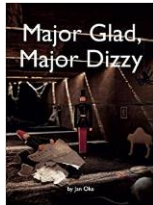
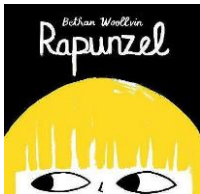
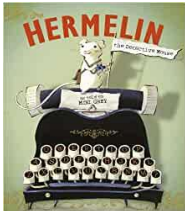
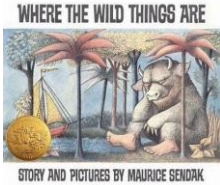
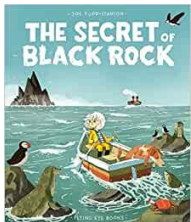
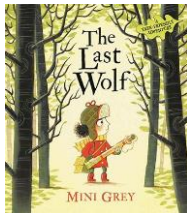


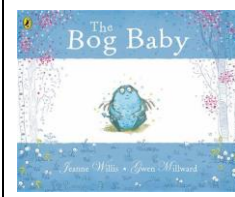
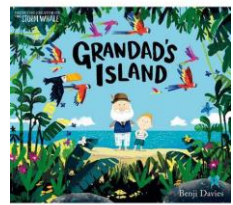
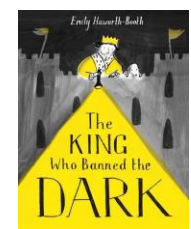
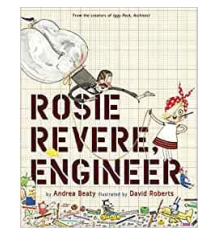


Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Read to Write	The Something 	Star in a Jar 	Juniper Jupiter 	Little Red 	The Extraordinary Gardener 	The Storm Whale 
Writing Outcome & Writing Purpose	Narrative - A Losing Story Purpose - To tell and write a losing story	Narrative - A Finding Story Purpose - To tell and write a finding story	Narrative - A Superhero Story Purpose - To tell and write a superhero story	Narrative - A Traditional Tale Purpose - To tell and write a traditional tale.	Narrative - A transformational story Purpose - To tell and write a transformational story	Narrative - A friendship story Purpose - To tell and write a friendship story
	Instructions - How to trap an animal Purpose - To narrate	Recount - Poster to find a lost star Purpose - To inform (and describe)		struct	struct	Poemsdescribe
Grammar: word, sentence, text and punctuation	<p>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)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p>How words can combine to make sentences Joining words and joining clauses using and</p> <p>Sequencing sentences to form short narratives</p> <p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>					
Writing Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark					



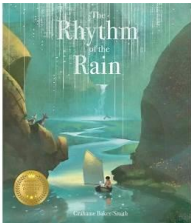
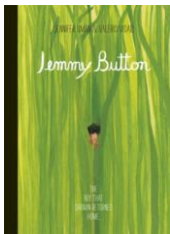
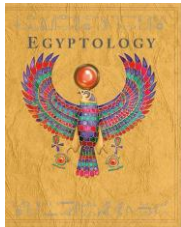
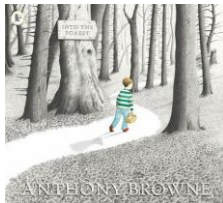
Little Wandle Reading sessions 3 x per week (min) with decodable books

Little Wandle Reading sessions 3 x per week (min) with decodable books						
Year 1 Read to Write	Major Glad, Major Dizzyl	Rapunzel	Hermelin	Where the Wild Things Are	The Secret of Black Rock	The Last Wolf
						
Writing Outcome & Writing Purpose	Narrative - Discovery Narrative Purpose - To narrate	Narrative -A Traditional Tale Purpose - To narrate	Narrative - A Detective Story Purpose - To narrate	Narrative - A Portal Story Purpose - To narrate	Narrative - A Return Story Purpose - To narrate	Narrative -A Hunting Story Purpose - To narrate
	Recount - Messages Purpose - To recount	Instructions - How to Catch a Witch Purpose - To instruct	Recount - Letters Purpose - To recount	Information - Wild Things Purpose - To inform	Recount - Postcards Purpose - To recount	Instructions - Recipes Purpose - To instruct
Grammar: word, sentence, text and punctuation	Reinforce plural noun suffix -s -es Suffix added to verbs - er.		Suffix added to verbs – ing ed er		Reinforce plural noun suffix -s -es Reinforce how prefix un – changes the meaning of verbs and adjectives.	
	Combining words to make sentences. Joining words and clauses using-and.		Combining words to make sentences Joining words and clauses using-and, because, so, but.		Combining words to make sentences. Joining words and clauses using-and, because, so, but.	
	Sequencing sentences to form short narratives.		Sequencing sentences to form short narratives.		Sequencing sentences to form short narratives.	
	Separation of words with spaces. Capital letters Full Stops		Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I		Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	

Writing Terminology for pupils	letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation					
Spelling Rules and Patterns	Words ending in ‘ff’, ‘ll’, ‘ss’, ‘zz’ and ‘ck’ Words with the /k/ and /nk/ sound Words with the trigraph ‘tch’ Adding ‘-s’ and ‘-es’ to make plurals Adding the suffixes ‘-ing’ and ‘-ed’ Adding the prefix ‘un-’ and the suffixes ‘-er’ and ‘-est’ Compound words and words with unstressed vowels Words with the digraphs ‘ai’ and ‘oi’ Words with the digraphs ‘ay’ and ‘oy’ Words with the split digraph ‘a_e’ Words with the split digraph ‘e_e’ Words with the split digraph ‘i_e’ Words with the split digraph ‘o_e’		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 ending in ‘y’/ee/ and ‘ve’/e/ Words with the digraphs ‘ue’ and ‘ew’ Words where ‘ie’ makes an /igh/ sound Words where ‘ie’ makes an /ee/ sound Words with the trigraph ‘igh’ Words with the digraph ‘or’ and the trigraph ‘ore’ Words where ‘aw’ and ‘au’ make an /or/ sound Words with the trigraphs ‘air’ and ‘ear’ Words where the trigraphs ‘air’ and ‘ear’ make an /air/ sound Words with the digraphs ‘ph’ and ‘wh’	
Little Wandle Reading sessions 3 x per week (min) with decodable books						
Year 2 Read to Write	<div>A River</div> 	<div>The Night Gardener</div> 	<div>The Bog Baby</div> 	<div>Grandad's Island</div> 	<div>The King who Banned the Dark</div> 	<div>Rosie Revere Engineer</div> 
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

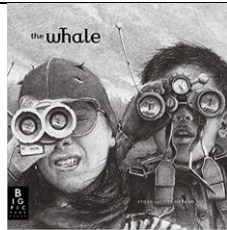


	Recount- Letter Purpose - To inform	Recount- Diary Purpose - To recount	Instruction- How to build a habitat Purpose - To instruct	Information- Jungle Animals Purpose - To inform	Information - How to be a regal leader Purpose - To inform	Explanation- How a machine works Purpose - To explain
Grammar: word, sentence, text and punctuation	<u>Use of the Suffixes –er & –est in adjectives</u> Subordination (using when, if, that, because) Coordination (or, and, but) Sentence indicates its function as a statement and question. Expanded Noun Phrases for description and specification Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns		Formation of nouns using suffixes e.g. –ness, –er and by compounding Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs Expanded noun phrases for description and specification Subordination (using when, if, that, because) Coordination (or, and, but) How the grammatical patterns in a sentence indicates its function as question, exclamation and statement. Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list		Formation of nouns using suffixes e.g. –ness, –er and by compounding Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs Subordination (using when, if, that, because) Coordination (or, and, but) Sentence indicates its function as a statement, question, command and exclamation. Expanded Noun Phrases for description and specification Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns Commas to separate items in a list.	
Writing Terminology for pupils	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma					
Spelling Rules and Patterns	Words where ‘dge’ makes a /j/ sound Words where ‘ge’ makes a /j/ sound Words where ‘g’ makes a /j/ sound Words where ‘c’ makes a /s/ sound before ‘e’, ‘i’ and ‘y’		Words where ‘-es’ is added to words ending in ‘y’ Words where ‘-ed’ is added to words ending in ‘y’ Words where ‘-er’ and ‘-est’ are added to words ending in ‘y’		Words where ‘or’ and ‘ar’ make an /er/ or /or/ sound Words where ‘s’ makes an /z/ sound Words ending in ‘-ment’ and ‘-ness’ Words ending in ‘-ful’ and ‘-less’	

	<p>Words where 'kn' and 'gn' make a /n/ sound at the beginning of words Challenge Words</p> <p>Words where 'wr' makes a /r/ sound at the beginning of words Words ending in 'le' Words ending in 'el' Words ending in 'al' Words ending in 'il' Challenge Words</p> <p>Words where 'y' makes an /igh/ sound</p>		<p>Words where '-ing' is added to words ending in 'e' Challenge Words</p> <p>Words where '-er', '-est' and '-ed' is added to words ending in 'e' Words where '-ing' is added to single syllable words Words where '-ed' is added to single syllable words Words where 'a' makes an /or/ sound Words where 'o' makes an /u/ sound Challenge Words</p> <p>Words where 'ey' makes an /ee/ sound Words where 'a' makes an /o/ sound</p>		<p>Words that are homophones or near homophones Words that are homophones or near homophones Words ending in '-tion' Words containing an apostrophe for contraction Words containing an apostrophe for possession Challenge Words</p>	
Little Wandle * Steps to Read	(Geography: UK - Rivers and Seas)	Reading Breadth: Fairy Stories & Poetry - Classics	Science: Living Things/ Habitats/ Plants	Reading Breadth - Traditional Tales and Poetry - Contemporary	History - Events beyond Living Memory: Great Fire of London	Reading Breadth: Stories, Plays & Poetry - Contemporary
N.B. Little Wandle with continue in HT1 initially and the chn will move onto Steps to Read with small group phonics continuing as necessary.						
Comprehension Skills and Strategies	<p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently</p> <p>Demonstrating familiarity with and retelling a wide range of stories, fairy stories and traditional tales Discussing their favourite words and phrases using some of them in their writing</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Build on phonics subject skills and knowledge Connect prior knowledge with context</p> <p>Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families</p> <p>Locate and discuss words and pre-taught vocabulary to find out what the text is about Connect prior knowledge to context</p> <p>1a draw on knowledge of vocabulary to understand texts 1d make inferences from the text</p>					

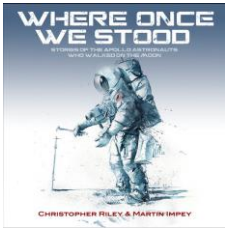


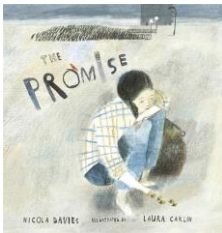
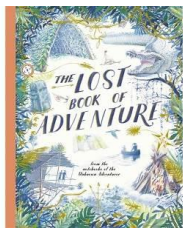
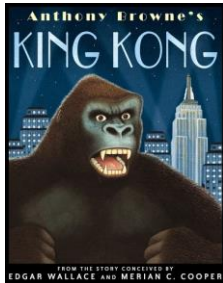
Reading Terminology for pupils	grapheme, phoneme, syllable, sequence, structure, predict, discuss, question					
Year 3 Read to Write	The Iron Man 	Fox 	The Rhythm of the Rain 	Jeremy Button 	Egyptology 	Into the Forest 
Writing Outcome & Writing Purpose	Narrative - Approach Threat Narrative Purpose - 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	<p>Formation of nouns using a range of prefixes e.g. auto- super- anti</p> <p>Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)</p> <p>Present perfect form of verbs</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	<p>Use of the forms a or an when next word starts with a consonant or a vowel</p> <p>Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)</p> <p>Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)</p> <p>Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	<p>Formation of nouns using a range of prefixes e.g. auto- super- anti- (un-)</p> <p>Use of the forms a or an when next word starts with a consonant or a vowel</p> <p>Word families based on common words showing how words are related in form and meaning</p> <p>Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)</p> <p>Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and subheadings to aid presentation</p> <p>Inverted commas to punctuate direct speech</p>
Writing Terminology for Pupils	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas		
Spelling Rules and Patterns	<p>Words where 'ou' makes an /ow/ sound</p> <p>Words where 'ou' makes a /u/ sound</p> <p>Words where 'y' makes an /i/ sound</p> <p>Words ending in '-sure'</p> <p>Words ending in '-ture'</p> <p>Challenge words</p> <p>Words with the prefix 're-'</p> <p>Words with the prefix 'dis-'</p> <p>Words with the prefix 'mis-'</p> <p>Words where '-ing' and '-ed' are added to multisyllabic words</p>	<p>Words with the 'ei' digraph</p> <p>Words where 'ey' makes an /ai/ sound</p> <p>Adding the suffix '-ly'</p> <p>Words that are homophones</p> <p>Challenge Words</p> <p>Words ending in 'al'</p> <p>Words ending in 'le'</p> <p>Adding '-ly' when the root word ends in 'le'</p> <p>Adding '-ally' when the root word ends in '-ic'</p>	<p>Words where 'que' makes a /k/ sound</p> <p>Words where 'sc' makes a /s/ sound</p> <p>Words that are homophones</p> <p>Challenge Words</p> <p>Words that end in 'sion'</p> <p>Revision of spelling patterns learned in Stage 3</p> <p>Revision of spelling patterns learned in Stage 3</p> <p>Revision of spelling patterns learned in Stage 3</p>

	Words where 'ing', 'en' and 'ed' are added to multisyllabic words Challenge words Words with the 'ai' digraph		Adding '-ly' when the words do not follow the spelling patterns Challenge Words Words ending in '-er' when the root word ends in 'ch' Words where 'ch' makes a /k/ sound		Revision of spelling patterns learned in Stage 3 Revision of spelling patterns learned in Stage 3	
Steps to Read	Science - Forces and Magnets/ Rocks	Reading Breadth: Stories and Poetry - Different forms	Geography - Mountains and Rivers	Reading Breadth: Fairy Stories and Poetry - Different forms	History - Egyptians	Reading Breadth: Stories and Plays and Poetry - Different forms
Comprehension Skills and Strategies	<p>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</p> <p>Use dictionaries to check the meaning of many unknown words that they have read</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence</p> <p>Increase their familiarity with a wide range of books and retell some of these orally</p> <p>Building on phonics subject skills and knowledge</p> <p>Connect prior knowledge with context</p> <p>Locate and discuss words and pre taught vocabulary to find out what the text is about</p> <p>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</p> <p>Read a range of texts with increasing accuracy and fluency</p> <p>Develop fluent and enthusiasm for reading and read widely and frequently</p> <p>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</p>					
Reading Terminology for Pupils	root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present					
	The Whale	Leaf	Arthur and the Golden Rope	The Lost Happy Endings	The Journey	Manfish

Year 4 Read to Write						
Writing Outcome & Writing Purpose	Narrative - Setting Narrative Purpose - To narrate	Narrative - Outsider Narrative Purpose - To narrate	Narrative - Myth Narrative Purpose - To narrate	Narrative - Twisted Narrative Purpose - To narrate	Narrative – Transformation Narrative Purpose - To narrate	Narrative - Invention Narrative Purpose - To narrate
	Recount - Newspaper Report Purpose - To recount	Information - Polar Bears Purpose - To inform	Information - Defeating a Viking monster Purpose - To inform	Persuasion - Letter Purpose - To persuade	Recount - Diary Purpose - To recount	Recount - Jacques Cousteau Biography Purpose - To recount
Grammar: word, sentence, text and punctuation	Grammatical difference between plural and possessive -s. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials. Paragraphs to organise ideas around a theme. Apostrophes for possession (plural nouns). Use commas after fronted adverbials.		Grammatical difference between plural and possessive -s. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions. Fronted adverbials. Paragraphs to organise ideas around a theme. Inverted commas and other punctuation to indicate direct speech. Apostrophes for possession (plural nouns). Use commas after fronted adverbials.		Verb inflections (we were instead of we was). Fronted adverbials. Nouns or pronouns to aid cohesion and avoid repetition. Paragraphs to organise ideas around a theme. Inverted commas and other punctuation to indicate direct speech. Apostrophes for possession (plural nouns). Use commas after fronted adverbials.	
Writing Terminology for pupils	Determiner, pronoun, possessive pronoun, adverbial					
Spelling Rules and Patterns	Words that are homophones Words with the prefix 'in-' Words with the prefixes 'il-', 'im-' and 'ir-' Words with the prefix 'sub-'		Words ending in '-ous' Words ending in '-ous' where the ge from the root word remains		Words containing 'sol' and 'real' Words containing 'phon' and 'sign' Words with the prefixes 'super-', 'anti-' and 'auto'	

	<p>Words with the prefix 'inter-' 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'</p>		<p>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'</p>		<p>Words with the prefix 'bi-' 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</p>	
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	<p>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 inferences with evidence Increase their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language Prepare poems and play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action</p> <p>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 families, text organisation and prior knowledge of context</p>					

	<p>With increased independence develop views about what is read Develop positive attitudes to reading and understanding of what is read</p> <p>2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction</p>					
Reading Terminology for Pupils	grapheme, phoneme, syllable, sequence, structure, predict, discuss, question					
Year 5 Read to Write	<p>Where we once stood</p> 	<p>FarTHER</p> 	<p>The Hound of the Baskervilles</p> 	<p>The Promise</p> 	<p>The Lost Book of Adventure</p> 	<p>King Kong</p> 
Writing Outcome & Writing Purpose	<p>Narrative - Exploration Narrative Purpose - To narrate</p>	<p>Narrative - Setting Narrative Purpose - To narrate</p>	<p>Narrative - Cliffhanger Narrative Purpose - To narrate</p>	<p>Narrative - Character Narrative Purpose - To narrate</p>	<p>Narrative - Survival narrative Purpose - To narrate</p>	<p>Narrative - Dilemma Narrative Purpose - To narrate</p>
	<p>Recount - Formal Report Purpose - To recount</p>	<p>Recount - Letter Purpose - To recount</p>	<p>Inform - Formal Event Report Purpose - To inform</p>	<p>Recount - Newspaper Report Purpose - To recount</p>	<p>Explanation - Survival Guide Purpose - To explain</p>	<p>Discussion - Balanced Argument Purpose - To discuss</p>
Grammar: word, sentence, text and punctuation	<p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone.</p> <p>Indicate degrees of possibility using modal verbs.</p> <p>Linking ideas across paragraphs, using adverbials.</p>		<p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone.</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</p> <p>Understand the difference between structures typical of informal speech and structures</p>			

	<p>Commas for parenthesis. Dashes to mark boundaries between independent clauses</p>	<p>appropriate to formal speech in writing, e.g. the use of the passive form.</p> <p>Linking ideas across paragraphs, using adverbials. Use a range of devices to build cohesion, e.g. conjunctions.</p> <p>Recap speech punctuation. Brackets for parenthesis.</p>	
Writing Terminology for Pupils	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity		
Spelling Rules and Patterns	<p>Words ending in ‘-tious’ and ‘-ious’ Words ending in ‘-cious’ Words ending in /shul/ spelled ‘-cial’ Words ending in /shul/ spelled ‘-tial’ Words ending in /shul/ spelled ‘-cial’ and ‘-tial’ Challenge words Words ending in ‘-ant’ Words ending in ‘-ance’ and ‘-ancy’ Words ending in ‘-ent’ and ‘-ence’ 1 Words ending in ‘-able’ and ‘-ible’ 1 Words ending in ‘-ably’ and ‘-ibly’ Challenge Words Words ending in ‘-able’, where the ‘e’ from the root word remains</p>	<p>Words that are adverbs of time Words ending in ‘-fer’ Words with ‘silent’ first letters Words with ‘silent’ letters Challenge Words Words spelled with ‘ie’ after c Words where ‘ei’ makes an /ee/ sound Words where ‘ough’ makes an /or/ sound Words containing ‘ough’ Adverbs of possibility and frequency Challenge Words Words that are homophones or near homophones Words that are homophones</p>	<p>Words that are homophones Words that are homophones or near homophones Words that are homophones or near homophones Challenge Words Words with hyphens Challenge Words Revision: Year 5 words Revision: Year 5 words Revision: Year 5 words Revision: Year 5 words</p>

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 Skills and Strategies	<p>Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books</p> <p>Recommend books that they have read to their peers, giving simple reasons for their choices</p> <p>Increase their familiarity with a wide range of books</p> <p>Learn a wider range of poetry by heart</p> <p>With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>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</p> <p>Read extended texts independently for sustained periods</p> <p>Self-correction, including re-reading and reading ahead</p> <p>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</p> <p>Reading widely and frequently for pleasure and information</p> <p>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</p>					
Reading Terminology for Pupils	figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare					
Year 6 Read to Write	Rose Blanche	A Story Like the Wind	The Origin of the Species	Wolves	Shackleton	Hansel and Gretel

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	<p>Understand how words are related by meaning as synonyms and antonyms.</p> <p>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.</p> <p>The difference between structures typical of informal speech and structures appropriate to formal.</p>	<p>Understand how words are related by meaning as synonyms and antonyms.</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone.</p> <p>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...</p>	<p>Understand how words are related by meaning as synonyms and antonyms.</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone.</p> <p>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...</p>	<p>Understand how words are related by meaning as synonyms and antonyms.</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices.</p> <p>The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech.</p> <p>Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials.</p>		

	Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis Use headings, sub-headings, columns and captions to structure information. Use dashes, brackets and semicolons to punctuate sentences precisely to enhance meaning Use the range of punctuation taught at KS2 (Speech punctuation).		Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns. Use the semicolon as the boundary between independent clauses. Hyphens are used to clarify meaning and avoid ambiguity.		Colons to introduce a list and semi-colons for more elaborate lists. Use commas, brackets and dashes for parenthesis. Semicolon to separate two main clauses.	
Writing Terminology for Pupils	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					
Spelling Rules and Patterns	Challenge Words 1 Challenge Words 2 Challenge Words 3 Challenge Words 4 Challenge Words 5 Challenge Words 6 Challenge Words 7 Challenge Words 8 Challenge Words 9 Challenge Words 10 Words with the short vowel sound /i/ spelled ‘y’ Words with the long vowel sound /igh/ spelled ‘y’ Adding the prefix ‘-over’		Words with the suffix ‘-ful’ Words that can be nouns and verbs Words with an /oa/ sound spelled ‘ou’ or ‘ow’ Words with a ‘soft c’ spelled ‘ce’ Words with the prefixes ‘dis-’, ‘un-’, ‘over-’ and ‘im-’ Words with a /f/ sound spelled ‘ph’ Words with origins in other countries and languages 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’ Words with the suffix ‘-ible’		Adding the suffix ‘-ibly’ to create an adverb Words ending in ‘-ent’ and ‘-ence’ Words ending in ‘-er’, ‘-or’ and ‘-ar’ Adverbs synonymous with determination Adjectives to describe settings Adjectives to describe feelings Adjectives to describe characters Grammar Vocabulary 1 Grammar Vocabulary 2 Mathematical Vocabulary	
Steps to Read	Reading Breadth: Modern fiction and Poetry - Wider Range	Science - Evolution & Inheritance	Reading Breadth: Traditional Tales and Poetry - Wider Range	Geography - Coasts	History: War	Reading Breadth: Literary Heritage and Plays and Poetry
	Reading and discussing a range of fiction, poetry, plays, non-fiction and reference books or text books					

Comprehension Skills and Strategies	<p> Recommending books that they have read to their peers, giving simple reasons for their choices 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 </p> <p> 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 </p>
Reading Terminology for Pupils	<p> figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare </p>