

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
EYFS Read to Write	The Something Rebecca Cobb The Something	Star in a Jar	Juniper Jupiter	Little Red	The Extraordinary Gardener	The Storm Whale	
Writing Outcome & Writing Purpose	Narrative - A Losing Story Purpose - To tell and write a losing story.	Narrative - A Finding Story Purpose - To tell and write a finding story Recount - Poster to	Narrative - A Superhero Story Purpose - To tell and write a superhero story Information: A	Narrative - A Traditional Tale Purpose - To tell and write a traditional tale.	Narrative - A transformational story Purpose - To tell and write a transformational story Instructions: How	Narrative - A friendship story Purpose - To tell and write a friendship story Poems: Sea	
	to trap an animal. Purpose - To narrate	find a lost star. Purpose - To inform (and describe)	letter wanting to be a sidekick Purpose: To inform	to trap an animal Purpose: To instruct	to grow a garden plant / vegetable Purpose: To instruct	creature poems Purpose: To describe	
Grammar: word, sentence, text and punctuation	the noun Suffixes th	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] How words can combine to make sentences Joining words and joining clauses using and Sequencing sentences to form short narratives					
	Introd		, full stops, question m	ords with spaces arks and exclamation n d for the personal pron	narks to demarcate sen Ioun I	tences	
Writing Terminology for pupils	letter, capital let	ter word, singular,	plural sentence pu	nctuation, full stop	, question mark, ex	clamation mark	

	Little Wan	dle Reading sessio	ns 3 x per week (m	in) with decodable	books	
	Old Bear	Rapunzel	Hermelin	Where the Wild	The Secret of	The Last Wolf
Year 1 Read to Write	Old Bear	Rapurzel	HERMELIN	Things Are WHERE THE WILD THINGS ARE EVENT AND PUSTURES BY MAURICE GENIDAK	Black Rock	The Last Wolf MINI GREY
Writing Outcome &	Narrative: Finding	Narrative -A	Narrative - A	Narrative - A Portal	Narrative - A	Narrative -A
Writing Purpose	Narrative	Traditional Tale	Detective Story	Story	Return Story	Hunting Story
	Purpose: To retell a	Purpose - To	Purpose - To	Purpose - To	Purpose - To	Purpose - To
	story	narrate	narrate	narrate	narrate	narrate
	Recount: Messages	Instructions - How	Recount - Letters	Information - Wild	Recount - Postcards	Instructions -
	Purpose: To inform	to Catch a Witch	Purpose - To	Things Purpose - To inform	Purpose - To	Recipes
	and explain events that have happened	Purpose - To instruct	recount	Purpose - To inform	recount	Purpose - To
	••		Cuffin addad to		Deinferrer nlurel	instruct
Grammar: word,	-	noun suffix -s -es to verbs - er.	Sum added to	verbs – ing ed er		noun suffix -s -es fix un – changes the
sentence, text and	Sumx duded		Combining words	to make sentences		s and adjectives.
punctuation	Combining words t	o make sentences.	-	clauses using-and,		,
	Joining words and	clauses using-and.	because	e, so, but.	-	to make sentences.
					-	clauses using-and,
	Sequencing senter narra	nces to form short tives.		Sequencing sentences to form short narratives.		, so, but.
					Sequencing sente	nces to form short
	Separation of wo Capital	· · · · · · · · · · · · · · · · · · ·		Separation of words with spaces Capital letters		itives.
		Stops	Full Stops		Separation of w	ords with spaces
			Question mark			letters
				tion mark		Stops
				names and personal		on mark
			pron	oun - l		tion mark
					-	names and personal
					prono	oun - l

Writing Terminology for pupils	letter, capital lett	er, word, sentence	, plural, singular, f	ull stop, question m	ark, exclamation n	nark, punctuation
Spelling Rules and Patterns	Words with the /k/ and /nk/ sound Words with the trigraph 'tch' Adding '-s' and '-es' to make pluralsWAdding the suffixes '-ing' and '-ed' Adding the prefix 'un-' and the suffixes '-er' and '- est'WCompound words and words with unstressed vowelsWWords with the digraphs 'ai' and 'oi' Words with the split digraph 'a_e' Words 		Words where the digraph 'ea' makes an /ee/ sound Words where the digraph 'ea' makes an /e/ sound Words where the digraph 'er' is stressed Words where the digraph 'er' is unstressed Words with the digraphs 'ir' and 'ur' Words with the digraphs 'oo'/oo/ Words with the digraphs 'oo'/u/ Words where the digraphs 'oa' and 'oe' make an /oa/ sound Words where the digraph 'ou' makes an /ow/ sound Words where the digraph 'ow' makes an /ow/ or /oa/ sound		Words with the dig Words where 'ie' m Words where 'ie' m Words with the trigr the digraph 'or' an Words where 'aw' a sou Words where the trig Words where the tri make an /air/ sou	'y'/ee/ and 've'/e/ graphs 'ue' and 'ew' akes an /igh/ sound hakes an /ee/ sound aph 'igh' Words with d the trigraph 'ore' nd 'au' make an /or/ und graphs 'air' and 'ear' graphs 'air' and 'ear' nd Words with the sh' and 'wh'
	Little War	dle Reading sessio	ns 3 x per week (m	in) with decodable	books	
	A River	The Night Gardener	The Bog Baby	Grandad's	The King who Banned the	Rosie Revere Engineer
Year 2 Read to Write	A Rue	Night GARDENER P. J. C. T. Harris	Bog Baby	Island	Dark Dark Inty Rooth Hulk The KING Who Banned He DARK	ROSIE REVERE, ENGINEER
Writing Outcome & Writing Purpose	Narrative -Circular Narrative Purpose - To narrate	Narrative - Setting Narrative Purpose - To narrate	Narrative - Finding Narrative Purpose - To narrate	Narrative - Return Narrative Purpose - To narrate	Narrative - Mistake Narrative Purpose - To narrate	Narrative - Invention Narrative Purpose - To narrate
	Recount- Letter Purpose - To inform	Recount- Diary Purpose - To	Instruction- How to build a habitat	Information- Jungle Animals	Information - How to be a regal leader Purpose - To inform	Explanation- How a machine works

	recount	Purpose - To	Purpose - To inform		Purpose - To
		instruct			explain
Grammar: word,	Use of the Suffixes –er & –est in adjectives	Formation of nouns using suffixes e.g. –		Formation of nouns using suffixes e.g. –	
sentence, text and		ness, –er and by		ness, –er and by compounding	
punctuation	Subordination (using when, if, that,	Formation of adjective			er & –est in adjectives
punctuation	because)	-ful, -			to turn adjectives into
	Coordination (or, and, but) Sentence	Use of the suffix –ly to	turn adjectives into	adv	erbs
	indicates its function as a statement and	adve	rbs		
	question.			•	sing when, if, that,
	Expanded Noun Phrases for description	Expanded noun phra	-		ause)
	and specification	and specification Su	· •		and, but) Sentence
		when, if, that			ion as a statement,
	Use of capital letters, full stops and	Coordination (• • •	d and exclamation.
	question marks to demarcate sentences	How the grammat	-		rases for description
	Use apostrophes to mark singular	sentence indicates its f		and spe	cification
	possession in nouns	exclamation an	d statement.	с	
					consistent use of past
		Correct choice and co	•		throughout writing
		and present tense the including progressive		including progress	sive forms of verbs
			re forms of verbs.	Lice of capital latt	ters, full stops and
		Use of capital letters,	full stops question	-	lemarcate sentences
		marks and exclan			to mark singular
		demarcate sentences A			n in nouns
		singular posses		•	rate items in a list.
		Commas to separa		commus to separ	
Writing Terminology	noun, noun phrase, statement, que			und cuffix adjacti	vo advarb varb
	· · · · · ·		•	· · · ·	ve, auverb, verb,
for pupils		ense (past present) a			
Spelling Rules and	Words where 'dge' makes a /j/ sound	Words where '-es' i			d 'ar' make an /er/ or
Patterns	Words where 'ge' makes a /j/ sound	ending	-		sound
	Words where 'g' makes a /j/ sound	Words where '-ed' is added to words			nakes an /z/ sound
	Words where 'c' makes a /s/ sound before	ending in 'y' Words where '-er' and '-est' are added to		-	'-ment' and '-ness'
	'e', 'i' and 'γ'			•	n '-ful' and '-less'
	Words where 'kn' and 'gn' make a /n/	words end			mophones or near
	sound at the beginning of words Challenge Words	Words where '-ing'			phones
	challenge words	ending			mophones or near
		Challenge	worus	nomo	phones

	Words where 'wr' ma	kes a /r/ sound at the	Words where '-er', '-	est' and '-ed' is added	Words ending in '-tion'		
	beginning	of words	to words ending in 'e' Words where '-ing'		Words containing an apostrophe for		
	Words en	ding in 'le'	is added to sing	is added to single syllable words		contraction	
	Words ending in 'el'			' is added to single	-	Words containing an apostrophe for	
		Words ending in 'al'		e words	•	ession	
	Words en	-		akes an /or/ sound	Challeng	e Words	
	Challeng			nakes an /u/ sound			
	Words where 'y' ma	akes an /igh/ sound		ge Words			
				nakes an /ee/ sound nakes an /o/ sound			
Little Wandle *		Reading	Science: Living	Reading	History - Events	Reading	
Steps to Read	(Geography: UK	Breadth: Fairy	Things/	Breadth -	, beyond Living	Breadth:	
	- Rivers and	, Stories & Poetry	Habitats/ Plants	Traditional Tales	Memory: Great	Stories, Plays &	
	Seas)	- Classics		and Poetry -	Fire of London	Poetry -	
				Contemporary		Contemporary	
N.B. Little Wandle wi necessary.				range of contempora			
Comprehension	Listening to, disct		•	lich they can read ind		stones and non-	
Skills and Strategies	Domonstrating f		•	of stories, fairy stories	• •	Discussing their	
		•		ng some of them in t		Discussing their	
	Continuing to bu		•	art, appreciating these	•	with appropriate	
			• •	e the meaning clear	e and reciting some,		
		В		ct skills and knowled	ge		
			•	vledge with context			
	Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families						
	Locate and discuss words and pre-taught vocabulary to find out what the text is about Connect prior knowledge to context						
	1a draw	on knowledge of v		rstand texts 1d mal	ke inferences from	the text	

Reading Terminology for pupils	g	rapheme, phonem	e, syllable, sequen	ce, structure, predi	ct, discuss, questio	n
Year 3 Read to Write	The Iron Man	Fox	The Rhythm of the Rain	Jeremy Button	Egyptology	Into the Forest
Writing Outcome & Writing Purpose	Narrative - Approach Threat Narrative Purpose - To narrate	Narrative - Fable Narrative Purpose - To narrate	Narrative - Setting Narrative Purpose - To narrate	Narrative - Return Narrative Purpose - To narrate	Narrative - Egyptian Mystery Purpose - To narrate	Narrative - Lost Narrative Purpose - To narrate
	Explanation - How to capture the Iron Man Purpose - To explain	Information - Fox Report Purpose - To inform	Inform - River Information Leaflet Purpose - To inform	Information - Letters Purpose - To recount	Information - Diary Purpose - To inform	Recount - Newspaper Report Purpose - To recount

Grammar: word, sentence, text and punctuation Formation of nouns using a range of prefixes e.g. auto-super-anti. Use of the forms a or an when next word starts with a consonant or a vowel Formation of nouns using a range of prefixes e.g. auto-super-anti. punctuation Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Use of the forms a or an when next word starts with a consonant or a vowel words with expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Use of capital letters, full stops, question demarcate sentences Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Apostrophes to mark where letters are missing in speling and to mark singular possession in nouns Use of capital letters, full stops, question demarcate sentences Introduction to paragraphs as a way to group related material Writing Terminology for Pupils preposition, conjunction, word family, sound Words where 'ou' makes an /owl				
senterce, text and punctuation Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using conjunctions e.g. (before, after, during, in, because of Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Introduction to paragraphs as a way to group related material Introduction to paragraphs as a way to group related material Writing Terminology for Pupils preposition, conjunction, word family, prefix, clause, submothing the suffix 'dy' Words where 'ou' makes an /u/ sound Words where 'ou' makes an	Grammar: word,			
punctuationExpressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)Use of the forms a or an when next word word families based on common words showing how words are related in form and meaningUse of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in possession in nounsExpressing time, place and cause using although)Expressing time, place and cause using although)Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)Expressing time, place and cause using although)Expressing time, place and cause using alters, full stops, question marks and exclamation nounsWriting Terminology for Pupilspreposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, Words where 'ou' makes an //w' sound Words where 'ou' makes an // sound Words	sentence, text and	e.g. auto- super- anti	starts with a consonant or a vowel	
Conjunctions e.g. (when, before, after, while, so, because, if, although)Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)State state words showing how words are related in form and meaningPresent perfect form of verbs Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nounsExpressing time, place and cause using adverbs e.g. (then, next, soon, therefore) introduction to paragraphs as a way to group related materialExpressing time, place and cause using adverbs e.g. (then, next, soon, therefore) introduction to paragraphs as a way to group related materialWriting Terminology for Pupilspreposition, conjunction, word family, prefix, clause, subordinate clause. demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nounsIntroduction to paragraphs as a way to group related materialWriting Terminology for Pupilspreposition, conjunction, word family, prefix, clause, subordinate clause. demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nounsWords where 'our makes a //s ound Words where 'our makes an //s soundWriting Terminology for Pupilspreposition, conjunction, word family, when the ref' digraph Words where 'our makes an //s sound Words where 'our makes an //s sound Words where 'our makes an //s sound Words where 'our m		Expressing time, place and cause using		
so, because, if, although) Present perfect form of verbsprepositions e.g. (verber, after, ouring, in, because of Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)word families based on common words showing how words are related in form and meaningUse of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nounsExpressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore) Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)Writing Terminology for Pupilspreposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commasSpelling Rules and PatternsWords where 'ou' makes an /ow/ sound Words where 'ou' makes an //s sound Words where 'ou' makes an //s sound Words where' 'ou' makes an //s sound Words w	parrotation			
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Present perfect form of verbsbefore, after, while, so, because, if, althoughExpressing time, place and cause using adverbs e.g. (then, next, soon, therefore)Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nounsExpressing time, place and cause using adverbs e.g. (then, next, soon, therefore)Introduction to paragraphs as a way to group related materialIntroduction to paragraphs as a way to group related materialIntroduction to paragraphs as a way to group related materialWriting Terminology for Pupilspreposition, conjunction, word family, prefix, clause, subordinate clause, inverted commasIntroduction to expresentationSpelling Rules and PatternsWords where 'ou' makes an /ow/ sound Words where 'ou' makes an // sound Words where 'ou' makes an // sound Words where 'fy' makes an // sound Words where 'fri makes an // sound Words with the prefix 'fies' Words with the prefix 'fies'				-
Define, after, wither, sol, because, in, although)Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)More and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nounsExpressing time, place and cause using adverbs e.g. (then, next, soon, therefore)Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)Introduction to paragraphs as a way to group related materialIntroduction to paragraphs as a way to group related materialExpressing time, place and cause using adverbs e.g. (then, next, soon, therefore)Introduction to paragraphs as a way to group related materialIntroduction to paragraphs as a way to group related materialWriting Terminology Patternspreposition, conjunction, word family, prefix, clause, subordinate clause, uords where 'ou' makes an /ow/ soundInverted commasWords where 'ou' makes an /ow/ sound Words where 'ou' makes an /ow		Drecent perfect form of yorks	cause using conjunctions e.g. (when,	and meaning
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marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nounsParter seg. (then, next, soon, therefore) group related material utroduction to paragraphs as a way to group related material Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nounsIntroduction to paragraphs as a way to group related material Use of capital letters, full stops, question marks and exclamation mark singular possession in nounsIntroduction to paragraphs as a way to group related material Headings and subheadings to aid presentationWriting Terminology for Pupilspreposition, conjunction, word family, prefix, clause, subordinate clause unverted commasInverted commas unverted commasSpelling Rules and PatternsWords where 'ou' makes a n/ow/ sound Words where 'ou' makes a n// sound Words where 'i'm akes a n// sound Words whith the prefix 'dis.' Words with the prefix 'dis.' Words wit			although)	Expressing time, place and cause using
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Apostrophes to mark where letters are missing in spelling and to mark singular possession in nounsIntroduction to paragraphs as a way to group related materialprepositions e.g. (before, after, during, in, because of)Introduction to paragraphs as a way to group related materialIntroduction to paragraphs as a way to group related materialIntroduction to paragraphs as a way to group related materialWriting Terminology for Pupilspreposition, conjunction, word family, prefix, clause, subordinate clause, unsing in spelling and to mark singular possession in nounsIntroduction to paragraphs as a way to group related materialWriting Terminology for Pupilspreposition, conjunction, word family, prefix, clause, subordinate clause, unverted commasIntroduction to paragraphs as a way to group related materialSpelling Rules and PatternsWords where 'ou' makes an /ow/ sound Words where 'ou' makes an /i/ sound Words ending in 'sure'Words where 'ou' makes a /k/ sound Words where 'ey' makes a /i / sound Words that are homophones Challenge wordsWords where 'and makes a /k/ sound Words that are homophones Challenge WordsWords where 'and makes a /k/ sound Words ending in 'sure'Words with the prefix 're-' Words with the prefix 're-' Words with the prefix 're-'Words ending in 'al' Words ending in 'al'Revision of spelling patterns learned in Stage 3Words where 'ing' and '-ed' are added to multisyllabic words'-le'Adding '-ally' when the root word ends in '- Ie'Revision of spelling patterns learned in Stage 3			adverbs e.g. (then, next, soon, therefore)	Expressing time, place and cause using
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Writing Terminology for PupilsPreposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, nounsInverted commas to punctuate direct speechSpelling Rules and PatternsWords where 'ou' makes an /ow/ sound Words where 'ou' makes an /u/ sound<			group related material	
Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nounsgroup related material Headings and subheadings to aid presentationWriting Terminology for Pupilspreposition, conjunction, word failed material Apostrophes to mark where letters are missing in spelling and to mark singular possession in nounsUnverted commas to punctuate direct speech unverted commasSpelling Rules and PatternsWords where 'ou' makes an /ow/ sound Words where 'ou' makes a /u/ sound Words where 'ou' makes a /u/ sound Words where 'y' makes an /i/ sound Words where 'n' makes an /i/ sound Words where 'n		possession in nouns		Introduction to paragraphs as a way to
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Image: Normal systemImage: Normal systemSpeechSpeechWriting Terminology for Pupilspreposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commasVirtic speech, consonant, vowel, words where 'ou' makes an /ow' sound Words where 'ou' makes an /i/ sound Words where 'ou' d' sub an endophones Words ending in '-ture' Words ending in 'al' Revision of spelling patterns learned in Stage 3 Revision of spelling patterns learned in Stage 3 Revision of spelling patterns learned in Stage 3 Revisio				Inverted commas to punctuate direct
Image: section				•
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PatternsWords where 'ou' makes a /u/ sound Words where 'y' makes an /i/ sound Words where 'y' makes an /i/ sound Words ending in '-sure'Words where 'ey' makes an /ai/ sound Adding the suffix '-ly'Words where 'sc' makes a /s/ sound Words that are homophonesWords ending in '-sure'Words that are homophonesChallenge WordsChallenge WordsWords ending in '-ture'Challenge WordsWords that end in 'sion'Challenge wordsWords ending in 'al'Revision of spelling patterns learned in Stage 3Words with the prefix 're-'Words ending in 'le'Stage 3Words with the prefix 'dis-'Adding '-ly' when the root word ends in '- le'Revision of spelling patterns learned in Stage 3Words where '-ing' and '-ed' are added to multisyllabic wordsAdding '-ally' when the root word ends in '-ic'Revision of spelling patterns learned in Stage 3	for Pupils		inverted commas	
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multisyllabic words '-ic' Stage 3			Adding '-ally' when the root word ends in	-
		multisyllabic words	'-ic'	. – .
words where fing, fen and fed are in Adding fly when the words do not follow in Revision of spelling patterns learned in		Words where '-ing', '-en' and '-ed' are	Adding '–ly' when the words do not follow	Revision of spelling patterns learned in
added to multisyllabic words the spelling patterns Stage 3		-		

	-	ge words ne 'ai' digraph	Words ending in '-er ends	ge Words ' when the root word in 'ch' makes a /k/ sound		; patterns learned in ge 3
Steps to Read	Science - Forces and Magnets/	Reading Breadth: Stories	Geography - Mountains and	Reading Breadth: Fairy	History - Egyptians	Reading Breadth: Stories
	Rocks	and Poetry - Different forms	Rivers	Stories and and Poetry - Different forms		and Plays and Poetry - Different forms
Comprehension Skills and Strategies	disc	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Participate in discussion about both books that are read to them and those they can read for themselves Use dictionaries to check the meaning of many unknown words that they have read Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence Increase their familiarity with a wide range of books and retell some of these orally				
	Use a range of stra 2a give / explain t	Building on phonics subject skills and knowledge Connect prior knowledge with context Locate and discuss words and pre taught vocabulary to find out what the text is about Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context Read a range of texts with increasing accuracy and fluency Develop fluent and enthusiasm for reading and read widely and frequently 2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction				
Reading Terminology for Pupils	and non-fiction 2d make inferences from the text / explain and justify inferences with evidence from the text root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present					
Year 4	The Whale	Leaf	Arthur and the Golden Rope	The Lost Happy Endings	The Journey	Manfish

Read to Write	ne whate	Personal and the second s	And the second s	The Lost The Dup Chings Carol-thr: Duffg science: Reg	The Journey	MANFISH
Writing Outcome &	Narrative - Setting	Narrative - Outsider	Narrative - Myth	Narrative - Twisted	Narrative - Refugee	Narrative -
Writing Purpose	Narrative	Narrative	Narrative	Narrative	Narrative	Invention Narrative
	Purpose - To	Purpose - To	Purpose - To	Purpose - To	Purpose - To	Purpose - To
	narrate	narrate	narrate	narrate	narrate	narrate
	Recount -	Information - Polar	Information -	Persuasion- Letter	Recount - Diary	Recount - Jacques
	Newspaper Report	Bears	Defeating a Viking	Purpose - To	Purpose - To	Cousteau Biography
	Purpose - To	Purpose - To inform	monster	persuade	recount	Purpose - To
	recount		Purpose - To inform			recount
Grammar: word, sentence, text and		ce between plural and sive -s.	Grammatical difference between plural and possessive -s.		Verb inflections (we were instead of we was). Fronted adverbials.	
punctuation	modifying adjectives,	led by the addition of nouns and preposition ed adverbials.	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions. Fronted adverbials.		repet	aid cohesion and avoid ition. e ideas around a theme.
	Paragraphs to organise	ideas around a theme.	Paragraphs to organise	ideas around a theme.		other punctuation to
	Apostrophes for poss	ession (plural nouns). fronted adverbials.		l other punctuation to	indicate dir	ect speech.
	Use commas arter	nonteu auverbiais.	Apostrophes for poss	ect speech. session (plural nouns). fronted adverbials.		session (plural nouns). fronted adverbials.
Writing		Determ	iner, pronoun, pos		dverbial	
Terminology for		20030				
pupils						
Spelling Rules and	Words that are	e homophones		ing in '-ous'	Words containir	ng 'sol' and 'real'
Patterns	Words with t	· · · · · · · · · · · · · · · · · · ·	—	is' where the ge from		g 'phon' and 'sign'
	Words with the prefi		the root wo	ord remains		fixes 'super-', 'anti-'
	Words with th	•				'auto
	Words with th	e prefix 'inter-'			Words with t	he prefix 'bi-'

	Challenge Words. Words ending in '-ation' Words ending in '-ation' Words ending '-ly' Words ending '-lly' Words where 'ch' makes a /sh/ sound Challenge Words Words ending in '-sion'		Words where 'i' makes an /ee/ sound Words ending in '-ious' and 'eous' Challenge Words Words where 'au' makes an /or/ sound Words ending in '-tion' Words ending in '-sion' Words ending in '-cian' Words that are adverbs of manner Challenge Words Words that are homophones Words spelled with 'c' before 'i' and 'e'		Challenge Words Words containing an apostrophe for possession Revision of spelling patterns learned in Stage 4 Revision of spelling patterns learned in Stage 4 Revision of spelling patterns learned in Stage 4 Revision of spelling patterns learned in Stage 4				
Steps to Read	Science: Living Things/ Habitats/ Animals	Reading Breadth: Stories and Poetry - Different forms	History - Vikings Reading Breadth: Myths and Legends and Plays and Poetry - Different Forms		Geography - Europe	Reading Breadth: Stories and Plays and Poetry - Different forms			
Comprehension Skills and Strategies	Read a Begin to use m inferences such as Increase their fam Prepare poems an Read	wide range of books ore complex dictiona inferring characters' iliarity with a wide ra id play scripts to read Recognise ar texts, including thos tegies to make mean	that are structured in aries to check the me feelings, thoughts ar with ev inge of stories and re book la aloud and to perform tone, volum and read all Year 3&4 V se with few visual clu- ing from words and s	n different ways and r aning of many unknow nd motives from their vidence telling some of these nguage m, showing an increas e and action Word List words with es, increased indepen	Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read a wide range of books that are structured in different ways and read for a range of purposes Begin to use more complex dictionaries to check the meaning of many unknown words that they have read Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inference with evidence Increase their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of stor book language Prepare poems and play scripts to read aloud and to perform, showing an increasing understanding through intonatio tone, volume and action Recognise and read all Year 3&4 Word List words with automaticity Read texts, including those with few visual clues, increased independence and concentration Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word				

		With increased independence develop views about what is read Develop positive attitudes to reading and understanding of what is read				
	2a give / explain t	he meaning of words	in context 2b retriev and nor	ve and record inform n-fiction	ation / identify key (details from fiction
Reading Terminology for Pupils	g	rapheme, phonem	e, syllable, sequen	ce, structure, predi	ct, discuss, questio	n
Year 5 Read to Write	When We Walked on the Moon	Walked on the Transmission the Baskervilles of Adventure				
Writing Outcome & Writing Purpose	Narrative - Exploration Narrative Purpose - To narrate Recount - Formal Report Purpose - To recount	Narrative - Setting Narrative Purpose - To narrate Recount - Letter Purpose - To recount	Narrative - Cliffhanger Narrative Purpose - To narrate Inform- Formal Event Report Purpose - To inform	Narrative - Character Narrative Purpose - To narrate Recount - Newspaper Report Purpose - To recount	Narrative - Survival narrative Purpose - To narrate Explanation - Survival Guide Purpose - To explain	Narrative - Dilemma Narrative Purpose - To narrate Discussion - Balanced Argument Purpose - To discuss
Grammar: word, sentence, text and punctuation	speech and vocabulary speech and writi Indicate degrees of p	n vocabulary of informal v appropriate to formal ng – formal tone. ossibility using modal rbs.	speech and vocabulary speech and writi Relative clauses begin where, when, whos	n vocabulary of informal y appropriate to formal ng – formal tone. uning with who, which, e, that or an omitted pronoun.		

	Linking ideas across paragraphs, using	Understand the difference between structures	
	adverbials.	typical of informal speech and structures	
	Commos for parenthosis	appropriate to formal speech in writing, e.g.	
	Commas for parenthesis. Dashes to mark boundaries between	the use of the passive form.	
	independent clauses	Linking ideas across paragraphs, using	
		adverbials.	
		Use a range of devices to build cohesion, e.g.	
		conjunctions.	
		Recap speech punctuation. Brackets for parenthesis.	
Writing	modal verb. relative pronou	n, relative clause, parenthesis, bracke	t. dash. cohesion. ambiguity
Terminology for	, i	, ,, ,	, , , , ,
•.			
Pupils			
Spelling Rules and	Words ending in '-tious' and '-ious'	Words that are adverbs of time	Words that are homophones
Patterns	Words ending in '-cious'	Words ending in '-fer'	Words that are homophones or near
	Words ending in /shul' spelled. '-cial'	Words with 'silent' first letters	homophones
	Words ending in /shul/ spelled '-tial'	Words with 'silent' letters	Words that are homophones or near
	Words ending in /shul/ spelled '-cial'	Challenge Words	homophones
	and '-tial'	Words spelled with 'ie' after c	Challenge Words
	Challenge words	Words where 'ei' makes an /ee/ sound	Words with hyphens
	Words ending in '-ant'	Words where 'ough' makes an /or/	Challenge Words
	Words ending in '-ance' and '-ancy'	sound	Revision: Year 5 words
	Words ending in '-ent' and '-ence' 1	Words containing 'ough'	Revision: Year 5 words
	Words ending in '-able' and '-ible' 1	Adverbs of possibility and frequency	Revision: Year 5 words
	Words ending in '-able' and '-ible' I Words ending in '-ably' and '-ibly'	Challenge Words	Revision: Year 5 words
		C C	Revision. Tear 5 words
	Challenge Words	Words that are homophones or near	
	Words ending in '-able', where the 'e'	homophones	
	from the root word remains	Words that are homophones	

Steps to Read	Science: Space	Reading Breadth: Modern fiction and Poetry - Wider Range	Geography - North/ South America	Reading Breadth: Myths and Legends and Plays and Poetry - Different Forms	Geography - North & South America/ World	Reading Breadth: Other Cultures and Traditions and Poetry - Wider Range
Comprehension	Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books					
Skills and Strategies	Recommend books that they have read to their peers, giving simple reasons for their choices Increase their familiarity with a wide range of books					
	Learn a wider range of poetry by heart					
	With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their					
	actions, and justifying inferences with evidence					
	Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context Read extended texts independently for sustained periods Self-correction, including re-reading and reading ahead Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context Reading widely and frequently for pleasure and information 2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2d make inferences from the text / explain and justify inferences with evidence from the text					
Reading	figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy,					
Terminology for Pupils	imagery, style, effect, compare					
	Rose Blanche	A Story Like the	The Origin of	Wolves	Shackleton	Hansel and
Year 6		Wind	the Species			Gretel
Read to Write						

		GILL LEWIS Austract on Di WEAVER STORY LIKE MILD Austraction Austraction	ORIGIN SPECIES		SHACKLED/15 JDJR/HY Willow Gulf Hillow Gulf HILLS ETH EDDS	NEIL GAIMAN LORENZO MATTOTT Hansel Greece
Writing Outcome & Writing Purpose	Recount - Diary Purpose - To recount	Narrative - Flashback Narrative Purpose - To narrate	Narrative - Discovery Narrative Purpose - To narrate	Narrative - First Person Narrative Purpose - To narrate Discussion - Balanced Argument Purpose - To discuss	Narrative - Endurance Narrative Purpose - To narrate	Narrative - Dual Narrative Purpose - To narrate
	Recount - Bravery Speech Award Purpose - To recount and inform (hybrid)	Recount - Newspaper Report Purpose - To recount	Explanation - Adaptation Purpose - To explain	Information Text - Wolves Purpose - To inform Narrative - Suspense Narrative Purpose - To narrate	Recount- Magazine Article Purpose - To recount and inform (hybrid)	Persuasion - Letter Purpose - To persuade
Grammar: word, sentence, text and punctuation	Understand how words are related by meaning as synonyms and antonyms. The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choice. The difference between structures typical of informal speech and structures appropriate to formal.		Understand how words are related by meaning as synonyms and antonyms. The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone. The difference between structures typical of informal speech and structures appropriate to formal speech in writing –the use of the subjunctive form in some very formal speech and writing Wish – if I were		Understand how words are related by meaning as synonyms and antonyms. The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices. The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech. Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials.	

	Linking ideas within a using a wider range o repetition a Use headings, sub-he captions to struct Use dashes, bracket punctuate sentences mea Use the range of punc (Speech pu	of cohesive devices – and ellipsis eadings, columns and cure information. s and semicolons to precisely to enhance ning cutation taught at KS2	using a wider range pron Use the semicolon as independent clauses	ind across paragraphs of cohesive devices – ouns. the boundary between . Hyphens are used to d avoid ambiguity.	more elab Use commas, brac paren	ist and semi-colons for orate lists. kets and dashes for thesis. ite two main clauses.
Writing Terminology for Pupils	subject, o	bject, active, passiv	e, synonym, antonyn	n, ellipsis, hyphen, co	blon, semi-colon, bul	let points
Spelling Rules and	Challenge Words 1		Words with the suffix '-ful'		Adding the suffix '-ibly' to create an adverb	
Patterns	Challenge Words 2		Words that can be nouns and verbs		Words ending in '-ent' and '-ence'	
	Challenge Words 3		Words with an /oa/ sound spelled 'ou' or		Words ending in '-er', '-or' and '-ar'	
	Challenge Words 4		ʻow'		Adverbs synonymous with determination	
	Challenge Words 5		Words with a 'soft c' spelled 'ce'		Adjectives to describe settings	
	Challenge Words 6		Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'		Adjectives to describe feelings	
	Challenge Words 7 Challenge Words 8		and Im- Words with a /f/ sound spelled 'ph'		Adjectives to describe characters Grammar Vocabulary 1	
	Challenge Words 9		Words with origins in other countries and		Grammar Vocabulary 1 Grammar Vocabulary 2	
	Challenge Words 10		languages		Mathematical Vocabulary	
	Words with the short vowel sound /i/ spelled 'y' Words with the long vowel sound /igh/ spelled 'y' Adding the prefix '-over'		Words with unstressed vowel sounds Words ending with /shuhl/ spelled 'cial' Words ending with /shuhl/ spelled 'tial' Words beginning with 'acc' Words with the suffix '-ably'		With the first of the second sec	
			Words with the suffix '-ible'			
Steps to Read	Reading	Science -	Reading	Geography -	History: War	Reading
	Breadth:	Evolution &	Breadth:	Coasts		Breadth:
	Modern fiction	Inheritance	Traditional Tales			Literary Heritage
	and Poetry -		and Poetry -			and Plays and
	Wider Range		Wider Range			Poetry
	Reading and discussing a range of fiction, poetry, plays, non-fiction and reference books or text books					

Comprehension	Recommending books that they have read to their peers, giving simple reasons for their choices
Skills and Strategies	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying
	inferences with evidence
	Increasing their familiarity with a wide range of books
	Learning a wider range of poetry by heart
	Recognise and read all Year 5&6 Word List words with automaticity
	Make meaning from words and sentences, including knowledge of phonics, word roots, word families,
	Make meaning from text organisation
	Make meaning by drawing on prior knowledge
	Read increasingly complex texts independently for sustained periods
	Find the main idea of a paragraph and text
	2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2d make inferences from the text / explain and justify inferences with evidence from the text
Reading	figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style,
Terminology for	effect, compare
Pupils	