

Slater Long Term Plan English Reading & Writing

Key Stage 1

Year 1

Reading NC Overview

Word Reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

reread these books to build up their fluency and confidence in word reading

Reading - comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- 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
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Writing NC Overview

Transcription

Spelling - see English appendix 1

Pupils should be taught to:

spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- name the letters of the alphabet:
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English appendix 1

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

composition

Pupils should be taught to:

- write sentences by:
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9

understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English appendix 2 by:
- leaving spaces between words
- joining words and joining clauses using 'and'
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English appendix 2
- use the grammatical terminology in English English appendix 2 in discussing their writing

Unit 1 – Childhood (History)	Unit 2 - Childhood (History)	Unit 3 – Bright Lights, Big City (Geography)	Unit 4 - Bright Lights, Big City (Geography)	Unit 5 – School Days (History)	Unit 6 - School Days (History)
<p>Narrative Traditional tales Goldilocks and the Three Bears The Gingerbread Man The Three Little Pigs</p> <p>Historical Informational Text Childhood Toys From different eras. Use range of sources.</p>	<p>The Jolly Postman – Janet Ahlberg</p> <p>Letter – Respond to letters as other characters e.g. Baby Bear replying to Goldilocks invitation</p> <p>Narrative – retell the story</p>	<p>Owl Babies Character description – describe one of the owl babies/mum</p> <p>Setting description – Describe the forest.</p> <p>Narrative – retell the story or alternate ending.</p> <p>Can't You Sleep Little Bear? Character description – describe little bear or big bear</p> <p>Setting description – Describe the home.</p> <p>Narrative – retell the story or alternate ending.</p>	<p>Information texts linked to London</p> <p>Information text – Write about several different places in London – group information.</p>	<p>Where The Wild Things Are – Maurice Sendak</p> <p>Character description – Describe one of the wild things.</p> <p>Setting description – Describe the island</p> <p>Recount – First person recount as Max</p>	<p>Poetry – Edward Lear</p> <p>The Owl and The Pussy Cat – read and perform</p> <p>The Jumblies – read and perform Write alternate e.g. replace sieve with another kitchen item etc.</p> <p>Limericks – Write in the style</p>
Little Wandle Phonics Scheme Autumn 1	Little Wandle Phonics Scheme Autumn 2	Little Wandle Phonics Scheme Spring 1	Little Wandle Phonics Scheme Spring 2	Little Wandle Phonics Scheme Summer 1	Little Wandle Phonics Scheme Summer 2

Year 2

Reading NC Overview

Word Reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

Reading - comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- 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

Writing NC Overview					
Writing - transcription Spelling - see English appendix 1 Pupils should be taught to: spell by: <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 1 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 apply spelling rules and guidance, as listed in English appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far (Spellings: Follow Little Wandle scheme – Review of phonics and bridge to spelling)		Writing - composition Pupils should be taught to: develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes consider what they are going to write before beginning by: <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 make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading 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 		Writing - vocabulary, grammar and punctuation Pupils should be taught to: develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently, including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English appendix 2 some features of written Standard English use and understand the grammatical terminology in English appendix 2 in discussing their writing 	
Unit 1 – Movers and Shakers (History)	Unit 2- Movers and Shakers (History)	Unit 3 – Coastline (Geography)	Unit 4 - Coastline (Geography)	Unit 5 – Magnificent Monarchs (History)	Unit 6 – Magnificent Monarchs (History)
Amazing Grace Character description – e.g. description of Grace or her Grandma. Narrative – Retell part of the story Biscuit Bear – Mini Grey Instructions	Pumpkin Soup – Helen Cooper Setting description Narrative – Retell the story use alternative ingredients	Tuesday – David Wiesner Description – Use images from the story to describe settings Narrative – Write about the following Tuesday (Pigs) The Lighthouse Keepers Lunch Diary – as Mr Grinling, how they stopped the seagulls – alternate foods.	Ride the Wind – Setting description - -- describe the harbour Narrative – retell the story as a character. Fantastic Mr Fox – Roald Dahl Narrative – Alternative farm scene to steal an animal for dinner. The Dragon who ate our school - Nick Toczek Perform Write in the style of – choose another creature that might eat the school	The Owl who was Afraid of the Dark - Jill Tomlinson Narrative – retell one chapter of the book. NCR – About owls	NCR – Write about individual monarchs The Queen’s Wardrobe Narrative - Retell part of the story
Amazing Grace Biscuit Bear	Pumpkin Soup The Works Key Stage 1	The lighthouse keepers lunch Frog and Toad Together	Ride the Wind Fantastic Mr Fox	The Owl who was Afraid of the Dark - Jill Tomlinson	The Queen’s Wardrobe
Year 3					
Reading NC Overview:					

<p>Reading - word reading Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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 	<p>Reading - comprehension Pupils should be taught to:</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 • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader’s interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] • 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 • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • 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
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Writing NC Overview:

<p>Transcription Handwriting:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • ♣ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <p>Spellings use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt (English Appendix 1) • 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 two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Composition Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • 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 (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: • assessing the effectiveness of their own and others’ writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Vocabulary, grammar and punctuation Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 • indicate grammatical and other features by: • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • ♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
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<p>Unit 1 Iron Man Setting Description – Cliffs and sea. Narrative – retell first chapter. Dairy entry – Writing as Hogarth (Chapter 2) Narrative – Retell the battle between the Iron Man and the Dragon</p>	<p>Unit 2 Information text – Link to History of Stone Age, Bronze Age and Iron Age. The Sound Collector by Roger McGough – Poetry Perform Write in the style of – Sound Collector coming to school. The Reader of this Poem by Roger McGough – Poetry Perform</p>	<p>Unit 3 The Stone Giant Setting Description – Island and hut Narrative – Retell the story Instructions – How to kill a giant (Use Hansel and Gretel how to kill a witch as model)</p>	<p>Unit 4 Instructions – How to kill a giant (Use Hansel and Gretel how to kill a witch as model)</p>	<p>Unit 5 Julius Caesar – Shakespeare (Andrew Matthews & Tony Ross) (Link to Romans) Setting description – Market place Narrative – Retell the murder of Caesar.</p>	<p>Unit 6 Julius Caesar – Shakespeare (Andrew Matthews & Tony Ross) Persuasion – Join the roman army (Use speeches from Marc Anthony and Brutus to inspire) NCR – Roman Empire</p>
<p>Iron Man</p>	<p>Stig of the Dump</p>	<p>The Stone Giant Our Planet (Non-fiction)</p>	<p>Hansel and Gretel The Firework Makers Daughter</p>	<p>Julius Caesar The Goose Guards</p>	<p>The Goose Guards Quick Let's Get Out of Here (Poetry)</p>

Year 4

Reading NC Overview:

Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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

Reading - comprehension

Pupils should be taught to:

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
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

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
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than 1 paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction

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

Writing NC Overview:

<p>Transcription Handwriting:</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <p>Spellings use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (English Appendix 1) 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 two or three letters of a word to check its spelling in a dictionary <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Composition Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Vocabulary, grammar and punctuation Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
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Autumn – Invasion (History)	Spring – Misty Mountain, Winding River	Summer – Ancient Civilisations
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<p>Unit 1 The Saga of Erik the Viking</p> <p>Setting Description</p> <p>Character Description - Erik</p> <p>Narrative - retell a chapter of the story</p>	<p>Unit 2 <u>Charlie and the Chocolate Factory – Roald Dahl</u></p> <p>Diary entry – finding the ticket Narrative – Alternate ‘sweet room’ (what is the sweet and what happens when it is eaten?) Persuasion – letter or speech from one of the losing visitors to Charlie to let them share the factory with him</p>	<p>Unit 3 <u>King of the Cloud Forest</u></p> <p>Setting description – Ashley’s home</p> <p>Letter – From Ashley to his friend</p> <p>Narrative – retell section of the story</p>	<p>Unit 4 <u>Amazing Rivers</u> NCR – rivers</p> <p>Explanation – river formation.</p> <p><u>The Lost Happy Endings – Carol Ann Duffy</u> Character description – Jub/Witch Narrative – Write alternate version of Jub’s story.</p>	<p>Unit 5 Instructions – How to make a mummy</p> <p>Instructions – How to build a pyramid</p> <p>NCR – Egyptian Gods</p>	<p>Unit 6 Character Description – Egyptian God</p> <p>The Egyptian Cinderella Shirley Climo</p> <p>Narrative – Retell in 3rd person</p>
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<p><u>The Sage of Erik the Viking</u></p>	<p><u>Charlie and the Chocolate Factory – Roald Dahl</u></p>	<p><u>King of the Cloud Forest</u></p>	<p><u>Amazing Rivers (non-fiction)</u></p> <p><u>The Lost Happy Endings</u></p>	<p><u>Secrets of a Sun King</u></p>	<p>The Egyptian Cinderella Shirley Climo</p>
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Reading NC Overview	
<p>Word reading Pupils should be taught to:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet 	<p>Comprehension Pupils should be taught to:</p> <p>maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly 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 increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing 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>understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction 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 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 provide reasoned justifications for their views

Writing NC Overview		
<p>Transcription Spelling - see English appendix 1 Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus <p>Handwriting and presentation Pupils should be taught to:</p> <ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task 	<p>composition</p> <ul style="list-style-type: none"> Pupils should be taught to: <p>plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<p>vocabulary, grammar and punctuation Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun learning the grammar for years 5 and 6 in English appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading

<p>Unit 1 Leon and the Place Between Angela McAllister</p> <p>Setting Description – Fantasy setting</p> <p>Character Description – Leon</p> <p>Narrative – Leon’s adventure in a different fantasy setting</p>	<p>Unit 2 NCR - Chinese Emperors</p> <p>Persuasive letter – to Chairman Mao</p>	<p>Unit 3 The Promise</p> <p>Narrative – e.g. Retell the story or write a sequel (does the thief keep the promise?)</p> <p>Explanation – plant’s life cycle</p>	<p>Unit 4 The Charge of the Light Brigade (Lord Tennyson)</p> <p>Diary – write as a wounded soldier</p> <p>Narrative – Retell the events in prose including dialogue</p>	<p>Unit 5 NCR – Link to Ancient Greek Gods (use reading for history).</p> <p>Narrative – Myth Geraldine McCaughrean (supported by extracts from Percy Jackson) e.g. retelling of Theseus and the Minotaur, Perseus and Medusa, Jason and the Golden Fleece etc.</p>	<p>Unit 6 Who Let the Gods Out?! – Maz Evans</p> <p>Narrative – e.g. retell Elliot meeting Thanatos or the boat ride with Charon. (focus on dialogue to move action on)</p> <p>Persuasion – Sisyphus persuading Thanatos to allow him to stop pushing the boulder up the hill.</p>
<p>Leon and the Place Between Angela McAllister</p>	<p>Bronze and Sunflower</p>	<p>The Promise</p> <p>The Wonder Garden</p>	<p>The Secret Garden</p>	<p>Greek Myths Geraldine McCaughrean</p>	<p>Who Let the Gods Out?! – Maz Evans</p>

Year 6

Reading NC Overview

Word reading

Pupils should be taught to:

apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet

Comprehension

Pupils should be taught to:

maintain positive attitudes to reading and an understanding of what they read by:

- continuing to read and discuss an increasingly 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
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing 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

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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
- 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
- provide reasoned justifications for their views

Writing NC Overview

<p>Transcription Spelling - see English appendix 1 Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with ‘silent’ letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus <p>Handwriting and presentation Pupils should be taught to:</p> <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task 	<p>composition</p> <ul style="list-style-type: none"> Pupils should be taught to: <p>plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<p>vocabulary, grammar and punctuation Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun learning the grammar for years 5 and 6 in English appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently <p>use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</p>
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Autumn		Spring		Summer	
<p>Setting Description – Use Image</p> <p>Freedom</p> <p>Character Description – Nathaniel, Mr Thomas or the master.</p> <p>Diary Entry – write as Nathaniel using events of chapter 1.</p> <p>Biography – William Wilberforce.</p>	<p>Wolf Wilder</p> <p>Narrative (Dialogue focus) Retell dialogue Purpose – convey character (Wolf Wilder – Feo and the general) + retell dialogue to advance the action. P13-15 as model.</p> <p>Narrative (Dialogue focus) Give picture pf pg 38 as a stimulus. Get children to write a dialogue to enhance action.</p> <p>Recount letter writing as Feo to mum Purpose to reassure – after chapter 6. Letter to give mum in prison – saying if you come back I’ve gone to look for you</p>	<p>Shackleton’s Journey</p> <p>Report – Write as Shackleton logging the events of the expedition</p> <p>NCR – The Antarctic</p>	<p>The Island Armin Greeder</p> <p>Narrative recount – First person retelling as the refugee</p> <p>Balanced Argument – e.g. Immigration or helping homeless people.</p> <p>The Last Bear – Hannah Gold</p> <p>Persuasion – Letter to PM to take action around climate change.</p>	<p>Goodnight, Mr Tom</p> <p>Narrative (Recount) – e.g. Write as Mr Tom on the day Willie arrives or Willie’s train journey to Little Weirwold.</p> <p>Explanation – e.g. how a plane flies.</p>	<p>Goodnight, Mr Tom</p> <p>Persuasion or balanced argument – Evacuation</p> <p>Letter from Mr Tom to William (Willie)</p>
<p>Freedom</p>	<p>Wolf Wilder</p>	<p>Shackleton’s Journey</p>	<p>The Last Bear – Hannah Gold</p>	<p>Goodnight Mr Tom</p>	<p>Goodnight Mr Tom</p>