

## Key Stage 1

<p><b>YEAR 1</b> Term 1: Lists &amp; Labels; Recounts &amp; Instructions</p>	<p>Term 2: Stories with repeated/ patterned language and information texts</p>	<p>Term 3: <b>Adventure stories/ stories with exciting events – Introducing story mountain, retelling and adapted versions</b></p>
<p><b>Planning, drafting, evaluating and editing:</b> <i>Recounts of our day; special memories; trip to church; instructions linked to cooking and handwashing</i></p> <p><b>Composition / SPAG:</b> 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><b>Comprehension Focus (reading domain activities):</b> Listen to and discuss a wide range of non-fiction texts; participate in class discussions about what is read to them.</p> <p><b>Ongoing in every half term: Phonetic decoding / encoding taught throughout English and as separate phonics group sessions (Letters &amp; 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</b></p>	<p><b>Planning, drafting, evaluating and editing:</b> <i>Retelling through role play; writing dinosaur stories with predictable and repeating language; information texts linked to dinosaur topic</i></p> <p><b>Composition / SPAG:</b> 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><b>Reading Comprehension:</b> Recognising features of non-fiction texts. - <b>RED TED to be embedded, including using the library system Christmas Performance</b></p>	<p><b>Planning, drafting, evaluating and editing:</b> Paddington Bear adventure stories; Introducing the story mountain including opening, build up, problems/ exciting events, resolution and endings; Factual writing Comparing London to Peru (History). Writing to describe</p> <p><b>Composition / SPAG:</b> 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; Verbs in difference tenses (Use of ed (simple irregular examples of past tense verbs); 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); Commas in adjective strings (if appropriate)</p> <p><b>Reading:</b> Making inferences</p>
<p><b>Term 4: Personal Writing, Reports and Poetry</b></p>	<p><b>Term 5: Animal Tales / Fairy Tales</b></p>	<p><b>Term 6: Information Texts</b></p>
<p><b>Planning, drafting, evaluating and editing</b> Explaining ideas; planning diary entry; Writing a diary entry and redrafting; Introducing and sharing chronological reports set within a familiar setting (nursery rhyme); Asking questions and gathering information; Plan and write a chronological report. Reading, reciting and adapting a simple poem.</p> <p><b>Composition/ SPAG:</b> Identifying adjectives within sentences / texts; Identifying nouns within sentences / texts; Choosing verb form in the correct tense; Commas in lists; Simple common contractions (Relevant to context of their writing); Using the suffix ‘un-’; Identifying plural forms of nouns (s/es); Identifying sentence types; Capital letters, including for months</p> <p><b>Reading:</b> Reading words with contractions and understanding the apostrophe represents the omitted letter(s); Recognising recurring language in poetry, expressing likes and dislikes and reciting some poems by heart.</p>	<p><b>Planning, drafting, evaluating and editing:</b> Role play, <i>Retelling, adapting animal stories, including some fairy tales/ famous authors</i></p> <p><b>Composition / SPAG:</b> 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><b>Reading Comprehension:</b> Reading Comprehension: Demonstrates familiarity with, and retells, a wide range of stories. - <b>Guided Reading to be introduced for pupils where appropriate</b></p>	<p><b>Planning, drafting, evaluating and editing:</b> <i>Factual information/ book about our wonderful world, animals</i></p> <p><b>Composition / SPAG:</b> 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><b>Reading Comprehension:</b> Making deeper inferences, discussing word meanings and linking new meanings to those already known.</p>

<p><b>YEAR 2</b> Term 1: Sentence Composition; Non Chronological Reports (Riddles – Additional unit if required linked to basic sentence construction)</p>	<p>Term 2: Information Texts and Fantasy Stories (Space)</p>	<p>Term 3: Persuasive Writing; Stories with Familiar Settings</p>
<p><b>Planning, drafting, evaluating and editing:</b> <i>Write about myself and my past, factual writing linked to 1960s and The Beatles</i>  <b>Composition / SPAG:</b> The suffix ‘-ing’; Revise capital letters (beginning of sentences, names, places, days, months); Revise full stops to end sentences &amp; 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)  <b>Comprehension Focus -Reading domain activities introducing the Pawsome Piggies</b>   Recognise key features of fiction &amp; non-fiction  <i>Ongoing: 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><b>Planning, drafting, evaluating and editing:</b> Information texts linked to the Moon Landings/ Neil Armstrong; retelling and adapting versions of space stories. Describing settings, alternative problems and endings  <b>Composition / SPAG:</b> 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  <b>Reading Comprehension:</b> Demonstrates familiarity with, and retells a wide range of stories. Features of information texts continued  <b>Year 2 Performance (Speaking and Listening; Performing) Move to Summer Term</b></p>	<p><b>Planning, drafting, evaluating and editing:</b> <i>Stories based around local area, houses, and gardens. Persuasive writing persuading a change in the local area, linked to community project</i>  <b>Composition / SPAG:</b> 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  <b>Reading Comprehension:</b> Making inferences in a range of narrative texts, on a variety of themes; word choice and author’s intent</p>
<p>Term 4: Extended Stories, recounts and instructions (Cooking)</p>	<p>Term 5: Diary writing/ Historical Stories and extended stories (Continued)</p>	<p>Term 6: Significant stories by the same author; Poetry</p>
<p><b>Planning, drafting, evaluating and editing:</b> Recounts of local walk/ trip; drafted and improved stories with a planned beginning middle and end (The secret garden, Alice in Wonderland); Instructions linked to cooking and DT  <b>Composition / SPAG:</b> 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  <b>Reading Comprehension:</b> Making inferences in a range of narrative texts; teach greater depth reading expectation for the end of KS1  <b>Phase 6 exposure for all ability groups</b></p>	<p><b>Planning, drafting, evaluating and editing:</b> Drafted and improved stories with a planned beginning middle and end (at length); link to a journey/ explorer -Christopher Columbus; Diary Writing  <b>Composition / SPAG:</b> 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  <b>Reading Comprehension:</b> Demonstrates familiarity with, and re-tells a wide range of stories; demonstrate Greater Depth KS1 requirement  <b>Phase 6 exposure for all ability groups</b></p>	<p><b>Planning, drafting, evaluating and editing:</b> Children’s chosen author  <b>Composition / SPAG:</b> 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  <b>Reading Comprehension:</b> 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><b>Comprehension Focus: reading domain activities</b></p> <p><b>Non-fiction: Non-chronological reports</b></p> <p>Non-chronological reports linked to Rainforest topic</p> <p><b>Fiction: Characters and settings</b></p> <p>Characters/settings based on Charlie and the Chocolate Factory</p>	<p><b>Non-fiction: Persuasive Writing</b></p> <p>Information texts (linked to 'Rainforests' using The Lorax); writing a persuasive letter about deforestation</p> <p><b>Performance Poetry</b></p> <p>Linked to 'Rainforests', reading and writing poetry, exploring description, imagery and the author's use of language.</p> <p><b>Assessments</b></p>	<p><b>Fiction: Adventure Stories</b></p> <p>Exploring adventure Stories linked to 'The Lion, the Witch and the Wardrobe'</p> <p><b>Fiction: Playscripts</b></p> <p>Exploring features of play scripts, writing their own based on a familiar story</p>	<p><b>Comprehension focus : reading domain activities</b></p> <p><b>Non-Fiction: Explanation Texts</b></p> <p>Linked to topic – Weather, looking at features and using them to write their own non-fiction text.</p> <p><b>Assessments</b></p>	<p><b>Fiction: Stories in familiar settings</b></p> <p>Stories based in a familiar setting</p> <p><b>Non-fiction: Instructional Texts</b></p> <p>Reading and writing instructions</p>	<p><b>Poetry</b></p> <p><b>Non-fiction: Recounts</b></p> <p>Recounts looking at features and using them to write their own text.</p> <p>Linked to trip to Jorvik Viking Centre</p> <p><b>Assessments</b></p>
Year 4	<p><b>Comprehension Focus: reading domain activities based on Charlotte's web –</b></p> <p><b>Non-fiction – Recount</b></p> <p>Diary Entries – linked to Charlotte's Web</p> <p><b>Poetry - The Magic Box by Kit Wright</b> - poetry features, vocabulary, authors intent and inference.</p>	<p><b>Complete Comprehension: The Borrowers</b></p> <p><b>Non-Fiction – Explanation</b></p> <p>Texts based on the book, 'How Santa Really Works' by Alan Snow.</p> <p><b>Fiction: The Snowman</b> – story maps, characters, boxing up reading into writing</p> <p><b>Assessments</b></p>	<p><b>Non-Fiction – How To Train Your Dragon</b> – non-chronological report</p> <p><b>Fiction – Greek myths-</b> reading domain activities.</p> <p><b>Poetry</b> – based on the poem, 'I Wish I Had a Dragon' and the book, 'Tell Me a Dragon' by Jackie Morris – poetry features (similes/metaphors/alliteration/repetition, vocabulary, comprehension – writing their own poem in the same style</p>	<p><b>Non-fiction – Newspaper reports</b></p> <p><b>Fiction – The Man Who Walked Between the Towers</b> – re-telling of an exciting event</p> <p><b>Assessments</b></p>	<p><b>Fiction: The Lucky Dip (visual literacy)</b></p> <p>Setting, characters, story writing</p> <p><b>Non-fiction: Non-chronological writing</b> – holiday brochure based on Coasts</p> <p><b>Perf Poetry</b> – Sea is A Hungry Dog</p>	<p><b>Complete Comprehension: The Secret World of Polly Flint</b></p> <p><b>Fiction: The Lion King:</b> Reading into writing</p> <p><b>Non-fiction: Recount</b> based on school trip to The Coast.</p> <p><b>Assessments</b></p>

Year 5	<p><b>Comprehension Focus:</b> various reading domain activities, including visual literacy</p> <p><b>Classic fiction – ‘Street Child’ by Berlie Doherty (link to Victorian)</b></p> <p><i>Reading:</i> vocabulary (literal and figurative); inference &amp; 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><b>Biographies</b></p> <p><i>Reading:</i> identifying features; summarizing (writing a ‘tweet’). <i>Writing:</i> based on Dr Barnardo.</p>		<p><b>Poetry Reading: ‘The River’, ‘The Hyena’, ‘The Eagle’, ‘The Barn Owl’, ‘Aquarium’</b></p> <p><i>Reading:</i> 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><b>Visual Literacy – ‘Powerless’</b></p> <p><i>Reading:</i> story boxing; summarising; I&amp;D. <i>Writing:</i> effective vocabulary; write narrative; varied sentence openers and structures; editing.</p> <p><b>Information text – Space (Science link)</b></p> <p><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><b>Narrative Poetry – ‘The Highwayman’ and ‘The Visitor’</b></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><b>Visual Literacy – ‘The Piano’</b></p> <p><i>Reading:</i> summarising; viewpoint and impact on reader; authorial intent. <i>Writing:</i> conversation (direct and reported speech); storyboard; letter writing.</p> <p><b>Poetry and Performance – ‘The Listening Lions’</b></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>	
Year 6	<p><b>Comprehension Focus:</b> reading domain activities using visual text (Pip) and non-fiction text (Guide Dogs).</p> <p>Historical Fiction (<i>Brashem’s Tortoise</i>) Understanding genres, predicting and inference.</p> <p><b>Writing for Formal Occasions</b> Using various scenarios, pupils compose their own letters of complaint.</p>	<p><b>Journalistic Writing</b></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><b>Short Narrative Reading and Writing</b></p> <p>Based on short films, in particular ‘Shaun the Sheep’ and ‘<i>Lost and Found</i>’, children focus on effective descriptive writing: character, setting and action.</p>	<p><b>Understanding Poetry</b></p> <p>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><b>A Range of Poetry Comprehension</b></p> <p><b>Argument &amp; Discussion Texts</b></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><b>Narrative Reading Comp</b></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><b>Adapting texts for different audiences</b></p> <p>Talk for writing (including drama): Re-write ‘Little Red RH’ as the Brothers Grimm intended – horror!</p>	<p><b>SATs Revision</b> Reading; Spelling, Punctuation &amp; Grammar</p>	<p><b>Longer Narrative Writing</b></p> <p>Pupils plan, draft and edit their own longer piece of narrative writing.</p> <p><b>Writing Poetry</b></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><b>Narrative reading and writing</b> Kensuke’s Kingdom, Clockwork, Carrie’s War used for comprehension.</p>