

Key Stage 1

YEAR 1 Term 1: Lists & Labels; Recounts & Instructions	Term 2: Patterns in Stories; Information Texts	Term 3: Poetry and Reports
<p>Planning, drafting, evaluating and editing: <i>Recounts of our day, special memories, trip to church; instructions linked to cooking, handwashing</i></p> <p>Composition / SPAG: Finger spaces between words; Hold a pencil comfortably and correctly; Capital letters for the beginning of sentences and for names of people and places; Spell words using GPCs; Full stops to end sentences.</p> <p>Comprehension Focus (reading domain activities): Listen to and discuss a wide range of non-fiction texts; participate in class discussions about what is read to them.</p> <p>Ongoing: <i>Phonetic decoding / encoding taught throughout English and as separate phonics group sessions (Letters & Sounds); Every child heard individually read by class teacher (weekly); RED TED to be introduced for home reading; Daily class readers linked to The Book Trust book list</i></p>	<p>Planning, drafting, evaluating and editing: <i>Retelling through role play; writing dinosaur stories with predictable and repeating language; information texts linked to dinosaur topic</i></p> <p>Composition / SPAG: Finger spaces between words; Hold a pencil comfortably and correctly; Capital letters for beginning sentences and names of people and places; Questions and responses; use of question marks; Identification of adjectives; Verbs in difference tenses; Using 'and' to join sentences.</p> <p>Reading Comprehension: Recognising features of non-fiction texts. - RED TED to be embedded, including using the library system <i>Christmas Performance</i></p>	<p>Planning, drafting, evaluating and editing: <i>Poetry linked to The Great Fire of London; report/factual writing linked to comparing the UK with a different country</i></p> <p>Composition / SPAG: Capital letters for the beginning of sentences, and for names of people, places and days of the week; Full stops to end sentences; use of exclamation marks; Identifying nouns within sentences / texts; Use letter names to distinguish alternative spellings of the same sound (Phonics); Identifying plural forms of nouns (s/es); Identifying sentence types (C, E, Q, S)</p> <p>Reading Comprehension: Recognising recurring language in poetry, expressing likes and dislikes and reciting some poems by heart.</p>
Term 4: Familiar Stories	Term 5: Animal Tales	Term 6: Information Texts
<p>Planning, drafting, evaluating and editing: <i>Role-play, re-telling, Paddington Bear linked to London and Peru, stories linked to spring (with familiar settings)</i></p> <p>Composition / SPAG: Identifying nouns and adjectives within sentences / texts; Choosing verb forms in the correct tense (writing in the past tense); Use of 'ed' (Simple irregular examples of past tense verbs); Commas in lists; Simple common contractions (Relevant to context of their writing); Using the suffix 'un-'; Identifying plural nouns (s/es)</p> <p>Reading Comprehension: Making inferences; reading words with contractions, understanding apostrophes represent omitted letter(s).</p>	<p>Planning, drafting, evaluating and editing: <i>Role play, Retelling, adapting animal stories, including some fairy tales/famous authors</i></p> <p>Composition / SPAG: Identifying nouns and verbs; Making the correct choice of verb (tense); Full stops in longer passages of writing; Wider variety of contractions; Correct use of '-ing-, '-er' and '-est'; Using but, or and so to extend sentences; Identification of adjectives; Subordination using because</p> <p>Reading Comprehension: Reading Comprehension: Demonstrates familiarity with, and retells, a wide range of stories. - Guided Reading to be introduced for pupils where appropriate</p>	<p>Planning, drafting, evaluating and editing: <i>Factual information/book about our wonderful world, animals</i></p> <p>Composition / SPAG: Relevant common contractions; Identification of sentence types; Correct form of verb; Correct use of connectives; Commas in lists; Identification of adjectives; Tense (applying the taught suffixes – see Appendix 1 NC); Correct use of plural rules for adding 's' and 'es' to nouns; Subordination using when, if and that</p> <p>Reading Comprehension: Making deeper inferences, discussing word meanings and linking new meanings to those already known.</p>

<p>YEAR 2 Term 1: Sentence Composition; Riddles; Information Texts</p> <p>Planning, drafting, evaluating and editing: <i>Write about myself and my past, 'Who Am I?' riddles, factual writing linked to 1960s and The Beatles</i></p> <p>Composition / SPAG: The suffix '-ing'; Revise capital letters (beginning of sentences, names, places, days, months); Revise full stops to end sentences & commas in lists; Using 'if' and 'when' to join sentences; Revise simple plural and non-plural rules (see spelling appendix); Identification of nouns and verbs; Was/were (subject / verb agreement)</p> <p>Comprehension Focus (reading domain activities): Recognise key features of fiction & non-fiction</p> <p>Ongoing: <i>Phase 5 embedded through guided work in English and in separate phonics sessions for those who require it; Phase 6 introduced in phonics; Class guided reading sessions; Individual reading weekly for LAPs; RED TED introduced fostering a love of reading; Daily class readers (The Book Trust)</i></p>	<p>Term 2: Non-Chronological Reports and Fantasy Stories (Space)</p> <p>Planning, drafting, evaluating and editing: <i>Retelling and adapting versions of space stories, Describing settings, alternative problems and endings</i></p> <p>Composition / SPAG: The suffixes '-ful', '-ment' and '-ness'; Different sentence types; Identification of adjectives; Verbs in difference tenses (past tense linked to stories); Revise all words to join sentences learnt so far (and, but, or and so); Questions and responses; The prefix '-un'; Revise the use of question and exclamation marks</p> <p>Reading Comprehension: Demonstrates familiarity with, and retells a wide range of stories</p> <p>Year 2 Performance (Speaking and Listening; Performing) Move to Summer Term</p>	<p>Term 3: Persuasive Writing; Stories with Familiar Settings</p> <p>Planning, drafting, evaluating and editing: <i>Stories based around local area, houses, and gardens. Persuasive writing persuading a change in the local area, linked to community project</i></p> <p>Composition / SPAG: Identifying a wider range of nouns and adjectives in sentences / texts; Choosing verb forms in the correct tense; Revise common contractions; suffixes -er, -ful, -less and -ly; Identifying a wider range of plural forms of nouns; Identifying sentence types</p> <p>Reading Comprehension: Making inferences in a range of narrative texts, on a variety of themes; word choice and author's intent</p>
<p>Term 4: Recounts, Diary Writing, Historical Stories</p> <p>Planning, drafting, evaluating and editing: Recounts of trip, diary writing of significant individual</p> <p>Composition / SPAG: Punctuating commands, statements, exclamations and questions; Using -er, -ful, -est, -ly and -ness suffixes ; Identifying a range of adjectives / nouns within passages; Commas in lists (uncommon examples); Identifying sentence types; Make appropriate verb choice (context/tense); Further contractions</p> <p>Reading Comprehension: Making inferences in a range of narrative texts; teach greater depth reading expectation for the end of KS1</p>	<p>Term 5: Extended Stories; Instructions</p> <p>Planning, drafting, evaluating and editing: Drafted and improved stories with a planned beginning middle and end (at length); link to a journey/ explorer - Disney's Moana/Christopher Columbus; Instructions link to DT</p> <p>Composition / SPAG: Identifying nouns, verbs and adjectives; Making the correct choice of verb (tense); Identification of sentence types; Full stops in longer passages of writing; Wider variety of contractions; Suffix -er, est, ly, ful suffix; Connectives; Using when, if, that and because</p> <p>Reading Comprehension: Demonstrates familiarity with, and re-tells a wide range of stories; demonstrate Greater Depth KS1 requirements</p>	<p>Term 6: Significant stories by the same author; Poetry</p> <p>Planning, drafting, evaluating and editing: Children's chosen author</p> <p>Composition / SPAG: Identification of sentence types; Correct form of verb; Revise all punctuation taught so far ; Correct use of connectives; Modification using suffixes and their meaning; Changing tense and verb endings; suffixes -al, -er,- est, -ly; review Year 2 Spelling requirements</p> <p>Reading Comprehension: Demonstrates familiarity with, and retells a wide range of stories; recognises recurring language in poetry and retells from memory; consolidate GD KS1 requirements</p>

Key Stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Comprehension Focus: reading domain activities</p> <p>Non-chronological reports</p> <p>Non-chronological reports linked to Rainforest topic</p> <p>Characters and settings</p> <p>Characters/settings based on Charlie and the Chocolate Factory</p>	<p>Persuasive Writing</p> <p>Information texts (linked to 'Rainforests' using The Lorax), writing a persuasive letter about deforestation</p> <p>Poetry</p> <p>Linked to 'Rainforests', reading and writing poetry, exploring description, imagery and the author's use of language.</p>	<p>Adventure Stories</p> <p>Exploring adventure Stories linked to 'The Lion, the Witch and the Wardrobe'</p> <p>Playscripts</p> <p>Exploring features of play scripts, writing their own based on a familiar story</p>	<p>Reading Project</p> <p>Explanation Texts</p> <p>Linked to topic –Weather, looking at features and using them to write their own non-fiction text.</p> <p>Class Performance</p>	<p>Stories in familiar settings</p> <p>Stories based in a familiar setting (school and transition link)</p> <p>Instructional Texts</p> <p>Reading and writing instructions</p>	<p>Poetry</p> <p>Performance Poetry</p> <p>Recounts</p> <p>Recounts looking at features and using them to write their own text.</p> <p>Linked to trip to Jorvik Viking Centre</p>
Year 4	<p>Comprehension Focus: reading domain activities</p> <p>Non-fiction – Recounts – Reading into writing - features of a recount</p> <p>Historical Fiction– Fair's Fair by Leon Garfield -inference and prediction, book review</p> <p>Poetry - The Magic Box by Kit Wright - poetry features, vocabulary, authors intent and inference.</p>	<p>Fiction – The Snowman – reading into writing, thoughts and feelings of characters</p> <p>Non-Fiction – Explanation Texts</p> <p>Poetry –Christmas poems – poetry features, vocabulary, authors intent and vocabulary</p>	<p>Non-Fiction – How To Train Your Dragon – non-chronological report</p> <p>Fiction – Greek myths- reading into writing, features of a myth.</p> <p>Poetry – I wish I had a dragon (adapted to a mythical creature) – poetry features, vocabulary, thesaurus skills, comprehension</p>	<p>Non-fiction – The Man Who Walked Between the Towers – newspaper reports</p> <p>Fiction – The Man Who Walked Between the Towers – re-telling of an exciting event</p> <p>Poetry - poetry features, vocabulary, authors intent and inference.</p>	<p>Writing to Entertain</p> <p>Narrative – writing own adventure story (link to 'Coasts' and rural settings, eg. The Famous Five).</p> <p>Reading Comprehension</p> <p>Longer texts – adventure and fantasy stories, exploring character and plot.</p>	<p>Writing to Persuade</p> <p>Advertising - persuade the reader to visit a coastal town – posters, brochures and reviews.</p> <p>Reading Comprehension</p> <p>Poetry (link to 'Coasts'); poems on a theme, exploring different forms and learning to recite.</p>

Year 5	<p style="text-align: center;">Comprehension Focus: reading domain activities</p> <p>Classic fiction – ‘Street Child’ by Berlie Doherty (link to Victorian) <i>Reading:</i> vocabulary (literal and figurative); inference & deduction; character study; relationships between characters; prediction; language choices. <i>Writing:</i> diary writing; ambitious and imaginative vocabulary; variety of sentence structures; skimming and scanning; summarizing; parenthesis; alternative perspective.</p> <p>Poetry - Victorian <i>Reading:</i> For pleasure; figurative language features; annotations; summarising. <i>Writing:</i> Rewriting in standard English/alternative.</p> <p>Visual Literacy – ‘Powerless’ <i>Reading:</i> story boxing; summarising; I&D. <i>Writing:</i> effective vocabulary; write narrative; varied sentence openers and structures; editing.</p> <p>Christmas Performance <i>Reading:</i> Playscript; scanning; evidencing from the text; character analysis; strategies for making sense of unfamiliar words.</p>		<p>Poetry Reading: ‘The River’, ‘The Hyena’, ‘The Eagle’, ‘The Barn Owl’, ‘Aquarium’ - poetic devices; annotating; responding to poems (preferences and comprehension); refer to text to support and justify opinions; appreciate choice of vocabulary; assessment – Dragonfly. <i>Writing:</i> poems based on predatory animal.</p> <p>Information text – Space (Science link) <i>Reading:</i> strategies for making sense of unknown words in context; identifying structure; skimming and scanning; retrieval. <i>Writing:</i> Space Tour Guide – sentence structures; relative clauses; adverbs and modal verbs; appropriate viewpoint and tone.</p> <p>Significant author – ‘Lemony Snicket <i>Reading:</i> inference and deduction. <i>Writing:</i> features of journalistic writing; direct and reported speech; newspaper report.</p>	<p style="text-align: center;">Narrative Poetry – ‘The Highwayman’ and ‘The Visitor’</p> <p><i>Reading:</i> identifying key events in poem; retrieve and infer to explore setting and characters; predictions, opinions, layers of meaning; authorial intent; performance. <i>Writing:</i> writing the poem as a narrative.</p> <p>Visual Literacy – ‘The Piano’ <i>Reading:</i> summarising; viewpoint and impact on reader; authorial intent; <i>Writing:</i> conversation (direct and reported speech); storyboard; letter writing.</p> <p style="text-align: center;">Poetry and Performance – ‘The Listening Lions’</p> <p><i>Reading</i> – comprehension; annotating; learning off by heart, performance (facial expressions, body language, voice, pitch, tone, speed, pause, volume, chorus or single voices).</p> <p>Biographies <i>Reading:</i> identifying features; summarizing (writing a ‘tweet’).</p> <p style="text-align: center;"><i>Writing:</i> based on fictional celebrity.</p>		
Year 6	<p>Comprehension Focus: reading domain activities</p> <p>Science Fiction (<i>Dr. Who</i>) and Historical Fiction (<i>Brashem’s Tortoise</i>).</p> <p>Writing for Formal Occasions Using various scenarios (incl. drama), pupils compose their own letters of complaint, formal reports.</p>	<p style="text-align: center;">Short Narrative Writing</p> <p>Based on short films, in particular ‘<i>Lost and Found</i>’, children focus on effective descriptive writing: character, setting and action.</p> <p style="text-align: center;">Journalistic Writing</p> <p>Analyse features of newspaper articles and create own: link to A. Egyptians eg. a report on Carter discovering Tut’s tomb.</p>	<p style="text-align: center;">Argument & Discussion Texts</p> <p>Pupils debate a variety of topics and look at the tactics used in persuasive articles, before writing their own balanced discussion texts.</p> <p>Understanding Poetry Pupils study a variety of poems (classic and modern) written for different purposes, with a focus on those that convey a message (didactic).</p> <p style="text-align: center;">A Range of Poetry Comprehension</p>	<p style="text-align: center;">Narrative Reading Comp</p> <p>Detailed analysis of narrative writing, refining pupils’ skills of inference and deduction, as well as their understanding of authorial intent: ‘The Long Walk’; ‘The Giant’s Necklace’.</p> <p style="text-align: center;">Longer Narrative Writing</p> <p>Pupils plan, draft and edit their own longer piece of narrative writing.</p>	<p>SATs Revision</p> <p>Reading; Spelling; Punctuation & Grammar</p>	<p style="text-align: center;">Writing Poetry</p> <p>Children further explore the skills of the poet, looking in greater depth at descriptive poetry and poems written in different forms; pupils write their own poetry, including a didactic poem.</p> <p style="text-align: center;">Adapting texts for different audiences</p> <p>Talk for writing (including drama): Re-write ‘Little Red RH’ as the Brothers Grimm intended – horror!</p>