with consideration for the listener.</p> <p>To understand how writers select particular vocabulary for particular topics.</p>	<p>To be able to ask and answer a range of questions basing answers firmly in the text.</p> <p>To understand how to develop an answer giving examples form the text.</p> <p>To be able to tie different parts of the text together to form answers.</p>	<p>To consolidate previous learning.</p> <p>To justify opinions using the text.</p> <p>To explain the purpose of the text</p> <p>To explain the writers' purpose for texts.</p>	<p>To recommend books to peers.</p> <p>To read for a range of purposes.</p> <p>To summarise a text.</p> <p>To read for pleasure.</p>	

	To read for pleasure.	To read for pleasure. To understand how writers make choices and how they influence how we read the text.	To know and recognise formal and informal styles of text. To read for pleasure.	To predict what will happen next from what we already know. To read for pleasure.	To compare texts to other texts. To read for pleasure.	
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