# Dunnington Primary School




# English Long Term Plan

# English Long Term Plan

**Intent:**

The long-term plan for English reflects the requirements of the National Curriculum for Key Stage 1 and 2.

At Dunnington CofE Primary School, our English curriculum aims to develop a love of reading, writing and discussion amongst all of our pupils as well as ensuring that they understand how these skills are integrated. This allows our pupils to express themselves creatively and communicate effectively with others.

Reading

We aim to ensure that all pupils read confidently, fluently and with good understanding. In the Early Years and KS1, pupils' knowledge of phonics and language comprehension develops such that they have the necessary skills to read and communicate which gives them the foundations for future learning. At our school, we intend for pupils to develop the habit of reading widely (across fiction, non-fiction and poetry) and often, for both pleasure and information, and appreciate a wide variety of literature.

Writing

We aim to ensure that all of our pupils:

- write clearly, accurately and coherently
- write in different styles and for different purposes and audiences including producing a range of outcomes in fiction, non-fiction and poetry
- enjoy writing and have a passion and enthusiasm for it
- develop a wide vocabulary and a secure understanding of the grammar rules and terminology appropriate for their age group
- take pride in their writing and present it with care
- learn the spelling rules and patterns to be able to spell confidently and accurately

**Implementation**

We ensure that our English teaching and learning provides purposeful opportunities for reading, writing and discussion. We use a wide variety of experiences, high-quality texts and resources to motivate and inspire our children's learning.

In Reception and KS1, teachers use the systematic, synthetic phonics programme Bug Club to teach phonics and reading. We have chosen this resource because it is a rigorous and structured phonics programme that is supported by high-quality reading books and writing resources. This programme provides sufficient learning opportunities for most pupils to meet or exceed the requirements of the Year 1 Phonics Screening check thereby ensuring that most children have the skills to read and communicate effectively both verbally and in writing by the end of Year 1. Pupils learn to read using Bug Club scheme books and books from other reading schemes too (ORT, Collins) so that pupils' reading skills are applied and secured across a range of publishers books. Pupils are assigned books to read at home and at school that are in line with their phonics ability.

From Year 2, pupils are taught the 'VIPERS' reading skills during weekly, whole-class reading lessons that are based on a high-quality texts which may also form the basis of writing lessons too. Throughout the year, reading lessons will cover all of the reading content domains through a range of fiction, non-fiction and poetry writing.

Every pupil's individual progress in reading is closely monitored at our school. In Reception, every pupil reads with their teacher at least twice a week and, from Year 1, pupils read with their teacher as least once a week. A record of this reading session is recorded by teachers in the pupil's reading diary so that parents are informed and involved in their child's reading journey. In KS2, independent reading for pleasure takes place on a daily basis during timetabled quiet reading sessions. Towards the end of Year 1, when a pupil is a fluent, independent reader, they will complete an online assessment to ascertain whether they are able to access the Accelerated Reading Scheme. We have chosen to use this scheme because it allows pupils to choose a reading book from a range within their assigned reading ability. Once the book has been read, the pupil completes a quiz to check their understanding of the book and, during the year, pupils are individually assessed to check how their reading skills are progressing.

Our school highlights the importance of reading through displays which celebrate children's reading achievements and authors or whole school text weeks. We celebrate World Book Day and invite poets or other authors to visit our school. Reading is also promoted through story time where every teacher reads out loud to their class daily and parents are invited into school to attend a phonics and reading workshop that explains to parents how we teach reading through the school.

In EYFS, KS1 and KS2, teachers plan using Devon Education Services Book Writes (Book Buds for EYFS) teaching sequences which are age-appropriate, rigorous and sequential 'text-based' English units that work towards longer writing outcomes. We have chosen this approach because, through reading and understanding a high-quality model text, it ensures that children learn how to write in a range of genres through these three steps: learning about the text, practising writing and independent writing. These sequences also incorporate these skills:

- shared reading
- shared writing

- understanding the features of the text (genre, vocabulary, grammar and punctuation)
- understanding the audience and purpose of the text
- drama and discussion
- planning, drafting, editing and improving independent writing

Where possible, writing is linked to half-termly foundation subjects such as history, geography or RE and therefore the wider curriculum. Our school ensure that throughout the school year, pupils have the opportunity to produce a range of fiction, non-fiction and poetry writing outcomes. Writing outcomes are celebrated in sharing assemblies, displays in school and when children share their writing with each other and between classes.

Grammar, punctuation and vocabulary skills are taught explicitly in discrete lessons and reinforced in writing lessons where pupils are expected to apply this knowledge in their writing. In reading lessons, pupils identify how authors have used these skills effectively.

Spelling

Through exploring spelling patterns and rules, we aim to create confident and proficient spellers using a discrete teaching approach underpinned by phonics. We have chosen to use the Twinkl spelling scheme because it is in line with the National Curriculum for KS1 and KS2 and provides high-quality, systematic teaching and learning resources. From Year 1, spellings, in line with pupils' phonics ability, are sent home weekly for pupils to practise. From Year 3, in addition to learning the spelling rules appropriate for their age group, pupils also receive individualised spelling word lists on a weekly basis so that their learning is targeted precisely at their current spelling ability. Children are taught to:

- spell accurately and identify reasons for mis-spellings
- proof-read their spellings
- recognise and use word origins, families and roots to build their skills
- use dictionaries and thesauri

Extending pupils' knowledge in vocabulary is a specific focus in English lessons and is taught through short burst writing activities and the use of vocabulary mats where needed.

Handwriting

Children learn pre-cursive handwriting (with lead ins and lead outs) and letter formation as part of their RWI sessions in EYFS. In Year 1, children start to use cursive handwriting. Cursive handwriting aids fluency and speed, helps to eliminate letter reversals, supports spelling and improves presentation. We aim for children to use cursive handwriting during KS1 and be accurate by KS2.

## Impact - Reading

By the end of KS1, through the teaching of systematic phonics, our aim is for pupils to become fluent readers so that they can focus on developing their fluency and comprehension as they move through the school. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1 and then again at the end of Year 2 for those children who did not achieve the required standard at the end of Year 1.

In KS2, attainment in reading is measured by regular Accelerated Reader 'quizzes', outcomes in whole-class reading lessons, the use of standardised tests such as the NFER tests and Key Stage 2 SATs tests. By the end of Key Stage 2, children should be competent readers who have a thirst for reading a range of genres and can actively engage in discussions about books as well as being able to evaluate language and discuss the effect on the reader. They should enjoy reading and have developed their knowledge of a range of authors and genres.

## Impact – Writing

Teachers use assessment as an integral part of the teaching and learning process and link it clearly to pupil's next steps. Through formative assessment, assessment data from NFER GPS assessments and KS2 SATs tests, constructive marking strategies, future targets are set and pupil's attainment in writing is determined. On a termly basis, teachers meet with colleagues in our school and those in our consortia to moderate their attainment judgements of pupils' writing.

By the end of Year 6, pupils should be confident writers and have the knowledge and skills to be able to write successfully across the curriculum for a specific purpose and audience. They have the ability to plan, draft and edit their own work and can write for a sustained period manipulating language, grammar and punctuation to achieve an intended effect.

# Early Years Curriculum

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Theme** | ***This is me*** | ***Changes*** | ***Our World*** | ***Traditional Tales*** | ***Explorers*** | ***Summer*** |
| **Communication and Language**<br><br>**Continuous discussions of the author and illustrator. As well as referring to fiction and non-fiction.** | Listening and attention skills<br><br>Asking and answering 'what' questions<br><br>1:1 discussions<br><br>Retelling the story 'The Everywhere Bear' | Joining in with repeated refrains in stories<br><br>Asking and answering 'who' questions'<br><br>1:1 discussions<br><br>Retelling the story 'No Dinner!' | Discussing key events in a story<br><br>Asking and answering 'when' questions<br><br>Small group discussions<br><br>Using present tense.<br><br>Retelling the story 'Blue Penguin' | Identifying main characters in a story<br><br>Asking and answering 'where' questions<br><br>Small group discussions<br><br>Using connectives to join ideas<br><br>Retelling the story 'Hansel and Gretel' | Linking events in a story to own experiences<br><br>Asking and answering 'why' questions<br><br>Whole class discussions<br><br>Using past tense<br><br>Retelling the story 'Yucky Worms' | Sequence story/real life events in detail<br><br>Discussing differences between fiction and non-fiction<br><br>Whole class discussions<br><br>Using future tense<br><br>Retelling the story 'The Day the Crayons Quit' |
| **Literacy** | Introduce Bug Club Phase 2<br>Tricky words<br><br>Drawing & labelling<br>Ordering letters of name<br>Writing name | Continuing Bug Club Phase 2 sounds<br>Tricky words<br><br>Identifying initial sounds<br>Writing initial sounds<br>Writing/reading CVC words | Bug Club Phase 3<br>Tricky words<br><br>Writing/reading several CVC words<br>Writing captions<br>Writing lists | Bug Club Phase 3<br>Tricky words<br><br>Writing/reading phrases<br>I can see sentences<br>Using tricky words in writing | Bug Club Phase 4<br><br>Writing/reading CVCC and CCVC words<br>Writing short sentences | Bug Club Phase 4<br><br>Writing/reading sentences mostly using a capital letter and a full stop<br>Most letters are formed correctly<br>Reading back what they have written. |
| **Key Texts**<br><br>**Including communication and language** | The Everywhere Bear<br>A Great Big Cuddle<br>The Colour Monster<br>In Every House on | Leaf Man<br>No Dinner!<br>Owl Babies (Book Buds) | Dear Zoo<br>Tanka Tanka Skunk<br>Blue Penguin<br>Trunk Trouble | The Three Little Super Pigs<br>The Three Little Pigs<br>3 Billy Goats Gruff | Yucky Worms<br>Fact books around worms and other insects<br>The Big Book About Bugs | The Day the Crayons Quit<br>The Day the Crayons Came Back<br>How many Dinosaurs |

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| **and Book Buds texts** | Every Street<br>What I like about me<br>Our Class is a Family<br>When I Grow Up<br>Mr Wolf's Week<br>Let's Go Home Little Bear<br>My Dad is a Bear One Fish, Two Fish, Red Fish, Blue Fish<br>Teddy Bear Stories and Rhymes<br>Ruby's Worry<br>When Sophie Gets Angry<br>A Little Bit Different<br>We're Going on a Bear Hunt<br>Playtime Rhymes<br>Paddington<br>People Who Help Us (Book Buds) | Signs of Autumn/Winter<br>Bonfire Night<br>Celebrate Diwali<br>Rosie's Red Boots<br>Hurry Santa<br>Sir Darcey<br>Santa's Tight Squeeze<br>Pumpkin Soup<br>Supertato Night of the Living Veg<br>Christopher Pumpkin<br>Room on the Broom<br>Mog's Christmas<br>Children's Bible<br>Story of Christmas<br>The Night before Christmas | I am a Tiger<br>George and Sylvia<br>Happy Hippo<br>The Zoo Vet<br>Poles Apart<br>All about North and South Poles<br>The Emperor's Egg<br>Penguins!<br>If You Were a Penguin<br>Lost and Found (Book Buds | Hansel and Gretel<br>Jasper's Bean Stalk<br>Jack and the Bean Stalk<br>Stinky Cheese Man<br>The Little Red Hen<br>Growing Story<br>Plant Life Cycle<br>Gingerbread Man<br>Seed to Sunflower<br>Alice in Wonderland<br>The Tiny Seed<br>Handa's Suprise<br>Here in Space<br>Aliens Love Underpants<br>Man on the Moon<br>No Place for Pluto<br>Astro Girl<br>Whatever Next (Book Buds)<br>Goldilocks and the Three Bears (Book Buds) | What Should a Horse Say?<br>Hodge Podge Lodge<br>Crunching Munching Caterpillar<br>Fact books about farm animals<br>Very Lazy Ladybird<br>Omar the Bee's and Me<br>Bumble Bear<br>The Very Hungry Caterpillar<br>Sam Plants a Sunflower (Book Buds) | Deep?<br>Harry and the Dinosaurs Go to School<br>Dinosaurs Love Underpants<br>Dinosaur Fact Books<br>Dance of the Dinosaurs<br>A Dinosaur Called Tiny<br>Billy's Bucket<br>Big Book of Dinosaurs<br>Ten Little Dinosaurs<br>Dear Dinosaur (Book Buds) |

# Year 1 and Year 2 – Cycle A (2024-2025 and 2026-2027)

| Terms | Term 1 | | Term 2 | | Term 3 | |
|---|---|---|---|---|---|---|
| **Reading** | **Taught through Bug Club phonics** | | **Bug Club phonics programme continues as required in Yr1**<br>**VIPERS skills taught through Core and Model Texts Listed Below** | | | |
| **Genres and Writing Outcomes** | **Narrative and non-narrative**<br>** postcards*<br>** instructions* | **Narrative and poetry**<br>**story (hide an animal)*<br>**poetry (sentence patterns)* | **Narrative and Poetry**<br>**story (first person)*<br>**poetry (similes and alliteration focus)* | **Narrative and non-narrative**<br>**story (with moral focus)*<br>**information text and layout features* | **Narrative and non-narrative**<br>**story (journey story)*<br>**biography* | **Narrative and poetry**<br>**story (funny with cumulative sentence structure)*<br>**poetry (descriptive poem)* |
| **Spelling** | **Year 1 - taught through Phonics Bug phonics scheme**Year 2 – taught through Twinkl spelling scheme** | | | | | |
| **GPV Skill Progression & Terminology** *(* indicates a requirement of the National Curriculum)* | **Year 1**<br>***Consolidate Reception skills***<br><br>**Letter, capital letter***<br>**Punctuation, full stop, question mark and exclamation mark***<br><br>**Word, singular***<br><br>**Sentence***<br><br>**Use and to join clauses***<br><br>**Simple sentence openers**<br>eg: luckily, unfortunately<br><br>**Simple Conjunctions**<br>(and, who, but, until)<br><br>**Use adjectives and adverbs to embellish simple sentences** | **Year 2**<br>***Consolidate Year 1 skills***<br><br>**Noun, noun phrase***<br><br>**Statement, question, exclamation***<br><br>**Compound, suffix***<br><br>**Adjective, verb**<br><br>**Tense (past & present)***<br><br>**Comma***<br><br>**Subordination***<br>Using when, if, that or because<br><br>**Co-ordination***<br>Using or, and or but | **Year 1**<br>**Question***<br><br>**Exclamation Mark***<br><br>**Plural***<br><br>**Prefix - un***<br><br>**Suffixes***<br>ing, ed, er and est<br><br>**Similes**<br><br>**Alliteration** | **Year 2**<br>**Progressive form of verbs in the present and past tense to mark actions***<br>eg: she is drumming, he was shouting.<br><br>**Apostrophe***<br>(for contractions and singular possession)<br><br>**Command***<br><br>**Adverb***<br><br>**Inverted Commas**<br><br>**Expanded Noun Phrases***<br><br>**Suffixes***<br>ment, ness, ful, less and ly<br><br>**Homophones and near homophones*** | **Year 1**<br>**Question***<br><br>**Exclamation Mark***<br><br>**Singular and plural***<br><br>**Speech Bubbles**<br><br>**Bullet points**<br><br>**Alliteration**<br><br>**Similes** | **Year 2**<br>**Inverted Commas**<br><br>**Apostrophe***<br>(for contractions and singular possession)<br><br>**Suffixes***<br>ment, ness, ful, less and ly<br><br>**Homophones and near homophones***<br><br>**Similes**<br><br>**Alliteration** |

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| **Core and Model Texts** | **Narrative Text**<br>Meerkat Mail<br>*Emily Gravett*<br><br>**Non-narrative text**<br>The Slime Book: All You Need to know to Make the Perfect Slime<br>*Dorling Kindersley* | **Narrative Text**<br>How to Hide a Lion at School<br>*Helen Stephens*<br><br>**Poetry**<br>Tell Me a Dragon<br>*Jackie Morris* | **Narrative Text**<br>Traction Man is Here<br>*Mini Grey*<br><br>**Poetry**<br>A First Poetry Book<br>*Pie Corbett and Gaby Morgan* | **Narrative Text**<br>The Boy Who Cried Ninja<br>*Alex Latimer*<br><br>**Non-narrative text**<br>Hot and Cold<br>*Terry Jennings and Honor Head* | **Narrative Text**<br>Little Red Riding Hood<br>*Ed Bryan*<br><br>**Non-narrative text**<br>Amelia Earhart<br>*Izabell Sanchez Vegara* | **Narrative**<br>Mrs Armitage and the Big Wave<br>*Quentin Blake*<br><br>**Poetry**<br>I Love Bugs<br>*Emma Dodd* |
| **Suggested Books for Wider Reading**<br><br>**(available from SLS)** | Step Inside Homes Through History<br>*Goldie Hawk and Sarah Gibb*<br><br>Major Glad and Major Dizzy<br>*Jan Oke and Ian Nolan*<br><br>A Street Through Time<br>*Steve Noon* | Six Dinner Sid<br>*Inga Moore*<br><br>Our Local Area (Ways into Geography)<br>*Louise Spilsbury*<br><br>Your local area: shops<br>*Ruth Thomson*<br><br>Your local area: homes<br>*Ruth Thomson*<br><br>Countryside<br>*Ruth Thomson* | Lost in the Toy Museum: An Adventure<br>*David Lucas*<br><br>Old Bear<br>*Jane Hissey*<br><br>Toys in the Past<br>*Joanna Brundle*<br><br>Toys and Games<br>*Sally Hewitt* | Seasons<br>*Hannah Pang and Clover Robin*<br><br>Storm<br>*Sam Usher*<br><br>The Rhythm of the Rain<br>*Grahame Baker-Smith*<br><br>Meet the Weather<br>*Caryl Hart and Bethan Wollvin* | Who were the Wright brothers?<br>*James Buckley Jr*<br><br>Taking flight: How the Wright Brothers Conquered the Skies<br>*Adam Hancher*<br><br>Three Cheers for Inventors!<br>*Marcia Williams* | Lucy and Tom at the Seaside<br>*Shirley Hughes*<br><br>Seaside Holidays Then and Now<br>*Clare Hibbert*<br><br>The British Seaside: An Illustrated History<br>*Stuart Hylton*<br><br>First Book of the Seaside<br>*Nicola Davies* |

# Year 1 and Year 2 – Cycle B (2025-2026 and 2027-2028)

| Terms | Term 1 | | Term 2 | | Term 3 | |
|---|---|---|---|---|---|---|
| **Reading** | **Taught through Bug Club phonics** | | **Bug Club phonics programme continues as required in Yr1**<br>**VIPERS skills taught through Core and Model Texts Listed Below** | | | |
| **Genres and Writing Outcomes** | **Narrative and poetry**<br>** letter (and response Yr2)*<br>** poetry (Kenning)* | **Narrative and non-narrative**<br>**story*<br>**instructions*<br>**recount* | **Narrative and non-narrative**<br>**story (familiar setting)*<br>**persuasive letter about environmental issue* | **Narrative and poetry**<br>**story ('finding tale')*<br>**poetry (alliteration)* | **Narrative and non-narrative**<br>**story (find a solution)*<br>**information text* | **Narrative and poetry**<br>**story (funny and alternative character)*<br>**poetry (repeating pattern and similes)* |
| **Spelling** | **Year 1 - taught through RWI phonics**<br>**Year 2 – taught through Twinkl spelling scheme** | | | | | |
| **GPV Skill Progression & Terminology** *(* indicates a requirement of the National Curriculum)* | **Year 1**<br>***Consolidate Reception skills***<br><br>**Letter, capital letter***<br>**Punctuation, full stop, question mark and exclamation mark***<br><br>**Word, singular***<br><br>**Sentence***<br><br>**Use and to join clauses***<br><br>**Simple sentence openers**<br>eg: luckily, unfortunately<br><br>**Simple Conjunctions**<br>(and, who, but, until)<br><br>**Use adjectives and adverbs to embellish simple sentences** | **Year 2**<br>***Consolidate Year 1 skills***<br><br>**Noun, noun phrase***<br><br>**Statement, question, exclamation***<br><br>**Compound, suffix***<br><br>**Adjective, verb**<br><br>**Tense (past & present)***<br><br>**Comma***<br><br>**Subordination***<br>Using when, if, that or because<br><br>**Co-ordination***<br>Using or, and or but | **Year 1**<br>**Question***<br><br>**Exclamation Mark***<br><br>**Plural***<br><br>**Prefix - un***<br><br>**Suffixes***<br>ing, ed, er and est<br><br>**Similes**<br><br>**Alliteration** | **Year 2**<br>**Progressive form of verbs in the present and past tense to mark actions***<br>eg: she is drumming, he was shouting.<br><br>**Apostrophe***<br>(for contractions and singular possession)<br><br>**Command***<br><br>**Adverb***<br><br>**Inverted Commas**<br><br>**Expanded Noun Phrases***<br><br>**Suffixes***<br>ment, ness, ful, less and ly<br><br>**Homophones and near homophones*** | **Year 1**<br>**Question***<br><br>**Exclamation Mark***<br><br>**Singular and plural***<br><br>**Speech Bubbles**<br><br>**Bullet points**<br><br>**Alliteration**<br><br>**Similes** | **Year 2**<br>**Inverted Commas**<br><br>**Apostrophe***<br>(for contractions and singular possession)<br><br>**Suffixes***<br>ment, ness, ful, less and ly<br><br>**Homophones and near homophones***<br><br>**Similes**<br><br>**Alliteration** |

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| **Core and Model Texts** | **Narrative Text**<br>Dear Mother Goose<br>*Michael Rosen and Nick Sharratt*<br><br>**Poetry**<br>Zim Zam Zoom!<br>*James Carter* | **Narrative Text**<br>How to Catch Santa<br>*Jean Reagan*<br><br>**Non-narrative text**<br>My Day at the Zoo<br>*Jay Dale* | **Narrative Text**<br>Fatou, fetch the water!<br>*Neil Griffiths*<br><br>**Non-narrative text**<br>Stella the Seagull<br>*Georgina Stevens and Izzy Burton* | **Narrative Text**<br>Augustus and his Smile<br>*Catherine Rayner*<br><br>**Poetry**<br>Ellesworth's Extraordinary Electric Ears<br>*Valerie Fisher* | **Narrative Text**<br>The Dragon Machine<br>*Helen Ward and Wayne Anderson*<br><br>**Non-narrative text**<br>Knights<br>*Annabelle Lynch* | **Narrative**<br>Wanted: The Perfect Pet<br>*Fiona Roberton*<br><br>**Poetry**<br>A First Book of the Sea<br>*Nicola Davies and Emily Sutton* |
| **Suggested Books for Wider Reading**<br><br>**(available from SLS)** | What is History?<br>*Noodle Juice*<br><br>When I was a child<br>*Andy Stanton*<br><br>You Choose Fairy Tales<br>*Nick Sharratt*<br><br>Seaside Holidays: then and now<br>*Clare Hibbert*<br><br>Mixed up Fairy Tales<br>*Hilary Robinson and Nick Sharratt* | Maps of the United Kingdom<br>*Rachel Dixon et al*<br><br>Info Buzz: The United Kingdom<br>*Izzi Howell*<br><br>Martha Maps it Out<br>*Leanna Hidgkinson*<br><br>Coming to England<br>*Baroness Floella Benjamin and Diane Ewen* | All Are Welcome<br>*Alexandra Penfold*<br><br>A First Book of Geography<br>*Sue Lowell Gallion*<br><br>Somebody Swallowed Stanley<br>*Sarah Roberts and Hannah Peck*<br><br>What a waste<br>*Jess French*<br><br>History of School<br>*Debra J Housel* | Wangari's Trees of Peace<br>*Jeanette Winter*<br><br>Look Inside Our World<br>*Emily Bone*<br><br>Africa, Amazing Africa: Country by Country<br>*Atinuke and Mouni Feddag*<br><br>The North Pole and the South Pole<br>*Pierre Winters*<br><br>Polar Animals<br>*Paul Heiss* | The King's Pants<br>*Nicholas Allen*<br><br>The Knight who Wouldn't Fight<br>*Helen Docherty and Thomas Docherty*<br><br>Find out: Castles<br>*Philip Steele*<br><br>Queen Elizabeth II and the Kings and Queens of Great Britain<br>*Rachel Saunders* | Amy Wu and the Warm Welcome<br>*Kat Zhang*<br><br>Molly Goes to Shangahi<br>*Chris Oler*<br><br>Clem and Crab<br>*Fiona Lumbers*<br><br>The Sea Below my Toes<br>*Charlotte Guillain and Jo Empson*<br><br>Perfectly Peculiar Pets<br>*Elli Woollard* |

# Year 3 and Year 4 – Cycle A (2024-2025 and 2026-2027)

| Terms | Term 1 | | Term 2 | | Term 3 | |
|---|---|---|---|---|---|---|
| **Reading** | ****VIPERS skills taught through Core and Model Texts Listed Below**** | | | | | |
| **Writing Outcomes and Genres** | **Narrative, non-narrative and poetry**<br>**story (quest)*<br>**explanation text*<br>**poetry (word play)* | **Narrative and non-narrative**<br>**story (conquering the monster)*<br>**chronological report*<br>**news article* | **Narrative, play script and poetry**<br>**story (myth)*<br>**play script*<br>**poetry (form focus)* | **Narrative and non-narrative**<br>**story (finding tale)*<br>**diary or fact-file*<br>**discussion text* | **Narrative, non-narrative and poetry**<br>**story (warning tale)*<br>**instructions (related to science)*<br>**poetry (narrated poem)* | **Narrative and non-narrative**<br>**story*<br>**non-chronological report*<br>**persuasive writing* |
| **Spelling** | ****Taught on a weekly basis in line with the Year 3 and Year 4 spelling overview (Twinkl) attached**** | | | | | |
| **GPV Skill Progression & Terminology** *(* indicates a requirement of the National Curriculum)* | **Year 3**<br>*Consolidate Year 2 skills*<br><br>**Clause*** sentence types<br>**Preposition***<br><br>**Conjunction*** (time/cause)<br><br>**Direct speech***<br>**Inverted commas***<br>**Commas***<br>**Consonant* vowel***<br>**Word family***<br>**Prefix***<br><br>Heading and sub-headings to organise ideas* (continuous through each term) | **Year 4**<br>*Consolidate Year 3 skills*<br><br>**Word classes**<br><br>**Prepositional phrases***<br><br>**Expanded noun phrases***<br><br>**Determiners***<br><br>**Punctuation** (comma after reporting clause in direct speech)<br><br>Paragraphs* (continuous through each term) | **Year 3**<br>**Express time and place using conjunctions*** (e.g., when, after, because)<br>**Subordinate clause***<br><br>**Uses form of 'a' or 'an' according to whether next word begins with a consonant or vowel***<br><br>**Present perfect form of verbs*** (past tense & perfect form)<br><br>**Pronouns & Nouns** (singular & plural)<br><br>**Adverbs*** (time, place) | **Year 4**<br>**Fronted adverbial***<br><br>**Plural and possessive 's'* and apostrophes***<br><br>**Standard English verb inflections*** (e.g. we were instead of we was)<br><br>**Choice of pronoun or noun to aid cohesion and avoid repetition***<br>**All punctuation associated with direct speech*** | **Year 3**<br><br>**Revisit**<br>**Direct speech & inverted commas***<br><br>**Present perfect form of verbs***<br><br>**Subordinate clause*** | **Year 4**<br><br>**Revisit**<br>**Expanded noun phrases***<br><br>**Prepositional phrases***<br><br>**Fronted adverbials***<br><br>**Punctuation** (apostrophes, direct speech, commas for fronted adverbials)<br><br>**Co-ordinating &Subordinating conjunctions** |

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| **Core and Model Texts** | **Narrative Text**<br>Arthur and the Golden Rope<br>*Joe Todd-Stanton*<br><br>**Poetry**<br>Poetry Pie<br>*Roger McGough*<br><br>**Explanation Text**<br>Based on history | **Narrative Text**<br>Mimi and the Mountain Dragon<br>*Michael Morpurgo*<br><br>**Non-narrative text**<br>Shackleton's Journey<br>*William Grill*<br><br>**News article**<br>Based on geography | **Narrative Text**<br>Myth Atlas<br>*Thiago de Moraes*<br><br>**Poetry**<br>A Passing on of Shells<br>*Simon Lamb*<br><br>**Playscript**<br>Based on narrative text | **Narrative Text**<br>Lord of the Forest<br>*Caroline Pitcher and Jackie Morris*<br><br>**Non-narrative text**<br>Rainforest Rough Guide<br>*Paul Mason*<br><br>**Discussion text**<br>Based on geography | **Narrative Text**<br>Betsey Biggalow is here!<br>*Malorie Blackman*<br><br>**Poetry**<br>Beachcomber<br>*George Mackay*<br><br>**Instructions**<br>Based on science | **Narrative Text**<br>The Disgusting Sandwich<br>*Gareth Edwards*<br><br>**Non-narrative text**<br>What a waste: rubbish, recycling and protecting our planet.<br>*Jess French*<br><br>**Persuasive Letter**<br>Based on single use plastics. |
| **<u>Suggested Books for Wider Reading</u>**<br><br>*(available from SLS)* | The First Drawing<br>*Mordicai Gerstein*<br><br>The Wild Way Home<br>*Sophie Kirtley*<br><br>The History Detectives: Stone Age to Iron Age<br>*Claire Hibbert*<br><br>The Stone Age: Hunters, Gatherers and Woolly Mammoths<br>*Marcia Williams*<br><br>Pre-historic Britain<br>*Usborne Histories*<br><br>The History of Pre-History<br>*Mick Manning*<br><br>Explore: Stone Age, Iron Age and Bronze Ages<br>*Sonya Newland* | Antarctica<br>*Mario Cueta Hernando and Raquel Martin*<br><br>Iceburg<br>*Claire Saxby and Jess Rackyeft*<br><br>Story of Snow: The Science of Winter's Wonder<br>*Jon Nelson*<br><br>Sky Song<br>*Abl Elphinstone*<br><br>Let's Save Antarctica<br>*Catherine Barr*<br><br>Antarctica: The Melting Continent<br>*Karen Romano Young and Angela Hsieh* | Anglo Saxon Boy<br>*Tony Bradman*<br><br>Saxon Tales: The King who Threw Away his Throne<br>*Terry Deary*<br><br>The Princess who Hid in a Tree<br>*Jackie Holderness and Alan Marks*<br><br>Men, women and children in Anglo-Saxon Time<br>*Jane Bingham*<br><br>The History Detective Investigates: Anglo-Saxons<br>*Neil Tonge*<br><br>The Genius of the Anglo-Saxons<br>*Izzy Howell* | The Shaman's Apprentice<br>*Lynn Cherry*<br><br>Rainforests in 30 Seconds<br>*Jen Green*<br><br>Journey to the River Sea<br>*Eva Ibbotson*<br><br>Lifesize: Rainforest<br>*Anita Ganeri*<br><br>Rainforests: Discover Life in the Trees<br>*Steve Parker*<br><br>Tough Guides: How to Survive in the Rainforest<br>*Angela Royston*<br><br>Unfolding Journeys: Amazon Adventure<br>*Jenni Sparks* | Rosie Campion and the Stolen Street<br>*Lyn Gardner*<br><br>Street Child<br>*Berlie Doherty*<br><br>Victorians (Eyewitness<br>*Ann Kramer*<br><br>The secret Diary of Thomas Snoop, Tudor Boy Spy<br>*Philip Ardagh and Jamie Littler*<br><br>The Tudors: Kings, Queens and Scribes<br>*Marcia Williams*<br><br>You Wouldn't Want to be Ill in Tudor Times<br>*Kathryn Senior* | Food and Fair Trade<br>*Paul Mason*<br><br>Where does my food come from?<br>*Annabel Karmel*<br><br>See Inside: Where food comes from<br>*Usborne Books*<br><br>The Chocolate Three<br>*Linda Lowery*<br><br>Cool Kids know about Chocolate and where it comes from<br>*Marius Granceca*<br><br>Chocolate: from bean to bar<br>*Anita Ganeri* |

# Year 3 and Year 4 – Cycle B (2025-2026 and 2027-2028)

| Terms | Term 1 | | Term 2 | | Term 3 | |
|---|---|---|---|---|---|---|
| **Reading** | ****VIPERS skills taught through Core and Model Texts Listed Below**** | | | | | |
| **Genres and Writing Outcomes** | **Narrative and non-narrative**<br>**story (journey tale)*<br>**non-chronological report*<br>**news article* | **Narrative, non-narrative and poetry**<br>**story (meeting tale)*<br>**explanation text*<br>**poetry (poet focus)* | **Narrative, non-narrative and poetry**<br>**story (rags to riches tale)*<br>**discussion text*<br>**poetry (form focus)* | **Narrative and non-narrative**<br>**story (journey tale)*<br>**chronological report*<br>**playscript* | **Narrative and non-narrative**<br>**story (finding tale)*<br>**biography* | **Non-narrative and poetry**<br>**non-chronological report*<br>**instructions*<br>**poetry (vocabulary focus)* |
| **Spellings** | ****Taught on a weekly basis in line with the Year 3 and Year 4 spelling overview (Twinkl) attached**** | | | | | |
| **GPV Skill Progression & Terminology** *(* indicates a requirement of the National Curriculum)* | **Year 3**<br>*Consolidate Year 2 skills*<br><br>**Clause*** sentence types<br>**Preposition***<br><br>**Conjunction*** (time/cause)<br><br>**Direct speech***<br>**Inverted commas***<br>**Commas***<br>**Consonant* vowel***<br>**Word family***<br>**Prefix***<br><br>Heading and sub-headings to organise ideas* (continuous through each term) | **Year 4**<br>*Consolidate Year 3 skills*<br><br>**Word classes**<br><br>**Prepositional phrases***<br><br>**Expanded noun phrases***<br><br>**Determiners***<br><br>**Punctuation** (comma after reporting clause in direct speech)<br><br>Paragraphs* (continuous through each term) | **Year 3**<br>**Express time and place using conjunctions*** (e.g., when, after, because)<br>**Subordinate clause***<br><br>**Uses form of 'a' or 'an' according to whether next word begins with a consonant or vowel***<br><br>**Present perfect form of verbs*** (past tense & perfect form)<br><br>**Pronouns & Nouns** (singular & plural)<br><br>**Adverbs*** (time, place) | **Year 4**<br>**Fronted adverbial***<br><br>**Plural and possessive 's'* and apostrophes***<br><br>**Standard English verb inflections*** (e.g. we were instead of we was)<br><br>**Choice of pronoun or noun to aid cohesion and avoid repetition***<br>**All punctuation associated with direct speech*** | **Year 3**<br><br>**Revisit**<br>**Direct speech & inverted commas***<br><br>**Present perfect form of verbs***<br><br>**Subordinate clause*** | **Year 4**<br><br>**Revisit**<br>**Expanded noun phrases***<br><br>**Prepositional phrases***<br><br>**Fronted adverbials***<br><br>**Punctuation** (apostrophes, direct speech, commas for fronted adverbials)<br><br>**Co-ordinating &Subordinating conjunctions** |

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| **Core and Model Texts** | **Narrative Text**<br>Escape from Pompeii<br>*Christina Balit*<br><br>**Non-narrative text**<br>Book of Bones: 10 Record-breaking Animals<br>*Gabrielle Balkin*<br><br>**News Article**<br>Based on narrative text | **Narrative Text**<br>The Book of Hopes<br>*Katherine Rundell*<br><br>**Poetry**<br>The Works (KS2)<br>*Pie Corbett*<br><br>**Explanation Text**<br>Based on geography or science | **Narrative Text**<br>Cinderella and the Nile<br>*Beverley Naidoo*<br><br>**Discussion Text**<br>Based on narrative text<br><br>**Poetry**<br>Happy Here: 10 stories by Black British authors and illustrators<br>*Joseph Coelho et al* | **Narrative Text**<br>The Whistling Monster: 10 stories from around the world<br>*Jamila Gavin*<br><br>**Non-narrative text**<br>The Colours of History: how colours shaped the world<br>*Clive Gifford and Marc-Etienne Peintre*<br><br>**Playscript**<br>Based on narrative text | **Narrative Text**<br>Beyond the Stars: twelve tales of adventure, magic and wonder<br>*Sarah Webb*<br><br>**Non-narrative text**<br>Fantastically Great Women Who Have Changed the World<br>*Kate Pankhurst* | **Non-narrative text**<br>An Anthology of Intriguing Animals<br>*Ben Hoare*<br><br>**Poetry**<br>A River<br>*Marc Martin*<br><br>**Instructions**<br>Based on geography |
| **<u>Suggested Books for Wider Reading</u>**<br><br>*(available from SLS)* | The Leopard in the Golden Cage (Scar Gatherer Series)<br>*Julia Edwards*<br><br>Roman Diary: The Journal of Iliona – A Young Slave<br>*Richard Platt*<br><br>Roman Soldier's Handbook (Usborne)<br><br>What the Roman's Did For Us<br>*Alison Hawes*<br><br>Roman Britain and Londinium (Time Travel Guide) | Into the Volcano<br>*Jess Butterworth*<br><br>Pop-Up Volcano<br>*Tom Vaillant*<br><br>Earth Shattering Events<br>*Sophie Williams*<br><br>The Pebble in my Pocket: Earth Shattering Earth<br>*Meredith Hooper*<br><br>Everything Volcanoes and Earthquakes<br>*Kathy Furgang*<br><br>DK Find Out! Volcanoes<br><br>Earthquakes and Tusnamis<br>*Ben Hubbard* | Meet the Ancient Egyptians<br>*James Davies*<br><br>The Story of Tutankhamun<br>*Patricia Cleveland-Peck*<br><br>Egypt Magnified<br>*David Long & Harry Bloom*<br><br>Marcy and the Riddle of the Sphinx<br>*Joe Todd-Stanton*<br><br>Ancient Egypt: Tales of Gods and Pharaohs *Marcia Williams*<br><br>Egypt Magnified<br>*David Long and Harry Bloom* | Asha and the Spirit Bird<br>*Jasbinder Bilan*<br><br>A dollop of ghee and a pot of wisdom<br>*Chita Soundar and Uma Krishnaswamy*<br><br>India, Incredible India<br>*Jasbinder Bilan and Nina Chakrabarti*<br><br>Farms and Villages (Your local area)<br>*Joanna Brundle*<br><br>Settlements<br>*Rebecca Khan*<br>Why Water's Worth It<br>*Lorri Harrison* | The Curse of the Maya<br>*Johnny Pearce*<br><br>The Chocolate Tree: A Mayan Folktale<br>*Linda Lowry*<br><br>Polpol Vuh<br>*Victor Montejo*<br><br>History Detective: Mayan Civilisation<br>*Clare Hibbert*<br><br>You Wouldn't Want to be a Mayan Soothsayer<br>*Rupert Matthews*<br><br>The Ancient World – Ancient Maya<br>*Barbara Somervill* | Song of the River<br>*Gill Lewis and Zanna Goldhawk*<br><br>The River Singers<br>*Tom Moorhouse*<br><br>A River<br>*Marc Martin*<br><br>Rivers: An incredible journey from source to sea<br>*Simon Chapman and Qu Lan*<br><br>Amazing Rivers<br>*Julie Vosburgh Agnone and Kerry Hyndham*<br><br>Why Water's Worth it<br>*Lorri Harrison* |

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| | *Ben Hubbard* | When the Giant Stirred<br>*Celia Godkin* | | A River<br>*Marc Martin*<br><br>The Drop in My Drink<br>*Meredith Hooper*<br><br>A Drop in the Ocean: The Story of Water<br>*Jacqui Bailey*<br><br>Water<br>(National Geographic Kids)<br>*Melissa Stuart*<br><br>Rivers<br>(Geography Corner)<br>*Ruth Thomson* | A True Book: Ancient Maya<br>*Jackie Maloy*<br><br>Daily Life in the Maya Civilisation<br>*Nick Hunter*<br><br>The Maya and Chichen Itza<br>*Ben Hubbard* | Once Upon a Raindrop@ The Story of Water<br>*James Carter and Nomoco*<br><br>Water Cycles<br>*DK* |

# Year 5 and Year 6 – Cycle A (2024-2025 and 2026-2027)

| Terms | Term 1 | | Term 2 | | Term 3 | |
|---|---|---|---|---|---|---|
| **Reading** | ****VIPERS skills taught through Core and Model Texts Listed Below**** | | | | | |
| **Genres and Writing Outcomes** | **Narrative, non-narrative and poetry**<br>**story (conquering the monster tale)*<br>**news article*<br>**poetry (form focus)* | **Narrative and non-narrative**<br>**story (journey tale)*<br>**non-chronological report*<br>**discussion text* | **Narrative and poetry**<br>**story (tale of fear)*<br>**play script*<br>**poetry (poet focus)* | **Narrative and non-narrative**<br>**story (warning tale)*<br>**chronological report*<br>**instructions* | **Narrative and non-narrative**<br>**story (character flaw)*<br>**explanation text*<br>**diary* | **Narrative, non-narrative and poetry**<br>**hybrid text*<br>**persuasive letter*<br>**poetry (vocabulary focus)* |
| **Spellings** | ****Taught on a weekly basis in line with the Year 5 and Year 6 spelling overview (Twinkl) attached**** | | | | | |
| **GPV Skill Progression & Terminology** *(* indicates a requirement of the National Curriculum)* | **Year 5**<br>**Consolidate Year 4**<br>***relative clauses and relative pronouns**<br><br>**Main and subordinate clauses (with a range of conjunctions)**<br><br>**Figurative Language:** metaphor, personification, onomatopoeia, alliteration<br><br>**Rhetorical question**<br><br>**Dashes**<br><br>**Brackets/dashes/commas for parenthesis** | **Year 6**<br>**Consolidate Year 5**<br>***The difference between structures typical of informal speech and structures appropriate for formal speech and writing** (such as the use of question tags, e.g. He's your friend, isn't he? Or the use of the subjunctive in some very formal writing and speech) as in 'If I were you'.<br><br>*** Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma and the boundary** | **Year 5**<br>**Consolidate Year 4**<br>***Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)**<br><br>**Developed use of technical language**<br><br>***Converting nouns or adjectives into verbs using suffixes (e.g. – ate; –ise; –ify)**<br><br>***use of adverbials to link ideas across paragraphs (adverbials of time, place, number and tense).** | **Year 6**<br>**Consolidate Year 5 AND revision of KS2 curriculum based on assessment outcomes**<br>***Active and passive verbs to create effect and to affect presentation of information**<br>**e.g. Active: Tom accidently dropped the glass.**<br>**Passive: The glass was accidently dropped by Tom.**<br>**Active: The class heated the water.**<br>**Passive: The water was heated.**<br><br>***subject and object** | **Year 5**<br>**Consolidate Year 4**<br><br>***Colons**<br><br>***Use of commas to clarify meaning or avoid ambiguity**<br><br>***cohesion** within sentences, paragraphs and across the whole text.<br><br>***Verb prefixes (e.g. dis–, de–, mis–, over– and re** | **Year 6**<br>**Consolidate Year 5 AND revision of KS2 curriculum based on assessment outcomes**<br>**f*How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)** |

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| | | **between independent clauses. Use of colon to introduce a list and semi-colons within lists.**<br><br>*** How words are related as synonyms and antonyms e.g. big/ large / little**<br><br>**Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]** | | ***Punctuation of bullet points to list information.**<br><br>***Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis** | | |
| **Core and Model Texts** | **Narrative text**<br>Beowulf<br>*Kevin Crossley-Holland and Charles Keeping*<br><br>**News Article**<br>Based on narrative text<br><br>**Poetry**<br>Cloud Busting<br>*Malorie Blackman* | **Narrative text**<br>Flood<br>*Alvaro F. Villa*<br><br>**Non-narrative text**<br>Are humans damaging the atmosphere?<br>*Catherine Chambers*<br><br>**Discussion text**<br>Based on narrative text and geography | **Narrative text**<br>The Shadow Cage and other tales about the supernatural<br>*Phillipa Pearce*<br><br>**Poetry**<br>The Lost Words<br>*Robert MacFarlane and Jackie Morris*<br><br>**Playscript** | **Narrative text**<br>Varjak Paw<br>*S.F.Said and Dave McKean*<br><br>**Non-narrative text**<br>Survival at 40°C Above<br>*Debbie S. Miller*<br><br>**Instructions**<br>Based on non-narrative text and geography | **Narrative text**<br>Straw into Gold: Fairy Tales Respun<br>*Hillary McKay*<br><br>**Non-narrative text**<br>My Secret War Diary by Flossie Albright<br>*Marcia Williams*<br><br>**Explanation text**<br>Based on non-narrative text and history | **Narrative text**<br>The Day the Crayons Quit<br>*Drew Daywalt and Oliver Jeffers*<br><br>**Non-narrative text**<br>Charles Dickens: scenes from an extraordinary life<br>*Mick Manning and Brita Granstrom*<br><br>**Poetry**<br>The Sea<br>*James Reeves* |

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| **Suggested Books for Wider Reading**<br><br>*(available from SLS)* | Viking Boy<br>*Tony Bradman*<br><br>The Sleeping Army<br>*Francesca Simon*<br><br>The Last Viking<br>*Terry Deary*<br><br>The Struggle for the Kingdom of England: Saxons and Vikings<br>*Claire Throp*<br><br>Discover the Vikings: Warriors, Exploration and Trade<br>*John C Miles*<br><br>The World of the Vikings<br>*Robert Macleod*<br><br>DK Eyewitness: Discover the story of the Vikings<br>*Susan Margeson* | Who are refugees and migrants?<br>*Michael Rosen*<br><br>Journeys: The Story of Migration to Britain<br>*Dan Lyndon-Cohen*<br><br>Old enough to Save the Planet<br>*Anna Taylor, Loll Kirby and Adeline Lirius*<br><br>Fantastically Great Women who Saved the Planet<br>*Kate Pankhurst*<br><br>Earth Heroes<br>*Lily Dyu and Amy Blackwell*<br><br>The story of Climate Change<br>*Catherine Barr, Steve Williams, Amy Husband and Mike Love* | Shakespeare's Globe: I Was There<br>*Valerie Wilding*<br><br>My Friend Walter<br>*Michael Morpurgo*<br><br>The Queen's Token<br>*Pamela Oldfield*<br><br>What's So Special About Shakespeare?<br>*Michael Rosen*<br><br>The Tudors: Kings, Queens and Scribes<br>*Marcia Williams*<br><br>You Wouldn't Want to be Ill in Tudor Times<br>*Kathryn Senior*<br><br>Eyewitness: Tudor<br>*DK* | Survivors<br>*David Long*<br><br>Survival! Desert<br>*Bill Rice*<br><br>Animals of the Sahara Wildlife of the desert<br>*Ann Weil*<br><br>Desperate Desert<br>*Anita Ganeri*<br><br>Explore Ecosystems<br>*Sarah Ridley*<br><br>How to Survive Anywhere<br>*Ben Lerwill* | When Hitler Stole Pink Rabbit<br>*Judith Kerr*<br><br>Rose Blanche<br>*Ian McEwan*<br>Letters from the Lighthouse<br>*Emma Carroll*<br><br>Tales of World War II: Amazing stories from the war that shook the world<br>*Hattie Hearn, Neon Squid and Margarida Esteves*<br><br>The Machine Gunners<br>*Robert Westall*<br><br>Carrie's War<br>*Nina Bawden*<br><br>The Skylarks' War<br>*Hilary McKay*<br><br>Wave<br>*Paul Dowswell* | Planet Power: Explore the world's renewable energy<br>*Stacy P Clark*<br><br>The Boy who Harnessed the Wind<br>*William Kamkwamba and Bryan Mealer*<br><br>Everything Sustainable Energy<br>*National Geographic*<br><br>Energy (Eyewitness)<br>Jack Challoner |

# Year 5 and Year 6 – Cycle B (2025-2026 and 2027-2028)

| Terms | Term 1 | | Term 2 | | Term 3 | |
|---|---|---|---|---|---|---|
| **Reading** | **VIPERS skills taught through Core and Model Texts Listed Below** | | | | | |
| **Genres and Writing Outcomes** | **Narrative and non-narrative**<br>*story (opening focus)<br>*non-chronological report<br>*instructions | **Narrative and poetry**<br>*story (journey tale)<br>*poetry (narrative poem) | **Narrative and poetry**<br>*story (character flaw)<br>*play script<br>*poetry (form focus) | **Narrative and non-narrative**<br>*story (finding tale)<br>*persuasive letter<br>*discussion text | **Narrative, non-narrative and poetry**<br>*story (wishing tale)<br>*explanation text<br>*poetry (vocabulary focus) | **Narrative and non-narrative**<br>*hybrid text (story and fact-file)<br>*non-chronological report |
| **Spellings** | **Taught on a weekly basis in line with the Year 5 and Year 6 spelling overview (Twinkl) attached** | | | | | |
| **GPV Skill Progression & Terminology** *(* indicates a requirement of the National Curriculum)* | **Year 5**<br>**Consolidate Year 4**<br>***relative clauses and relative pronouns**<br><br>**Main and subordinate clauses (with a range of conjunctions)**<br><br>**Figurative Language:** metaphor, personification, onomatopoeia, alliteration<br><br>**Rhetorical question**<br><br>**Dashes**<br><br>**Brackets/dashes/commas for parenthesis** | **Year 6**<br>**Consolidate Year 5**<br>***The difference between structures typical of informal speech and structures appropriate for formal speech and writing** (such as the use of question tags, e.g. He's your friend, isn't he? Or the use of the subjunctive in some very formal writing and speech) as in 'If I were you'.<br><br>* **Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma and the boundary between independent clauses. Use of colon to** | **Year 5**<br>**Consolidate Year 4**<br>***Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)**<br><br>**Developed use of technical language**<br><br>***Converting nouns or adjectives into verbs using suffixes (e.g. – ate; –ise; –ify)**<br><br>***use of adverbials to link ideas across paragraphs (adverbials of time, place, number and tense).** | **Year 6**<br>**Consolidate Year 5 AND revision of KS2 curriculum based on assessment outcomes**<br>***Active and passive verbs to create effect and to affect presentation of information**<br>**e.g. Active: Tom accidently dropped the glass.**<br>**Passive: The glass was accidently dropped by Tom.**<br>**Active: The class heated the water.**<br>**Passive: The water was heated.**<br><br>***subject and object**<br><br>***Punctuation of bullet** | **Year 5**<br>**Consolidate Year 4**<br><br>***Colons**<br><br>***Use of commas to clarify meaning or avoid ambiguity**<br><br>***cohesion** within sentences, paragraphs and across the whole text.<br><br>***Verb prefixes (e.g. dis–, de–, mis–, over– and re** | **Year 6**<br>**Consolidate Year 5 AND revision of KS2 curriculum based on assessment outcomes**<br>**f*How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)** |

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| | | **introduce a list and semi-colons within lists.**<br><br>*** How words are related as synonyms and antonyms e.g. big/ large / little**<br><br>**Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]** | | **points to list information.**<br><br>***Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis** | | |
| **Core and Model Texts** | **Narrative text**<br>A Wizard of Earthsea<br>*Ursula Le Guin*<br><br>**Non-narrative text**<br>Dragonology<br>*Dugald Steer and Helen Ward*<br><br>**Instructions**<br>Based on non-narrative text | **Narrative text**<br>The Ice Bear<br>*Jackie Morris*<br><br>**Poetry**<br>Bethlehem – A Christmas Poem<br>*Carol Ann Duffy and Alice Stevenson* | **Narrative text**<br>A Story of Antigone<br>*Ali Smith*<br><br>**Poetry**<br>Earth Verse<br>*Carol Ann Duffy and Alice Stevenson*<br><br>**Playscript**<br>Based on narrative text | **Narrative text**<br>How the whale became and other stories by Ted Hughes<br>*Frances Lincoln*<br><br>**Non-narrative text**<br>RSPB letter<br><br>**Discussion text**<br>Based on geography | **Narrative text**<br>Weslandia<br>*Paul Fleischman*<br><br>**Poetry**<br>The Call<br>*Charlotte Mew*<br><br>**Explanation text**<br>Based on narrative text | **Narrative text**<br>Inside the Villains<br>*Clotilde Perrin*<br><br>**Non-narrative text**<br>Anatomy: A cutaway look inside the human body<br>*Helene Druvert and Jean-Claude Druvert* |
| **<u>Suggested Books for Wider Reading</u>**<br><br>*(available from SLS)* | A Street Through Time<br>*Steven Noon*<br><br>The Street Beneath my Feet<br>*Charlotte Guillian*<br><br>A Child Through Time<br>*Phil Wilkinson* | The Brockenspectre<br>*Linda Newbery*<br><br>The Mountain Rescue Dog<br>*Juliette Forrest*<br><br>Highest Mountain, Deepest Ocean | Leo and the Gorgon's Curse<br>*Joe Todd Stanton*<br><br>Greek Myths<br>*Marcia Williams*<br><br>Greek Gods and Heroes<br>*Sylvie Baussier* | The Girl who Thought her Mother was a Mermaid<br>*Tania Unsworth*<br><br>Song of the Dolphin Boy<br>*Elizabeth Laird and Peter Bailey* | The Royal Rebel<br>*Bali Rai*<br><br>Sikh Stories<br>*Anita Ganeri*<br><br>Historium<br>*Jo Nelson and Richard Wilkinson* | Wild Summer<br>*James DuBern*<br><br>The Maps Book<br>*Joanne Bourne*<br><br>The Big Book of the UK<br>*Imogen Russell Williams et al* |

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