



Co-op Academy
Woodlands

Key Stage 1 and Key Stage 2 Curriculum Overview 2026 - 2027

English (Reading, Writing and Grammar)

Year 1 - Phonics

Autumn A

Little Wandle	<u>Phase 3 Review</u>	<u>Phase 3 Review</u> ai, ee, igh oa, oo ar or, ur, oo ow, oi, ear Review	<u>Phase 3 Review</u> air, er, s, -s, -es Two or more digraphs Two or more digraphs Two or more digraphs Review	<u>Phase 4 Review</u> CVCC, CCVC & CCVCC CCCVC P4 with long vowels P4 with long vowel Review	ay - play ou - cloud oy - toy ea - each Review	<u>Review Week</u> Review longer words Review longer words Review Review Review	<u>Assess and Review Week</u>
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Autumn B

Little Wandle	ir - bird ie - pie ue - blue & rescue u - unicorn Review	o - go i - tiger a - paper e - he Review	a-e - shake i-e - time o-e - home u-e - rude & cute Review	e-e these ew - chew & new ie - shield aw - claw Review	<u>GTC Week</u> igh (ie, i, i-e) ai (ay, a, a-e) oa (oa, o, o-e) ea (e, ie, e-e, ea) oo/you (ew, u-e, u, ue)	<u>Assess and Review Week</u>	<u>Assess and Review Week</u>
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Spring A

Little Wandle	y - funny ea - head wh - wheel GTC- oa (oe, ou) Review	y - fly ow - snow g - giant ph - phone Review	le - apple al - metal c - ice ve - give Review	GTC - u (o-e o, ou) se - cheese se - mouse, ce - fence ey - donkey Review	<u>GTC Week</u> oo/you (ui, ou) ee (ea, e-e. e. ie, ey, y) ss/z (ss, c, se, ce) oa (ow, oe, ou, o-e, o) Review	<u>Assess and Review Week</u>	
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Spring B

Little Wandle	or - word u/oul (u) are - share GTC au/aur/oor/al (or) Review	tch - match ture - adventure al - half a - father Review	a - water Schwa in longer words a - want GTC - air (ear, ere) Review	ear - learn wr - wrist GTC - s (st, sc) Schwa at the end Review	<u>GTC Week</u> c/sh (ch) ss/c/zz (se, ce, s, ze) a (o,, ar, or, ai) Longer words Longer words	<u>Assess and Review Week</u>
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Year 1 - Writing

Autumn A

IEWs	Retell a traditional tale, which tells the reader who is in the story and what they did, so the reader can understand the characters.			Write a simple set of instructions using bossy verbs and numbers so the reader can follow the instructions clearly.		Write a simple rhyming couplet poem using rhyming words and a clear rhythm.	
Writing Sequence Focus	P1 - Hook - Spell words by identifying sounds in them and representing the sounds with a letter or letters.	P2 - <i>Identify and annotate the key features of a traditional tale which tells the reader who is in the story and what they did, so the reader can understand the characters as a class discussion.</i> P3 - Spell words by identifying sounds in them and representing the sounds with a letter or letters. P3 - Write simple phrases and sentences that can be read by others. P3 - Write sentences using finger spaces. P3 - Write sentences using finger spaces.	P3 - Write sentences using finger spaces P4 - Order the pictures from the story and orally rehearse sentences. P4 - Write the opening of a traditional tale which tells the reader who is in the story and what they did as part of a guided write. P5 - Write the middle of a traditional tale, which tells the reader who is in the story and what they did, so the reader can understand the characters. P5 - Write the ending of a traditional tale, which tells the reader who is in the story and what they did, so the reader can understand the characters.	P1 - Hook P2 - <i>Identify and annotate the key features of a simple set of instructions using bossy verbs and numbers so the reader can follow the instructions clearly as a class discussion.</i> P3 - Write sentences using full stops. P3 - Write sentences using full stops. P3 - Start sentences using a capital letter. P3 - Start sentences using a capital letter.	P3 - Start sentences with a capital letter. P3 - Write sentences using capital letters and full stops. P4 - Act out a set of instructions. P4 - Order the pictures for a set of instructions and orally rehearse them.	P4 - Write a start of a simple set of instructions using bossy verbs and numbers so the reader can follow the instructions clearly as part of a guided write. P5 - Write a simple set of instructions using bossy verbs and numbers so the reader can follow the instructions clearly. P1 - Hook P2 - <i>Identify and annotate the key features of a simple rhyming couple poem using rhyming words and a clear rhythm as a class discussion.</i> P3 - Identify words that rhyme. P3 - Write sentences with rhyming words at the end of each line.	P4 - Write a simple rhyming couplet poem using rhyming words and a clear rhythm as part of a guided write. P5 - Write a simple rhyming couplet poem using rhyming words and a clear rhythm.

Autumn B

IEWs	Write a setting description that tells the reader what can be seen in a place, so that they can imagine being there too. WAGOLL - Setting description of a familiar place from a story e.g. the woods GW - Setting description of a familiar place from a story. IEW - Setting description from a page in Meerkat Mail.				Create a simple fact file that teaches the reader facts about a specific subject. WAGOLL - Simple fact file about an animal. GW - Simple fact file about an animal. IEW - Simple fact file about meerkats.		
Writing Sequence Focus	P1 - Hook P2 - Identify and annotate the key features of a setting description that tells the reader what can be seen in a place so that they can imagine being there too. P3 - Punctuate sentences using capital	P3 - Punctuate sentences using capital letters and full stops. P3 - Understand what a noun is and write a simple sentence that includes a noun and a verb. P3 - Write a simple sentence using a noun and a verb to describe	P3 - Use different adjectives in my writing to give the reader better, varied details about different things. P3 - Write sentences to tell the reader about what can be seen. P3 - Use adjectives to describe what can be seen, helping the	P4 - Plan P5 - IEW P5 - IEW P1 - Hook P2 - Identify and annotate the key features of a simple fact file that teaches the reader facts about a specific subject.	P3 - Write sentences using capital letters and full stops. P3 - Write sentences using capital letters and full stops. P3 - Punctuate questions using capital letters and question marks. P3 - Write did you know	P3 - Write 'did you know questions' to tell the reader a fact. P3 - Use the word 'and' to join two nouns together in a sentence. P3 - Use the word 'and' to join two adjectives in a sentence to make a noun much more interesting for the	P5 - IEW P5 - IEW

	letters and full stops. P3 - Punctuate sentences using capital letters and full stops.	an action. P3 - Choose the correct adjective to describe a person, place, or thing, so the reader knows the basic size or color. P3 - Write a simple sentence that includes one adjective to make the reader interested in my sentence.	reader imagine they are standing in that place too. P4 - GW		questions to tell the reader a fact.	reader. P4 - GW P4 - Plan	
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Spring A

English Focus Text: Beegu						
IEWs	Retell a story, which tells the reader how a character felt so that they can understand their emotions. WAGOLL - Story similar to Beegu GW - Ending of Beegu IEW - Retell Beegu - including ending			Write a recount of an experience by putting the main events in the correct time order (beginning, middle, and end). WAGOLL - GW - IEW -		
Writing Sequence Focus	5 lessons Plan and review P1 - Hook P2 - Identify and annotate the key features of a story which tells the reader how a character felt so they can understand their emotions. P3 - Punctuate sentences using capital letters and full stops. P3 - Punctuate sentences using capital letters and full stops.	4 lessons P3 - Use time connectives to put events of the story in order, ensuring the reader follows the character's journey clearly. (Tuesday) P3 - Use strong feeling adjectives to tell the reader how the character felt at a key moment in a story. Wednesday P3 - Use the word because to connect the character's feeling to the event that causes it, helping the reader understand the emotion. Thursday P3 - Use exclamation marks to show the reader when the character feels a strong emotion, making the story exciting	5 lessons P4 - Write the beginning of a story which tells the reader how a character felt so that they can understand their emotions as part of a guided write. Monday P4 - Plan the content of a story which tells the reader how a character felt so that they can understand their emotions. Tuesday P5 - Write a story that tells the reader how a character felt so that they can understand their emotions. Wednesday P5 - IEW 2 Thursday and Friday	4 lessons P1 - Hook (Tuesday) P2 - Identify and annotate the key features of a recount of an experience by putting the main events in the correct time order. Wednesday P3 - Punctuate sentences accurately to ensure the reader knows exactly where one idea finishes and the next begins. Thursday P3 - Use past tense verbs to show the reader that the experience has already happened. Friday	5 lessons P3 - Understand that we use capital letters for names of people and places (proper nouns). P3 - Use capital letters for proper nouns to show the reader who was there and where the event took place. P3 - Use the joining word 'and' to link simple ideas together, making the recount flow smoothly for the reader. P3 - Identify a range of conjunctions that are used to joining sentences (so, but) P3 - Use a range of conjunctions to join sentences.	4 lessons P4 - Write part of a recount of an experience by putting the main events in the correct order. Guided Write P4 - Plan the content of a recount of an experience by putting the main events in the correct time order. P5 - IEW 1 P5 - IEW 2

		to read aloud. Friday				
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Spring B

English Focus Text: The Tale of Peter Rabbit/ Lost and Found						
IEWs	Write a character description that tells the reader what the character looks like so they can imagine them. WAGOLL - Character description for Beegu. GW - Character description for Peter Rabbit IEW - "			Create a fact file using a heading and at least one sentence per fact to teach a younger child three new things about a subject. WAGOLL - Fact file on Tigers GW - Fact file on Tigers IEW - Fact file on Penguins (Y1 - change order of these if you prefer depending on when science LOs are taught)		Write a list poem, where each line or stanza starts with the same phrase. WAGOLL - List poem about winter. GW - List poem about autumn IEW -List poem about spring
Writing Sequence Focus	4 lessons *Start of assessment week - teach does input and then TA takes groups (TBC) P1 - Hook P2 - Identify and annotate the key features of character description that tells the reader what the character looks like so they can imagine them. P3 - Use capital letters to punctuate a character's name P3 - Use capital letters and full stops to punctuate sentences accurately. .	5 lessons P3 - Use simple adjectives to describe a noun, helping the reader start to build a simple picture of the character. P3 - Use strong descriptive adjectives before a noun to make the character's features more vivid for the reader. P3 - Use the correct present tense verb (is or has) to link the character to their description, ensuring the reader understands what the character looks like now. P3 - Use the joining word and to link two simple descriptive facts together, helping the description flow smoothly for the reader. WBD - Thursday	4 lessons P4 - Write part of a character description that tells the reader what the character looks like so they can imagine them as part of a guided write. P4 - Plan the content of a character description that tells the reader what the character looks like so they can imagine them. P5 - Write a character description that tells the reader what the character looks like so they can imagine them. P5 - IEW 2	5 lessons P1 - Hook P2 - Identify and annotate the key features of a fact file using a heading and at least one sentence per fact to teach a younger child three new things about a subject. P3 - Use capital letters and full stops to punctuate questions to be used to ask rhetorical questions. P3 - Use the conjunction 'because' to join to sentences to inform the reader why P3 -	4 lessons P4 - Write a fact file using a heading and at least one sentence per fact to teach younger children three new things about a subject as part of a guided write. P4 - Plan the content of a fact file using a heading and at least one sentence per fact to teach younger children three new things about a subject. P5 - Write a fact file using a heading and at least one sentence per fact to teach younger children three new things about a subject. P5 - IEW 2	5 lessons P1/2 - Hook & Identify and annotate the key features of a list poem, where each line or stanza starts with the same phrase. P3 - P4 - Write a list poem where each line starts with the same phrase as part of a guided write. P5 - Write a list poem, where each line or stanza starts with the same phrase.

Summer A

IEWs	Write a story that entertains and makes children laugh. WAGOLL - Story about a naughty train GW - Retelling of Naughty Bus IEW - Own version of Naughty bus at school.			Write a recount of an experience which includes the main facts of the experience, such as who was there, what happened, and where it took place, using simple sentences.	
Writing Sequence Focus	P1 - Hook P2 - Identify and annotate the key features of a story that entertains and makes children laugh. P3 - Use adjectives to describe nouns. P3 - Use adjectives to describe nouns. P3 - Make nouns plural by adding s or es.	P3 - Make nouns plural by adding s or es. P3 - conjunctions P3 - conjunctions P3 - Write questions using capital letters and question marks. Fri - Use verbs in a sentence	P4 - GW P4 - Plan P5 - IEW P5 - IEW	P2 - WAGOLL P3 - Write sentences in the first person. P3 - Write sentences in the past tense P3 -Gather ideas - orally recount the mini marathon day and create freeze frames to show each part (take photo for plan and sequencing) P3 - Write sentences in the past tense	P3 - Use time adverbials to structure a recount. P3 - Use a range of conjunctions P4 - GW P5 - IEW P5 - IEW

Summer B

IEWs	Write sentences that tell what happened first, next, and last, so my story is in the right order for my readers			Write a simple diary entry using conjunctions to aid chronological order and give the feelings of the author.		Write and perform a short, original poem that uses simple rhyming, and to recite it with clear expression and intonation.	
Writing Sequence Focus	P1 - Hook P2 - Identify and annotate the key features of a story. P3 - Use adjectives to describe nouns. P3 - Use adjectives to describe nouns. P3 - Make nouns plural by adding s or es.	P3 - Make nouns plural by adding s or es. P3 - conjunctions P3 - conjunctions P3 - Write questions using capital letters and question marks.	P4 - GW P4 - Plan P5 - IEW P5 - IEW				

Year 1 - Handwriting and spellings

Autumn B

Spring A

Handwriting						
Handwriting	Curly letter family: c, a, d	Curly letter family: g, o, q	Curly letter family: e, s, f	Long letter family: l, i, t	Long letter family: j, u, y	Bouncy letter family: m, n, r

Spring B

Handwriting						
Handwriting	Bouncy letter family: b, p, h	Zig-zag letter family: v, w, x	Zig-zag letter family: z, k	Capital letters: Cc, Aa, Dd	Capital letters: Gg, Oo, Qq	Capital letters: Ee, Ss, Ff

Summer A

Summer B

Year 1 - Oracy

Autumn A

Oracy focus	Training day	Listen carefully to others.	Listen carefully to others.	Listen carefully to others.	To ask a question when they haven't understood.	To use body language to show listening.	To use body language to show listening.
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Autumn B

Oracy focus	To consider the merits of different viewpoints.	To consider the merits of different viewpoints.	To consider the merits of different viewpoints.	To use vocabulary specific to the topic at hand.	To use vocabulary specific to the topic at hand.	To use vocabulary specific to the topic at hand.	Recap: Listen carefully to others.
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Spring A

Oracy focus: (Learning to talk)	To offer reasons for opinions.	To offer reasons for opinions.	To offer reasons for opinions.	To take opportunities to try out new languages.	To take opportunities to try out new languages.	To take opportunities to try out new languages.
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Spring B

Oracy focus: (Learning to talk)	To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with ... because ...' 'Linking to ...').	To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with ... because ...' 'Linking to ...').	Recap: To offer reasons for opinions.	Recap: To use vocabulary specific to the topic at hand.	To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with ... because ...' 'Linking to ...').	To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with ... because ...' 'Linking to ...').
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Summer A

Oracy focus: (Learning to talk)	To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.	To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.	To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally	To explain ideas and events in chronological order.	To explain ideas and events in chronological order.
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Summer B

Oracy focus: (Learning to talk)	To disagree with someone else's opinion politely. I would like to challenge I agree with you because I disagree with you because	To disagree with someone else's opinion politely. I would like to challenge The toy is made from because	To participate in group discussions independently of an adult. "To challenge you I think ..." I think Is the best toy because ...	To participate in group discussions independently of an adult.	To experiment with adjusting tone, volume and pace.	To experiment with adjusting tone, volume and pace.	To experiment with adjusting tone, volume and pace.
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Year 2 - Phonics & Reading

Autumn A

Little Wandle	<u>Review Week</u>	ai (a-e, ai, ay, a, igh, ea, ey, aigh) ee (y, ea, ee, e, ie, ey, e-e) igh (igh, i-e, i, y, ie) oa (ow, o, o-e, oa, oe, ou) Review	oo/yoo (oo, u, u-e, ew, ue, ou, ui) air (air, are, ear, ere) ur (er, ur, ir, or) ow (ou, ow) Review	or (or, a, aw, au, ore, oor, al, oar, augh, aur) zh (si, su) ch (ch, tch, ture) sh (sh, ti, ch, ssi, ci, si) Review	j (j, g, ge, dge) s (s, ss, c, ce, se, st, sc) u(ou) e (ea) i (y) o (a) u (o, o-e) oo (u, oul) schwa (er, a, or, ar, our, re) Review	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/ Review	<u>Reading-</u> Introduce marking codes
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Autumn B

Guided Reading Text:							
Comprehension Strategies							
Comprehension Focus							

Spring A

Phonics						
Little Wandle 2 sessions a week to boost children on phase 5	Phase 5 Review - Week 1, Day 1 (ai) Phase 5 review - Week 1, Day 2 (ee)	Phase 5 Review - Week 1, Day 3 (igh) Phase 5 review - Week 1, Day 4 (oa)	Phase 5 Review - Week 2, Day 1 (oo/yoo) Phase 5 review - Week 2, Day 2 (air)	Phase 5 Review - Week 2, Day 3 (ur) Phase 5 review - Week 2, Day 4 (ow)	Phase 5 Review - Week 3, Day 1 (or) Phase 5 review - Week 3, Day 2 (zh)	Phase 5 Review - Week 3, Day 3 (ch) Phase 5 review - Week 3, Day 4 (sh)
Guided Reading						
Guided Reading Text:	Nursing in the Crimea Notes on Nursing Information text	Nursing in the Crimea Mary Seacole Narrative	Nursing in the Crimea Florence Nightingale Information	Nursing in the Crimea Charge of the Light Brigade Information	Continents Europe and Asia Information	Fairy Tales Little Red Riding Hood Narrative
Comprehension Strategies	Summarise	Clarify	Predict	Prior Knowledge	Summarise	Question

Comprehension Focus	1b) Identify or explain the key aspects of fiction and non-fiction texts such as characters, events, titles and information. Why did ...? Tick one. 1b) Identify or explain the key aspects of fiction and non-fiction texts such as characters, events, titles and information. Short answer retrieval question.	1a) Draw on knowledge of vocabulary to understand texts. Find and copy one word that shows ... 1c) Identify and explain the sequence of events in texts. Number the sentences from 1 to 5 to show the order in which they happened in the story.	1a) Draw on knowledge of vocabulary to understand texts. Quote with key word. In this sentence, the word ? means the same as ... Tick one. 1b) Identify or explain the key aspects of fiction and non-fiction texts such as characters, events, titles and information. Put ticks in the table to show which sentences are true and which are false.	1a) Draw on knowledge of vocabulary to understand texts. Find and copy one word that shows ... 1b) Identify or explain the key aspects of fiction and non-fiction texts such as characters, events, titles and information. Draw lines to show ... (retrieval).	1a) Draw on knowledge of vocabulary to understand texts. Find and copy one word that shows ... 1b) Identify or explain the key aspects of fiction and non-fiction texts such as characters, events, titles and information. Short answer retrieval question.	1a) Draw on knowledge of vocabulary to understand texts. Quote with key word. ? means the same as ... Tick one. 1d) Make inferences from the text. Why might ... Give one reason.
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Spring B

Little Wandle	Phase 5 Review - Week 4, Day 1 (j) Phase 5 review - Week 4, Day 2 (s)	Phase 5 Review - Week 4, Day 3 (Alternative spellings for short vowel sounds) Phase 5 review - Week 4, Day 4 (schwa at the end of words)				
Guided Reading						
Guided Reading Text:	Oceans What is an ocean? Information	Changes through Time Childhood through the ages Information	(British Science Week) Mary Anning Fossil Hunter Information	Countries Changing Names Information	Dinosaurs Little Lost Dino Narrative	Nursing in the Crimea Lady with the Lamp Poetry
Comprehension Strategies	Summarise	Clarify	Predict	Prior Knowledge	Summarise	Question
Comprehension Focus	1b) Identify or explain the key aspects of	1a) Draw on knowledge of	1b) Identify or explain the key aspects of	1b) Identify or explain the key aspects of	1a) Draw on knowledge of	1a) Draw on knowledge of

	fiction and non-fiction texts such as characters, events, titles and information. Why did ...? Tick one. 1b) Identify or explain the key aspects of fiction and non-fiction texts such as characters, events, titles and information. Short answer retrieval question.	vocabulary to understand texts. Find and copy one word that shows ... 1c) Identify and explain the sequence of events in texts. Number the sentences from 1 to 5 to show the order in which they happened in the story.	fiction and non-fiction texts such as characters, events, titles and information. Short answer retrieval question. 1b) Identify or explain the key aspects of fiction and non-fiction texts such as characters, events, titles and information. Put ticks in the table to show which sentences are true and which are false.	fiction and non-fiction texts such as characters, events, titles and information. Short answer retrieval question. 1b) Identify or explain the key aspects of fiction and non-fiction texts such as characters, events, titles and information. Draw lines to show ... (retrieval).	vocabulary to understand texts. Find and copy one word that shows ... 1b) Identify or explain the key aspects of fiction and non-fiction texts such as characters, events, titles and information. Short answer retrieval question.	vocabulary to understand texts. Quote with key word. ? means the same as ... Tick one. 1d) Make inferences from the text. Why might ... Give one reason.
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Summer A

Guided Reading Text:	Coasts Beaches	Coasts Cliffs and Caves	Coasts Coastal Habitats	Bees How do bees make honey? Information	Australia Australia Holidays Informal letter
Comprehension Strategies	Prior Knowledge	Summarise	Question	Predict	Question
Comprehension Focus	1d) Make inferences from the text. Why ... ? Short answers. 1b) Identify or explain the key aspects of fiction and non-fiction texts such as characters, events, titles and information. Short answer retrieval questions. SATs Style Questions	1a) Draw on knowledge of vocabulary to understand texts. Quote. In this sentence, ? means ... tick one. 1b) Identify or explain the key aspects of fiction and non-fiction texts such as characters, events, titles and information. Short answer retrieval questions. SATs Style Questions	1a) Draw on knowledge of vocabulary to understand texts. Quote. In this sentence, ? means ... draw lines to show. 1b) Identify or explain the key aspects of fiction and non-fiction texts such as characters, events, titles and information What ... ? Write two things. SATs Style Questions	1d) Make inferences from the text. Why did ...? Tick one. 1a) Draw on knowledge of vocabulary to understand texts. Find and copy one word that shows ... SATs Style Questions	1c) Identify and explain the sequence of events in texts. Number the sentences from 1 to 4 to show the order in which they happened in the story. 1e) Predict what might happen on the basis of what has been read so far. Next time ... make a prediction. SATs Style Questions

Summer B

Guided Reading Text:	Predator The Beast Narrative	Predator The Barn Owl Narrative	Towns and Villages Villages Information	Towns and Villages Towns Information	Traditional Tales from Around the World The Magic Mirror Narrative	Traditional Tales from Around the World The Boastful Turtle Narrative	Towns and Villages Cities Information
Comprehension Strategies	Prediction	Question	Clarify	Summarise	Activate prior knowledge	Prediction	Questions
Comprehension Focus	1a) Draw on knowledge of vocabulary to understand texts. Quote. ? means the same as ... (tick one) 1d) Make inferences from the text. Short answer inference questions.	1c) Identify and explain the sequence of events in texts. Number the sentences from 1 to 4 to show the order in which they happened in the story. 1d) Make inferences from the text. Complete statement by ticking one word or short phase.	1b) Identify or explain the key aspects of fiction and non-fiction texts such as characters, events, titles and information. Put ticks in the table to show which sentences are true and which are false. 1a) Draw on knowledge of vocabulary to understand texts. Quote. What does the word ? tell you about ...?	1a) Draw on knowledge of vocabulary to understand texts. Find and copy one word that shows ... 1b) Identify or explain the key aspects of fiction and non-fiction texts such as characters, events, titles and information. Short answer retrieval questions.	1e) Predict what might happen on the basis of what has been read so far. Next time ... make a prediction. 1d) Make inferences from the text. Why did ...? Tick one.	1c) Identify and explain the sequence of events in texts. Number the sentences from 1 to 4 to show the order in which they happened in the story. 1b) Identify or explain the key aspects of fiction and non-fiction texts such as characters, events, titles and information. Out ticks in the table to show which characters ... Tick the character.	1b) Identify or explain the key aspects of fiction and non-fiction texts such as characters, events, titles and information. Short answer retrieval questions. 1a) Draw on knowledge of vocabulary to understand texts. Quote. In this sentence, the word ? means the same as ... Tick one.

Year 2 - Writing

Autumn A

IEWs	To create a character description that tells the reader about his appearance and personality. WAGOLL: Peter Rabbit Character description GW - focus on noun phrases for describing Scrubbing Brush IEW - Write a character description of Traction Man			Create information that is in the present tense about the animals found in A Ticket Around the World. WAGOLL - Information about the reptiles GW - Information about birds IEW - Information Leaflet about the animals			To write a Strip Poem WAGOLL - Senses poem linked to a city GW - Sense poem linked to a forest IEW - Write a senses poem linked to the beach
Writing Sequence Focus	P1 - Hook P2 - Identify and annotate a character description that tells the reader what the character looks like and their personality.	P3 - Write statements with capital letters and full stops. (Dictated) P3 - Write statements with capital letters and full stops. (Shared writing) P3 - Use adjectives to describe a noun to help the reader get a better picture of the noun. (oral with labels) P3 Use adjectives to describe a noun to help the reader get a better picture of the noun. P3 - Orally rehearse sentences with expanded noun phrases and use them in shared writing examples.	P4 - Plan a character description. P4 - Guided write of a character description. P5 - Write a character description that tells the reader what the character looks like and their personality. P5 - IEW 2	P1 - Hook P2 - Identify and annotate the key features of an information leaflet that is in the present tense. P3 - Write statements with capital letters and full stops. P3 Use adjectives to describe a noun to help the reader get a better picture of the noun.	P3 (2 lessons) - Join two short, related sentences together using the conjunction 'and' to make their writing smoother for the reader. (oral/shared write then independent) P3 - use the conjunction 'but' to join two sentences that show a contrast to make their writing more interesting for the reader. (oral/shared write then independent)	P4 - Create an information leaflet that is in the present tense and uses subheadings to organise facts into sections, making the leaflet easy for the reader to navigate as part of a guided write. P4 - Plan the contents of an information leaflet that is in the present tense and uses subheadings to organise facts into sections, making the leaflet easy for the reader to navigate.	P4 - Write a poem that uses words that appeal to the five senses to describe a person, place of thing as part of a guided write. P4 - Plan a poem that uses words that appeal to the five senses to describe a person, place of thing. P5 - Write a poem that uses words that appeal to the five senses to describe a person, place of thing.

Autumn B

IEWs	Write a story that has a clear middle and tells what happens to the characters, so the reader can follow the main events. WAGOLL - Narrative linked to Great Fire of London GW - Narrative linked to Great Fire of London IEW - Retell the story of Vlad and the Great Fire of London - changing the main character			Organise my facts in a fact file into clear sections using subheadings so the reader finds the specific information they are looking for easily. WAGOLL - Fact file linked to Geography last half term GW - Fact file linked to Science topic IEW - Fact file on Great Fire of London			
Writing Sequence Focus	P1 - Hook P2 - Identify and annotate the key features of a story that has a clear middle and tells what happens to the characters, so the reader can follow the main events. P3 - Use simple time adverbs at the start of	Assessment Week - small groups with T (recap previous grammar from Autumn A) P3 - Write statements with capital letters and full stops. Write sentences using the four different	P3 - Choose strong adjectives to describe a character's appearance, helping the reader get a mental picture of the characters. P3 - Use descriptive adjectives to create an emotional feeling for the setting. P3 - Use exciting action	P5 - IEW P5 - IEW P5 - Edit and improve P1 - Hook P2 - Identify and annotate the key features of a fact file that is organised into clear sections using subheadings so the	P3 - Choose and correctly use the important topic words to make sure the reader understands the main idea. P3 - Explain what a specific topic word means when I use it, so the reader feels like they are learning	P3 - Write sentences using the four different sentence types to make their writing more interesting for the reader. P4 - Create part of a fact file that has facts organised into clear sections using subheadings so the	P5 - Edit and improve P6 - Publish Spare lesson Spare lesson Spare lesson

	my sentences to show the clear order of events. P3 - Use a variety of time phrases to clearly show when the exciting and important action happens in the middle of my story. P3 - Use longer time adverbials to connect the different parts of my story, making sure the action flows smoothly for the reader.	sentence types. P3 - Write sentences in the past tense. P3 - Write sentences with expanded noun phrases to help the reader get a better picture of the noun. P3 - Join two short, related sentences together using the conjunction 'and'.	verbs instead of boring ones to make the events in my story dramatic and grab the reader's attention. P4 - Write the middle of a story that tells what happens to the characters, so the reader can follow the main events as part of a guided write. P4 - Plan a story that has a clear middle and tells what happens to the characters, so the reader can follow the main events.	reader finds the specific information they are looking for easily.	accurate and detailed information from an expert. P3 - List three or more things that a topic has by joining the last two with the word and. P3 - Use a comma to separate two things in a list, so the reader knows that 'and' should only be used once at the end. P3 - Use commas correctly throughout a longer list of facts, making the information easy to read and helping the reader quickly take in many details at once.	reader can find the specific information they are looking for easily. P4 - Plan a fact file that has facts organised into clear sections using subheadings so the reader can find the specific information they are looking for easily. P5 - Write a fact file that is organised into clear sections using subheadings so the reader finds the specific information they are looking for easily. P5 - IEW 2	
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Spring A

IEWs	Write a setting description that uses lots of describing words to tell what can be seen and heard in a place, so that the readers can clearly picture it in their minds. WAGOLL - Opening page of book - village in the countryside GW - Market setting (similar to IEW - modelling using ideas) IEW - Market setting			Write instructions using time connectives to make the instructions easy for the reader to follow. WAGOLL - Instructions for how to make the sticky trap to catch a thief in the book. GW/IEW - Instructions for chosen end goal (suggestion - Something linked to Pakistani truck art using different materials?)		
Writing Sequence Focus	P1 - Hook P2 - Identify and annotate the key features of a setting description that uses lots of description words to tell the reader what can be seen and heard in a place, so the reader can clearly picture it. P3 - Create expanded noun phrases by adding one or two adjectives before a noun, using a comma when required. P3 - Use expanded noun phrases within a setting description to give the	P3 - Ensure every descriptive sentence ends with a full stop, making the description clear and easy for the reader to understand. P3 - Use prepositions to clearly tell the reader where an object or character is located within the setting. P3 - Use coordinating conjunctions (and, but, or) to join two short ideas together, ensuring sentences flow smoothly when describing different parts of the	P4 - Plan the content of a setting description that uses lots of description words to tell the reader what can be seen and heard in a place, so the reader can clearly picture it. P5 - Write a setting description that uses lots of description words to tell the reader what can be seen and heard in a place, so the reader can clearly picture it. P5 - Edit and improve. P6 - Publish	P1 - Hook P2 - Identify and annotate the key features of a set on instructions that uses time connectives to make the instructions easy for the reader to follow. P2 - Follow a simple set of instructions and take pictures to be used for their instructions (added this here so they can create their end project and build up to writing these instructions). P3 - Use basic time connectives (e.g., First,	P3 - Use more detailed time connectives and phrases (e.g., After that, Then, Meanwhile) to make the steps in my instructions more precise, helping the user follow complex actions without confusion. P3 - Use bossy verbs to clearly instruct the reader on the specific action they must take to complete the task successfully. P3 - Use commas in a list to list items within an instructions, ensuring the	P4 - Write a set of instructions that uses time connectives to make the instructions easy for the reader to follow. P4 - Plan a set of instructions that uses time connectives to make the instructions easy for the reader to follow (order pictures and plan time connectives). P5 - Write a set of instructions that uses time connectives to make the instructions

	reader more details about what can be seen and heard.	setting. P4 - Write a setting description that uses lots of description words to tell the reader what can be seen and heard in a place, so the reader can clearly picture it as part of a guided write.		Next, Last) to put the steps of my instructions in the correct order, ensuring the reader knows exactly where to start and finish the task.	reader can follow the step clearly. P3 - Use expanded noun phrases to give precise details about the materials and tools to the reader knows exactly which specific item to use.	easy for the reader to follow. P5 - Edit and improve.
SPaG Lesson	Whole class phonics Nouns	Whole class phonics Adjectives	Whole class phonics Commas in a list	Whole class phonics Sentence type	Whole class phonics Sentence type - punctuation	Whole class phonics Apostrophes

Spring B

IEWs	Write a story that has a clear ending and tells the reader how everything finishes, so they feel satisfied with the story. WAGOLL - Story similar to Curious George goes to Hospital. GW - Retell the ending of Curious George Goes to Hospital. IEW - Retell the story of Curious George Goes to Hospital.			Write a recount that includes details about feelings and reactions and consistently use the past tense accurately throughout the writing. WAGOLL - Recount for cinema visit in Autumn B. GW - Recount for trip or experience in Spring A or B (Mosque visit planned on Trips calendar). IEW - "		Write a riddle poem where similes are used as clues. WAGOLL - Rubber gloves GW - Stethoscope IEW - X-Ray machine
Writing Sequence Focus	P1 - Hook P2 - Identify and annotate the key features of a story that has a clear ending and tells the reader how everything finishes, so they feel satisfied with the story. P3 - Use full stops to show a simple idea is complete, and exclamation marks to show strong feeling or excitement, ensuring the reader knows how to read the sentences with the right voice <u>Reading Assessment</u>	P3 - Use conjunctions to join to short sentences, making the story flow more smoothly and keeping the reader interested in the action. P3 - Use time connectives at the beginning of sentences to clearly show the reader the order of events, especially as the story moves toward the clear ending. P3 - Use inverted commas to correctly punctuate direct speech, showing the reader exactly what the characters are saying and	P4 - Plan the content of a story that has a clear ending and tells the reader how everything finishes, so they feel satisfied with the story. P5 - Write a story that has a clear ending and tells the reader how everything finishes, so they feel satisfied with the story. P5 - IEW 2 P5 - Edit and improve	P1 - Hook P2 - Identify and annotate the key features of a recount that includes details about feelings and reactions and consistently uses the past tense accurately throughout the writing. P3 - Use the past tense accurately and consistently throughout my writing to ensure the reader knows that the event has already happened. P3 - Use a variety of strong adjectives to describe people's feelings and reactions, helping the reader	P3 - Use coordinating conjunctions to join two simple ideas together, ensuring the flow between the event and the resulting feeling or reaction is clear to the reader. P4 - Write part of a recount that includes details about feelings and reactions and consistently uses the past tense accurately throughout the writing as part of a guided write. P4 - Plan a recount that includes details about feelings and reactions and consistently uses the past tense accurately	P1/2 - Identify and annotate the key features of a riddle poem where similes are used as clues. P3 - Use similes to compare one thing to another, helping the reader guess the correct answer by creating clear, imaginative clues. (Do this based on GW object and IEW object) P4 - Write a riddle poem where similes are used as clues. P4/5 - Plan and write a riddle poem where similes are used as clues.

		bringing the final resolution to life. P4 - Write the ending of a story that has a clear ending and tells the reader how everything finishes, so they feel satisfied with the story.		understand the emotions of the event.	throughout the writing. P5 - Write a recount that includes details about feelings and reactions and consistently uses the past tense accurately throughout the writing. P5 - Edit and improve	
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Summer A

IEWs	Write a story that uses time adverbs to help the reader understand the order of events.		Write a structured formal letter where the language choice is polite and formal, ensuring the letter has the maximum impact needed to effectively achieve its specific goal with the intended formal audience.		<u>Week free for SATs</u>
Writing Sequence Focus	P1 - Hook P2 - Identify and annotate the key features of a story that uses time adverbs. P3 - Write expanded noun phrases that add concise detail. P3 - Write sentences with time adverbials and adverbials.	P3 - Write sentences with time adverbials and adverbials. P4 - GW P4 - Plan P5 - IEW	P1 - Hook P2 - Identify and annotate the key features of a formal letter. P3 - To use coordinating conjunctions to add detail to sentences P3 - To use subordination to add cause and effect.	P3 - To use polite and formal language to persuade. P4 - GW P4 - Plan P5 - IEW	

Summer B

IEWs	Write a story which shows how characters feel through their actions or what they say, so the reader can connect with them.		Organise my facts into clear sections using subheadings and pictures so the reader can find the facts they need quickly and easily.		Write a spooky-themed poem which uses powerful verbs and adjectives to create an atmosphere.	
Writing Sequence Focus	<u>P1 - Hook</u> P2 - Identify and annotate the key features of an exciting adventure story that entertains young children. P3 - Identify and use	P3 Use subordination (using when, if, that, or because) and coordination (using, and, or, but, so) to add information for the reader P3 - Write sentences	P4 - GW P4 - Plan P5 - IEW P5 - IEW P6 - Publish			

	verbs and adverbs which excite the reader. (2 lessons) P3 - Use apostrophes for possession.	with adverbs to make their writing exciting for the reader. P3 - To punctuate direct speech using inverted commas (2 lessons)					
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Year 2 - Handwriting and spellings

Autumn A

Handwriting *Spellings taught through phonics in Autumn 1	Curly letter family: c, a, d	Curly letter family: g, o, q	Curly letter family: e, s, f	Long letter family: l, i, t	Long letter family: j, u, y	Bouncy letter family: m, n, r	
Spellings	Common Exception Rules	Common Exception Rules	Common Exception Rules	Common Exception Rules	'j' sound spelt 'ge'	'j' sound spelt 'g'	'j' sound spelt 'dge'
	Door, floor, poor, old, cold, gold, hold, told, because, both	Find, kind, mind, behind, child, children, wild, most, only, parents	Would, should, could, who, whole, any, many, clothes, busy, people	Great, break, pretty, beautiful, after, past, water, half, again, hour	Age, huge, change, charge, bulge, range, orange, stage	Gem, gym, giant, magic, giraffe, digit, engine, gentle	Edge, wedge, dodge, lodge, bridge, badge, fudge, judge

Autumn B

Spelling Rules (Little Wandle)	Week 1 - What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?	Week 2 - Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?	Week 3 - Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?	Week 4 - When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?	Week 5 - Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?	Assess and Review	Assess and Review
Spellings	friend busy pretty because laugh Beautiful children half Mr Mrs	could, would, should, pure, sure, told, most, gold, knit, worm		both, cold, class, grass, pass, break, steak, great,		Christmas, path, bath, father, behind, find, child, kind	
	Spelling test	Teach spellings	Spelling test	Teach spellings	Spelling test	Teach spellings	Spelling test

Spring A

Spelling Rules	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?
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Spellings	wild, mind, beautiful, because, every, everybody, Mr, Mrs,		once, two, knight, night, old, hold, only, last, fast, past,		any, many, one, won, where, wear, plant, water, floor, poor	
	Teach spellings	Spelling test	Teach spellings	Spelling test	Teach spellings	Spellings test

Spring B

Spelling Rules	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?		Why do I swap the 'y' for an 'i' when I add the suffix -es?	Why do some words have the spelling 'ey' for the sound /ee/?	Why do some words end -le, -al, -il or -el?	Review
Spellings	who, whole, hold, clothes, half, hour, sugar, ankle, squash, Tuesday		people, friends, move, improve, after, even, live, tall, save, south		door, floor, poor, children, climb, money	
	Teach spellings	Spelling test	Teach spellings	Spelling test	Teach spellings	Spellings test

Summer A

Spelling Rules	Why does 'c' make the sound /s/ in some words?	How can I spell the sound /zh/?	What happens when I add the suffixes -ment, -ness, -ful and -less to a root word?			
Spellings	Race, nice, city, circle, cycle, fancy, cylinder, face	Pleasure, usual, casual, leisure, pleasure, treasure, television, vision	Payment, enjoyment, agreement, kindness, sadness, greatness	Careful, playful, thankful, helpful, wonderful, useless, careless, homeless, hopeless, spotless		

Summer B

Spelling Rules	Adding es to verbs and nouns ending in y	Adding -er to words ending in y	Adding -ed to words ending in y	Adding 'ing' to words ending in 'e' with a consonant before it	Adding 'er' to words ending in 'e' with a consonant before it.	Adding '- ing' to to one syllable words. The last letter is doubled to keep the short vowel sound.	
Spellings	flies tries replies cries copies babies carries spies supplies lorries	happier happiest angriest angrier drier driest tidier tidiest funnier funniest	copied replied spied fried applied relied identified multiplied magnified supplied	hiking shining surprising joking hoping smiling loving writing coming caring	Nicer writer baker hoped loved largest closest looser safer simpler	Adding '- ing' to to one syllable words. The last letter is doubled to keep the short vowel sound.	

Year 2 - Oracy

Autumn A

Oracy focus		To disagree with someone else's opinion politely.	To participate in group discussions independently of an adult.	To encourage everyone to contribute.	To encourage everyone to contribute.	To ask questions to find out more about a subject.	To ask questions to find out more about a subject.
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Autumn B

Oracy focus	To speak clearly and confidently in a range of contexts.	To speak clearly and confidently in a range of contexts.	To adapt how they speak in different situations according to the audience.	To adapt how they speak in different situations according to the audience.	Confident delivery of short pre-prepared material.	Confident delivery of short pre-prepared material.	Confident delivery of short pre-prepared material.
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Spring A

Oracy focus: (Learning to talk)	To develop an awareness of the audience, e.g. what might interest a certain group.	To develop an awareness of the audience, e.g. what might interest a certain group.	To develop an awareness of the audience, e.g. what might interest a certain group.	Recap: To encourage everyone to contribute.	Recap: To ask questions to find out more about a subject.	Recap: To adapt how they speak in different situations according to the audience.
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Spring B

Oracy focus: (Learning to talk)	To build on others’ ideas in discussions.	To build on others’ ideas in discussions.	To build on others’ ideas in discussions.	To use sentence stems to signal when they are building on or changing others’ ideas.	To use sentence stems to signal when they are building on or changing others’ ideas.	To use sentence stems to signal when they are building on or changing others’ ideas.
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Summer A

Oracy focus: (Learning to talk)	To make connections between what has been said and their own and others’ experiences.	To make connections between what has been said and their own and others’ experiences.	To make connections between what has been said and their own and others’ experiences.	To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea.	To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea.
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Summer B

Oracy focus: (Learning to talk)	To use newly learnt vocabulary in an appropriate way.	To use newly learnt vocabulary in an appropriate way.	To use newly learnt vocabulary in an appropriate way.	To use newly learnt vocabulary in an appropriate way.			
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Year 3 - Reading

Autumn A

Guided Reading Text:	Marv and the Pool of Peril	Marv and the Pool of Peril	Marv and the Pool of Peril	The colour Monster Up to blue	Healthy Bodies Skeletons	Firefly Jaqueline Woodson	Healthy Bodies Muscles
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	Pg 1- 4 Resilience	Pg 5-8 Resilience	Pg 9-12 Resilience	Emotions	Information Text	Poetry	Information Text
Comprehension Strategies	Summarise	Clarify	Prediction	Question	Activate prior knowledge	Summarise	Clarify
Comprehension Focus		2a) Explain the meaning of words in context. Find and copy one word that means ... 2b) Retrieve and record information. Tick one retrieval questions (4 choices).	2c) Summarise main ideas from more than one paragraph. Look at the whole text. Number the events from 1 to 6 in the order they happen 2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Why did ... (short answer)	2a) Explain the meaning of words in context. Draw a line to match each word with its meaning. 2b) Retrieve and record information. Short answer questions.	2b) Retrieve and record information. Several lined answer to explain why. 2a) Explain the meaning of words in context. Find and copy one word that means ...	2b) Retrieve and record information. Write a number to complete each sentence. 2a) Explain the meaning of words in context. Find and copy one word that means ...	2c) Summarise main ideas from more than one paragraph. Look at the whole text. Number the events from 1 to 6 in the order they happen. 2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Tick one box in each row to show which words describe which character (table).

Autumn B

Guided Reading Text:	Ancient Egypt - Important Animals Information	Ancient Egypt - How to Mummify a Tomato Instructions	Ancient Egypt - On a Mission Narrative	Creation Myths - Osiris and Iris Narrative	Light - What is light? Information	Women of the Skies - Amelia Earheart Biography	Angry Earth - The Wave Letter
Comprehension Strategies	Predict	Activate Prior Knowledge	Summarise	Clarify	Activate Prior Knowledge	Question	Summarise
Comprehension Focus	2c) Summarise main ideas from more than one paragraph. Look at the whole text. Number the events from 1 to 6 in the order they happen 2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Why did ... (short answer)	2a) Explain the meaning of words in context. Find and copy one word that means/shows... 2b) Retrieve and record information. Give two ... *	2a) Explain the meaning of words in context. Draw a line to match each word with its meaning. 2b) Retrieve and record information. Short answer questions.	2b) Retrieve and record information. Several lined answer to explain why. 2a) Explain the meaning of words in context. Find and copy one word that means ...	2b) Retrieve and record information. Give a reason why ... Refer to the text in your answer. 2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Tick one box in each row to show which words describe which character (table)	2b) Retrieve and record information. Tick one box in each row to show which words best describe the characters. 2c) Summarise main ideas from more than one paragraph. Look at the whole text. Number the events from 1 to 6 in the order they happen	2b) Retrieve and record information. Tick one retrieval question (4 choices). 2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Why did (short answer)

	answer)						
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Spring A

Guided Reading Text:	Plants Parts of a flower Information	Plants Plants and us Information	The Iron Age A Roman Invasion Diary entry	The Iron Age Thief Narrative	Angry Earth Floods and drought Explanation	Mythical Creatures Fairy Lake Narrative
Comprehension Strategies	Prior Knowledge	Clarify	Summarise	Prediction	Question	Clarify
Comprehension Focus	- 2a) Explain the meaning of words in context. Find and copy one word that means the same as '?. - 2b) Retrieve and record information. Why did ... ? (Short answer retrieval questions).	- 2c) Summarise main ideas from more than one paragraph. Tick one box in each row to show ... (different Gods) - 2b) Retrieve and record information. Circle the correct answer to each question below. (3 names to choose from).	- 2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. a) How did ? feel? b) Why did they feel like this? - 2b) Retrieve and record information. Give one way in which ...	- 2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Find examples from the story to show characteristics of a character e.g. brave, kind. - 2c) Summarise main ideas from more than one paragraph. Look at the whole text. Number the events from 1 to 6 in the order they happen	- 2a) Explain the meaning of words in context. Which word means ...? Tick one. - 2b) Retrieve and record information. Give two reasons/ways.	- 2a) Explain the meaning of words in context. Find and copy one word that shows ... - 2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Why did ...? Tick one.

Spring B

Guided Reading Text:	Art and Artists Jackson Pollock Information	Around the World Narrative	(British Science Week) What is Magnetism? Information text	Deserts The Sahara Information	Food Chains There was an Old Lady Narrative	The Wolves in the Walls Neil Gaiman
Comprehension Strategies	Question	Prior Knowledge	Summarise	Clarify	Predict	Prior knowledge
Comprehension Focus	2a) Explain the meaning of words in context. Which word means ...? Tick one. 2b) Retrieve and	2c) Summarise main ideas from more than one paragraph. information. Find the correct number to complete these sentences.	2b) Retrieve and record Tick one to complete the sentence. e.g. the tracks were hard to see when...	2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Why did ...? Short answer inference	2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Give an example from the story to show	2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. How did ? feel? Why did they feel like

	record information. Give two reasons/ways.	2a) Explain the meaning of words in context. Find and copy the word that means the same as '?'	2a) Explain the meaning of words in context. Quote. What does the word ? mean in this sentence? Tick one.	questions. 2b) Retrieve and record information. Why did ...? Short answer retrieval question.	when the character was ... 2c) Summarise main ideas from more than one paragraph. Look at the whole text. Number the events from 1 to 6 in the order they happen	this? 2b) Retrieve and record information. Circle the correct answer to each question below (characters).
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Summer A

Guided Reading Text:	Bullying The Butterfly Narrative	Rocks Types of rock Information	Habitats Let's go rock pooling Information	Rocks How a Fossil is formed Information	Coasts Coastal Erosion Explanation
Comprehension Strategies	Clarify	Summarise	Predict	Prior Knowledge	Question
Comprehension Focus	2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Complete the statements about ? (character). They were ? when they ... 2a) Explain the meaning of words in context. Find and copy one word that tells you	2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Using the information from the whole story, tick one box in each row to show whether the statement is true or false. 2e) Make developed predictions that are securely rooted in the text Do you think _____ will... Based on what you have read, what does _____ suggest might happen to...	2b) Retrieve and record information. Circle one option to complete each sentence below (circle the missing word). 2a) Explain the meaning of words in context. Quote. What does this show/mean? Tick one.	2g) Identify and / or explain how meaning is enhanced through choice of words and phrases. Quote. What does this description/phases show about ... 2c) Summarise main ideas from more than one paragraph. information. Number the sentences 1 to 6 to show the order events happen in the text.	2b) Retrieve and record information. Short answer retrieval question. 2a) Explain the meaning of words in context Find and copy one word that means

Summer B

Guided Reading Text:	Science Fiction Story Chapter 3 - A problem Narrative	Science Fiction Story Chapter 4 - A Solution Narrative	Science Fiction Story Chapter 5 - The Return Narrative	Forces and Magnetism What is Magnetism? Information	Forces and Magnetism Why we need Magnetism Information	The Summer Holiday Detective Agency Chapter 1 Narrative	The Summer Holiday Detective Agency Chapter 2 Narrative *Send home remaining chapters for summer
Comprehension	Question	Predict	Prior Knowledge	Summarise	Clarify	Question	Predict

Strategies							
Comprehension Focus	2b) Retrieve and record information. What ...? Short answer retrieval question. 2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Quote. What is ...? Tick one.	2b) Retrieve and record information. Circle one option to complete each sentence below. (three options to choose form). 2a) Explain the meaning of words in context. Find and copy a word that means ...	2c) Summarise main ideas from more than one paragraph. information. Number the sentences 1 to 5 to show the order events happen in the poem. 2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Using information from the whole story, tick one box in each row to show whether the statement is true or false.	2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Quote. This saying/phrase means... Tick one. 2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Complete the sentences about the . ? shows they are ? when they ...	2a) Explain the meaning of words in context. Quote. What does this mean/show? Tick one. 2b) Retrieve and record information. Give two ways ...	2b) Retrieve and record information Give two reasons why ... 2a) Explain the meaning of words in context... Find and copy a word that means...	2b) Retrieve and record information. Short answer retrieval question. 2g) Identify and / or explain how meaning is enhanced through choice of words and phrases. Why is .. a good description ...? Tick one.

Year 3 - Writing

Autumn A

IEWs	Write a story which includes dialogue between characters. WAGOLL (from the book) from One morning their mother grew impatient to "We have to be back by lunchtime..." she said. Guided Write - Finding her brother the other side of the tunnel turned to stone. IEW - Rose going through the tunnel and searching for her brother			Write a persuasive letter about whether to enter the tunnel or not. WAGOLL - A letter persuading the boy not to enter the tunnel GW - A letter persuading the boy to enter the tunnel IEW - Children's choice enter/not enter			Write a poem with creative similes and metaphors to create a vivid picture for the reader. *Year 3 to add poem focuses. This does not need to link to book or topic unless you want to and it works. WAGOLL - GW - IEW -
Writing Sequence Focus	P1 - Hook P2 - Identify the key features of a story which uses dialogue between characters. NB: Consistently write sentences in the past tense, including irregular forms - every	P3 - Use adjectives to describe a noun. P3 - Punctuate different sentence types using full stops and question marks accurately P3 - Know that the words a character says is called speech - shared writing, what	P4 - Plan a story (story map) with a clear plot that has a beginning, a problem in the middle, and a solution at the end. P4 - Guided Write - focus on use of speech P5 - IEW - Write a story with a clear plot that	P2 - Identify and annotate the key features of a persuasive letter. P3 - Punctuate different sentence types using full stops and question marks accurately. P3 - Use commas to separate a list.	P3 - To understand sentences can have a main clause and a subordinate clause (complex sentences) P3 - To use the subordinate conjunction because. P3 - To use the subordinate conjunction	P5 - Write a persuasive letter which convinces Jack to either enter or not enter the tunnel.. P5 - IEW 2 PUBLISH	P3 - Use similes to create a vivid picture for the reader. P3 - Use metaphors to create a vivid picture from the reader. P4 - Write a poem with creative similes and metaphors to create a vivid picture for the

	lesson should have this as its fix it 5 task. If there are common errors, address them using the fix it 5 time.	might the characters be saying linked to different parts of the book. P3 - Add the correct speech marks and punctuation around the words characters say.	has a beginning, a problem in the middle, and a solution at the end, so the readers can easily follow the events. P5 - IEW 2	P3 (2 lessons) - Join sentences using coordinating conjunctions and, so and but. (compound sentences)	if. P4 - Plan a persuasive letter using boxing up. P4 - Write a persuasive letter		reader as part of a guided write. P4 - Plan a poem with creative similes and metaphors to create a vivid picture for the reader. P5 - Write a poem with creative similes and metaphors to create a vivid picture for the reader.
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Autumn B

IEWs	Write a diary entry to record what happened in a day, using time words (like first, next, finally), so it's a clear story for the writer to look back at. WAGOLL - Write a diary entry to show the events of a day in another short story/traditional tale. GW - Write a diary entry to show the events of a day in another short story/traditional tale. IEW - Write a diary entry to show the events of a day in Egyptian Cinderella.				Write a simple travel leaflet with clear headings and a persuasive tone, using adjectives to inform and encourage a family to visit a new place. WAGOLL - Create a travel leaflet for a biome learnt about last half term or a previous history topic GW - Create a travel leaflet for a biome learnt about last half term or a previous history topic IEW - Create a travel leaflet for visiting ancient Egypt.		
Writing Sequence Focus	P1 - Hook P2 - Annotate the key features of a diary entry which show what happened in a day using time words so it is clear for the writer to look back at. P3 - Write sentences in the past tense using the first person to record events that took place. P3 - Add time conjunctions and adverbials of time to writing to retell events in chronological order. P3 - Use a range of time conjunctions and adverbials of time to retell the events of a day in chronological order.	P3 - Identify how a character feels and describe that feeling in a diary entry so the reader understands the writer's emotion. P3 - Explain a character's feelings using specific details about their actions and thoughts, to make the reader feel empathy and see the emotion clearly. P3 - Use varied language and sentence structure to fully capture a character's complex emotions, making the reader feel exactly what the character feels.	P3 - Use direct speech correctly to make my diary entry exciting and show the reader exactly what was said. P3 - Use adjectives in my diary entry to give the reader better, more colorful details about people, objects, and places. P3 - Understand how to start a diary entry using engaging introduction phrases to make the reader excited to find out what happened. P4 - GW P4 - Plan	P5 - IEW P5 - IEW P6 - Edit and improve P6 - Publish P1 - Hook	P2 - Identify and annotate the key features of a simple travel leaflet with clear headings and a persuasive tone, using adjectives to inform and encourage a family to visit a new place. P3 - Choose strong adjectives to give the reader more information about a noun. P3 - Link two adjectives to a noun to create a simple expanded noun phrase. P3 - Use expanded noun phrases, including those with prepositions), to make the place sound so exciting that families will want to visit. P3 - Use the Rule of Three to make a leaflet	P3 - Use emotive language (strong feeling words) to make the audience feel excited and strongly want to visit a location. P3 - Use rhetorical questions to grab the reader's attention and make them agree with my point of view. P4 - GW P4 - Plan P5 - IEW	P5 - IEW 2 P6 - Edit and improve

					catchy and easily persuade a family to visit.		
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Spring A

IEWs	Write a story using descriptive words to make characters and settings more interesting and easy to imagine for my readers. WAGOLL - Story similar to the river that flows beside me GW - Problem part of the river that flows beside IEW - Retell the river that flows beside me			Write a letter with the purpose of requesting information, ensuring the use of an appropriate formal greeting and simple, polite language so the recipient is willing to send a helpful reply. WAGOLL - Letter from a person who lives on the canal system. GW - Reply to the person who lives on the canal system. IEW - Letter to The Canal Trust about the rubbish on the canals. *Year 3 to identify the purpose of the letters once topic MTPs shared (Ideas - letter to yorkshire water or Canal and River Trust)		
Writing Sequence Focus	Plan and review P1 - Hook P2 - Identify and annotate the key features of a story that uses descriptive words to make characters and settings more interesting and easy to imagine for the readers. British Library workshop Thursday and Bedrock lesson Friday	P3 - Use inverted commas at the beginning and end of a character's speech, clearly showing the reader which words the character spoke. P3 - use varied and powerful reporting verbs to show the reader the characters emotions and volume when speaking. P3 - Use expanded noun phrases to give precise, detailed descriptions of the setting, ensuring the reader can easily imagine the environment. P3 - Use similes to compare a character or setting detail to something else, making the description memorable for the reader. NLT Workshop Friday	P4 - Write the resolution of a story that uses descriptive words to make the characters and settings more interesting and easy to imagine for the reader as part of a guided write. P4 - Plan the content of a story that uses descriptive words to make characters and settings more interesting and easy to imagine for the reader. P5 - Write a story using descriptive words to make characters and settings more interesting and easy to imagine for the reader. P5 - IEW 2	P1 - Hook P2 - Identify and annotate the key features of a letter with the purpose of requesting information, ensuring the use of an appropriate formal greeting and simple, polite language, so the reader is willing to send a helpful reply. P3 - Use question marks to clearly and politely phrase my specific requests for information, making sure the recipient understands exactly what is needed. P3 - Use adverbials like firstly, secondly and finally to separate different questions or points ensuring the recipient can read and answer the requisitions in a clearly organised way.	P3 - Use subordinating conjunctions to add detail or explanation to the main ideas, helping the reader gain extra information in a single sentence. P3 - Place a subordinate clause at different positions within a sentence, making my writing more varied and interesting for the reader. P3 - Use capital letters correctly for the recipient's name and title, and use a comma immediately after both the formal greeting and the closing, ensuring the letter is respectful and correctly punctuated for the recipient. P4 - Write a letter with the purpose of requesting information, ensuring the use of an appropriate formal greeting and simple, polite language, so the reader is will to send a helpful reply as part of a	P4 - Plan the content of a letter with the purpose of requesting information, ensuring the use of an appropriate formal greeting and simple, polite language so the recipient is willing to send a helpful reply. P5 - Write a letter with the purpose of requesting information, ensuring the use of an appropriate formal greeting and simple, polite language so the recipient is willing to send a helpful reply. P5 - Edit and improve P6 - Publish

					guided write.	
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Spring B

IEWs	Write a diary entry that shows how the writer felt about what happened, using feeling words, so the writer remembers their emotions from the day. WAGOLL - Diary entry to show opening part of story GW - Another part of the story - Middle part of the story. (Where he goes hunting with Om and they have a party around the fire) IEW - Another part of the story - End of the story (The last day where they go into the cave, see the drawings and then he ends up back in the modern times)			Write a simple information text using a main heading and short, clear sentences to teach a younger child basic facts about a topic. WAGOLL - Information text about Iron Age or Bronze Age GW - Section on specific part of Stone Age e.g. Tools IEW - information text on Stone Age		Write a 'what is' poem where human qualities are given to an object. WAGOLL - Hand axe or tool GW - Cave painting IEW - Fire (These are suggestions - can be changed to other stone age focused objects.
Writing Sequence Focus	Plan and Review Reading assessment P1 - Hook P2 - Identify and annotate the key features of a diary entry that shows how the writer felt about what happened, using feeling words, so the writer remembers their emotions from the day. P3 - Use the past tense accurately and consistently to show that the events have already happened.	P3 - Use expanded noun phrases to vividly describe what was seen, ensuring the writer can recall the details at a later date. P3 - Use adverbs to modify verbs, showing how an action was completed or how a feeling was experienced. P3 - Use specific time adverbials to begin sentences (e.g. earlier that day) to chronologically order the events within a diary.	P4 - Write a diary entry that shows how the writer felt about what happened, using feelings words, so the writer remembers their emotions from the day as part of a guided write. P4 - Plan the content of a diary entry that shows how the writer felt about what happened, using feeling words, so the writer remembers their emotions from the day. P5 - Write a diary entry that shows how the writer felt about what happened, using feeling words, so the writer remembers their emotions from the day. P5 - Edit and improve P6 - Publish	P1/ 2 - Identify the key features of a simple information text using a main heading and short, clear sentences to teach a younger child basic facts about a topic. P3 - Write and punctuate clear topic sentences at the start of a paragraph that introduces the main idea, helping the younger child know exactly what the paragraph will teach them. P3 - Use precise, factual adjectives to give accurate details about the topic, ensuring the younger child learns the correct information. P3 - Use commas to separate a list of three or more related facts (or objects) within a sentence, ensuring the younger child can quickly absorb multiple pieces of information without confusion.	P4 - Write part of a simple information text using a main heading and short, clear sentences to teach a younger child basic facts about a topic. P4 - Plan the content of an information text using a main heading and short, clear sentences to teach younger children basic facts about a topic. P5 - Create a simple information text using a main heading and short, clear sentences to teach a younger child basic facts about a topic. P5 - Edit and improve	P1/2 - Hook & Identify and annotate the key features of a 'What is' poem where human qualities are given to an object. P3 - Use personification to give human feelings, actions or characteristics to a non-human thing. P4 - Write a 'What is' poem where human qualities are given to an object as part of a guided write. P5 - Write a 'What is' poem where human qualities are given to an object.

Summer A

IEWs	Write a story which shows how characters feel through their actions or what they say, so the readers can connect with them. WAGOLL - Mr Fox returns from stealing the goods. GW - Promising to not steal - focus on dialogue to show character IEW - Mr Fox returns to steal at the farms	Write a newspaper report that tells the main facts about an event and includes a catchy headline which makes the reader want to read more. Write a recount that includes details about feelings and reactions and consistently use the past tense accurately throughout the writing. WAGOLL - The Siege Begins. GW - Goods still being stolen.
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	IEW - Newspaper report citing the events of the stealing, siege and the current situation.				
Writing Sequence Focus	PLAN & REVIEW British Library - Refugee's journey. P1 - Hook P2 - Identify and annotate the key features of a short story which highlights a character's emotion through their action and dialogue. P3 - Use expanded noun phrases to help readers imagine characters and settings.	P3 - Write sentences with exciting verbs and adverbs (focus on manner adverbials). P3 - Use dialogue to show how a character is feeling ensuring speech and reported clauses are punctuated accurately. P4 - GW - Write a section of dialogue showing Mrs Fox and Mr Fox discussing him not stealing again. Show the emotion of worry through Mrs Fox's words and actions. P4 - Plan P5 - IEW 1 - Write a short story which shows a character's emotions through their words and actions.	BANK HOLIDAY MONDAY P5 - IEW 2 P1 - Hook P2 - Identify and annotate the key features of a newspaper report which tells the main facts of an event. P2- identifying and annotating key features of a recount.	P3- To use prepositions to explain where or when things happened. P3 - To be able to identify and use past tense verbs accurately. P3 - To use adverbs/adverbials to express time and cause. P3-To use adverbs of manner to show how a character has done something. P3 - To use conjunctions to extend sentences and explain cause and effect. P3 - To use the conjunctions and, but and so to extend a sentence. P3 - To use inverted commas to punctuate direct speech from a witness. (Option of doing this over 2 lessons depending on accuracy.) P3 - To use because to extend sentences and give a reason.	P4 - GW - Write a section of a newspaper showing the goods being stolen. P3- To correctly punctuate direct speech using inverted commas. P4 - Plan P5- IEW - write a newspaper report that tells the main facts of an event. P5 - IEW 2 P6 - Publish

Summer B

IEWs	Write a story which shows how characters feel through their actions or what they say, so the reader can connect with them. WAGOLL - A story of a child arriving in a new location (Rome) GW - Problem and resolution linked to the great fire of Rome. IEW - Story of a child kidnapped during Ancient Rome and forced to be a slave			Organise my facts into clear sections using subheadings and pictures so the reader can find the facts they need quickly and easily.			Write a spooky-themed poem which uses powerful verbs and adjectives to create an atmosphere.
Writing Sequence Focus	P1 - Hook P2 - Identify and annotate the key features of a historical narrative. P3 - Write expanded noun phrases, with modifying adjectives, to describe a nouns P3 - Use a range of verbs to improve interest.	P3 - Vary sentence structure by expressing time and cause using adverbials of time, place and manner (e.g. at midnight, over the hill) P3 - Extend sentences using subordinating and coordinating conjunctions. P3 - Speech marks to punctuate direct	P4 - GW P4 - Plan P5 - IEW P5 - IEW P6 - Publish				

		speech (2 lessons)					
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Year 3 - Handwriting and spellings

Autumn A

Spelling Rules	The /ow/ sound spelled 'ou.' The /u/ sound spelled 'ou.'	The /i/ sound spelled with a 'y'.	Words with endings that sound like /ze/, like measure, are always spelled with '-sure'.	Words with endings that sound like /ch/ is often spelt –'ture'	Words with the prefix 're-' 're-' means 'again' or 'back.'	The prefix 'dis-' has a negative meaning. It often means 'does not' as in does not agree = disagree	CHALLENGE WORDS																
Spellings	mouth around sprout sound spout ouch hound trout found proud START OF HALF TERM ASSESSMENT	gym myth Egypt pyramid mystery symbol synonym lyrics system gymnastics	measure treasure pleasure enclosure displeasure composure leisure exposure closure disclosure	creature furniture picture nature adventure capture future sculpture fracture mixture	redo refresh return reappear redecorate revenge review replay reaction rebound	disappoint disagree disobey disable dislike dislocate disappear disadvantage disapprove dislodge	actual answer bicycle circle earth enough fruit island often popular END OF HALF TERM ASSESSMENT																
Handwriting	Curly letter family: c, a, d Curly letter family <table><tr><th>Letter mnemonic</th><th>Formation phrase</th></tr><tr><td></td><td>Curl around the cat.</td></tr><tr><td></td><td>Around the astronaut's helmet and down into space.</td></tr><tr><td></td><td>Around the duck's body, up to its head and down to its feet.</td></tr></table>	Letter mnemonic	Formation phrase		Curl around the cat.		Around the astronaut's helmet and down into space.		Around the duck's body, up to its head and down to its feet.	Curly letter family: g, o, q <table><tr><td></td><td>Around the goat's face and curl under its chin.</td></tr><tr><td></td><td>All around the octopus.</td></tr></table> <table><tr><th>Letter mnemonic</th><th>Formation phrase</th></tr><tr><td></td><td>Around the queen's face, down her robe and a flick at the end.</td></tr></table>		Around the goat's face and curl under its chin.		All around the octopus.	Letter mnemonic	Formation phrase		Around the queen's face, down her robe and a flick at the end.	Curly letter family: e, s, f	Long letter family: l, i, t	Long letter family: j, u, y	Bouncy letter family: m, n, r	Curly letter family: c, a, d
Letter mnemonic	Formation phrase																						
	Curl around the cat.																						
	Around the astronaut's helmet and down into space.																						
	Around the duck's body, up to its head and down to its feet.																						
	Around the goat's face and curl under its chin.																						
	All around the octopus.																						
Letter mnemonic	Formation phrase																						
	Around the queen's face, down her robe and a flick at the end.																						

Autumn B

Spelling Rules	L1 - The /t/ sound spelt y elsewhere than at the end of words L2 - Homophones and near-homophones L3 - Homophones and near-homophones.	L1 - The /n/ sound spelt kn at the beginning of words L2 - The /n/ sound spelt gn at the beginning of words L3 - The /r/ sound spelt wr at the beginning of words	L1 - The /l/ or /əl/ sound spelt -le at the end of words L2 - Adding -es to nouns and verbs ending in -y L3 - Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	L1 - Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it L2 - Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter L3 - Recap adding -ing,	L1 - Words with endings sounding like /ʒə/ or /tʃə/ (sure) L2 - Words with endings sounding like /ʒə/ or /tʃə/ (ture) L3 - Words with endings sounding like /ʒə/ or /tʃə/ (tcher)	L1 - Endings which sound like /ʒən/ (sion) L2 - The suffix -ous L3 - The suffix -ation	L1 - Endings which sound like /ʃən/, spelt -tion L2 - Endings which sound like /ʃən/, spelt -sion L3 - Endings which sound like /ʃən/, spelt -ssion
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				-ed, -er, -est and -y			
Spellings	grammar, calendar, particular, popular, peculiar, regular, earth, heard, learn, jewellery	knowledge, circle, possible, bicycle, busy, early		arrive, believe, centre, complete, decide, guide, pressure, retrieval, inference, arrange.		occasion, occasionally, possess, possession, famous, various	
	Spelling test	Teach spellings	Spelling test	Teach spellings	Spelling test	Teach spellings	Spelling test

Spring A

Spelling Rules	L1 - The /ɔ:/ sound spelt a before l and ll L2 - The /ʌ/ sound spelt o L3 - The /i:/ sound spelt -ey	L1 - The /ɒ/ sound spelt a after w and qu L2 - The /ɜ:/ sound spelt or after w L3 - The /ɔ:/ sound spelt ar after w	L1 - Suffix -ment L2 - Suffix -ness L3 - Suffix -ful	L1 - Suffix -less L2 - Suffix -ly L3 - The /ʒ/ sound spelt s	L1 - Words with the /k/ sound spelt ch (Greek in origin) (chemist) L2 - Words with the /f/ sound spelt ch (mostly French in origin) (chef) L3 - Words with the /s/ sound spelt sc (Latin in origin) (science)	L1 - Homophones and near-homophones L2 - Words ending with the /g/ sound spelt -gue L3 - Words ending with the /k/ sound spelt -que (French in origin) (league)
Spellings	mention, position, question, height, woman, women, straight, river, source, meander (Topic words)		February, actual, actually, natural, breath, breathe		describe, sentence, experience, centre, century, certain, medicine, recent, special, height	

Spring B

Spelling Rules	L1 - Homophones and near-homophones L2 - Words ending with the /g/ sound spelt -gue L3 - Words ending with the /k/ sound spelt -que (French in origin) (league)	L1 - Prefix sub- L2 - Prefix inter- L3 - Prefix super-	L1 - Prefix anti- L2 - Prefix auto- L3 - Recap all prefixes learnt so far (un-, dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-)	L1 - Homophones and near-homophones L2 - Adding suffixes beginning with vowel letters to words of more than one syllable L3 - Adding suffixes beginning with vowel letters to words of more than one syllable	L1 - Words with the /eɪ/ sound spelt ei L2 - Words with the /eɪ/ sound spelt eigh L3 - Words with the /eɪ/ sound spelt ey	L1 - Words with the /eɪ/ sound spelt ei, eigh, or ey L2 - Possessive apostrophe with plural words L3 - Homophones and near-homophones
Spellings	ordinary, probably, history, library, naughty		build, business, potatoes, notice, suppose, although, information, hieroglyphs, school, ancient		separate, strange, eight, weight, reign, eighth, fraction, height, particular, forwards	

Summer A

Spelling Rules	The ow sound spelled 'ou'	The u sound spelled 'ou'	The i sound spelled with a y	Suffix -ly adjective to adverb	Suffix ly when the root ends in le
Spellings	Mouth, around, sprout, sound, ouch, hound, trout, found, proud, spout	Touch, double, country, trouble, young, cousin, enough, encourage, flourish, couple	Gym, myth, Egypt, pyramid, mystery, symbol, synonym, lyrics, system, gymnastics	Calmly, exactly, deadly, bravely, boldly, gladly, deeply, clearly, hourly, quickly	Gently, simply, humbly, nobly, durably, terribly, incredibly, responsibly, wrinkly, possibly

Summer B

Spelling Rules	Long a spelled 'ey'	L sound spelled -al at the end of words	When -ly becomes -ally	Doubling the consonant when a suffix is added	'S' sound spelled sc	Words ending sure that sound 'ze'
Spellings	Obey, prey, convey, survey, grey, osprey, disobey, they	Arrival, burial, comical, emotional, national, magical,, personal, optional	Frantically, dramatically, historically, emotionally, traditionally, specifically, nationally, automatically	Forgetting, beginning, shopping, preferred, committed, propelled, running, forbidden	Science, scissors, ascend, descend, scented, scenery, crescent, discipline	Measure, treasure, pleasure, leisure, exposure, closure

Year 3 - Oracy

Autumn A

Oracy focus		Listening actively, questioning and responding to others.	Listening actively, questioning and responding to others.	To reflect on discussions and identify how to improve.	To reflect on discussions and identify how to improve.	To begin to use specialist vocabulary.	To begin to use specialist vocabulary.
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Autumn B

Oracy focus	To speak with confidence in front of an audience.	To speak with confidence in front of an audience.	To speak with confidence in front of an audience.	To consider position and posture when addressing an audience.	To consider position and posture when addressing an audience.	To offer opinions that aren't their own.	To offer opinions that aren't their own.
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Spring A

Oracy focus: (Learning to talk)	To be able to summarise a discussion.	To be able to summarise a discussion.	To be able to summarise a discussion.	To be able to use specialist language to describe their own and others' talk.	To be able to use specialist language to describe their own and others' talk.	To be able to use specialist language to describe their own and others' talk.
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Spring B

Oracy focus: (Learning to talk)	To adapt the content of their speech for a specific audience.	To adapt the content of their speech for a specific audience.	To experiment with adjusting tone, volume and pace for different audiences.	To experiment with adjusting tone, volume and pace for different audiences.	Recap: Listening actively, questioning and responding to others.	Recap: To begin to use specialist vocabulary.
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Summer A

Oracy focus: (Learning to talk)	To reach shared agreement in discussions.	To reach shared agreement in discussions.			
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Summer B

Oracy focus: (Learning to talk)	To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice').	To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice').	To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice').				
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Year 4 - Reading

Autumn A

Guided Reading Text:	You can do anything Pg 8-9 Jonnie Peacock Resilience	The Dot Peter Reynolds Resilience	The Hundred Mile an Hour Dog pg 7-10 Jeremy Strong Narrative	Stories with a past The Beanstalk Giant Narrative	Magicat Pg 6-9 Narrative	Volcanoes Parts of a Volcano Information text	Don't Panic From Scary Poems to make you Shiver Poetry
Comprehension Strategies	Question	Clarify	Predict	Activate prior knowledge	Predict	Summarise	Summarise
Comprehension Focus	2b) Retrieve and record information. <i>Short answer retrieval questions (one line answer to show only write a word or a few words).</i>	2b) Retrieve and record information. <i>Short answer retrieval questions (one line answer to show only write a word or a few words).</i> 2c) Summarise main ideas from more than one paragraph. <i>Tick to show which facts are true and which are false. (True or false table)</i>	2a) Explain the meaning of words in context. <i>Find and copy one word that shows ...</i> 2e) Make predictions from details stated or implied. <i>Look at the last paragraph. What does the text suggest is likely to happen next? Tick one.</i>	2a) Explain the meaning of words in context. <i>Find and copy a group of words that means ...</i> 2b) Retrieve and record information. <i>Short answer retrieval questions (one line answer to show only write a word or a few words).</i>	2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. <i>Why does ... (several lines to show a longer answer).</i> 2c) Summarise main ideas from more than one paragraph. <i>Look at the whole text. Number the events from 1 to 6 in the order they happen.</i>	2d) To clarify understanding by finding the context of a word in a sentence. <i>What does.....mean?</i> 2g) Match up the information to the correct number. <i>Match up the correct information to the correct information.</i>	2c) Summarise main ideas from more than one paragraph. <i>Tick to show which facts are true and which are false. (True or false table)</i> 2b) Retrieve and record information. <i>Tick one retrieval questions (4 choices).</i>

Autumn B

Guided Reading Text:	Bees - Inside the Hive Playscript	The Maya - The Maya Information	The Maya - Sacrifice Narrative	The Maya- Hero Twins Narrative	States of Matter - Solid, Liquid or Gas Information	Explorers - Isabella Bird Biography	The USA - A Letter Home Informal Letter
Comprehension Strategies	Clarify	Predict	Summarise	Activate prior knowledge	Question	Summarise	Predict
Comprehension Focus	2b) Retrieve and record	2d) Summarise main	2b) Retrieve and record	2b) Retrieve and record	2b) Retrieve and record	2b) Retrieve and record	2d) Draw inferences

	information. Short answer retrieval questions (one line answer to show only write a word or a few words). 2a) Explain the meaning of words in context. Find and copy a word that shows ...	ideas from more than one paragraph. Number the events from 1-5. 2e) Make predictions from details stated or implied. Look at the last paragraph. What does the text suggest is likely to happen next? Tick one.	information. According to the ? paragraph, why does ... (several lined answer) 2a) Explain the meaning of words in context. Find and copy a word that means ...	information. Tick one retrieval question (4 choices). 2c) Summarise main ideas from more than one paragraph. Look at the whole text. Number the events from 1 to 6 in the order they happen.	information. Short answer retrieval questions - What is ... 2a) Explain the meaning of words in context. Statement using key vocabulary with because ... Tick one. (Aut Q13).	information. Name one ... 2a) Explain the meaning of words in context. Find and copy a word that means ...	such as inferring characters' feelings, thoughts and motives from their actions. How does the text show the character of ... Give one piece of evidence from the text that shows each side of the character. (Table to show characteristic and space for evidence). 2c) Summarise main ideas from more than one paragraph. Tick to show which facts are true and which are false. (True or false table)
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Spring A

Guided Reading Text:	Electricity How electricity works Information	Electricity Uses of Electricity Information	Electricity Power Cut Narrative	The Alps	The Alps - Tourism	Mountains The Three Peaks
Comprehension Strategies	Summarise	Prior Knowledge	Prediction	Clarify	Question	Summarise
Comprehension Focus	2a) Explain the meaning of words in context. Summarise a sentence. In this sentence, the word ? means: Tick one. 2b) Retrieve and record information. Give two things that ...	2a) Explain the meaning of words in context. Draw a line to match each word with its meaning. 2b) Retrieve and record information. Complete the fact file with the correct numbers from the text.	2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Why does ... ? (Short answer) 2c) Summarise main ideas from more than one paragraph. Number these events from the story in the correct order.	2e) Make predictions from details stated or implied. What do you think will happen next? Explain why you think this, using evidence from the story. 2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. How do you know ... ? Tick one.	2a) Explain the meaning of words in context. Draw a line to match each word to its meaning. 2c) Summarise main ideas from more than one paragraph. Number these events from the text in the correct order.	2a) Explain the meaning of words in context. Find and copy a word that means ... 2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Why does ...?

Spring B

Guided Reading Text:	Peter Pan JM Barrie	Ancient Greece Famous Ancient Greeks	Ancient Greece The Troy Ploy	Ancient Greece Democracy	The Fantastic Flying Books Of Mr Morris Lessmore by WE Joyce Book	Mermaids Lagoon Ed Shed Vipers Comprehension
Comprehension Strategies	Prior Knowledge	Question	Clarify	Summarise	Predict	Prior Knowledge
Comprehension Focus	2a) Explain the meaning of words in context. Draw a line to match each word to its meaning. 2c) Summarise main ideas from more than one paragraph. Number these events from the text in the correct order.	2b) Retrieve and record information Complete the fact file with the correct numbers (or text) from the text. 2a) Explain the meaning of words in context. Quote. In this sentence , ? means that ? ... Tick one to complete the statement.	2b) Retrieve and record information Give two things... 2a) Explain the meaning of words in context. Find and copy one word that means ...?	2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Why does ...? Longer answer. 2e) Make predictions from details stated or implied. What do you think might happen next? Why do you think this?	2b) Retrieve and record information Short answer retrieval questions. 2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Why are ...?	2b) Retrieve and record information Give one example of ... 2a) Explain the meaning of words in context. Quote. In this sentence, the word ? means: Tick one.

Summer A

Guided Reading Text:	Early Islamic Civilisation The wolf and the fox	The Great Kapok Tree Lynne Cherry	World Religions Buddhism	Be prepared Lion King lyrics	Modern Myths Persephone
Comprehension Strategies	Question	Prior Knowledge	Question	Clarify	Summarise
Comprehension Focus	2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Is this a sad/happy/? story? Tick yes, no or yes and no. Give two pieces of evidence from the text to support your opinion. 2h make comparisons within the text How can you tell ____ has changed their mind? How is ____ different to other ____?	2a) Explain the meaning of words in context. Quote. What does (word or phrase) mean in this sentence? Text one. 2b) Retrieve and record information or identify key details from fiction and non-fiction. Draw a line to match each fact with the correct number. Draw lines to match the quotation to part of the story. (setting, character etc)	2b) Retrieve and record information or identify key details from fiction and non-fiction. Tick one box in each row to show whether each statement is true or false. 2f identify / explain how information / narrative content is related and contributes to meaning as a whole Why has the information....been included?	2a) Explain the meaning of words in context. Quote. What does (word or phrase) mean in this sentence? Short answer. 2e) Predict what might happen from details stated and implied. Prediction question e.g. What might be done differently? What might happen next?	2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. How does ...? Give two ways/reasons. 2c) Summarise main ideas from more than one paragraph. Look at the whole poem. Draw lines to match each statement to the correct verse of the poem.

Summer B

Guided Reading Text:	Dame Evelyn Glennie Biography	Horton Hears a Who (The link for the reading is on the slides)	Letter from NSPD Letter	Me, My Dad and the End of the Rainbow extract	Battle of Hastings Information	Loki: A Bad God's Guide to being bad
Comprehension Strategies	Clarify	Prediction	Summarise	Prior Knowledge	Question	Prediction
Comprehension Focus	2a) Explain the meaning of words in context. Quote. What does the word ? mean in this sentence? Tick one. 2g) Identify and/ or explain how meaning is enhanced through choice of words and phrases. Find and copy a group of words that show ...	2c) Summarise main ideas from more than one paragraph. Number these events from the story in the correct order. 2e) Predict what might happen from details stated and implied. What do you think will happen next? Why do you think this?	2a) Explain the meaning of words in context. Find and copy one word that means the same as ... 2b) Retrieve and record information or identify key details from fiction and non-fiction. Short answer retrieval questions.	2f) identify/ explain how information / narrative content is related and contributes to meaning as a whole 2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Is this ? story? Yes/No/Yes and no. Tick one. Give two pieces of evidence to support your answer.	2b) Retrieve and record information or identify key details from fiction and non-fiction. Why/how did ...? Give two ways. 2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. How ... ? Give two ways/ reasons. .	2d) Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Short answer inference questions. (Give one/two) 2a) Explain the meaning of words in context. Find and copy one word that is the closest meaning to ?.

Year 4 - Writing

Autumn A

IEWs	Write a story with a vivid setting description (which features dialogue) so that the reader can imagine . WAGOLL - The search abridged with focus on description GW - Dialogue section of giving up the search IEW - Writing in the same style using a different animal/setting			To write a letter that documents the findings of the exploration. WAGOLL - Letter of the ship departing and optimism of what they will find GW - Letter showing their disappointment and turning around IEW - Letter documenting finally finding the giant arctic jellyfish.			
Writing Sequence Focus	P1 - Hook P2 - Identify and annotate the key features of a story NB - Use expanded noun phrases - fix it 5 tasks every day linked to this.	P3 - Identify verbs within a sentence and add an adverb of manner to it (oral rehearsal and shared writing) P3 - Use fronted adverbials of manner and punctuate correctly. P3 - Use and punctuate direct speech (oral rehearsal/shared writing) P3 - Use and punctuate direct speech	P4 - Plan a story that is written in accurate tense and features dialogue. P4 - Guided Write a story focussing on the dialogue. P5 - IEW - Write a story with a strong opening that hooks the reader and an ending that feels satisfying, making my readers want to keep reading. P5 - IEW 2 P6 - Publish	P1 - Hook - emotions focus P2 - Identify and annotate the key features of a letter that documents the findings of a scientific exploration. P3 - To identify and use coordinating conjunctions to extend ideas (compound sentences) P3 - To identify and use coordinating conjunctions to extend ideas (compound sentences)	P3 - Identify main and subordinate clauses within a sentence focussing on the conjunction. P3 - Write sentences using subordinate clauses focussing on if, because, when and that. P3 - If successful, Write sentences using subordinate clauses focussing on if, because, when and that where the subordinate clause changes position. P4 - Plan a letter that	P4 - GW P5 - Write a letter that documents the findings of the exploration. P5 - Write a letter that documents the findings of the exploration. P5 - Edit and improve a letter that documents the findings of the exploration. P6 - Publish	

					documents the findings of a scientific exploration. (boxing up)		
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Autumn B

IEWs	Write a diary entry to tell about important events in more detail, explaining what happened clearly, so it's a good record for the writer. WAGOLL - Diary entry about an event in the book GW - Diary entry about an event in the book IEW - Diary entry about an event in the book				Create an information text with detailed paragraphs using topic words and expanded noun phrases to thoroughly inform a knowledgeable reader about a subject. WAGOLL - information about previous historical topic (stone age) GW - information about previous historical topic (Egypt) IEW - information text about ancient maya		
Writing Sequence Focus	P1 - Hook P2 - Identify and annotate the key features of a diary entry to tell about important events in more detail, explaining what happened clearly, so it's a good record for the writer. P3 - Use time conjunctions (like when and while) to join two related actions together in one sentence, helping the reader understand that two things happened close together. P3 - Start sentences with fronted adverbials of time to clearly show the order of events. P3 - Use a variety of time conjunctions and adverbials to start and link sentences, making a diary entry flow smoothly and keeping the reader completely absorbed in the character's experience.	P3 - Write about a character's feeling using specific details about their internal thoughts and their five senses, ensuring the reader feels the reality of the emotion. P3 - Show how a character's feelings change during the day, using contrasting language to make the character's emotional journey exciting for the reader to follow. P3 - Use direct speech correctly to make a character's voice sound distinct and instantly create tension or excitement for the reader.	P3 - Use an apostrophe for singular possession to show the reader clearly who owns what. P3 - Use the apostrophe correctly for both singular and regular plural possession to make the ownership clear for the reader. P3 - Use opening statements for my diary entry to immediately set the emotional tone and hint at the main event the reader is about to discover. P4 - Write part of a diary entry to tell about important events in more detail, explaining what happened clearly, so it's a good record for the writer. P4 - Plan a diary entry to tell about important events in more detail, explaining what happened clearly, so it's a good record for the writer.	P5 - Write a diary entry to tell about important events in more detail, explaining what happened clearly, so it's a good record for the writer. P5 - IEW P5 - Edit and improve P1 - Hook P2 - Identify and annotate the key features of an information text with detailed paragraphs using topic words and expanded noun phrases to thoroughly inform a knowledgeable reader about a subject.	P3 - Start sentences with simple adverbials of time or place to ensure the reader knows exactly when and where the fact applies. P3 - Begin a sentence using an -ing or -ed verb that describes the subject, adding extra information that intrigues the reader before they read the main fact. P3 - Use different non-finite subordinate clauses to vary my sentence openers and create a professional, fluent style that keeps the reader highly engaged in the facts. P3 - Effectively use expanded noun phrases by adding strong adjectives to give the reader rich, detailed descriptions of key items in the information text. P3 - Add a prepositional phrase to an expanded noun phrase to give the reader extra specific information and make the facts incredibly precise and interesting.	P3 - Use different sentence types to start each paragraph with a clear topic sentence, ensuring the reader immediately knows what specific facts they are about to learn. P4 - Write part of an information text with detailed paragraphs using topic words and expanded noun phrases to thoroughly inform a knowledgeable reader about a subject as part of a guided write. P4 - Plan information text with detailed paragraphs using topic words and expanded noun phrases to thoroughly inform a knowledgeable reader about a subject. P5 - Write an information text with detailed paragraphs using topic words and expanded noun phrases to thoroughly inform a knowledgeable reader about a subject. P5 - IEW 2	P5 - Edit and improve P6 - Publish

Spring A

IEWs	Write a story that develops characters by showing what they say and do, so my readers can get to know them better. WAGOLL - Story similar to wolf in the snow. GW - Retell problem part of the wolf in the snow IEW - Retell the wolf in the snow			Design a two-fold travel brochure that uses expanded noun phrases and powerful verb choices to present information logically, aiming to excite a specific type of visitor (e.g., adventurers or relaxers). WAGOLL - Brochure for another mountain range GW - Section for alps brochure IEW - Alps brochure		
Writing Sequence Focus	P1 - Hook P2 - Identify and annotate the key features of a story that develops characters by showing what they say and do, so the reader can get to know them better. P3 - Use expanded noun phrases with prepositions to give detailed descriptions of characters appearance or possessions helping the reader to form a mental image. P3 - Use a variety of precise reporting verbs to show the reader not just what the character said, but how they felt when they said it.	P3 - Accurately punctuate direct speech, ensuring the speech marks and punctuation are used correctly before and after the reporting clause, so the reader clearly understands who is speaking. P3 - Use fronted adverbials, followed by a comma, to introduce action, time or feeling, clearly showing the reader how the character acted in a crucial moment. P3 - Correctly use the possessive apostrophe to show ownership giving the reader clear information about the characters belongings or identity. P4 - Write the problem part of a story that develops characters by showing what they say and do, so the reader can get to know them better as part of a guided write.	P4 - Plan the content of a story that develops characters by showing what they say and do, so the reader can get to know them better. P5 - Write a story that develops characters by showing what they say and do, so the reader can get to know them better. P5 - IEW 2 P5 - Edit and improve	P1 - Hook P2 - Identify and annotate the key features of a two-fold travel brochure that uses expanded noun phrases and powerful verb choices to present information logically, aiming to excite a specific type of visitor. P3 - Use expanded noun phrases with multiple adjectives and prepositions to give precise, persuasive details about the location. P3 - Use powerful, persuasive verbs rather than simple ones, aiming to excite and motivate the specific type of visitor	P3 - Use a comma immediately after a front adverbial ensuring the information text is correctly punctuated and easy for the reader to scan. P3 - Use question marks to phrase rhetorical questions to directly engage the reader and encourage them to book the trip. P3 - Use emotive language to persuade the reader to book a trip. P4 - Create part of a two-fold travel brochure that uses expanded noun phrases and powerful verb choices to present information logically, aiming to excite a specific visitor as part of a guided write.	P4 - Plan the content of a two-fold travel brochure that uses expanded noun phrases and powerful verb choices to present information logically, aiming to excite a specific visitor. P5 - Create a two-fold travel brochure that uses expanded noun phrases and powerful verb choices to present information logically, aiming to excite a specific type of visitor. P5 - Edit and improve P6 - Publish

Spring B

IEWs	Write a diary entry that explains why the writer felt a certain way about an event,	Write a structured formal letter with the purpose of	Write a two-stanza poem,
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	so they understand their reactions better. WAGOLL - Diary to show opening chapter of Percy Jackson GW - Y4 to choose another chapter IEW - Y4 to choose another chapter			making a positive suggestion using standard formal phrases to ensure the idea is taken seriously. <i>*Year 4 to choose the purpose of the letters linking to book or topics (suggestions - Proposal to Implement Greek Design Principles in Local Green Spaces, Suggestion for an Interactive Display on Ancient Greek Mythology to local museum, Proposing changes to the school's routines or equipment to improve energy efficiency and save money to headteacher)</i> Create a letter to convince the headteacher to allow year 4 to have an Ancient Greece day. WAGOLL - GW - IEW -		with a clear beginning and end. *Year 4 to choose focus of poems. WAGOLL - GW - IEW -
Writing Sequence Focus	Reading Assessment P1 - Hook P2 - Identify and annotate the key features of a diary entry that explains why the writer felt a certain way about an event, so they understand their reactions better. P3 - Consistently write using the first person and the past tense ensuring the reader knows this is a personal, finished account of the event.	P3 - Use subordinating conjunctions to connect an event with the resulting feeling, clearly explaining the reason for the reaction to the reader. P3 - Use time adverbials to structure the reflection and show the reader how my feelings changed over time. P3 -Use fronted adverbials of manner to introduce how I reacted, helping the reader vividly recall my actions during the event. P4 - Write part of a diary entry that explains what the writer felt a certain way about an event, so they understand their reactions better as part of a guided write.	P4 - Plan a diary entry that explains what the writer felt a certain way about an event, so they understand their reactions better. P5 - Write a diary entry that explains why the writer felt a certain way about an event, so they understand their reactions better. P5 - IEW2 P5 - Edit and improve	P1 - Hook P2 - Identify and annotate the key features of a structured formal letter with the purpose of making a positive suggestion using standard formal phrases to ensure the idea is taken seriously. P3 - Use modal verbs of possibility and suggestion and formality to ensure the suggestion is polite, respectful, and taken seriously by the recipient. P3 - Use a variety of subordinating conjunctions to elaborate on the details of my suggestion, ensuring the recipient has all the necessary information and evidence in one sentence.	P3 - Guided Write P4 - Write a structured letter with the purpose of making a positive suggestion using standard formal phrases to ensure the idea is taken seriously. P4 - Plan the content of a formal letter with the purpose of making a positive suggestion using standard formal phases to ensure the idea is taken seriously. P5 - Write a formal letter with the purpose of making a positive suggestions using standard formal phrases to ensure the idea is taken seriously. P5 - Edit and improve P6 - Publish	P1/2 - Identify and annotate the key features a two-stanza poem, with a clear beginning and end. P3 - Use similes and simple metaphors to make clear, powerful comparisons in my writing, helping the reader to create detailed and imaginative pictures in their mind. P4 - Write a two-stanza poem with a clear beginning and end as part of a guided write. P4/5 - Plan and write a two stanza poem with a clear beginning and end as part. Spare lesson

Summer A

IEWs	Write a story using different types of sentences to make it flow well and keep my readers interested.	Write a newspaper report with a strong opening paragraph that tells the most important news, so readers understand the main story right away. Write a simple newspaper report that tells the main facts (who, what, where, when) about an event.
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Writing Sequence Focus	P1 - Hook P2 - WAGOLL Identify and annotate the key features of a story that uses different sentence types to engage the reader P3 - Use commas to mark fronted adverbials and subordinate clauses at the beginning of sentences. P3 - Use expanded noun phrases to help the reader imagine the characters and setting within a narrative.	P3 - Write direct speech with a range of verbs so the reader can imagine how the character spoke. GW - Write the resolution of a narrative P4 - Plan a short story P5 - Write a short story.	P1 - Hook P2- WAGOLL Identify and annotate the key features of a newspaper report that has a strong opening paragraph. P3 - Use noun phrases to add concise detail. Use some expanded noun phrases for description P3 - Use fronted adverbials to enhance cohesion - time, place and manner. Use some adverbs to express manner or time.	P3 - To use verb tenses consistently and accurately and be able to move from past (main body) to present (conclusion). Use past tense forms mostly correctly. P3 - To use direct and reported speech to either give a direct quote from a witness or to summarise information. Punctuate direct speech correctly. P3 - To use direct and reported speech to either give a direct quote from a witness or to summarise information. Punctuate direct speech correctly. GW - Write an opening of a newspaper report that answers the 5Ws without giving too much information. Write a simple newspaper report that tells the main facts (who, what, where, when) about an event.	P4 - Plan a newspaper article P5 - Write a newspaper article.
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Summer B

IEWs	Write a story with a strong beginning, clear events, and a good ending, developing characters and using varied sentences to keep my readers hooked and wanting to know what happens next.			Write a report that uses commas in lists and time adverbials to link sentences together, ensuring the reader finds the entire information text easy to read and follow.			Read and perform a rhythmic poem and understand how the meter contributes to the overall effect.
Writing Sequence Focus	P1 - Hook P2 - Identify and annotate the key features of a story with a strong beginning, clear events and a good ending which develops characters and uses varied sentences to keep my readers hooked. P3 - Correctly use the possessive apostrophe to show ownership giving the reader clear information about the characters belongings or identity. P3 - Use expanded noun phrases, so that the reader can create a much clearer and more interesting picture in their mind.	P3 - Use fronted adverbials and punctuate correctly, so that the reader understands the timing, manner or place of the action more clearly. P3 - Use words that express time, place and cause to connect ideas. P3 - Use and punctuate direct speech so that the reader can hear the characters talking and make the story more exciting. P4 - Write a story with a strong opening that hooks the reader and an ending that feels satisfying, making my readers want to keep reading as part of a guided write.	P4 - Plan a story with a strong opening that hooks the reader and an ending that feels satisfying, making my readers want to keep reading. P5 - IEW - Write a story with a strong opening that hooks the reader and an ending that feels satisfying, making my readers want to keep reading. P5 - IEW 2 P6 - Publish				

Year 4 - Handwriting and spellings

Autumn A

Spelling Rules	The /ow/ sound spelled 'ou.'	The long vowel /a/ sound spelled 'ai'	The long /a/ vowel sound spelled 'ey.'	Adding -ly to adverbs. words ending in '- y' become '- ily' and '-le' become '- ly.'	Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'	Homophones:	CHALLENGE WORDS
Spellings	touch double country trouble young cousin enough encourage flourish couple	straight painter fainted waist strainer chained claimed failure snail waiter	Obey prey convey survey grey osprey disobey they surveyor conveyor	sadly completely wildly bravely gently foolishly proudly horribly nervously happily	usually finally beautifully thoughtfully wonderfully carefully faithfully peacefully cruelly generally	accept except knot not peace piece plain plane weather whether	complete continue experiment famous favourite February naughty material knowledge remember
Handwriting	Curly letter family: c, a, d	Curly letter family: g, o, q	Curly letter family: e, s, f	Long letter family: l, i, t	Long letter family: j, u, y	Bouncy letter family: m, n, r	(week left to allow for not moving on until 80% of the class have the letters)

Autumn B

Spelling Rules	L1) The suffix -ly L2) The suffix -ly	L1) Words with endings sounding like /ʒə/ or /tʃə/ (sure) L2) Words with endings sounding like /ʒə/ or /tʃə/ (ture)	L1) Words with endings sounding like /ʒə/ or /tʃə/ (tcher) L2) Words with endings sounding like /ʒə/ or /tʃə/ (sure/ture/tcher)	L1) Prefix re- L2) Prefix sub-	L1) Prefix inter- L2) Prefix super-	L1) Endings which sound like /ʒən/ (sion) L2) Endings which sound like /ʒən/ (sion)	L1) The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y L2) The /s/ sound spelt c before e, i and y
Spellings	accident, accident(ally), occasion, occasion(ally), actual, actual(ly), disorganised, misread, imagination, exaggeration	pressure, appear, disappear, experience, sentence, treasure, measure, adventure, stretcher, nature		strange, separate, eighth, address, business, different, refine, subheading, superstar, interact		knowledge, bicycle, centre, century, certain, circle, decide, exercise, extension, revision	

Spring A

Spelling Rules	L1) The suffix -ous L2) The suffix -ous	L1) Prefix anti- L2) Prefix auto-	L1) Endings which sound like /ʃən/, spelt -tion, L2) Endings which sound like /ʃən/, spelt -sion	L1) Endings which sound like /ʃən/, spelt -ssion, L2) Endings which sound like /ʃən/, spelt -cian	L1) Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian L2) Homophones	L1) Words with the /k/ sound spelt ch (Greek in origin) (chemist) L2) Words with the /f/ sound spelt ch (mostly
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						French in origin) (chef)
Spellings	knowledge, famous, various, favourite, build, antisocial, antifreeze, automatic, automobile peculiar		position, mention, February, island, fruit, group, invasion, compassion, electrician, motion		possess(ion), eight, height, straight, thought, therefore, surprise, ordinary, quarter, various	

Spring B

Spelling Rules	L1) Words with the /k/ sound spelt ch (Greek in origin) (chemist) L2) Words with the /f/ sound spelt ch (mostly French in origin) (chef)	L1) Words ending with the /g/ sound spelt -gue L2) Words ending with the the /k/ sound spelt -que (French in origin) (league)	L1) Words with the /s/ sound spelt sc (Latin in origin) (science) L2) Homophones	L1) Words with the /eɪ/ sound spelt ei, eigh, or ey L2) Words with the /eɪ/ sound spelt ei, eigh, or ey	L1) Contractions L2) The possessive apostrophe (singular nouns)	L1) Possessive apostrophe with plural words L2) Homophones
Spellings	notice, potatoes, possess, suppose, although, chaos, dialogue, echo, machine, unique		breathe, heard, reign, through, weight, woman, women, scissors, beige, library		special, material, natural, quarter, question, aren't, cat's, brothers', waist, waste	

Summer A

Spelling Rules	Prefix - sub meaning below	Prefix - in meaning not	Prefixes - super/anti/auto	Suffix - ation verbs to nouns	Suffix - adding ly (words ending in y become ily, words ending in le become ly)
Spellings	Submarine, subject, subway, submerge, subtropical, subdivide, subheading, substandard, subtitle, submit	inactive, incorrect, invisible, insecure, inflexible, indefinite, incurable, inability, incomplete, indirect	Supermarket, superman, superstar, superhuman, antiseptic, anticlockwise, antisocial, autobiography, autograph, automatic	Information, sensation, preparation, vibration, decoration, observation, duration, adoration, population, determination	Happily, gently, proudly, easily, angrily, greedily, noisily, horribly, nervously, lazily

Summer B

Spelling Rules	'Au' diagraph	'Sh' spelled ch - French in origin	'Ee' sound spelled i	S sound spelt c before i and e	Prefix bi- meaning two
Spellings	Naughty, caught, fraught, automatic, astronaut, cause, author, applaud, taught, audience	Chef, chalet, machine, brochure, parachute, chute, chaperone, chandelier, crochet, quiche	Merriment, happiness, plentiful, penniless, happily, prettiest, nastiness, beautiful, pitiful, silliness	Circle, century, centaur, circus, princess, voice, medicine, celebrate, celery, pencil	bicycle, biplane, biped, bicentennial, biannual, bilingual, bicuspid, biceps, binoculars, bisect

Year 4 - Oracy

Autumn A

Oracy focus		Recap - To reach shared agreement in discussions.	Recap - To begin to make precise language choices (e.g. describing	To use more natural and subtle prompts for turn taking.	To use more natural and subtle prompts for turn taking.	To ask probing questions.	To ask probing questions.
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			a cake as 'delectable' instead of 'nice').				
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Autumn B

Oracy focus	To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.	To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.	To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.	To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	Recap - To ask probing questions.
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Spring A

Oracy focus: (Learning to talk)	To develop an awareness of the audience.	To develop an awareness of the audience.	To consider how tone, volume and pace influence meaning.	To consider how tone, volume and pace influence meaning.	Recap: To use more natural and subtle prompts for turn taking.	Recap: To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.
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Spring B

Oracy focus: (Learning to talk)	To consider the impact of their words on others when giving feedback.	To consider the impact of their words on others when giving feedback.	To reflect on their own oracy skills and identify areas of strength and areas to improve	To reflect on their own oracy skills and identify areas of strength and areas to improve	Recap: To ask probing questions.	Recap: To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.
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Summer A

Oracy focus: (Learning to talk)	To use specific vocabulary when discussing a known topic.	To use specific vocabulary when discussing a known topic.	To use specific vocabulary when discussing a known topic.	To use specific vocabulary when discussing a known topic.	To use specific vocabulary when discussing a known topic.	To use specific vocabulary when discussing a known topic.
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Summer B

Oracy focus: (Learning to talk)	To consider movement when addressing an audience.	To consider movement when addressing an audience.	To consider movement when addressing an audience.	To consider movement when addressing an audience.	
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Year 5 - Reading

Autumn A

Guided Reading Text:	The Blue Dragoon Chapter 1 Narrative	The Blue Dragoon Chapter 2 Narrative	The Blue Dragoon Chapter 3 Narrative	The Blue Dragoon Chapter 4 Narrative	The Blue Dragoon Chapter 5 Narrative	Forces What is Gravity? Information text	Forces Three Laws Information text
Comprehension Strategies	Activate prior knowledge	Clarify	Summarise	Question	Predict	Summarise	Activate prior knowledge

Comprehension Focus	2b) Retrieve and record information or identify key details from fiction and non-fiction. Using information from the text, tick one	2b) Retrieve and record information or identify key details from fiction and non-fiction. Using information from the text, tick one 2d) Make inferences from the text or explain and justify inferences with evidence from the text. Look at paragraph ?. Quote. Why is ...? Tick one.	2b) Retrieve and record information or identify key details from fiction and non-fiction. Look at ? paragraph. Question that includes give two things (one line for each) 2d) Make inferences from the text or explain and justify inferences with evidence from the text. Use information from the whole text, tick one box in each row to show whether each statement is a fact or an opinion.	2a) Give or explain the meaning of words in context. Look at paragraph ?. Quote. What does the word ? mean in this sentence? Tick one. 2c) Summarise main ideas from more than one paragraph. Look at paragraph ?. Why ...? Tick two.	2a) Give or explain the meaning of words in context. Look at paragraph ?. Quote. What does the word ? mean in this sentence? Tick one. 2d) Make inferences from the text or explain and justify inferences with evidence from the text. Find evidence in the text for how the character is feeling. (Table to complete)	2b) Retrieve and record information or identify key details from fiction and non-fiction. Using information from the text, answer the question (short answer). 2a) Give or explain the meaning of words in context. Find and copy one word which means '?'. 	2b) Retrieve and record information or identify key details from fiction and non-fiction. Draw ? lines to match an amount on the left to a fact on the right 2a) Give or explain the meaning of words in context. What does the word ? mean in the sentence below?
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Autumn B

Guided Reading Text:	Countries - Big and Small Countries Information	Living Things - Life Cycle Comparison Explanation	Living Things - Growing Seeds Experiment	Carnival - To Mr Gladstone Letter	Carnival - Escaped Narrative	Romani Tales - Nashin Yog Panum Narrative	Weather - In Jack Frost's Pockets Poem
Comprehension Strategies	Activate Prior Knowledge	Compare	Summarise	Questions	Clarify	Summarise	Predict
Comprehension Focus	2b) Retrieve and record information or identify key details from fiction and non-fiction. Using information from the text, tick one 2a) Give or explain the meaning of words in context. Find and copy one word which means '?'. 	2b) Retrieve and record information or identify key details from fiction and non-fiction. Look at ? paragraph. Question that includes give two things (one line for each) 2c) Summarise main ideas from more than one paragraph. Look at the section ... Why do ...? Tick one/two.	2a) Give or explain the meaning of words in context. Look at paragraph ?. Quote. What does the word ? mean in this sentence? Tick one. 2d) Make inferences from the text or explain and justify inferences with evidence from the text. Use information from the whole text, tick one box in each row to	2d) Make inferences from the text or explain and justify inferences with evidence from the text. Find evidence in the text for how the character is feeling. (Table to complete) 2a) Give or explain the meaning of words in context. Look at paragraph ?. Quote. What does the word ? mean in this	2b) Retrieve and record information or identify key details from fiction and non-fiction. Using information from the text, tick one 2e) Predict what might happen from details stated and implied. The extract you have read is part of a longer story. Which of these is most	2b) Retrieve and record information or identify key details from fiction and non-fiction. Using information from the text, answer the question (short answer). 2a) Give or explain the meaning of words in context. What does the word ? mean in the sentence below?	2d) Make inferences from the text or explain and justify inferences with evidence from the text. Look at paragraph ?. Quote. Why is ...? Tick one. 2c) Summarise main ideas from more than one paragraph. Look at paragraph ?. Why ...? Tick two.

			show whether each statement is a fact or an opinion.	sentence? Tick one.	likely to happen next?		
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Spring A

Guided Reading Text:	Materials Types of Materials Information	Ada's Violin Chapter 3 Narrative/information	Materials Composite materials Information	Robots Time's Up! Narrative	After the Romans Viking Invasion Information	Romani Tales The princess and the Pani Folk Narrative
Comprehension Strategies	Summarise	Predict	Clarify	Prior knowledge	Question	Summarise
Comprehension Focus	2a) Give or explain the meaning of words in context. Find and copy one word that shows/means... 2b) Retrieve and record information or identify key details from fiction and non-fiction. Using information from the chapter, tick one box in each row to show which statements are true and false.	2c) Summarise main ideas from more than one paragraph. Look at the whole text/chapter. Number the statements below to show the order the events happened. 2d) Make inferences from the text or explain and justify inferences with evidence from the text. Why.../ What... (short answer questions).	2a) Give or explain the meaning of words in context. Quote sentence with key word. In this sentence, the word ? means: Tick one. 2g) Identify and / or explain how meaning is enhanced through choice of words and phrases. Quote including key vocab. This means that ... Tick one.	2d) Make inferences from the text or explain and justify inferences with evidence from the text. Explain two different features of ? character, using evidence from the text to support your answer. 2b) Retrieve and record information or identify key details from fiction and non-fiction. (Short answer retrieval questions).	2c) Summarise main ideas from more than one paragraph. Look at the whole text/chapter. Number the statements below to show the order the events happened. 2h) Make comparisons within the text. In what way does ... change? At the start ... At the end ...	2a) Give or explain the meaning of words in context. Find and copy a word that whos ... 2d) Make inferences from the text or explain and justify inferences with evidence from the text. Show answer inference questions.

Spring B

Guided Reading Text:	Farther Grahame Baker-Smith Picture Books	The Last Spell Breather Magic	(British Science week) Modern Materials (EdShed) Information text	The Viewer Gary Crew and Shaun Tan Picture Books	Sulwe Lupita Nyong'o Picture Books	
Comprehension Strategies	Prior Knowledge	Summarise	Predict	Clarify	Question	Prior Knowledge
Comprehension Focus	2c) Summarise main ideas from more than one paragraph Put the information below in the correct order. 2a) Give or explain the meaning of words in context. Quote. In this sentence, the	2c) Summarise main ideas from more than one paragraph. Number the statements below to show the order the events happened. 2d) Make inferences from the text or explain and justify inferences with	2b) Retrieve and record information or identify key details from fiction and non-fiction. Short answer retrieval questions. 2a) Give or explain the meaning of words in context.	2a) Give or explain the meaning of words in context. Find and copy a word that shows ... 2d) Make inferences from the text or explain and justify inferences with evidence from the text.	2g) Identify and / or explain how meaning is enhanced through choice of words and phrases. Quote including key vocab. This means that ... Tick one. 2b) Retrieve and record information	2b) Retrieve and record information or identify key details from fiction and non-fiction. Tick one box in each row so show which are true and false. 2a) Give or explain the meaning of words in

	word ? means: Tick one. NO Reading Lesson: Tues 23.02.26 GAPs assessment Weds 24.02.26 Reading assessment	evidence from the text. Complete the table below, using different pieces of evidence to support each point. ? NO Reading Lesson: Tues/Weds INTO UNIVERSITY	Quote. Which of the following most closely matches the meaning of the word ? Tick one.	Show answer inference questions.	or identify key details from fiction and non-fiction. How does ...	context. Find and copy one word that suggests ...
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Summer A

Guided Reading Text:	How Parachutes Work	It's Debatable Drum lessons Narrative	Life cycle of a butterfly Life cycle of an amphibian Comparison of life cycles	Life cycle of flowering plants	Medical Conditions ASD Information
Comprehension Strategies	Prior Knowledge	Predict	Question	Clarify	Prior Knowledge
Comprehension Focus	2b) Retrieve and record information or identify key details from fiction and non-fiction. Short answer retrieval questions. Mixture of questions	2b) Retrieve and record information or identify key details from fiction and non-fiction. True or false questions. 2a) Give or explain the meaning of words in context. Quote. In this line the word ? is the closest meaning to ... Tick on. Mixture of questions	2b) Retrieve and record information or identify key details from fiction and non-fiction. Tick one box in each row to show whether the statements are true or false. 2f identify / explain how information / narrative content is related and contributes to meaning as a whole Why has the information....been included? Mixture of question	2a) Give or explain the meaning of words in context. Find and copy a word that means ... Mixture of questions 2d) Make inferences from the text or explain and justify inferences with evidence from the text. What/why did ... ? (several line answers)	2f identify / explain how information / narrative content is related and contributes to meaning as a whole Why has the information....been included? 2b) Retrieve and record information or identify key details from fiction and non-fiction. Why/what/how did ...? Give two ways/examples. Mixture of questions

Summer B

Guided Reading Text:	Animals Extreme Survivors Information	Safiyah's War resource	Artist and Art Surrealism Information	I am Rebel resource	Down the Mines Trimdon Grange Disaster Newspaper	Glitter Boy resource	Eco-Global Warming Letter Formal Letter
Comprehension Strategies	Prediction	Question	Clarify	Prior Knowledge	Summarise	Predict	Question
Comprehension Focus	Retrieve and record information or identify key details from fiction and non-fiction Tick one box to answer question	Retrieve and record information or identify key details from fiction and non-fiction. Short answer questions Make inferences from	Give or explain the meaning of words in context. Find and copy a word that means ... Make inferences from	Retrieve and record information or identify key details from fiction and non-fiction. 'What' questions - name two.	Give or explain the meaning of words in context. Find and copy a word that means... Retrieve and record	Make inferences from the text or explain and justify inferences with evidence from the text. Longer inference answer - why/what questions.	Give or explain the meaning of words in context. Find and copy a word that means... Mixture of questions

	Make inferences from the text or explain and justify inferences with evidence from the text. Longer inference answer - why/what questions. Mixture of questions	the text or explain and justify inferences with evidence from the text. Longer inference answer - why questions Mixture of questions	the text or explain and justify inferences with evidence from the text. Longer inference answer - why/what questions. Mixture of questions	Give or explain the meaning of words in context. Find and copy a word that means ... Mixture of questions	information or identify key details from fiction and non-fiction. Short answer questions Mixture of questions	Retrieve and record information or identify key details from fiction and non-fiction. Tick one box to answer question Mixture of questions	
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Year 5 - Writing

Autumn A

IEWs	Write a story where the reader has a clear picture of where the character has travelled from and to. WAGOLL - The creature GW - Ella and the Jungle of Wonders IEW - Write their own story where the character goes to a different place.			Write a newspaper report using formal language and including direct speech and indirect speech so it sounds professional and truthful to the reader. WAGOLL - Leon completely vanishes inside Abdul Kazam's magic box GW - When Leon suddenly reappears with the white rabbit. IEW - A follow-up newspaper article focusing on an exclusive interview with the mysterious magician, Abdul Kazam			
Writing Sequence Focus	P1 - Hook P2 - Identify and annotate the key features of a story with a well-developed plot that has clear events and builds towards a strong climax and resolution so readers are fully invested in what happens. P3 - Use expanded noun phrases with modifying adjectives and prepositional phrases.	P3 - Understand how to use a range of sentence openers and their effect on the reader. P3 - Use a range of sentence openers to hook the reader. P3 - Use and punctuate direct speech to keep the reader fully invested. P3 - Use ellipsis to create suspense and hook the reader. P3 - use short, impactful sentences at key moments in a story to control the pace and create a sense of tension, shock, or urgency for the reader.	P3 - P4 - Write the climax and resolution of a story with a well-developed plot that has clear events and builds towards a strong climax and resolution so readers are fully invested in what happens as part of a guided write. P4 - Plan a story with a well-developed plot that has clear events and builds towards a strong climax and resolution so readers are fully invested in what happens. P5 - Write a story with a well-developed plot that has clear events and builds towards a strong climax and resolution so readers are fully invested in what happens. P5 - IEW 2 P6 - Publish	P1 - Hook P2 - Identify and annotate the key features of a newspaper report using formal language and including direct and indirect speech so it sounds professional and truthful to the reader. P3 - Identify and use formal vocabulary so the report sounds professional and truthful to the reader. P3 - Understand the difference between direct and indirect speech and add punctuation where needed. P3 - Use direct and indirect speech to report in a newspaper report so it sounds professional and makes it sound truthful to the reader.	P3 - Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly). P3 - Understand and punctuate defining and non-defining relative clauses. P3 - Write and punctuate sentences with non-defining relative clauses. P4 - Write a newspaper report using formal language and including direct and indirect speech so it sounds professional and truthful to the reader as part of a guided write. P4 - Plan a newspaper report using formal language and including direct and indirect speech so it sounds professional and truthful to the reader.	P5 - Write a newspaper report using formal language and including direct and indirect speech so it sounds professional and truthful to the reader. P5 - IEW 2 P1/P2 - Hook & Identify and annotate the key features of a Haiku poem.	.

Autumn B

IEWs	Write a diary entry to think deeply about the writer's experiences, including lots of details about what happened and showing their different feelings about it, so it's a personal record. WAGOLL - Diary entry from the beginning of the book GW/IEW - Two other significant events from the book.				Produce a detailed, multi-section travel guide that uses formal and technical vocabulary appropriate to the setting, organising paragraphs with cohesive devices to inform and persuade a skeptical or well-traveled audience to book a trip. WAGOLL - Travel guide for area looked at in Geography last half term - not the same as IEW GW - " IEW - Travel guide for families coming to Leeds/Manchester/Britain between 1948 and 1971 from the Caribbean.		
Writing Sequence Focus	P1 - Hook P2 - Identify and annotate the key features of a diary entry that gets the reader to think deeply about the writer's experiences and their feelings. P3 - Write in the past tense using the first person. P3 - Begin sentences with simple adverbials of time and place (to help the reader clearly follow a character's movements through the day. P3 - Use adverbials of frequency and manner) to add emotional depth to the actions and let the reader understand how often and how the character did something.	GaPS Assessment Reading Assessment P3 - Place different types of adverbials (time, place, manner, frequency) at the beginning, middle, and end of sentences to create sentence variety that makes the diary entry flow smoothly and keeps the reader engaged. P3 - Name a specific feeling, using the first person, and clearly explain why the character feels that way, making the reader understand the reason behind the emotion. P3 - Use internal thoughts and physical actions to show the character's feelings rather than just telling the reader what they are.	P3 - Reflect on a single event by showing a mix of complex emotions creating a realistic, layered character that the reader can fully connect with. P3 - Use direct speech accurately, punctuating it correctly, to capture the exact voice and tension of a key moment, making the reader feel present in the conversation. P3 - Use effective opening statements for a diary entry to immediately hook the reader and set the emotional tone for the day's events. P4 - Write a diary entry that gets the reader to think deeply about the writer's experiences and their feelings as part of a guided write.	P4 - Plan a diary entry that gets the reader to think deeply about the writer's experiences and their feelings. P5 - Write a diary entry that gets the reader to think deeply about the writer's experiences and their feelings. P5 - IEW 2 P6 - Edit and improve P1 - Hook P2 - Identify and annotate the key features of a travel guide that uses formal and technical vocabulary, paragraphs and cohesive devices to persuade a skeptical audience to travel there.	P3 - Use cohesive ties to connect ideas between paragraphs to logically move the reader from one section and build a coherent argument across the whole guide. P3 - Use complex fronted adverbials of place and time to vary sentence openings and anchor the reader firmly in the location to create a vivid setting description. P3 - Use commas or brackets to correctly add extra, useful information to my sentence, ensuring the reader gets all the facts without having to stop reading. P3 - Use dashes to insert a striking opinion or persuasive statistic, making the reader pay attention to that crucial detail. P3 - Use modal verbs to give the reader firm recommendations and possibilities, to persuade the reader.	P3 - Use relative clauses to add high-level detail, and more technical and informational detail into single sentences, making the writing denser and more informative. P4 - Write part of a travel guide that uses formal and technical vocabulary, paragraphs and cohesive devices to persuade a skeptical audience to travel there as part of a guided write. P4 - Plan a travel guide that uses formal and technical vocabulary, paragraphs and cohesive devices to persuade a skeptical audience to travel there. P5 - Write a travel guide that uses formal and technical vocabulary, paragraphs and cohesive devices to persuade a skeptical audience to travel there. P5 - IEW 2	P6 - Edit and improve P6 - Publish Spare lesson Spare lesson Spare lesson

Spring A

IEWs	Write a play script that clearly shows who is speaking and what they say, using character names and dialogue, so that actors can understand their lines and readers can follow the	Write a formal letter with the purpose of raising a complaint or concern, consistently maintaining a formal and objective register throughout to ensure the letter's impact is
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	conversation. WAGOLL - Opening chapter of the Nowhere Emporium written as a playscript. Guided write - Chapter from Nowhere Emporium IEW - Chapter from Nowhere Emporium			professional and leads to a fair resolution of the issue. WAGOLL - Letter of protest - local council wanting to close the local sports centre and the effect on the community Guided write - Letter of complaint - school booked an educational zoom workshop with a museum in a country with a different time zone but due to error by the museum the workshop was scheduled for 2am. IEW - "Different museums/workshops scheduled in different time zone.		
Writing Sequence Focus	P1 - Hook P2 - Identify and annotate the key features of a play script that clearly shows who is speaking and what is said so that readers can follow the conversation. P3 - Use colons after the character's name and align the name and dialogue so the audience and actors can immediately see who is speaking. P3 - Use a variety of punctuation to accurately reflect the speaker's tone and emotion when read aloud.	P3 - Use clear commands and exclamatory phrases (e.g., Stop! Look out!) in dialogue to create immediate action and tension for the audience P3 - Use powerful adverbs within brackets to clearly instruct the actor on how to move or speak. P3 - Write a brief, sensory setting description at the start of the script to clearly tell the audience and the set designer the mood of the scene. P4 - Write part of a play script that clearly shows who is speaking and what is said so that readers can follow the conversation as part of a guided write.	P4 - Plan the content of a play script that clearly shows who is speaking and what is said so that readers can follow the conversation. P5 - Write a play script that clearly shows who is speaking and what they say, using character names and dialogue, so that actors can understand their lines and readers can follow the conversation. P5 - IEW 2 P5 - Edit and improve	P1 - Hook P2 - Identify and annotate the key features of a formal letter of complaint, consistently maintaining a formal and objective register throughout to ensure the letter's impact is professional and leads to a fair resolution of the issue. P3 - Choose formal vocabulary and avoid contractions to establish an objective register that the reader perceives as professional and serious. P3 - Use a variety of formal linking words and adverbials to connect sentences and paragraphs, ensuring the reader finds the complaint's argument logical and the formal tone is consistently maintained.	P3 - Use relative clauses to add specific and precise supporting details to my main points, ensuring the reader receives all the necessary facts about the flawed product or service. P3 - Use semi-colons to separate items in a complex list of evidence or issues. P4 - Write part of a formal letter of complaint, consistently maintaining a formal and objective register throughout to ensure the letter's impact is professional and leads to a fair resolution of the issue as part of a guided write. P4 - Plan a formal letter of complaint, consistently maintaining a formal and objective register throughout to ensure the letter's impact is professional and leads to a fair resolution of the issue.	P5 - Write a formal letter of complaint, consistently maintaining a formal and objective register throughout to ensure the letter's impact is professional and leads to a fair resolution of the issue. P5 - Edit and improve P6 - Publish RESIDENTIAL Lost 3 X English lessons in Week 6. Start Planning of IEW in Week 5 - in order to complete, edit and publish on 06.02.26 (Friday) and 12.02.26 and 13.02.26 (2 x sessions in Week 6)

Spring B

IEWs	Write a story in the first person, using powerful vocabulary to create vivid images and sensory details for the reader. WAGOLL - Greybeard the Great - first person GW - Write the problem part of a story in the first person - this can be what the children will include in IEW. Focus on powerful vocabulary. IEW - Retell the story of Beowulf in the first person.	Produce a detailed, multi-section information text that uses a formal tone and cohesive devices (e.g., <i>However</i>, <i>Furthermore</i>) to effectively structure and present my facts, ensuring the reader is fully informed and respects the authority of the information I have provided. WAGOLL: Annotated Information Text on The Vikings "After the Romans" - link from previous Reading text - pre-topic text about the first Viking invasion GW - Information Text on The Vikings: Introduction and opening paragraph - link to persuasion IEW - Information Text on The Vikings: "What did the Vikings do for us?"	Write a nature poem that brings objects to life, using personification and imagery to explore the theme. WAGOLL: The Sky's great mood, (weather/personification) GW: Our own version Modelling figurative language. IEW - Independent version;
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Writing Sequence Focus	P1 - Hook P2 - Identify and annotate the key features of a story in the first person, that uses powerful vocabulary to create vivid images and sensory details for the reader. P3 - Use expanded noun phrases containing two or more adjectives, and prepositional phrases, to create powerful, vivid images and sensory details for the reader. Reading Assessment NO full English Lesson on Weds 24.02.26 due to Reading assessment	P3 - Use intensifying adverbs and detailed adverbial phrases to make my actions and descriptions more precise and powerful for the reader. P3 - Use direct speech, punctuated accurately, and integrate it smoothly, ensuring the dialogue reveals the character's personality and drives the action forward for the reader. P4 - Write the problem part of a story in the first person, that uses powerful vocabulary to create vivid images and sensory details for the reader. P4 - Plan the content of a story that uses powerful vocabulary to create vivid images and sensory details for the reader. NO English Lesson on Tues/Weds 31.03.26 or 01.04.26 due to INTO UNIVERSITY WORLD BOOK DAY 05.03.26	P5 - Write a story in the first person using powerful vocabulary to create vivid images and sensory details for the reader. P5 - IEW Re-write Beowulf as they arrive at Heorot and meet Hrothgar - first person WT as soldier/sailor AT/GD as Beowulf P5 - Edit and improve P6 - Publish	P1 - Hook P2 - Identify and annotate the key features of a detailed, multi-section information text that uses a formal tone and cohesive devices to effectively structure and present facts, ensuring the reader is fully informed. P3 - Use parenthesis to concisely insert extra technical details, dates, or factual background, ensuring the reader receives all necessary information without confusion. P3 - Use a colon to formally introduce lists of evidence, technical terms, or key facts, signalling to the reader that important information is about to follow.	P3 - Use a variety of formal linking words and adverbials to logically connect paragraphs and sentences, ensuring the formal structure is clear to the reader. P4 - Write part of a detailed, multi-section information text that uses a formal tone and cohesive devices to effectively structure and present facts, ensuring the reader is fully informed as part of a guided write. P4 - Plan the content of a detailed, multi-section information text that uses a formal tone and cohesive devices to effectively structure and present facts, ensuring the reader is fully informed. P5 - Write a detailed, multi-section information text that uses a formal tone and cohesive devices to effectively structure and present facts, ensuring the reader is fully informed. P5 - Edit and improve	P1/P2 - Hook and Identify and annotate the key features of a nature poem that brings objects to life, using personification and imagery to explore the theme. P3 - Use expanded noun phrases alongside verbs of human action to create powerful personification (e.g., The rough, tired stone wall shrugged at the wind), ensuring the reader visualises the object as alive. P3 - Use apostrophes correctly to show possession when personifying objects (e.g., <i>the river's hurried sigh</i>, <i>the sun's golden eye</i>), ensuring the object takes on a clear, life-like role. P4 - Plan a nature poem that brings objects to life, using personification and imagery to explore the theme. P5 - Write a nature poem that brings objects to life, using personification and imagery to explore the theme.
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Summer A

IEWs	Write a story in the first person that shows characters' feelings and thoughts through their actions, reactions, and inner voice, so the reader genuinely cares about them.		Organise a newspaper report into clear paragraphs and add extra features (like photo captions or a small 'byline'), so it looks like a real newspaper article for my readers.			
Writing Sequence Focus	P1 - Hook P2 - Identify and annotate the key features of a short story, written in the first person which makes them feel empathy towards the writer. P3 - Write sentences in the past tense (past simple/progressive and perfect) using the first person. P3 - Understand how relative clauses can be used to make the reader feel empathy towards the	P4 - Write the build up of a short story written in the first person which makes them feel empathy towards the writer. P4 - Plan a short story, written in the first person which makes them feel empathy towards the writer. P5 - Write a short story, written in the first person which makes them feel empathy towards the writer.	P1 - Hook P2 - Identify and annotate the key features of a well-structured and engaging newspaper that uses a range of journalistic techniques. P3 - Use formal, persuasive and analytical language to make the reader think deeply about a topic. P3 - Identify and add semicolons and colons to link similar information. Alan Peat Sentence types to	P3 - Use a semicolon and colon to link similar information. Alan Peat Sentence types to support Description:detail and some;others P3 - Write a concise and impactful opening paragraph for a newspaper article that includes the 5Ws so that the reader can quickly and clearly understand the most important information about the news story. P4 - Write a well-structured and	P5 - Write a well-structured and engaging newspaper that uses a range of journalistic techniques. P5 - IEW 2 P5: To write a simple newspaper report about a specific event for a reader. To use KS1 newspaper report features; KS1 Punctuation To write an introduction using 5Ws To use a quotation To use images and simple	

	writer. Alan Peat Sentence types to support Noun,which/who/that P3 - Use direct speech to make the reader feel empathy towards the writer including choosing appropriate verbs for reporting clauses. P3 - Use short sentences to show a fast pace and build up tension. Writing Workshop on 24.04.26 2 hours	P5 - IEW 2	support Description:detail and some;others Write a newspaper report at specific level: Write about real events simply and clearly for a specific purpose. P3:use present and past tense mostly correctly and consistently	engaging newspaper that uses a range of journalistic techniques as part of a guided write. P4 - Plan a well-structured and engaging newspaper that uses a range of journalistic techniques. P3: use coordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses P3: demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	captions To write a short concluding statement.
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Summer B

IEWs	Write a story with a well-developed plot that has clear events and builds towards a strong climax and resolution so readers are fully invested in what happens. WAGOLL: GW: IEW:			Write a clear and engaging biography that accurately presents the subject's life in chronological order, ensuring the inclusion of key facts, significant achievements, and personal qualities.			Write a first-person poem that uses language to create a specific tone and to write from a distinct poetic voice or perspective.
Writing Sequence Focus	P1 - Hook P2 - Identify and annotate the key features of a story with a well-developed plot that has clear events and builds towards a strong climax and resolution so readers are fully invested in what happens. P3 - Use expanded noun phrases with modifying adjectives and prepositional phrases.	P3 - Use a range of sentence openers to hook the reader. P3 - Use and punctuate direct speech to keep the reader fully invested. P3 - Use brackets, dashes or commas to mark parenthesis depending on its impact on the reader. P3 - use short, impactful sentences at key moments in a story to control the pace and create a sense of tension, shock, or urgency for the reader.	P4 - Write the climax and resolution of a story with a well-developed plot that has clear events and builds towards a strong climax and resolution so readers are fully invested in what happens as part of a guided write. P4 - Plan a story with a well-developed plot that has clear events and builds towards a strong climax and resolution so readers are fully invested in what happens. P5 - Write a story with a well-developed plot that has clear events and builds towards a strong climax and resolution so readers are fully invested in what happens. P5 - IEW 2				

			P6 - Publish				
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Year 5 - Handwriting and spellings

Autumn A

Spelling Rules	The /s/ sound spelt c before 'i' and 'e'.	The 'ee' sound spelt with an 'i'	Adding the suffix -ous	Words ending in '-ious.'	Words ending in '-cious.'	Ending '-cial'	Challenge Words
Spellings	circle century centaur circus princess voice medicine celebrate celery pencil	merriment happiness plentiful penniless happily prettiest naughtiness beautiful pitiful silliness	serious obvious curious hideous spontaneous courteous furious various victorious gaseous	ambitious infectious fictitious nutritious repetitious amphibious curious devious notorious obvious	delicious atrocious conscious ferocious gracious luscious malicious precious spacious suspicious	official special artificial crucial judicial beneficial facial glacial especially multiracial	accommodate available controversy dictionary marvellous opportunity secretary sincerely suggest twelfth
Handwriting Curly Letters	Focus letter - c Letter strings and patterns - cc, co, ce Specific prefixes/joins - cc Filling joins in words - raccoon, hiccup, occur, accept, success, broccoli Extension - notice, second, coconut, escape, webcam, popcorn	Focus letter - a Letter strings and patterns - ay, aa Specific prefixes/joins - auto, anti Filling joins in words - praise, daily, repair, straight Extension - anticlockwise, autopilot, autofocus, antisocial, autograph	Focus letter - d Letter strings and patterns - da, de, do Specific prefixes/joins - ad, ed Filling joins in words - calendar, adorable, dangerous, midday, doubt Extension - kingdom, handwriting, childhood, shadow, evidence	Focus letter - e Letter strings and patterns - ei, ey Specific prefixes/joins - eigh Filling joins in words - eighty, weight, neighbour, eighteen, freight, sleigh Extension - grey, reindeer, convey, reign, survey, beige	Focus letter - g Letter strings and patterns - gh, gu, ig Specific prefixes/joins - gh Filling joins in words - height, straight, eight, neighbour, reign, weight Extension - beginner, regular, disagree, average, illegal, octagon	Focus letter - o Letter strings and patterns - oa, oo, ou Specific prefixes/joins - og Filling joins in words - yoghurt, hedgehog, programme, slogan, biology, apology Extension - spoon, float, toast, proof, groan, gloomy	Assessment and review

Autumn B

Spelling Rules	L1) Words with the /k/ sound spelt ch (Greek in origin) (chemist) L2) Words with the /f/ sound spelt ch (mostly French in origin) (chef) L3) Word with /k/ & /f/ spelt ch.	L1) The suffix -ation L2) Words ending in -ant, -ance/-ancy. L3) Words ending in -ent, -ence/-ency.	L1) SPAG test L2) Adding suffixes beginning with vowel letters to words ending in -fer. L3) Adding suffixes beginning with vowel letters to words ending in -fer.	L1) Adding suffixes beginning with vowel letters to words ending in -fer. L2) Words containing the letter-string ough L3) Words containing the letter-string ough	L1) Adding prefixes L2) Adding prefixes L3) Adding prefixes	L1) Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian L2) Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian L3) Homophones	L1) Words with the /eɪ/ sound spelt ei, eigh, or ey L2) The /ʌ/ sound spelt ou L3) Words with the /s/ sound spelt sc (Latin in origin) (science)
Spellings	symbol, stomach, muscle, foreign, persuade, language, average	relevant, restaurant, nuisance, hindrance, pronunciation, explanation, <i>distant, transplant, importance, important</i>		ancient, apparent, environment, equipment, excellent, government, parliament, thorough, <i>friction, doughnut</i>		sufficient, conscience, convenience, existence, available, vegetable <i>apprentice, designing, lever, theatre</i>	

Spring A

Spelling Rules	L1) Words ending in –able and –ible/ Words ending in –ably and –ibly L2) The /ʌ/ sound spelt ou L3) Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) (league)	L1) The suffix –ly L2) Endings which sound like /ʃəs/ spelt –cious. L3) Endings which sound like /ʃəs/ spelt –cious.	L1) Endings which sound like /ʃəs/ spelt –cious or –tious. L2) Words with the /i:/ sound spelt ei after c L3) Words with the /i:/ sound spelt ei after c	L1) Endings which sound like /ʃəl/. –cial is common after a vowel letter but there are some exceptions. L2) Endings which sound like /ʃəl/. –tial after a consonant letter, but there are some exceptions. L3) Endings which sound like /ʃəl/ (-cial & -tial)	L1) Use of hyphens. L2) Words with ‘silent’ letters (bt, kn, gn, st) L3) Words with ‘silent’ letters (is, mb, mn, wh)	L1) Words ending in –ant, –ance/–ancy. L2) Words ending in –ent, –ence/–ency. L3) Words ending in –ant, –ance/–ancy, –ent, –ence/–ency.
Spellings	rhyme, occupy, rhythm, physical, system, yacht		sincerely, immediately, especially, frequently, committee, guarantee		according, attached, determined, equipped, twelfth, queue	

Spring B

Spelling Rules	L1) Words ending in –ant, –ance/–ancy. L2) Words ending in –ent, –ence/–ency. L3) Words ending in –ant, –ance/–ancy, –ent, –ence/–ency.	L1) Adding suffixes beginning with vowel letters to words ending in –fer. L2) Adding suffixes beginning with vowel letters to words ending in –fer. L3) Homophones	L1) Words with endings sounding like /ʒə/ or /tʃə/ (sure/ture/tcher) L2) Endings which sound like /ʒən/ (sion) L3) Words containing the letter-string ough	L1) Words containing the letter-string ough L2) Words ending in –able and –ible/ L3) Words ending in –ably and –ibly	L1) Words ending in –able and –ible/ Words ending in –ably and –ibly L2) Use of a hyphen L3) Use of a hyphen.	L1) The suffix –ous L2) Homophones L3) Homophones
Spellings	aggressive, definite, prejudice, criticise, recognise, sacrifice		competition, explanation, profession, leisure, signature, temperature		thorough, disastrous, marvellous, mischievous, vehicle	

Summer A

Spelling Rules	tial/cial	tious/cious	‘ough’	Plurals ‘y’ to ‘ies’	able/ible
Spellings	Crucial, potential, essential, official, beneficial, special, social, confidential, partial, substantial	Delicious, vicious, gracious, spacious, precious, ambitious, nutritious, cautious, infectious, fictitious	Rough, cough, trough, bought, fought, though, although, through, plough, thorough	families, diaries, library-libraries, factories, puppies, babies, strawberries, candies, fairies,	Adorable, applicable, believable, accessible, audible, divisible, flexible, reliable, understandable, forcible
Handwriting rules	Focus letter - a Letter strings and patterns - ay, aa Specific prefixes/joins - auto, anti Filling joins in words - praise, daily, repair, straight Extension - anticlockwise, autopilot, autofocus, antisocial, autograph	Focus letter - b Letter strings and patterns - bi, bu, be Specific prefixes/joins - bb Filling joins in words - bubble, knobbly, dribble, rubbish, stubborn, cabbage Extension - beyond, builder, bulldog, between, business, beauty	Focus letter - c Letter strings and patterns - cc, co, ce Specific prefixes/joins - cc Filling joins in words - raccoon, hiccup, occur, accept, success, broccoli Extension - notice, second, coconut, escape, webcam, popcorn	Focus letter - d Letter strings and patterns - da, de, do Specific prefixes/joins - ad, ed Filling joins in words - calendar, adorable, dangerous, midday, doubt Extension - kingdom, handwriting, childhood, shadow, evidence	Focus letter - e Letter strings and patterns - ei, ey Specific prefixes/joins - eigh Filling joins in words - eighty, weight, neighbour, eighteen, freight, sleigh Extension - grey, reindeer, convey, reign, survey, beige

Summer B

Spelling Rules	Words ending in '- ably' and '- ibly.	Adding suffixes beginning with vowel letters to words ending in - fer.	Words with 'silent' letters at the start.	Words with 'silent' letters	Words spelled with 'ie' after c.	Words with the 'ee' sound spelt ei after c.
Spellings	reliably dependably comfortably possibly horribly terribly visibly incredibly sensibly legibly	referring preferred transferring reference referee preference transference difference inference conferring	knight wreckage writer knowledge knuckle wreath pterodactyl mnemonic wrestler knife	doubt island lamb solemn thistle autumn build receipt ascend disciple	ancient science species efficient deficient glacier scientists sufficient emergencies inefficient	deceive conceive receive perceive receipt protein caffeine seize either neither
Handwriting	Focus letter - f Letter strings and patterns - ef, ff, if Specific prefixes/joins Ef, ff Filling joins in words - prefer, effort, referee, before, prefix, effect Extension - difficult, traffic, uniform, affect, trifle, leaflet	Focus letter - g Letter strings and patterns - gh, gu, ig Specific prefixes/joins gh Filling joins in words - height, straight, eight, neighbour, reign, weight Extension - beginner, regular, disagree, average, illegal, octagon	Focus letter - h Letter strings and patterns - ha, he, hi Specific prefixes/joins ph, th Filling joins in words - Hashtag, phase, chased, whistle, purchase, emphasis Extension - phonics, harbour, keyhole, shadow, thousand, charger			

Year 5 - Oracy

Autumn A

Oracy focus		Recap - To consider the impact of their words on others when giving feedback.	Recap - To use specific vocabulary when discussing a known topic.	Recap - To consider movement when addressing an audience.	To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.	To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.	To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.
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Autumn B

Oracy focus	To select specific vocabulary appropriate to the topic at hand.	To select specific vocabulary appropriate to the topic at hand.	To select specific vocabulary appropriate to the topic at hand.	To project their voice to a large audience.	To project their voice to a large audience.	To project their voice to a large audience.	Recap: To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.
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Spring A

Oracy focus: (Learning to talk)	To speak with flair and passion.	To speak with flair and passion.	To speak with flair and passion.	For body language to become increasingly natural.	For body language to become increasingly natural	For body language to become increasingly natural
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Spring B

Oracy focus: (Learning to talk)	To use an increasingly sophisticated range of sentence stems with accuracy.	To use an increasingly sophisticated range of sentence stems with accuracy.	To use an increasingly sophisticated range of sentence stems with accuracy.	Recap: To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.	Recap: To select specific vocabulary appropriate to the topic at hand.	Recap: To project their voice to a large audience.
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Summer A

Oracy focus	Listening actively for extended periods of time.	Listening actively for extended periods of time.	Listening actively for extended periods of time.	Listening actively for extended periods of time.	Listening actively for extended periods of time.
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Summer B

Oracy focus	To identify when a discussion is going off topic and to be able to bring it back on track.	To identify when a discussion is going off topic and to be able to bring it back on track.	To identify when a discussion is going off topic and to be able to bring it back on track.	To identify when a discussion is going off topic and to be able to bring it back on track.
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Year 6 - Reading

Autumn A

Guided Reading Text:	Crime and Punishment The UK Court System Information Text	Crime and Punishment Types of Police Information Text	How to take the Grrrr out of anger Managing emotions Narrative	Untold Stories Life Under A Bridge Letter	Classification The Animal Kingdom Information Text	The Boy who made Everyone Laugh Disability awareness Narrative	Journey to Jo'burg BHM Narrative
Comprehension Strategies	Summarise	Predict	Activate prior knowledge	Question	Predict	Question	Clarify
Comprehension Focus	2a) Give or explain the meaning of words in context. Find and copy one word which means '?'. 2b) Retrieve and record information or identify key details from fiction	2b) Retrieve and record information or identify key details from fiction and non-fiction. Look at ? paragraph. Question and short line for short answer 2b) Retrieve and record	2d) Make inferences from the text or explain and justify inferences with evidence from the text. "quote." Why does ? say this? 2c) Summarise main ideas from more	2e) Predict what might happen from details stated and implied. The extract you have read is part of a longer story. Which of these is most likely to happen next? 2d) Make inferences	2a) Give or explain the meaning of words in context. Quote from text including keyword. Which of the following is the closest in meaning to ?. 4 to choose from. 2b) Retrieve and record	2c) Summarise main ideas from more than one paragraph. Number the following events 1– 5 to show the order in which they happen. 2b) Retrieve and record information or identify	2a) Give or explain the meaning of words in context. Find and copy one word which means '?'. 2b) Retrieve and record information or identify key details from fiction

	and non-fiction. Draw ? lines to match an amount on the left to a fact on the right.	information or identify key details from fiction and non-fiction. Using information from the text, tick one box in each row to show whether each statement is true or false.	than one paragraph. Number the following events 1– 5 to show the order in which they happened.	from the text or explain and justify inferences with evidence from the text. Tick two reasons why ... (4/5 to choose from).	information or identify key details from fiction and non-fiction. Choose the best group of words to fit the sentences. Draw a circle around your choice. Sentence stem and then 4 boxes to choose from.	key details from fiction and non-fiction. Look at ? paragraph. Question that includes write two ways (two lines for each for show longer answer required)	and non-fiction. Draw ? lines to match an amount on the left to a fact on the right.
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Autumn B

Guided Reading Text:	Battle of Britain - Air Attacks in WW2	World War II - The Blitz	Battle of Britain - Hugh Dowding	British Innovators - Alan Turing	Electricity - The Airship	Europe - A journey across Europe	Christmas - The Yule Lads (Spoon Licker)
Comprehension Strategies	Predict	Clarify	Summarise	Activate prior knowledge	Question	Predict	Activate prior knowledge
Comprehension Focus	2a) Give or explain the meaning of words in context. Find and copy one word which means ‘?’. 2c) Summarise main ideas from more than one paragraph. Number the following events 1– 5 to show the order in which they happened. Recap different question types.	2a) Give or explain the meaning of words in context. Quote from text including keyword. What does this tell you about ... 2b) Retrieve and record information or identify key details from fiction and non-fiction. Using information from the text, tick one box in each row to show whether each statement is true or false. Recap different question types.	2a) Give or explain the meaning of words in context. Find and copy one word which means ‘?’. 2b) Retrieve and record information or identify key details from fiction and non-fiction. Question and short line for short answer Recap different question types.	2b) Retrieve and record information or identify key details from fiction and non-fiction. Draw lines to match an amount on the left to the fact on the right. 2a) Give or explain the meaning of words in context. Underline one word in the quotation below that suggests ... Recap different question types.	2d) Make inferences from the text or explain and justify inferences with evidence from the text. Look at the paragraph beginning ... Write one piece of evidence that shows ... 2b) Retrieve and record information or identify key details from fiction and non-fiction. Draw lines to match an amount on the left to the fact on the right. Recap different question types.	2d) Make inferences from the text or explain and justify inferences with evidence from the text. Give two ways, using evidence to support your answer. e.g. atmosphere. 2c) Summarise main ideas from more than one paragraph. Number the following events 1– 5 to show the order in which they happened. Recap different question types.	2d) Make inferences from the text or explain and justify inferences with evidence from the text. Look at paragraph ?. Why was/does... Recap different question types.

Spring A

Guided Reading Text:	Artificial Intelligence Information Friday text: 2019 Fact Sheet about Bumblebees	Conservation Shark Fin Soup Narrative Friday text: 2017 Swimming the Channel	Conservation Conservation News Newspaper Friday text: 2018 Albion's dream	Europe Is Tourism Helping Europe? Information Friday text: 2017 Gabby to the rescue	Heart and Circulation Journey of a Red Blood cell Narrative Friday text: 2017 An encounter at sea (focus on comparisons with language)	Heart and Circulation Replacement Narrative Friday text: 2016 (sample) The Lost World
Comprehension Strategies	Summarise	Question	Prior Knowledge	Prediction	Prior Knowledge	Clarify
Comprehension Focus	2a) Give or explain the meaning of words in context. <i>What does ? mean in the text? Find and copy a word...</i> 2b) Retrieve and record information or identify key details from fiction and nonfiction. <i>What ... ? Tick one.</i> <i>Friday - Mixture of comprehension questions</i>	2a) Give or explain the meaning of words in context. <i>Quote. What does this tell you about ... ? Tick one.</i> 2d) Make inferences from the text to explain and justify inferences with evidence from the text. <i>Why did ... ? (short answer)</i> <i>Friday - Mixture of comprehension questions.</i>	2b) Retrieve and record information or identify key details from fiction and nonfiction. <i>Using information from the text, tick one box in each row to show whether each statement was true or false (true or false table).</i> 2a) Give or explain the meaning of words in context. <i>Find and copy one word that is the closest meaning to '?'</i> <i>Friday - Mixture of comprehension questions</i>	2d) Make inferences from the text to explain and justify inferences with evidence from the text. <i>Write one piece of evidence that shoes ...</i> 2c) Summarise main ideas from more than one paragraph. <i>Number to following events from 1-5.</i> <i>Friday - Mixture of comprehension questions.</i>	2b) Retrieve and record information or identify key details from fiction and nonfiction. <i>Using information from the text, tick one box in each row to show whether each statement was true or false (true or false table).</i> 2a) Give or explain the meaning of words in context. <i>Find and copy one word that is the closest meaning to '?'</i> <i>Friday - Mixture of comprehension questions</i>	2d) Make inferences from the text to explain and justify inferences with evidence from the text. <i>What do you learn about ?'s personality? Give two things, using evidence from the text to support your answer (table to complete).</i> 2b) Retrieve and record information or identify key details from fiction and nonfiction. <i>Short answer retrieval questions.</i> <i>Friday - Mixture of comprehension questions</i>

Spring B

Guided Reading Text:	The Graveyard Book Neil Gaiman Classic Novel	Treasure Island Robert Louis Stevenson Classic Novel	(British Science Week) Can we trust Science? Information text	Nevermoor Magic	Orphans of the tide Straun Murphy Fantasy Fiction	Who Let the Gods Out Maz Evans Fantasy Fiction
Comprehension Strategies	Questions	Clarify	Prior Knowledge	Prediction	Summarise	Clarify
Comprehension Focus	2a) Give or explain the meaning of words in context. <i>Find and copy one word that is closest in meaning to '?'</i> 2b) Retrieve and record information or identify key details from fiction and nonfiction.	2c) Summarise main ideas from more than one paragraph. <i>Number the following events 1-5 to show the order in which they happened to Innis,</i> 2b) Retrieve and record information or identify key details from fiction	2d) Make inferences from the text to explain and justify inferences with evidence from the text. <i>What do you learn about ?'s personality? Give ? thing, using evidence from the text to support your answer.</i> 2a) Give or explain the meaning of words in	2d) Make inferences from the text to explain and justify inferences with evidence from the text. <i>Quote. Why did ...? Give one/two reasons.</i> 2b) Retrieve and record information or identify key details from fiction and nonfiction	2d) Make inferences from the text to explain and justify inferences with evidence from the text. <i>Why does ...? Short inference question.</i> 2a) Give or explain the meaning of words in context. <i>Find and copy a word which</i>	2d) Make inferences from the text to explain and justify inferences with evidence from the text. <i>Write one piece of evidence that shows ...</i> 2b) Retrieve and record information or identify key details from fiction and nonfiction

	Use information from the text, tick one box in each row to show whether each statement is true or false. Recap question types SATs practise	and nonfiction. Draw four lines to match an amount on the left to a fact on the right. Recap question types SATs practise	context. Quote. What does this tell you about ... Recap question types SATs practise	What/why/when retrieval question. Tick one. Recap question types SATs practise	means '...' Recap question types SATs practise	Short answer retrieval question. Recap question types SATs practise
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Summer A

Guided Reading Text:	SATs practise			We refugees Benjamin Zephaniah Good for SATs practise poetry	The youngest marcher Cynthia Levinson Good for use of language SATS (baptised in butter!) https://www.youtube.com/watch?v=rTH31zKJoGE
Comprehension Strategies				Predict	Summarise
Comprehension Focus				2e) Predict what might happen from details stated and implied. The extract you have read is the beginning of a longer story. Which of these is most likely to happen next? Recap question types.	2d) Make inferences from the text to explain and justify inferences with evidence from the text. How can you tell ...? (several line answer) Recap question types.

Summer B

Guided Reading Text:	The list of things I will not change	The Sword in the Stone	The Dreamsnatcher	Kat Wolfe Investigates	Murder Most Unladylike	Roar like a lion
Comprehension Strategies	Predict	Prior knowledge	Question	Predict	Summarise	Prior knowledge
Comprehension Focus	2d) Make inferences from the text to explain and justify inferences with evidence from the text. Write one piece of evidence that shows ... Recap question types.	2b) Retrieve and record information or identify key details from fiction and nonfiction. Using information from the text, tick one box in each row to show whether each statement is true or false.	2a) Give or explain the meaning of words in context. Which word is the closest meaning to ... ? Tick one. Recap question types.	2e) Predict what might happen from details stated and implied. The extract you have read is the beginning of a longer story.	2d) Make inferences from the text to explain and justify inferences with evidence from the text. How can you tell ...? (several line answer) Recap question types.	2c) Summarise main ideas from more than one paragraph. Number the following events 1 –5 to show the order in which the events happened. Recap question types.

		Recap question types.		Which of these is most likely to happen next? Recap question types.		
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Year 6 - Writing

Autumn A

IEWs	Write a story with a complex structure that uses pacing and paragraphs effectively to build tension or atmosphere for my readers. WAGOLL - Short story with a similar context to The Promise GW - Focus on dialogue IEW - Short story with a similar context to The Promise			Write a well-structured and engaging newspaper article that informs readers about an important event, using a range of journalistic techniques to make them think deeply about the topic. WAGOLL - Newspaper report trees popping up all over the city GW - Focus on reported speech IEW - Newspaper report based on the stealing of bags.			Write a poem using advanced figurative language such as hyperboles and oxymorons to create specific effects. WAGOLL - *Y6 to add poem focus - this could be linked to a big feeling e.g. anger, excitement and doesn't need to link to topic or book unless it works. GW - IEW -
Writing Sequence Focus	P1 - Hook P2 - Identify and annotate the key features of a story that uses pacing and paragraphs to build tension. P3 - To use a range of expanded noun phrases to set the scene.	SATS BASELINE WEEK P3 Use a range of fronted adverbials to set the scene. P3 - Use a range of subordinating conjunctions to write subordinate clauses. P3 - Write completed sentences with varying clause placement. P3 - Use direct speech to build tension and atmosphere by carefully considering a character's voice, tone, and sentence structure.	P4 - Plan a story that uses pacing and paragraphs to build tension. P4 - Write the opening of a story that uses pacing a paragraph to build tension as part of a guided write. P5 - IEW Write the opening of a story that uses pacing and paragraphs to build tension. P5 - IEW 2 P6 - Publish	P2 - Identify and annotate the key features of a well-structured and engaging newspaper that uses a range of journalistic techniques. P3 - Identify and use reported speech. P3 - Identify and use direct speech for a quote P3 - Identify and use brackets, dashes and commas to add extra information. P3 - Identify and use brackets, dashes and commas to add extra information.	P3 - Write completed sentences with varying clause placement. P3 - To identify past progressive and past simple and begin to use past perfect. P3 - To identify past progressive and past simple and begin to use past perfect. P3 - To identify past progressive and past simple and begin to use past perfect.	P4 - Plan a well-structured and engaging newspaper that uses a range of journalistic techniques. P4 - Write a well-structured and engaging newspaper that uses a range of journalistic techniques as part of a guided write. P5 - Write a well-structured and engaging newspaper that uses a range of journalistic techniques. P5 - IEW 2	P1/P2 - Hook & Identify and annotate the key features of a poem using advanced figurative language such as hyperboles and oxymorons to create specific effects. P3 - Identify and use hyperboles to add humour, emotion, or impact to their writing. P3 - Understand what an oxymoron is, and to use it deliberately in their writing to create a surprising or thought-provoking effect. P4 - Plan and write a poem using advanced figurative language such as hyperboles and oxymorons to create specific effects.

							P5 - Write a poem using advanced figurative language such as hyperboles and oxymorons to create specific effects.
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Autumn B

IEWs	Write a poem using advanced figurative language such as hyperboles and oxymorons to create specific effects.	Write a diary entry to explain why things happened and what they truly meant to the writer, using clever words to describe actions and thoughts, so they can understand the lessons from their day. WAGOLL - GW - Train Journey to Devon IEW - Arrival and where they are staying			Create a high-impact promotional brochure that utilizes varied rhetorical devices (e.g., questions, imperatives, triplets) and integrates subheadings and bullet points effectively to appeal to an audience, making the destination feel essential and unique. WAGOLL - Brochure for families sending children to the coast like in Letters from the lighthouse. GW - Brochure for families sending children to smaller town during WW2. IEW - Brochure for families evacuating children to the countryside during WW2.		
Writing Sequence Focus	P3 - Understand what an oxymoron is, and to use it deliberately in their writing to create a surprising or thought-provoking effect. P4 - Plan and write a poem using advanced figurative language such as hyperboles and oxymorons to create specific effects. P5 - Write a poem using advanced figurative language such as hyperboles and oxymorons to create specific effects. P1 - Hook P2 - Identify and annotate the key features of a diary entry that explains why things happened and what they truly meant to the writer, using clever words to describe actions and thoughts.	Reading assessment GaPS assessment P3 - Start sentences with complex fronted adverbial phrases that contain embedded information (e.g., Having secretly waited behind the old oak tree,) to provide the reader with rich, immediate context and sophisticated detail about the setting or background action. P3 - Strategically choose and place short adverbs and long adverbial phrases to manipulate the pace and tension of the entry, making the reader feel the rush of action or the slow drag of suspense. P3 - Use complex feelings to reflect on the long-term significance of the day's events, ensuring the reader understands the lasting emotional	P3 - Use the perfect form of verbs to precisely show the link between past events and current feelings now, so the reader understands the cause of the current emotions. P3 - Use the passive voice to shift focus away from the person who performed the action and instead emphasise the importance of the event itself, ensuring the reader feels the true weight of what happened to the character. P3 - Construct complex sentences that use a subordinate clause to add extra information or reasoning, ensuring the reader fully understands the detailed causes and effects behind the character's thoughts and actions. P4 - Write part of a diary entry that explains	P5 - Write a diary entry that explains why things happened and what they truly meant to the writer, using clever words to describe actions and thoughts P5 - IEW 2 P5 - Edit and improve P6 - Publish P1 - Hook	P2 - Identify and annotate the key features of a high-impact promotional brochure that utilises varied rhetorical devices and integrates subheadings and bullet points effectively to appeal to an audience, making the destination feel essential and unique. P3 - Understand and use rhetorical questions as a persuasive device to make the reader feel the destination is essential and unique. P3 - Understand and use persuasive imperatives to persuade a reader to want to travel to a specific destination. P3 - Understand and use triplets (the rule of three) to create memorable, impactful, and rhythmic statements. P3 - Use emotive language to persuade	P3 - Use a range of cause and effect conjunctions to persuade the reader to visit a destination. P3 - Use quotes to persuade a reader to visit a destination. P3 - Use concise bullet point lists to maximise clarity and persuade the reader. P4 - Create part of a high-impact promotional brochure that uses a range of devices, making the destination feel essential and unique as part of a guided write. P4 - Plan a high-impact promotional brochure that uses a range of devices, making the destination feel essential and unique.	P5 - Create a high-impact promotional brochure that uses a range of devices, making the destination feel essential and unique. P5 - IEW 2 P5 - Edit and improve Spare lesson Spare lesson

		impact on the character and the overall theme of the story.	why things happened and what they truly meant to the writer, using clever words to describe actions and thoughts as part of a guided write. P4 - Plan a diary entry that explains why things happened and what they truly meant to the writer, using clever words to describe actions and thoughts.		the reader to a destination.		
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Spring A

IEWs	Write a story using advanced vocabulary and clever literary devices (like metaphors, similes, or personification) to create strong images and deeper meaning for my readers. WAGOLL - GW - Retell the problem part of the story that links to IEW. Chapter 3 Swimming attack IEW - Retell the story of the pig heart boy (a change could be made). Chapter 5 Up to the point where he is given the choice of a pig heart			Write a compelling formal letter with the purpose of persuading them to take action on a social or environmental issue, effectively utilizing cohesive devices and persuasive language to maximize the impact of their argument and prompt a response. Year 6 - Please change these suggestions if you can think of something that better links to the story or your science topic. They can be rearranged too. WAGOLL - Write to a Local MP persuading them to support stricter regulations on the marketing of nicotine products to minors, focusing on the scientific impact on the human respiratory system. GW - Letter to Head of the NHS to suggest a new educational campaign aimed at teenagers to encourage families to discuss organ donation, reducing the need for controversial xenotransplantation. IEW - Letter to write to the Government Health Minister persuading them to either increase funding for xenotransplantation (animal-to-human) research to save lives or, conversely, to ban the practice on ethical grounds.		
Writing Sequence Focus	P1 - Hook P2 - Identify and annotate the key features of a story using advanced vocabulary and clever literary devices to create strong images and deeper meaning for the readers. P3 - Use personification to give human traits to the setting or weather (e.g., the wind screamed in frustration), deliberately building an atmosphere that reflects the character's internal feelings for the reader. P3 - Use extended metaphors and precise	P3 - Use subordinate clauses to create complex sentences to provide the reader with additional information or contrast allowing for a more sophisticated and fluid narrative style. P3 - Use the perfect form of verbs to mark precise relationships of time and cause to clarify for the reader exactly what events happened in relation to each other P3 - Use direct speech, punctuated accurately, to bring characters to life for the reader, revealing their	Reading Assessment P4 - Plan the content of a story using advanced vocabulary and clever literary devices to create strong images and deeper meaning for the readers. P5 - Write a story using advanced vocabulary and clever literary devices to create strong images and deeper meaning for the readers. P5 - IEW 2	P5 - Edit and improve P1 - Hook P2 - Identify and annotate the key features of a compelling formal letter that persuades the reader to take action, using cohesive devices and persuasive language. P3 - Use adverbials and conjunctions to link ideas within a paragraph, ensuring my argument flows logically for the reader.	P3 - Use colons to introduce a list of requirements or semi-colons to mark the boundary between independent clauses creating a powerful, punchy impact on the reader. P3 - Use the passive voice to maintain a formal, objective tone that adds authority to my message for the recipient. P3 - Use cohesive devices to link ideas across paragraphs to guide the reader through a complex argument toward a clear conclusion. P4 - Write a compelling formal letter that persuades	P4 - Plan the content of a compelling formal letter that persuades the reader to take action, using cohesive devices and persuasive language. P5 - Write a compelling formal letter that persuades the reader to take action, using cohesive devices and persuasive language. P5 - Edit and improve P6 - Publish

	similes that act as symbols providing the reader with a deeper layer of meaning about a character's personality or the story's theme.	personality and advancing the plot through their own words and actions. P4 - Write the problem part of a story using advanced vocabulary and clever literary devices to create strong images and deeper meaning for the readers as part of a guided write.			the reader to take action, using cohesive devices and persuasive language as part of a guided write.	
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Spring B

IEWs	Write a diary entry that shows the writer's deepest and sometimes mixed feelings about events so it's a powerful and honest record for them to learn from and remember. WAGOLL: Diary entry to show the opening chapter from The Golden Horseman of Baghdad. GW: Chapter 3 - Jabir being arrested and going to prison for 2 months IEW: Chapter 4 - meeting the clockmaker and beginning the task of whittling the horses			Write a couplet poem to tell a short story or describe a scene that uses specific rhyme schemes and verse forms e.g. AABB rhyme. Suggestions: WAGOLL: A sensory description of the sights, sounds, and smells of a 9th-century Baghdad market. GW: A short story poem about the statue itself, perhaps as it stands atop the Green Dome. IEW:Describing the luxury and power within the Round City.	SATs Prep <i>If you want to get on with another writing cycle, begin summer 1: Write a story that explores tricky or mixed emotions with sensitivity and depth, making the reader think and feel strongly about the characters and eventsS.</i>	
Writing Sequence Focus	P1 - Hook P2 - Identify and annotate the key features of a diary entry that shows the writer's deepest and sometimes mixed feelings about events so it's a powerful and honest record for them to learn from and remember. Identify and annotate the key features of a diary entry which shows time order and the writers emotions. P3 - Use parenthesis with commas to add extra information about a person or place. To use expanded noun	Reading Assessment P3 - Use questions to show doubt or internal questioning to make the diary entry feel authentic and vulnerable. To write a question in character punctuating it accurately with a ? P3 - Use fronted adverbials of manner to show the writer's emotional state at the start of a sentence ensuring the mood of the entry is clear. To select and use appropriate adverbs of manner.	P4 - Plan the content of a diary entry that shows the writer's deepest and sometimes mixed feelings about events so it's a powerful and honest record for them to learn from and remember. To plan, using word banks and sentence stems, a diary entry. P5 - Write a diary entry that shows the writer's deepest and sometimes mixed feelings about events so it's a powerful and honest record for them to learn from and remember.	P1/P2 - Hook and identify and annotate the key P3 - Identify and apply an AABB rhyme scheme to structure a poem, ensuring consistent meter and rhyme. P4 - Write a couplet poem to tell a short story or describe a scene that uses specific rhyme schemes and verse forms e.g. AABB rhyme as part of a guided write. P5 - Plan and write a couplet poem to tell a short story or describe a scene that uses specific rhyme schemes and verse forms e.g. AABB	SATs Prep	SATs Prep

	phrases to add detail. P3 - Use brackets or dashes for parenthesis to reveal the writer's secret thoughts or conflicting emotions (e.g., <i>I said I was happy—I was actually terrified—and forced a smile</i>). To use a comma to separate adjectives in an expanded noun phrase.	P4 - Write a diary entry that shows the writer's deepest and sometimes mixed feelings about events so it's a powerful and honest record for them to learn from and remember as part of a guided write. To contribute suggestions to a guided write which shows how the writer is feeling.	To complete and IEW using SSW P5 - Edit and improve P6 - Publish	rhyme.		
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Summer A

Summer B

IEWs	Write a compelling and atmospheric setting description that builds an eerie and menacing, using advanced vocabulary and literary devices to create a lasting impression on the reader. WAGOLL - Macbeth's castle Guided Write - Forest surrounding Dunsinane IEW - Scottish Moors			Write a formal, high-status letter from Macduff or Banquo to King Duncan, raising concerns about Macbeth's sudden, aggressive rise to power. WAGOLL - King Duncan writing a stern letter to the Thane of Cawdor. Guided Write - Letter from Lady Macbeth complaining about the castle upon her visit. IEW - A formal letter of complaint from Macduff regarding Macbeth's rise to power.		
Writing Sequence Focus	P1 - Hook P2 - Identify and annotate the key features of suspenseful setting description. P2 - compare the language of different setting descriptions and the atmosphere it creates. P3 - Use cohesive devices within writing.	P3 - Use colons and semi-colons to extend ideas. P3 - Use passive voice to focus the attention of the reader on the object. P3 - Use brackets to indicate parenthesis. P3 - Use past simple, progressive and perfect effectively.	P4 - GW - Write a setting descriptive which creates an atmosphere around the forest surrounding Dunsinane. P4 - Plan an atmospheric setting description. P5 - IEW - Write a narrative that builds suspense. P5 - IEW - Write a narrative that builds suspense.	P1 - Hook P2 - Identify and annotate the key features of a formal letter. P2 - Oracy led - consider the feelings and emotions of the characters' of Macbeth and how they respond to his rise to power. Build vocabulary and context for the letter.	P3- To write using the subjunctive P3 - To write using relative clauses for impact. P3 - Use passive voice effectively to place the reader's focus onto the problem and not the subject. P3 - To write in the style of the time period of Shakespeare.	P4 - GW - Write a setting descriptive which creates an atmosphere around the forest surrounding Dunsinane. P4 - Plan an atmospheric setting description. P5 - IEW - Write a narrative that builds suspense. P5 - IEW - Write a narrative that builds suspense.

Year 6 - Handwriting and spellings

Autumn A

Spelling Rules	Words ending in -cious and -tious	Words ending in -cial and -tial	Words ending in -ance and -ancy	Words ending in -ence and -ency	Words ending in -ible and -able	Words ending in -ibly and -ably	Challenge words
Spellings	Ambitious, curious, devious, obvious, nutritious, delicious, gracious, precious,	Official, artificial, special, essential, financial, commercial, potential, initial,	Brilliance, relevancy, elegance, hesitancy, vacancy, abundancy, abundance, hesitance,				

	spacious, suspicious	spatial, residential	extravagance, dominance				
Handwriting	Focus letter - c Letter strings and patterns - cc, co, ce Specific prefixes/joins - cc Filling joins in words - raccoon, hiccup, occur, accept, success, broccoli Extension - notice, second, coconut, escape, webcam, popcorn	Focus letter - a Letter strings and patterns - ay, aa Specific prefixes/joins - auto, anti Filling joins in words - praise, daily, repair, straight Extension - anticlockwise, autopilot, autofocus, antisocial, autograph	Focus letter - d Letter strings and patterns - da, de, do Specific prefixes/joins - ad, ed Filling joins in words - calendar, adorable, dangerous, midday, doubt Extension - kingdom, handwriting, childhood, shadow, evidence	Focus letter - e Letter strings and patterns - ei, ey Specific prefixes/joins - eigh Filling joins in words - eighty, weight, neighbour, eighteen, freight, sleigh Extension - grey, reindeer, convey, reign, survey, beige	Focus letter - g Letter strings and patterns - gh, gu, ig Specific prefixes/joins - gh Filling joins in words - height, straight, eight, neighbour, reign, weight Extension - beginner, regular, disagree, average, illegal, octagon	Focus letter - o Letter strings and patterns - oa, oo, ou Specific prefixes/joins - og Filling joins in words - yoghurt, hedgehog, programme, slogan, biology, apology Extension - spoon, float, toast, proof, groan, gloomy	Assessment and review

Autumn B

Spelling Rules	Homophones (ce/se)	The suffix -ation	Words ending in -ant, -ance/-ancy.	Words ending in -ent, -ence/-ency.	Words ending in -able and -ible.	Words ending in -ably and -ibly.	Adding suffixes beginning with vowel letters to words ending in -fer..
Spellings	sincerely, immediately, especially, frequently, committee, guarantee	relevant, restaurant, nuisance, hindrance, pronunciation, explanation		ancient, apparent, environment, equipment, excellent, government, parliament		sufficient, conscience, convenience, existence, available, vegetable	

Spring A

Spelling Rules	Words containing the letter-string ough	Words with 'silent' letters	Homophones	Adding prefixes	Endings which sound like /ʃəs/ spelt -cious or -tious	Use QLA
Spellings	thorough, disastrous, marvellous, mischievous, rough, tough, cough, trough, plough and vehicle		symbol, stomach, muscle, foreign, persuade, language, average important, ordinary and peculiar		according, attached, determined, equipped, twelfth, queue exercise, favourite, different and disappear	

Spring B

Spelling Rules	Endings which sound like /ʃəl/ (-cial, -tial)	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	Words ending in -able and -ible. Words ending in -ably and -ibly	Adding suffixes beginning with vowel letters to words ending in -fer	Adding suffixes	Homophones
Spellings	aggressive, definite, prejudice, criticise, recognise, sacrifice yacht vehicle vegetable variety		competition, explanation, profession, leisure, signature, temperature bruise bargain awkward average		rhyme, occupy, rhythm, physical, system, Forty harass identity	

Summer A

Summer B

Spelling Rules	Words ending in '- ably' and '- ibly.	Adding suffixes beginning with vowel letters to words ending in – fer.	Words with 'silent' letters at the start.	Words with 'silent' letters	Words spelled with 'ie' after c.	Words with the 'ee' sound spelt ei after c.
Spellings	reliably dependably comfortably possibly horribly terribly visibly incredibly sensibly legibly	referring preferred transferring reference referee preference transference difference inference conferring	knight wreckage writer knowledge knuckle wreath pterodactyl mnemonic wrestler knife	doubt island lamb solemn thistle autumn build receipt ascend disciple	ancient science species efficient deficient glacier scientists sufficient emergencies inefficient	deceive conceive receive perceive receipt protein caffeine seize either neither
Handwriting	Focus letter - f Letter strings and patterns - ef, ff, if Specific prefixes/joins Ef, ff Filling joins in words - prefer, effort, referee, before, prefix, effect Extension - difficult, traffic, uniform, affect, trifle, leaflet	Focus letter - g Letter strings and patterns - gh, gu, ig Specific prefixes/joins gh Filling joins in words - height, straight, eight, neighbour, reign, weight Extension - beginner, regular, disagree, average, illegal, octagon	Focus letter - h Letter strings and patterns - ha, he, hi Specific prefixes/joins ph, th Filling joins in words - Hashtag, phase, chased, whistle, purchase, emphasis Extension - phonics, harbour, keyhole, shadow, thousand, charger			

Year 6 - Oracy

Autumn A

Oracy focus		To vary sentence structures and length for effect when speaking.	To vary sentence structures and length for effect when speaking.	To constructure a detailed argument of complex narrative.	To constructure a detailed argument of complex narrative.	To develop an awareness of group dynamics and invite those who haven't spoken to contribute.	To develop an awareness of group dynamics and invite those who haven't spoken to contribute.
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Autumn B

Oracy focus	To be comfortable using idiom and expressions.	To be comfortable using idiom and expressions.	To be comfortable using idiom and expressions.	To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.	To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.	To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused stopping to take questions.	Recap: To vary sentence structures and length for effect when speaking.
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Spring A

Oracy focus	To assess different viewpoints and present	To assess different viewpoints and present	To assess different viewpoints and present	To have a stage presence.	To have a stage presence.	Recap: To develop an awareness of group
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Maths (White Rose Maths)

	Year 1														
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Number Place value (within 10)				Number Addition and subtraction (within 10)					Geometry Shape		Assessment week (can be moved to suit your school)	Number Place Value (within 20)		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11				
Spring	Number Addition and subtraction (within 20)			Number Place value (within 50)		Measurement Length and height		Measurement Mass and volume		Assessment week (can be moved to suit your school)	Consolidation time if needed or if any units over run				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12			
Summer	Number Multiplication and division			Number Fractions		Geometry Position and direction	Number Place value (within 100)		Measurement Money	Assessment week (can be moved to suit your school)	Measurement Time				

	Year 2														
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Number Place Value Steps 1- 5 are year 1 objectives (not essential to be completed as individual lessons)				Number Addition and Subtraction Steps 1-3 are year 1 objectives (not essential to be completed as individual lessons)					Geometry Shape Steps 1, 7 and 11 are Year 1 knowledge (not essential to be completed as individual lessons)			Assessm ent week (can be moved to suit your school)	Measurement Money Step 1 - year 1 objective	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11				
Spring	Measure ment Money continue d	Number Multiplication and division Steps 1-3 are year 1 objectives (not essential to be completed as individual lessons)					Time Only teach steps 1 and 2 here (this recaps year 1 objective and builds on this prior to beginning time unit in Summer)	Measurement Length and height		Assessm ent week (can be moved to suit your school)	Measure ment Mass, capacity and temperat ure (steps 1 and 5 are a recap of year 1 objectives)				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12			
Summer	Measure ment Mass, capacity and temperat ure continue d	Number Fractions (In year 1 they explore a half and a quarter but do not focus on the formal notation e.g. ½)			Measurement Time (Revisit steps 1 and 2 again if necessary then continue with the rest of the steps)			Statistics First exposure to statistics		Assessm ent week (can be moved to suit your school)	Geometry Position and direction Step 1 consolidates learning from year 1				

	Year 3 *Staff will only use extra days if they need to stay on a step for longer than one lesson. Otherwise content will progress as planned.														
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Number Place value (4 weeks) Steps 1- 4 are year 2 objectives Steps 9, 11 and 13 are likely to take longer to teach *This unit includes 6 extra days				Number Addition and subtraction (4 weeks) Steps 1-3, 5, 6, 8 and 10-15 are all year 2 objectives and therefore need to be condensed. (Unit reduced from 5 weeks to 4 weeks)				Geometry Shape (2 weeks) Steps 7 and 9 are year 2 objectives		Assessm ent week (can be moved to suit your school)	Number Multiplication and division A (4 weeks) Steps 1- 4 are year 2 objectives Teach up to step 11 *This unit includes 4 extra days			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11				
Spring	Statistics (2 weeks) Steps 1 and 2 are Y2 objectives *This unit includes 4 extra days		Number Multiplication and division B (3 weeks) *This unit includes 4 extra days			Measurement Length and perimeter (3 weeks) *This unit includes 3 extra days			Measure ment Time (1 week) Teach steps 1-4 *This unit includes 1 extra day	Assessm ent week (can be moved to suit your school)	Number Fractions A Teach steps 1 - 4 *This includes 1 extra day				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12			
Summer	Number Fractions A continued Teach steps 5 - 10 (may need a quick recap on content from before holidays first)		Measurement Money (2 weeks) Step 1 consolidated knowledge from year 2 *This unit includes 5 extra days		Number Fractions B (2 weeks) *This unit includes 4 extra days		Measurement Time (2 weeks) Steps 5-14 *This unit includes 1 extra day		Assessm ent week (can be moved to suit your school)	Measurement Mass and capacity (3 weeks) Steps 2, 5, 7 and 10 are explored in Year 2 *This unit includes 4 extra days					

	Year 4 *Staff will only use extra days if they need to stay on a step for longer than one lesson. Otherwise content will progress as planned.														
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Number Place value (4 weeks) Steps 1-3 are Year 3 objectives and do not need teaching unless necessary *This unit includes 6 extra days if starting teaching at step 4				Number Addition and subtraction (3 weeks) Steps 3, 4, 6 and 7 are likely to take longer to teach *This unit includes 5 extra days			Geometry Shape (2 weeks) Steps 1 and 2 are Year 3 objectives *This unit includes 2 extra days		Assessm ent week (can be moved to suit your school)	Number Multiplication and division A (3 weeks) *This unit includes 2 extra days, ensure this includes a focus on times tables practice			Number Multiplication and division B (1 week)	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11				
Spring	Number (given 4 weeks in total as teaching column multiplication can be a difficult concept for children to grasp) Multiplication and division B continued		Measurement Length and perimeter (2 weeks) *This unit includes 1 extra day		Measure ment Area (1 week) *This unit includes 1 extra day	Statistics Step 1 is consolidation of year 3 objectives		Assessm ent week (can be moved to suit your school)	Number Fractions (3 weeks) Teach as much of the unit as possible Steps 1, 11 and 13 are covered in Year 3						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13		

Summer	Number Decimals A (3 weeks) *This unit includes 5 extra days	Geometry Position and direction (2 weeks) *This unit includes 5 extra days	Number Decimals B (2 weeks) *This unit includes 2 extra days	Assessm ent week	Measurement Money (2 weeks) *This unit includes 4 extra days	Measurement Time (2 weeks) *This unit includes 5 extra days	Consoli dation week if needed	
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	Year 5 (sequence that prioritises opportunities to apply priority knowledge to other ares) *Staff will only use extra days if they need to stay on a step for longer than one lesson. Otherwise content will progress as planned.														
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Number Place Value (3 weeks) Step 2 is a Year 4 objective *This unit includes 1 extra day			Number Addition and subtraction (2 weeks) *This unit includes 2 extra days		Geometry Shape (3 weeks) To note: Steps 4 and 5 may take longer to teach than one lesson. Steps 6 and 7 are new concepts so are likely to take more than one lesson *This unit includes 5 extra days			Number Multiplication and division A (2 weeks) Steps 1 and 3 are Year 4 objectives *This unit includes 5 extra days			Assessm ent week (can be moved to suit your school)	Number Decimals Begin this unit with the first 3 steps from decimals and percentages unit for an introduction to decimals		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11				
Spring	Measurement Converting units (2 weeks) *This unit includes 4 extra days		Number Fractions A (4 weeks) Steps 1 and 2 are Year 4 objectives *This unit includes 3 extra days				Number Multiplication and division B (3 weeks) *This unit includes 4 extra days			Assessm ent week (can be moved to suit your school)	Measurement Perimeter and area (2 weeks) Step 5 is likely to take more than one lesson *This unit includes 4 extra days				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13		
Summer	Measure ment Perimet er and area (continu ed)	Number Fractions B (2 weeks) *This unit includes 3 extra days		Number Decimals and percentages (3 weeks) Steps 1-3 already covered in previous decimals unit. Steps 10, 11 and 15 might take longer to teach To note: If time allows, extend this unit to four weeks			Statistics (2 weeks) Although line graphs were covered in year 4, in steps 1 and 2, these build upon this by exploring conversion graphs		Number Negativ e numbers (1 week)	Geometry Position and direction (2 weeks) Steps 1 and 3 consolidates learning from year 4 *This unit includes 4 extra days		Measure ment Volume (1 week) *This unit includes 1 extra day	Consolid ation (to be used over the year as extra time for units that require this)		

	Year 6															
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	
Autumn	Number Place value Steps 1 and 4 are Year 5 objectives (not essential to be completed as individual lessons)		Number Addition, subtraction, multiplication and division Steps 2 and 3 are Year 5 objectives (not essential to be completed as individual lessons)				Number Fractions A		Number Decimals		Number Fractions B		Assessment week (can be moved to suit your school)	Number Fractions, decimals and percentages		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11					
Spring	Number Fractions, decimals and percentages continued	Measurement Converting units (step 1 consolidates knowledge from previous years and steps 2 and 5 are explored in year 5)		Number Ratio First exposure to ratio		Geometry Shape Step 1 consolidates learning from year 5		Measurement Area, perimeter and volume Steps 1 and 2 are Year 5 objectives (not essential to be completed as individual lessons)		Assessment week (can be moved to suit your school)	Geometry Position and direction Step 1 consolidates learning from years 4 and 5					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13			
Summer	Statistics (although line graphs were covered in years 4 and 5, in step 1 this builds upon this by exploring more complex line graphs)		Number Algebra First exposure to algebra		SATS week	Core knowledge gap filling/retention of knowledge Themed projects, consolidation and problem solving										

Foundation Subject Overviews:

Year 1						
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Geography	My Local Area- Fieldwork W TO BE CHAN...		Leeds and Yorkshire Year 1 Spring ...		The UK W Y1 -The UK -G...	
History		Who am I? H1- Who Am I?		Nursing Over Time H2- Famous E...		Toys Over Time H1 - Toys
Science	Animals including Humans Seasonal changes (Final 2 lessons)		Everyday materials Seasonal changes (final 2 lessons)		Plants Seasonal changes (final 2 lessons)	
Art	Spirals W Year 1 - Spirals...		Exploring Watercolour W A1- Watercolo...		Birds A1- Making Bi...	
DT		Health and Nutrition		Pop Up Cards W DT Year 1 MTP...		Free Standing Structures W DT Year 1 MTP...
RE	C1.6 Which books and stories are important? (Pathway 6)		C1.5 Why are festivals important in a community? (Pathway 5)		C1.1 What does it mean to belong to a community of belief? (Pathway 1)	F1.13 What do religions/worldviews say about our wonderful world? (Pathways 4 and 6)
PSHE	Careers	Relationships, families, & friends	Staying safe	Health & wellbeing	Personal development & social responsibility	RSE
Computing	Technology Around Us (1.1)					
Teach Comput...						

Year 2						
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Geography	The World W Year 2 - The W...		Coasts, Caves and Countrysides G2 - Coasts a...		England and Pakistan G2- England /Pakistan	
History		Great Fire of London H2 - Great Fir...		Explores Leeds Over Time 2026/2027 H1- Leeds Ov...		Medicine over time Year 2 - Medic...
Science	Animals including humans		Use of everyday materials		Living things and their habitats	Plants
Art	Expressive painting A2 - Expressiv...		Monoprints A2 - Monoprin...		Making animated drawings A2 - Animated...	
DT		Health and Nutrition		Bookmarks Year 2 - Book...		Axels and Wheels Year 2 - DT - A...
RE	C1.2 How are symbols used to welcome new life? (Pathway 2)	C1.3 How can we make good choices? (Pathway 3)	C1.4 How and why do some people pray? (Pathway 4)		F1.11 How do Hindu stories help believers live their lives? (Pathway 3)	
PSHE	Careers	Relationships, families, & friends	Staying safe	Health & wellbeing	Personal development & social responsibility	RSE

Computing 📷 Teach Comput...	Technology Around Us (1.1)					
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Year 3						
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Geography	Biomes 📄 G3-Biomes.docx		Rivers 📄 G3- Rivers.docx		Fieldwork 📄 G3 - Fieldwork	
History		Ancient Egypt - 📄 H3- Ancient E...		Stone Age to Iron Age 📄 Year 3 - Stone ...		The Romans 📄 H5- The Romans
Science	Animals including humans	Light	Forces and magnets	Plants: How do plants reproduce?		Rocks
Art	Charcoal 📄 Year 3 - Charc...		Shape and Colour 📄 A3- Art and C...		Story telling through making 📄 A3 - Storytelli...	
DT		Pneumatics 📄 DT3- Pneum...		Weaving 📄 DT3- Weaving...		Health and Nutrition
RE	CL2.4 How do the lives of the Gurus inspire Sikh believers? (Pathway 4)	F1.13 What do Religions and worldviews say about our wonderful world (LKS2)	CL2.2 How do different people express their spirituality? (Pathway 2)		FL2.13 Why do people follow inspirational leaders? (Pathways 3 and 5)	
PSHE	Careers	Relationships, families, & friends	Staying safe	Health & wellbeing	Personal development & social responsibility	RSE
Computing 📷 Teach Comput...	3 Connecting computers					

	(3.1)*					
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Year 4						
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Geography	Natural Disasters W Year 4 - Volca...		The Alps W G4 -Alps.docx		Rainforests W G4- Rainfores...	
History		Ancient Maya Civilisation W H4 -Ancient M...		Ancient Greeks W Year 4 - Ancie...		Anglo-Saxons W H3 - Anglo- S...
Science	Living things and their habitats	States of matter	Electricity		Animals including humans	Sound
Art	Still life W A4- Still Life.d...		The Art of Display W Year 4 - Art of ... <i>Might change</i>		Exploring Pattern W A4-Exploring ...	
DT		Cushion W D4 Year 4 - Cu...		Health and Nutrition		Steady Hand Games W DT4- Steady ...
RE	FL2.11 Creation Stories (Pathway 6)	CL2.1 How do Jews use stories to remember God's covenant? (Pathway 6)	CL2.3 How do the 5 pillars help Muslims to lead a good life? (Pathway 3)	FL2.12 Bible and Christian Good Life	CL2.5 What faiths and beliefs can be found in our country and community? (Pathway 1)	
PSHE	Careers	Relationships, families, & friends	Staying safe	Health & wellbeing	Personal development & social responsibility	RSE

Computing 📺 Teach Comput...	The Internet (4.1)					
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Year 5						
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Geography	Mountains 📖 G5 -Mountain... <i>Migration - from a geography lens</i>		Time Zones - 📖 G5- Time Zon...		Deserts 📖 Year 5 Summe...	
History		Migration 📖 H5- Migration		Vikings 📖 Year 5 - Vikings		The History of South Africa - (Q&A check) 📖 Year 5 History ...
Science	Forces	Animals including humans	Properties and changes of materials		Living things and their habitats	Earth and space
Art	Typography 📖 Year 5 - Typog...		Mixed Media Landscapes 📖 Year 5 - Mixed...		Exploring Identity 📖 A5- Exploring ...	
DT		CAD packaging 📖 DT5 - CAD Pa...		Boats 📖 DT5-Boats.docx		Nutrition and Health
RE	How might Pilgrimage transform people's lives (Pathway 4)	CU2.1 What do Hindu people believe about God? (Pathway 1)	FU2.13 Why are rites of passage important	CU2.6 What do Christians believe about the old and new covenants? (Pathway 6)	FU2.13 What values do people live by?	
PSHE	Careers	Relationships,	Staying safe	Health & wellbeing	Personal	RSE

		families, & friends			development & social responsibility	
Computing 📺 Teach Comput...	Systems and searching (5.1) V					

Year 6						
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Geography	Natural Resources W G6 - Natural Res...		Crime and Punishment = H6 - Crime and ...		Seven Wonders of the World = Year 6 - Seven ...	Year 6 Fieldwork W Copy of FIELD...
History		World War 2 = Year 6 - Autumn...		The Golden Age = Year 6 - The Gol...		
Science	Living things and their habitats	electricity	Animals including humans	Animals including humans	Evolution and inheritance. Light	
Art	Impressionism -Van Gough W Year 6 - Art - A...		Fashion Design W Year 6 - Fashio...		Activism - Banksy W A6- Activism.d...	
DT		Textiles W DT6-Textiles.d...		Cams W DT6- CAMS.d...		Flatbreads W DT6-Flat brea...
RE	CU2.2 How do Sikhs symbolise their commitment? (Pathway 2)	CU2.5 How and why are Jewish festivals celebrated today? (Pathway 5)	FU2.11 What is the significance of Easter, Ascension and Pentecost	FU2.14 How do Buddhists live a meaningful life? (Pathways 1 and 4)	CU2.3 What values do people live by? (Pathway 3)	
PSHE	Careers	Relationships, families, & friends	Staying safe	Health & wellbeing	Personal development & social responsibility	RSE

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Communication and
collaboration (6.1)

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