



The Ribblesdale Federation of Schools

English Curriculum Handbook

(Updated for 2026 - 2027 Curriculum)



Intent

For English to be inclusive, with all pupils developing and improving their skills.

For pupils to be able to read, write, spell, speak and listen at age appropriate levels and following age related expectations.

- For pupils to be exposed to a variety of literature, genres and authors.
- For pupils to write for a variety of purposes and audiences; clearly, accurately and coherently, adapting their language and style as required.
- For pupils to read and write daily; English skills being reinforced through the delivery of a broad and balanced curriculum.
- For pupils to be confident when writing and reading easily, fluently and with good understanding, and with enjoyment of both.
- For pupils to develop an understanding of grammar, punctuation, spelling and linguistic conventions and word origins, and to acquire a wide vocabulary and to use these appropriately.

For pupils to develop a love of reading for pleasure, as well as for information, by reading widely and often. To become enthusiastic and critical readers.

- Through the study of English, pupils will develop imagination, inventiveness and creativity.
- For pupils to acquire strategies to enable them to become independent learners in English (spelling rules and patterns and how to tackle unfamiliar words when reading) and to acquire the strategies to allow them to self monitor and correct.
- For pupils to enter into discussion and to present their ideas to each other by talking, being able to elaborate and explain themselves clearly, give presentations and participate in debates.
- For pupils to listen to others, respond appropriately and ask suitable questions to extend their understanding.
- Pupils to take pride in their handwriting and presentation, and present their work to a high standard.

Implementation

Whole class reads shared daily, staff & pupil recommendations, author visits and a reading events calendar.

- Working Walls – all classes to have a Sentence Stacking display in line with the Jane Considine The Write Stuff scheme.
- All classrooms to have a stimulating reading area with books that reflect the interests and abilities of pupils.
- All classrooms display current class read.

- Vocabulary – displays in class with all curriculum areas to have vocabulary displayed. Classes to encourage a wider use of vocabulary by having a 'word of the week'. Thesauruses and dictionaries to be easily accessible for pupils to use.
- Units of work to be planned using the Jane Considine planning units.
- Short writing opportunities to be planned for as well as a scaffolded outcome within each unit and an independent writing task.
- Independent writing tasks within other curriculum areas are also planned for.
- Teachers and TAs to support ALL pupils on a regular basis; providing intervention, support and challenge that individuals require to advance their learning in all areas of English.
- Grammar and Punctuation is to be taught discretely each week.
- Teachers and TAs model reading, planning writing, writing and handwriting.
- Teachers read aloud quality texts regularly to their class and share their love for reading.
- Editing and proofreading skills are modelled by adults and used by the children.
- Marking and feedback in English should be at the point of learning and where possible, given verbally. Independent writing opportunities are to be quality marked inline with the Ribblesdale Federation marking policy and 'Next Steps' are given.
- Pupils to have individual English targets for reading and writing which are reviewed and amended regularly.

Handwriting- Letter formation to be taught in line with Little Wandle to Reception and Year 1.

Cursive Script to be taught weekly and practised in short sessions throughout the week from Year 2 onwards.

Impact

Pupils enjoy reading regularly, for information and for enjoyment/pleasure.

- Pupils discuss books with excitement and interest.
- Pupils enjoy writing and use the features of different genres and styles. They can write for different purposes and audiences.
- Pupils are proud of their writing.
- Pupils know that others value their writing; they see it on display and used on the class sentence stack.
- Skills progress (grammar and punctuation) throughout the school is evident in children's books.
- Pupils develop and demonstrate the strategies and skills needed to be independent readers and writers.
- Pupils are being adventurous with vocabulary choices.

Writing across the curriculum is the same standard as in English books.

- There is evidence of a clear teaching sequence in books; Three writing chunks per session which are teacher modelled and then attempted independently by the children, culminating in an extended independent write which is then edited and redrafted, before being focussed marked according to the Ribblesdale Federation marking policy.
- A range of genres are taught across the school (progressing in difficulty) resulting in pupils being exposed to, and knowledgeable about, literary styles, authors and genres. They can express preferences and give opinions, supported by evidence, about different texts.
- Regular verbal feedback and 'Next steps' marking provides positive support and directs the pupil on their next steps to improve their writing.
- Pupils respond to feedback.
- Pupils use classroom resources to support their learning.
- Pupils presentation is of a high standard through following the school's handwriting policy.
- Teachers moderate pupils work across the three schools and in cluster meetings with other schools to ensure accurate assessments are made.
- Teachers track pupils' progress each in Reading, Writing, Spelling

Punctuation and Grammar through the use of formative and summative assessment. Analysis of these assessments informs planning and any intervention needed.

- Pupil progress meetings with SLT and teachers each term ensure group and individual progress is monitored and interventions organised to support progress.
- Subject leader provides an action plan for the subject and addresses areas for development and improvement annually. This is updated termly.
- Subject leader reports to governors each year so they are up to date with any new initiatives that have been introduced and the impact of these.

- Subject leader conducts learning walks, lesson observations, pupil interviews and book monitoring throughout the year. These inform future

- Standards being met at the end of EYFS, Phonics Screening Check, KS1 and KS2 are broadly in line with local and national averages. Each year data is analysed and any areas for improvement identified and addressed. These are often included on the School Improvement Plan and English Action Plan.

Year 1 Planning Overview 2026-2027

	Autumn Term 1 (7 weeks)	Autumn Term 2 (7 weeks)	Spring Term 1 (5 weeks)	Spring Term 2 (5 weeks)	Summer Term 1 (8 weeks)	Summer Term 2 (7 weeks)
Unit	Week 1 – settling in basic skills Harry the Happy Mouse (2 weeks) Penguins Possums and Pigs	Fire! Fire! Stories with repetitive patterns (4 weeks) Poems on a theme (2 weeks)	Growth and Green Fingers Narrative (3 weeks) Instructions (Fruit kebabs) (2 weeks)	Family Album Traditional Tale (2-3 weeks) Recount of a family event (2 weeks)	The Great Outdoors Stories with familiar settings (3 weeks) Information booklet (3 weeks) Traditional Rhymes (1 week)	The Highway Rat Poem on a theme with a free verse structure Oral presentation of a poem (1 week) Integrated Narrative and Non-Fiction Unit (4-5 weeks)
Class novel	The Perfect Pet	George and the Dragon	The Enormous Turnip	The Princess and the Pea	Goat and Donkey in the Great Outdoors	The Highway Rat
Spotlight on an author	Fiona Robertson	Chris Wormell	Alesky Tolstoy (first popularised by)	Hans Christian Anderson	Simon Puttock and Russell Julian	Julia Donaldson
Text types	Stories by the Same Author Non-Chronological Reports Poems on a Theme	Narrative Poetry	Classic Stories or Stories on a Theme Instructions – Fruit Kebabs	Traditional Tales – The Princess and the Pea Recounts (A birthday or wedding)	Stories with Familiar Settings Non-Fiction Texts: Information Booklet on a Woodland Walk Traditional Rhymes – Here We Go Round the Mulberry Bush	Information Page Innovated Story
Core texts	Stories by the Same Author The Perfect Pet by Fiona Robertson	Repetitive Patterned Stories	Classic Stories or Stories on a Theme The Enormous Turnip	Traditional Tales The Princess and the Pea	Stories with Familiar Settings Goat and Donkey in the Great Outdoors by	The Highway Rat by Julia Donaldson

	The Perfect Present by Fiona Robertson	George and the Dragon by Chris Wormell Poems on a Theme The Great Fire of London – A poem for kids by Paul Perro	Instructions A range of instructional texts	Recounts Books which recount family events	Simon Puttock and Russell Julian Non-Fiction Texts: Booklets Wild Adventures by Brita Granstorm and Mick Manning Traditional Rhymes Here we go Round the Mulberry Bush	
link texts	Hattie Peck by Emma Levey Christopher Nibble by Charlotte Middleton	The Princess and the Dragon by Audrey Wood Zog Julia Donaldson Small Knight and George by Ronda Armitage The Snow Dragon – BBC Learning Zone Princess and the Dragon – YouTube clip Poems on a Theme Ladybird, Ladybird fly away home – available on the Poetry Foundation website London's Burning Firework Party Range of Non-Fiction Texts	The Tale of Peter Rabbit by Beatrix Potter Supertato series by Sue Hendra Christopher Nibble: in a tale of dandelion derring-do! by Charlotte Middleton Lulu loves Flowers by Anna McQuinn Oliver's Vegetables by Vivian French	Rapunzel Aladdin and the Lamp Rumplestiltskin The Princess and the Pea The Elves and the Shoemaker Snow White and the Seven Dwarfs The Little Mermaid Little Red Riding Hood	Goat and Donkey in Strawberry Sunglasses by Simon Puttock and Russell Julian Winnie the Pooh – Collection of stories The Great Paper Caper by Oliver Jeffers Leaf Man by Lois Ehlert Frog and Toad by Arnold Lobel The Ugly Five by Julia Donaldson Boris Goes Camping by Carrie Weston Percy the Park Keeper by Nick Butterworth Grandad's Island by Benji Davies Alfie Outdoors by Shirley Hughes	Catch That Rat by Caryl Hart The Rat (Disgusting Critters) by Elise Gravel That Pesky Rat by Lauren Child Rats For Kids by Rachel Smith and John Davidson Squeak!: 100 Fun Facts About Hamsters, Mice, Guinea Pigs, and More (National Geographic Readers) Misunderstood: Why the Humble Rat May Be Your Best Pet Ever by Rachel Toor The Ugly Five by Julia Donaldson

Harry the Happy Mouse

Key Learning Reading

Make predictions based on what has been read so far.

Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.

Recognise and join in with language patterns and repetition.

Enjoy and recite rhymes and poems by heart.

Introduce and discuss key vocabulary, linking meanings of new words to those already known.

Split two and three syllable words into separate syllables to support blending for reading.

Relate texts to own experiences.

Read common exception words, noting tricky parts.

Apply phonic knowledge and skills as a route to decode words.

Explain clearly their understanding of what is read to them.

Identify and discuss the main characters in stories.

Identify and discuss main events in stories.

Key Learning Writing

Say and hold in memory whilst writing, simple sentences which make sense.

Separate words with spaces.

Orally plan and rehearse ideas.

Discuss their writing with adults and peers.

Read aloud their writing audibly to adults and peers.

Orally compose every sentence before writing.

Write simple sentences that can be read by themselves and others.

Use capital letter for the personal pronoun 'I.'

Use punctuation to demarcate simple sentences (full stops).

Use the joining word 'and' to link words.

	Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. Introduce and discuss key vocabulary, linking meanings of new words to those already known. Make basic inferences about what is being said and done. Orally retell familiar stories in a range of contexts, e.g. small world, role play, storytelling.		
--	---	--	--

Penguins, Possums and Pigs

Key Learning Reading	Read accurately by blending sounds in unfamiliar words. Relate texts to own experiences. Develop and demonstrate their understanding of characters through role play and drama, drawing on language from the text. Use patterns and repetition to support oral retelling. Make predictions based on what has been read so far.	Key Learning Writing	Say, and hold in memory whilst writing, simple sentences which make sense. Orally compose every sentence before writing. Write simple sentences that can be read by themselves and others. Separate words with spaces. Re-read every sentence to check it makes sense. Use punctuation to demarcate simple sentences (capital letters and full stops). Compose and sequence their own sentences to write short
----------------------	---	----------------------	---

	Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Orally retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>. Recall specific information in fiction texts. Make basic inferences about what is being said and done. Introduce and discuss key vocabulary, linking meanings of words to those already known. Activate prior knowledge, e.g. what do you know about this animal? Explain clearly their understanding of what is read to them. Recall specific information in non-fiction texts. Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram. Demonstrate understanding of texts by answering questions related to who, what, where, when, why and how.		narratives. Use formulaic phrases to open and close texts. Use familiar plots for structuring the opening, middle and end of their stories. Write in different forms with simple text type features – <i>narrative</i> Compose and sequence their own sentences to write short non-fiction texts. Use the joining word <i>and</i> to link words and clauses. Identify and use question marks. Write in different forms with simple text type features – <i>information texts</i>.
Fire! Fire!			
Key Learning Reading	Make predictions based on what has been read so far Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Use patterns and repetition to support oral retelling.	Key Learning Writing	Use the joining word 'and' to link words and clauses. Say, and hold in memory whilst writing, simple sentences which make sense. Orally compose every sentence before writing.

Make personal reading choices and explain reasons for their choices. Orally retell familiar stories in a range of contexts. Recall specific information in fiction texts. Make basic inferences about what is being said and done. Listen to a range of poems at a level beyond that at which they can read independently. Recognise and join in with language patterns and repetition. Read words containing -ed endings. Enjoy and recite poems and rhymes by heart. Give opinions and support with reasons. Introduce and discuss key vocabulary, linking meanings of new words with those they already know. Read aloud accurately books that are consistent with their developing phonic knowledge. Read accurately by blending sounds in unfamiliar words. Recall specific information in non-fiction texts. Activate prior knowledge <i>e.g. What do you know about the fire of London?</i> Listen to what others say. Take turns.	Separate words with spaces. Re-read every sentence to check it makes sense. Use punctuation to demarcate simple sentences with capital letters and full stops. Identify and use question marks. Use capital letters for names of people. Use familiar plots for structuring the opening, middle and end of their stories. Orally plan and rehearse ideas. Separate words with spaces. Write in different forms with simple text type features - <i>poems with simple structures</i>. Read aloud their writing audibly to adults and peers. Use capital letters for names of places. Add suffixes to verbs where no spelling change is needed to the root word, e.g. <i>help – helped, helper, helping</i>. Write simple sentences that can be read by themselves and others. Use question marks. Use capital letters for names of people and places. Write in different forms with simple text type features – <i>information texts</i>. Discuss their writing with adults and peers.
---	---

Growth and Green Fingers

Key Learning Reading

Make predictions based on what has been read so far.

Discuss the title and how it relates to the events in the whole story.

Identify and discuss the main events in stories.

Identify and discuss the main characters in stories.

Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.

Apply phonic knowledge and skills as the route to decode words.

Read words containing *-ed*, *-er* and *-est* endings. Use patterns and repetition to support oral retelling.

Give opinions and support with reasons, e.g. *I like Peter Rabbit because...*

Listen to and discuss a range of texts at a level beyond which that they can read independently, including non-fiction a range of instructions.

Recall specific information in non-fiction texts.

Introduce and discuss key vocabulary linking meanings of new words to those already known.

Check that texts make sense while reading and self correct.

Key Learning Writing

Orally compose every sentence before writing.

Reread every sentence to check it makes sense.

Use punctuation to demarcate simple sentences (capital letters and full stops).

Say, and hold in memory whilst writing, simple sentences which makes sense.

Compose and sequence their own sentences to write short narratives and non-fiction texts.

Sequence ideas and events in narrative and non-fiction.

Identify and use exclamation marks.

Add suffixes to verbs where no spelling change is needed to the root word, e.g. *pull – pulled*.

Write simple sentences that can be read by themselves and others.

Orally plan and rehearse sentences.

Compose and sequence their own sentences to write non-fiction texts, instructions.

Sequence ideas and events in non-fiction.

Write in different forms with simple text type features.

Read aloud their writing audibly to adults and peers.

Use a capital letter for the personal pronoun 'I'.

	Listen to what others say Take turns. Explain clearly their understanding of what is read to them. Read aloud accurately books that are consistent with their developing phonic knowledge.		Use capital letters for people, places and days of the week.
--	---	--	--

Family Album

Key Learning Reading	Listen to and discuss a range of texts at a level beyond which that they can read independently, including traditional tales and recounts. Introduce and discuss key vocabulary linking meanings of new words to those already known. Make predictions based on what has been read so far. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Make basic inferences about what is being said and done. Apply phonic knowledge and skills as the route to decode words. Use patterns and repetition to support oral retelling. Orally retell stories in a range of contexts. Give opinions and support with reasons. Activate prior knowledge e.g. What do you know about weddings?	Key Learning Writing	Orally compose every sentence before writing. Reread every sentence to check it makes sense. Use punctuation to demarcate simple sentences. Use the joining word and to link words and clauses. Extend the range of joining words to link words and clauses to include but and or. Say, and hold in memory whilst writing, simple sentences which make sense. Sequence ideas and event in narrative. Use formulaic phrases to open and close texts. Add the prefix 'un' to verbs and adjectives to change the meaning.
-----------------------------	--	-----------------------------	---

	Recall specific information in non-fiction texts. Relate texts to own experiences. Check that texts make sense while reading and self correcting. Read aloud accurately books that are consistent with their developing phonic knowledge. Demonstrate understanding of texts by answering questions relating to who, what, where, when, how and why. Listen to what others say. Take turns.		
--	--	--	--

The Great Outdoors

Key Learning Reading	Relate texts to own experiences. Discuss the title and how it relates to events in the whole story. Explain clearly their understanding of what is read to them. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Develop and demonstrate their understanding of characters through role play and drama, drawing on language from the text. Orally retell familiar stories in a range of contexts. Make basic inferences about what is being said and done.	Key Learning Writing	Reread every sentence to check it makes sense. Use a capital letter for the personal pronoun, 'I'. Use punctuation to demarcate simple sentences. Add suffixes to verbs where no spelling change is needed e.g. help – helping, camp – camping. Identify and use question marks and exclamation marks. Extend range of joining words to link words and clauses. Orally plan and rehears ideas. Sequence ideas and events in narrative. Use familiar plots for structuring the opening, middle and end of their stories.
-----------------------------	--	-----------------------------	--

	Read words containing -s, -es, -ing, and -ed endings. Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the missing letter. Split two and three syllable words into separate syllables to support blending for reading. Take turns when participating in discussion.		Compose and sequence their own sentences to write short narratives. Use formulaic phrases to open and close texts. Discuss their writing with adults and peers. Read aloud their writing to adults and peers.
--	---	--	---

The Highway Rat

Key Learning Reading	Apply phonic knowledge and skills as the route to decode words. Read accurately by blending sounds in unfamiliar words. Split two and three syllable words into separate syllables to support blending for reading. Develop fluency, accuracy and confidence by re-reading books. Listen to and discuss a range of texts at a level beyond which that they can read independently, including stories, non-fiction and poems. Relate texts to own experiences. Recognise and join in with language patterns and repetition. Enjoy and recite poems by heart. Make personal reading choices and explain reasons for their choices.	Key Learning Writing	Say, and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others. Separate words with spaces. Make singular nouns plural, using -s and -es. Orally plan and rehearse ideas. Orally compose every sentence before writing. Re-read every sentence to check it makes sense. Discuss their writing with adults and peers. Read aloud their writing audibly to adults and peers. Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words. Add -s and -es to words e.g. thanks, catches
----------------------	---	----------------------	--

	Introduce and discuss key vocabulary linking meanings of new words to those already known. Listen to what others say. Take turns.		
--	--	--	--

--

Year 2,3 and 4 Planning Overview Year 2026-2027

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit	A Bear Called Paddington Diary entries Character profile Dialogue exchange fact file Letter to a problem page Book review (7 weeks)	There's no place like home Author biography (Radiya Hafiza) (3 ½ Weeks) Nursery rhymes and limericks Bolton Abbey – the cow jumped over the moon (3 ½ weeks)	The Great Plague Poetry (2 weeks) Fairy Tales (6 weeks)	What the Romans did for us? Playscripts (2 ½ weeks) Non-chronological report – booklet (2 1/2 weeks)	Water, Water Everywhere Narrative (4 weeks) Poems with a structure (2 weeks)	The Art of Food Stories with issues and dilemmas (4 weeks) Persuasive adverts (2 weeks)
Class novel	Paddington	Rumaysa		Queen of Darknes		GRAND The Autobiography of Gromit (released in Oct 2026)
Spotlight on an author	Michael Bond	Radiya Hafiza	Robert Brownin	Tony Bradman	Antonia Barbe	Nick Park

Text types	Narrative Information text	Biography Literary Heritage	Fairy Tales Classic Poetry	Playscripts Non- Chronological Repor	Picture Book/ Setting Description Poems with a structure	Issues and Dilemmas Persuasive adverts
Core texts	Narrative based on a model text with innovated plot structure Non-fiction information/leaflet guide	Little People Big Dreams	The Pied Piper	Film – Dum Spiro – Literacy Shed	Literacy Shed Mousehole Cat	A matter of Loaf and Death
link texts	The complete adventures of Paddington		Farm poems			Nursery Rhymes The owl and the pussycat The further adventures of the owl and the pussycat Julia Donaldso

A Bear Called Paddington

	Year 2	Year 3	Year 4
Key Learning Reading	Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories.	Listen to and discuss a range of fiction. Discuss their understanding of the text.	Listen to, read and discuss a range of fiction and non-fiction texts. Regularly listen to whole novels read aloud by the teacher.
	Introduce and discuss words within the context of text, linking new meanings to known vocabulary.	Explain the meaning of unfamiliar words by using the context. Use dictionaries to check meanings of words they have read.	Use knowledge of root words to understand meanings of words. Use dictionaries to check meanings of words in the texts that they read. Explain the meaning of key vocabulary within the context of the text.
	Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learnt?	Prepare for research by identifying what is already known about the subject and key questions to structure the task.	Prepare for research by identifying what is already known about the subject and key questions to structure the task.

	Demonstrate understanding of fiction texts by asking and answering who, what, where, when, why, how questions.	Raise questions during the reading process to deepen understanding e.g. I wonder why the character...	Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.
	Sequence and discuss the main events in stories.	Sequence and discuss the main events in stories.	Sequence and discuss the main events in stories.
	Read a range of non-fiction texts which are structure in different ways.	Read a range of non-fiction texts. Read books and texts for a range of purposes.	Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference.
	Locate information from non-fiction texts using the contents page, index labelled diagrams and charts.	Navigate texts in print and on screen.	Navigate texts e.g. using contents and index pages in order to locate and retrieve information in print and on screen. Scan for dates, numbers and names.
	Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his jacket pocket because ..	Discuss their understanding of the text. Justify responses to the text using the PE prompt (Point and Evidence).	Justify response to the text using the PR prompt (Point and Evidence).
	Develop and demonstrate their understanding of characters that and events through role play and drama, drawing on language from the text. Make inferences about the characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?	Draw inference around character thoughts, feelings and actions, and justify with evidence from the text.	Draw inference around character thoughts, feelings and actions, and justify with evidence from the text using point and evidence. Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust.
	Make contributions in whole class and group discussions.	Participate in discussion about what is read to them and books they have read independently.	Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.
	Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.	Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams. Analyse and evaluate texts looking at language, structure and presentation. Quickly appraise a text to evaluate usefulness.	Analyse and evaluate how specific information is organised within a non-fiction text, e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.
		Discuss the purpose of paragraphs. Identify a key idea in a paragraph.	Explain how paragraphs are used to order or build up ideas, and how they are linked. Identify main ideas drawn from more than one paragraph and summarise these.

	Participate in discussion about what is read to them, taking turns and listening to what others say.	Make and respond to contribution in a variety of group situations e.g. whole class, pairs, guided groups, book circles.	Make and respond to contribution in a variety of group situations e.g. whole class, pairs, guided groups, book circles.
Key Learning Writing	Year 2	Year 3	Year 4
	Secure the use of full stops, capital letters, exclamation marks and question marks.		
	Orally rehearse each sentence prior to writing.		
	Use subordination for time, using when, before and after e.g. We went out to play when we had finished our writing. When we had finished out writing, we went out to play.	Explore, identify and create complex sentences using a range of conjunctions e.g. when, before, after, while, until. Explore and identify main and subordinate clauses in complex sentences.	Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. Create sentences with fronted adverbials for when. Create sentences with fronted adverbials for where.
		Use the comma to separate clauses in complex sentences where the subordinate clause appears first e.g. Before I get dressed in a morning, I have a wash.	Use commas to marks clauses in complex sentences. Use commas after fronted adverbials.
	Use past tense for narrative.		Explore identify and use Standard English verb inflections e.g. were/was, did/done.
	Identify, generate and effectively use noun phrases e.g. the blue butterfly with shimmering wings (for description).	Generate and select vocabulary banks e.g. noun phrases.	Identify, select and effectively use pronouns. Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces.
		Use inverted commas to punctuate direct speech. Improvise, create and write dialogue.	Use inverted commas to punctuate direct speech. Improvise, create and write dialogue.
	Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.	Read and analyse narrative in order to plan and write their own versions. Discuss and record their own ideas for planning using a range of formats e.g. chunking a plot, story maps. Create and develop plots based on a model.	Read and analyse narrative in order to plan and write their own versions. Discuss and record their own ideas for planning using a range of formats e.g. chunking a plot, story maps. Create and develop plots based on a model.
	Proofread to check for errors in spelling, grammar and punctuation.	Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.	Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.

		Discuss and propose changes with partners and in small groups.	Discuss and propose changes with partners and in small groups.
	Use sentences with different forms including statement, question, exclamation.	Use apostrophes for singular and plural possession.	Use apostrophes for singular and plural possession.
	Make simple notes from non-fiction texts e.g. highlighting and noting key words.		
	Create compound words using nouns e.g. football, whiteboard.		
	Use specific text type features to write for a range of purposes and audiences.	Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction. Use headings and subheading to organise information.	Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction. Use headings and subheading to organise information.
		Group related material into paragraphs.	Group related material into paragraphs.
		Use the determiner a or an according to whether the next word begins with a consonant or vowel.	Identify, select and use determiners including articles: a/an, the demonstratives: this/that, these/those possessives: my/your/his/her/its/our/their quantifiers: some/any/no/many/much/every

There's No place Like Home

	Year 2	Year 3	Year 4
Key Learning Reading	Read further common exception words	Use prefixes to understand meanings.	
	Listen to and discuss a range of fiction.	Listen to and discuss a range of fiction.	
	Orally retell a wider range of stories, including less familiar folk tales.	Orally retell a range of stories, including less familiar folk tales.	
	Sequence and discuss the main events in stories.	Sequence and discuss the main events in stories.	
		Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.	
		Identify and discuss conventions e.g. sentence repeated several times.	

	Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned?	Raise questions during the reading process to deepen understanding e.g. I wonder why the character ...?	
	Explain and discuss their understanding, giving opinions and supporting with reasons. Develop and demonstrate their understanding of characters and events through play and drama, drawing on language from the text.	Listen to and discuss a range of biographies.	
	Read a range of biographies.	Read a range of biographies.	
	Make predictions based on what has been read so far.	Prepare for research by identifying what is already known about the subject and key questions to structure the task.	
	Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned? Demonstrate understanding of non-fiction texts by asking and answering who, what, where, why, when, how questions.	Raise questions during the reading phase to deepen understanding.	
	Explain and discuss understanding giving opinions and supporting with reasons.	Justify responses to the text using Point and Evidence.	
		Record information from non-fiction.	
		Discuss the purpose of paragraphs.	
		Identify a key idea in a paragraph.	
	Identify how specific information is organised within non-fiction texts.	Evaluate how specific information is organised within a non-fiction text.	
	Locate information from non-fiction texts.	Navigate texts in print and on screen.	
Key Learning Writing	Year 2	Year 3	Year 4
		Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, beyond, outside.	
		Use different sentence structures e.g. prepositions to create a sentence.	

		Use inverted commas to punctuate direct speech.	
	Orally rehearse each sentence prior to writing.	Improvise, create and write dialogue.	
	Plan and discuss what to write about e.g. story mapping, connecting new vocabulary, key words and ideas.	Read and analyse narrative, in order to plan and write their own versions.	
		Discuss and record ideas for planning e.g. chunk a plot.	
	Use specific text type features to write for a range of audiences and purposes.	Create and develop plots based on a model.	
	Evaluate their writing with adults and peers.	Discuss and propose changes with partners and in small groups.	
	Read aloud their writing with intonation to make the meaning clear.	Use appropriate intonation, tone and volume to present their writing to a group or class.	
		Identify clauses in sentences.	
	Use subordination for reason using because and if.	Explore and identify main and subordinate clauses in complex sentences.	
	Use subordination for when, before and after.	Explore, identify and create complex sentences using a range of conjunctions e.g. when, while, after, before.	
		Use different sentence structures i.e. conjunctions to create complex sentences.	
	Plan and discuss what to write about e.g. story mapping, connecting new vocabulary, key words and ideas.	Discuss and record ideas for planning using a range of formats e.g. boxing up.	
	Secure the use of full stops, capital letters, exclamation marks and question marks.	Group related material into paragraphs.	
		Use headings and subheadings to organise information.	

The Great Plague

	Year 2	Year 3	Year 4
Key Learning Reading			Listen to and discuss a fairy tale and a classic poem.
			Explain the meaning of key vocabulary within the context of the text.

			Use dictionaries to check meanings of words in the text they read.
			Identify and discuss effective words and phrases which capture the reader's interest and imagination.
			Demonstrate active reading strategies e.g. raising questions and answers.
			Orally retell a fairy story.
			Make predictions based on information stated and implied.
			Justify responses for the text using Point and Evidence prompt.
			Draw references around character's thoughts, feelings actions and motives and justify with evidence from the text using Point and Evidence.
			Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust.
			Prepare a poem to read aloud, showing understanding through intonation, tone, volume and action.
			Learn a poem by heart and rehearse for performance.
			Read books and texts for a range of purposes and respond in a variety of ways.
			Listen to, read and discuss a range of newspapers in print and on screen.
			Record information from a range of non-fiction.
			Scan for dates, numbers and names.
			Analyse and evaluate texts looking at language, structure and presentation.
			Explain how paragraphs are used to order ideas, and how they are linked.
	Year 2	Year 3	Year 4
Key Learning Writing			Create sentences with fronted adverbials for when.

			Use commas to mark clauses in complex sentences.
			Use inverted commas and other punctuation to indicate direct speech.
			Read and analyse a fairy tale in order to plan their own version.
			Discuss and record ideas for planning e.g. chunk a plot.
			Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative.
			Plan and write an opening paragraph which combines setting and character.
			Improvise and compose dialogue.
			Link ideas across paragraphs using fronted adverbials.
			Explore, identify collect and use noun phrases.
			Identify, select and effectively use pronouns.
			Read and analyse non-fiction in order to plan and write own versions.
			Use organised devices in non-fiction writing.
			Use paragraphs to organise paragraphs in non-fiction texts.

What the Romans did for us

	Year 2	Year 3	Year 4
Key Learning Reading		Regularly listen to whole novels read aloud by the teacher.	
		Explain the meaning of unfamiliar words by using the context.	
		Use dictionaries to check the meanings of words they have read.	
		Discuss their understanding of the text.	
		Raise questions during the reading process to deepen understanding.	
		Sequence and discuss the main events in stories.	

		Draw inferences around character's thoughts, feelings and actions, and justify with evidence from the text.	
		Listen to and discuss a range of plays.	
		Use intonation, tone and volume when reading aloud.	
		Take note of punctuation when reading aloud.	
		Analyse and evaluate text looking at language, structure and presentation.	
		Prepare play scripts to read aloud, showing understanding through intonation, tone, volume and action.	
		Make and respond to contributions in a variety of group situations e.g. whole class, pairs, small groups.	
		Use suffixes to understand meanings e.g. -ly, -ous.	
		Listen to and discuss non-fiction.	
		Read books and texts for a range of purposes e.g. enjoyment, research, skills development and reference.	
		Record information from a range of non-fiction texts.	
		Prepare for research by identifying what is already known about the subject and key questions to structure the task.	
		Discuss the purpose of paragraphs.	
		Identify a key idea in a paragraph.	
		Evaluate how specific information is organised within a non-fiction text.	
		Quickly appraise a text to evaluate usefulness.	
		Navigate prints in text and on screen.	
		Develop and agree on rules for discussion.	
	Year 2	Year 3	Year 4
Key Learning Writing		Explore and identify main and subordinate clauses in complex sentences.	

		Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually.	
		Read and analyse plays in order to plan and write their own versions.	
		Identify and discuss the purpose, audience, vocabulary and grammar of playscripts.	
		Discuss and record ideas.	
		Create and develop characters for narrative.	
		Create and develop plots based on a model.	
		Generate and select from vocabulary banks synonyms for said.	
		Proofread to check for errors in spelling, grammar and punctuation in own and other's writing.	
		Discuss and propose changes with partners in small groups.	
		Improve writing in the light of evaluation.	
		Use appropriate intonation, tone and volume to present their writing to a group or class.	
		Explore, identify and create complex sentences using a range of conjunctions.	
		Read and analyse non-fiction to plan and write their own versions.	
		Group related material into paragraphs.	
		Use headings and subheadings to organise information.	

Water, Water Everywhere

	Year 2	Year 3	Year 4
Key Learning Reading			Listen to, read and discuss a range of fiction in different forms e.g. folk tales.
			Explain the meaning of key vocabulary within the context of the text.
			Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. similes and metaphors/

			Make predictions based on information stated and implied.
			Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions and constructing images.
			Draw inferences around character's thoughts, feelings, actions and motives, and justify with evidence from the text using Point and Evidence.
			Prepare for research by identifying what is already known about the subject and key questions to structure the task.
			Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.
			Develop, agree on and evaluate rules for effective discussion.
			Make and respond to contributions in a variety of group situations.
			Use suffixes to understand meanings e.g. -ation, -tion, -ssion, -cian,-sion.
			Listen to, read and discuss a range of poetry in different forms.
			Learn a range of poems by heart and rehearse for performance.
			Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.
			Recognise and analyse different forms of poetry e.g. haiku, limericks and kennings.
			Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.
			Use prefixes to understand meanings e.g. sub-, inter-, super-, anti-, auto-.

			Listen to and discuss a range of fiction, poetry, plays and non-fiction e.g. non-chronological reports and explanations.
			Navigate texts e.g. using contents and index pages in order to locate and retrieve information in print and on screen.
			Scan for dates, numbers and names.
			Identify main ideas drawn from more than one paragraph and summarise these.
			Explain how paragraphs are used to order or build-up ideas, and how they are linked.
	Year 2	Year 3	Year 4
Key Learning Writing			Explore, identify, collect and use noun phrases.
			Create complex sentences with adverb starters.
			Use commas to mark clauses in complex sentences.
			Use commas after fronted adverbials.
			Link ideas across paragraphs using fronted adverbials for when and where.
			Use apostrophes for singular and plural possession.
			Use different sentences structures.
			Read and analyse narrative in order to plan their own versions.
			Discuss and record ideas for planning.
			Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere and suspense.
			Generate and select from vocabulary banks e.g. fronted adverbials, alliteration.
			Proofread to check for errors in spelling, grammar and punctuation.
			Read and analyse poetry in order to plan and write their own versions.

			Discuss and propose changes to own and others' writing with partners/groups.
			Imrpove writing in light of evaluation.
			Use appropriate intonation, tone and volume to present their writing to a range of audiences.
			Identify, select and use determiners e.g. quantifiers such as, some, many, most, few and demonstratives such as, this/that, these/those.
			Read and analyse non-fiction in order to plan their own versions.

The Art of Food

	Year 2	Year 3	Year 4
Key Learning Reading			Listen to, read and discuss a range of fiction and poetry in different forms e.g. film clips, storytelling, poetry reading.
			Regularly listen to whole novels read aloud by the teacher.
			Explain the meaning of key vocabulary within the context of the text.
			Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination.
			Use dictionaries to check meanings of words in the texts that they read.
			Make predictions based on information stated and implied.
			Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions and constructing images.
			Draw inferences about character's thoughts, feelings, actions and motives and justify with evidence from the text.
			Identify main ideas drawn from more than one paragraph and summarise these.

			Make and respond to contributions in a variety of group situations.
			Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.
			Use suffixes to understand meanings e.g. -tion and -sion.
			Listen to, read and discuss a range of persuasion in different forms e.g. advertisement, leaflets and letters in print and on screen.
			Analyse and evaluate how specific information is organised in a persuasive text.
			Navigate texts e.g. using contents and index pages in order to locate and retrieve information in print and on screen.
	Year 2	Year 3	Year 4
Key Learning Writing			Create complex sentences with adverb starters.
			Use inverted commas and other punctuation to indicate speech.
			Read and analyse narrative in order to plan and write their own versions.
			Discuss and record ideas for planning e.g. story mountain.
			Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere and suspense.
			Plan and write an opening paragraph which combines the introduction of a setting and character/s.
			Use paragraphs to organise writing in fiction texts.
			Identify, select and effectively use pronouns.
			Explore, identify, collect and use noun phrases.
			Read and analyse persuasive texts in order to plan and write their own.

			Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction, persuasive texts.
			Generate and select from vocabulary banks. Discuss and propose changes to own and others' writing.
			Improve writing in the light of evaluation.
			Use appropriate intonation, tone and volume to present their writing to a range of audiences.

Year 5 and 6 Planning Overview

Year

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Unit	Earthlings Sci-fi story Poems with a structure Non-fiction – Information booklets (7 weeks)	Lion the Witch and the Wardrobe Narrative Own creature character description (7 Weeks) Bridging Unit	Kingdoms United Legend Persuasion (6 Weeks)	Survival! Narrative (5 Weeks)	Oh I do Like to Be Beside the Seaside Summer 1 Classic poem	Oh I do Like to Be Beside the Seaside Summer 2 Novel as a Theme Autobiography
Class novel	Aquila	The Lion, The Witch and The Wardrobe	Outlaw	Running Wild	My Name is Victoria by Lucy Worsley	Titanic Death on the Water The Story of the Titanic for Children
Spotlight on an author	Andrew Norriss	C.S Lewis	Michael Morpurgo	Michael Morpurgo	Stanley Holloway (The Lion and Albert)	Tom and Tony Bradman
Text types	Sci-fi story Poems with a structure Non-fiction – Information booklets	Classic Narrative Mythical Character Profile	Legends Persuasive Leaflet	Narrative	1 st Person Diary Flashback Discussion/Debate Classic Narrative Poem	Novel as a Theme Autobiography
Core texts	Aquila	The Lion, The Witch and The Wardrobe	Outlaw	Running Wild	The Lion and Albert	Titanic Death on the Water
link texts			Farm poems		Nursery Rhymes The owl and the pussycat The further adventures of the owl and the pussycat Julia Donaldson	

Earthlings

	Year 5	Year 6
Key Learning Reading	Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.	Regularly listen to whole novels read aloud by the teacher from an increasing range of authors which they may not choose themselves.
	Read books and texts that are structured in different ways for a range of purposes.	Independently read longer texts with sustained stamina and interest
	Explain the meaning of words within the context of the text.	Explain the meaning of new vocabulary within the context of the text.
	Use prefixes to understand meaning. (Y4).	
	Check that the book makes sense to them and demonstrate understanding, e.g. through discussion, use of reading journals.	Use a reading journal to record on-going reflections and responses to personal reading.
	Demonstrate active reading strategies, e.g. generating questions to refine thinking.	Demonstrate active reading strategies, e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group
	Through close reading of the text, reread and read ahead to locate clues to support understanding.	Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.
	Summarise main ideas drawn from more than one paragraph and identify key details which support this.	Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.
	Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation).	Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt – Point + Evidence + Explanation.
	Explain the effect on the reader of the author's choice of language.	Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.
	Participate in discussions about books that are read to them and those they can read for themselves, building in their own and others' ideas and challenging views courteously	Participate in discussions about books, building on their own and others' ideas and challenging views courteously
	Recommend books to their peers with reasons for choices.	Recommend books to their peers with detailed reasons for their opinions.

	Scan for key words and text mark to locate key information.	Scan for key information, e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.
	Analyse the conventions of different types of writing, e.g. <i>use of first person in autobiographies and diaries.</i>	Analyse the conventions of different types of writing, e.g. use of dialogue to indicate geographical and/or historical settings for a story.
	Identify how language, structure and presentation contribute to meaning.	Identify how language, structure and presentation contribute to meaning, e.g. persuasive leaflet, balanced argument.
	Distinguish between statements of fact or opinion within a text. Use knowledge of root words to understand meanings of words.	Distinguish between statements of fact and opinion across a range of texts, e.g. firsthand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.
Key Learning Writing	Use expanded noun phrases to convey complicated information concisely, e.g. <i>carniverous predators with surprisingly weak jaws and teeth.</i>	
	Link ideas across paragraphs using adverbials for time, place and numbers, e.g. <i>Several hours later, on a nearby planet.</i>	Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts, e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.
	Blend action and description within a paragraph.	Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action, e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"
	Investigate verb prefixes, e.g. <i>auto-, tele-, anti-, inter-, trans-.</i>	
	Identify the audience and purpose.	Identify audience and purpose.
	Draw on reading and research.	Draw on similar writing models, reading and research.
	Use similar writing models.	

	Select appropriate structure, vocabulary and grammar.	Select the appropriate structure, vocabulary and grammar.
	Note and develop ideas.	Use a range of planning approaches, e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning
	Think how authors develop characters and settings (in books, films and performances).	Compare how authors develop characters and settings (in books, films and performances).
	Use appropriate intonation and volume.	Use appropriate and effective intonation and volume.
	Use devices to build cohesion within a paragraph, e.g. <i>firstly, then, presently, subsequently</i> .	Use a wide range of devices to build cohesion within and across paragraphs
	Identify and use brackets to indicate parenthesis, e.g. in formal writing: <i>The cheetah (Acinonyx jubatus) inhabits open grassland in Africa.</i>	
	Use organisation and presentational devices, e.g. <i>underlining, bullet points, headings</i> .	Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences, e.g. headings, sub-headings, columns, bullet points, tables.
	Proofread for spelling and punctuation errors.	

The Lion, The Witch and The Wardrobe

Key Learning Reading	Year 5	Year 6
	Read and understand words from the Year 5 list (selected from the statutory Year 5 word list).	Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) – see below
	Read books and texts that are structured in different ways for a range of purposes.	Independently read longer texts with sustained stamina and interest
	Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.	Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction

	Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.	Regularly listen to novels read aloud by the teacher from an increasing range of authors which they may not choose themselves
	Explain the meaning of words within the context of the text.	Explain the meaning of new vocabulary within the context of the text.
	Demonstrate active reading strategies, e.g. generating questions to refine thinking, noting thoughts in a reading journal.	emonstrate active reading strategies, e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.
	Identify how language, structure and presentation contribute to meaning, e.g. formal letter, informal diary, persuasive speech.	Identify how language, structure and presentation contribute to meaning, e.g. persuasive leaflet, balanced argument.
	Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.	Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point + Evidence +Explanation.
	Predict what might happen from information stated and implied.	Predict what might happen from information stated and implied.
	Explore themes within and across texts, e.g. loss, heroism, friendship.	Recognise themes within and across texts, e.g. hope, peace, fortune, survival.
	Through close reading of the text, re-read and read ahead to locate clues to support understanding.	Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.
	Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt – Point + Evidence + Explanation.	Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt – Point + Evidence + Explanation.
	Summarise main ideas drawn from more than one paragraph and identify key details which support this. Scan for key words and text mark to locate key information.	Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.
	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
	Prepare formal presentations individually or in groups.	Prepare formal presentations individually or in groups.

Key Learning Writing		
	Demarcate complex sentences using commas in order to clarify meaning.	
	Blend action, dialogue and description within and across paragraphs.	Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action, e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"
	Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board.	Manipulate sentences to create particular effects.
	Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests	Manipulate sentences to create particular effects.
	Use similar writing models. Draw on reading and research. Note and develop ideas.	Draw on similar writing models, reading and research.
	Think how authors develop characters and settings (in books, films and performances).	Compare how authors develop characters and settings (in books, films and performances).
	Select appropriate structure, vocabulary and grammar.	Select the appropriate structure, vocabulary and grammar.
	Link ideas across paragraphs using adverbials for time, place and numbers, e.g. later, nearby, secondly.	Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts, e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.
	Proofread for spelling and punctuation errors	Proofread for grammatical, spelling and punctuation errors.
	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	
	Identify and use commas to indicate parenthesis, e.g. The house, lonely and abandoned, teetered on the edge of the cliff.	
	Use expanded noun phrases to convey complicated information concisely,	

	e.g. carnivorous predators with surprisingly weak jaws and small teeth.	
	Identify the audience and purpose. Select the appropriate language and structures.	Identify audience and purpose.
	Use devices to build cohesion within a paragraph, e.g. firstly, then, presently, this, subsequently.	Use devices to build cohesion within and between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then.
	Use organisation and presentational devices, e.g. underlining, bullet points, headings	Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences, e.g. headings, sub-headings, columns, bullet points, tables.
	Assess the effectiveness of own and others' writing in relation to audience and purpose.	Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.

A Kingdom United

Key Learning Reading	Year 5	Year 6
	Listen to and discuss a range of fiction which they might not choose to read themselves (legends)	Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction
	Scan for key words and text marking to locate key information.	Scan for key information, e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.
	Distinguish between statements of fact and opinion within a text.	Distinguish between statements of fact and opinion across a range of texts, e.g. firsthand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.
	Explore meaning of words in context.	Explain the meaning of new vocabulary within the context of the text.
	Explain the effect on the reader of the authors' choice of language.	Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.
	Summarise main ideas drawn from more than one paragraph and identify key details which support this.	Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects

	Check that the text makes sense to them and demonstrate understanding, e.g. through discussion, use of reading journals.	Use a reading journal to record on-going reflections and responses to personal reading.
	Through close reading of the text, re-read and read ahead to locate clues to support understanding.	Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.
	Predict what might happen from information stated and implied.	Predict what might happen from information stated and implied.
	Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt – Point + Evidence + Explanation.	Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt – Point + Evidence + Explanation.
	Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence.	Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point + Evidence + Explanation.
	Analyse the conventions of different types of writing, e.g. formal presentations, persuasion. Identify how language, structure and presentation contribute to meaning, e.g. persuasive speech.	Analyse the conventions of different types of writing, e.g. use of dialogue to indicate geographical and/or historical settings for a story
	Explore themes within and across texts, e.g. heroism, friend or foe.	Recognise themes within and across texts, e.g. hope, peace, fortune, survival.
	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.	Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
	Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.	Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
	Prepare a formal presentation individually or in groups.	Prepare formal presentations individually or in groups.
	Respond to questions generated by a presentation.	Respond to questions generated by a presentation.

Key Learning Writing	Create and punctuate complex sentences using '-ed' openers.	Manipulate sentences to create particular effects
	Blending action and dialogue within paragraphs.	Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action, e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"
	Identify the audience and purpose.	Identify audience and purpose
	Use similar writing models.	Draw on similar writing models, reading and research.
	Note and develop ideas.	Use a range of planning approaches, e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning
	Select <i>appropriate</i> structure, vocabulary and grammar.	Select the appropriate structure, vocabulary and grammar.
	Assessing the effectiveness of own and others' writing in relation to audience and purpose.	Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
	Proofread for spelling and punctuation errors.	Proofread for grammatical, spelling and punctuation errors.
	Explore, collect and use modal verbs to indicate degrees of possibility, e.g. might, could, shall, will, must.	
	Create complex sentences by using relative clauses with relative pronouns <i>who</i> , <i>which</i> and <i>where</i> .	Manipulate sentences to create particular effects.
	Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.	Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
	Use appropriate intonation and volume.	Use appropriate and effective intonation and volume.
	Ensure meaning is clear.	Encourage and take account of audience engagement.
Survival!		
	Year 5	Year 6

Key Learning Reading	Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.	Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
	Read books at an age appropriate interest level.	Read books at an age appropriate interest level.
	Check that the book makes sense to them and demonstrate understanding, e.g. through discussion, use of reading journals.	Use a reading journal to record on-going reflections and responses to reading.
	Predict what might happen from information stated and implied.	Predict what might happen from information stated and implied.
		Compare texts written in different periods.
	Explain the effect on the reader of the authors' choice of language.	Explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these words, phrases and techniques
	Explore themes within and across texts, e.g. loss, heroism, friendship.	Recognise themes within and across texts, e.g. <i>hope, peace, fortune, survival</i> .
	Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.	Express preferences about a wider range of books including modern fiction and fiction from our literary heritage.
	Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.	Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence, e.g. Point: Evidence: Explanation.
	Participate in debates on an issue related to reading (fiction or non-fiction)	Participate in debates on issues related to reading (fiction).
	Analyse the conventions of different types of writing, e.g. use of first person in autobiographies and diaries.	Analyse the conventions of different types of writing.
	Through close reading of the text, re-read and read ahead to locate clues to support understanding.	Through close reading, re-read and read ahead to locate clues to support understanding and justifying with evidence from the text.

	Scan for key words and text mark to locate key information	Scan for key information, e.g. <i>looking for words associated with 'childhood'</i> .
		Skim for gist.
		Use a combination of skimming, scanning and close reading across a text to locate specific detail.
	Summarise main ideas drawn from more than one paragraph and identify key details which support this.	Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.
	Prepare formal presentations individually or in groups.	Prepare formal presentations individually or in groups.
	Use notes to support presentation of information.	Use notes to support presentation of information.
	Respond to questions generated by a presentation	Respond to questions generated by a presentation.
	Explore, recognise and use the terms metaphor, simile, imagery.	Explore, recognise and use the terms personification, analogy, style and effect.
	Analyse the conventions of different types of writing, e.g. use of first person in autobiographies and diaries.	Analyse the conventions of different types of writing, e.g. use of dialogue to indicate geographical and/or historical settings for a story.
	Listen to, read and discuss an increasingly wide range of poetry.	Listen to, read and discuss an increasingly wide range of poetry.
Key Learning Writing		Identify the subject and object of a sentence.
		Explore and investigate active and passive, e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken</i> .
		Use active and passive voice to achieve intended effects.

	Use similar writing models. Draw on reading and research	Draw on similar writing models, reading and research.
	Blend action, dialogue and description within and across paragraphs.	Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action, e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!".
	Blend action, dialogue and description within and across paragraphs.	Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
	Proofread for spelling and punctuation errors.	Proofread for grammatical, spelling and punctuation errors.
	Create complex sentences where the relative pronoun is omitted, e.g. Tina, standing at the bus stop, pondered the day ahead.	Manipulate sentences to create particular effects.
	Link ideas across paragraphs using adverbial for time, place and numbers, e.g. later, nearby, secondly.	Use devices to build cohesion between paragraphs in recount, e.g. <i>in the meantime, meanwhile, in due course, until then</i> .
	Use similar writing models. Draw on reading and research	Draw on similar writing models, reading and research.
		Make conscious choices about techniques to engage the reader including appropriate tone and style, e.g. <i>rhetorical questions, direct address to the reader</i> .
	Proofread for grammatical, spelling and punctuation errors.	Proofread for grammatical, spelling and punctuation errors.
	Use appropriate intonation and volume.	Use appropriate and effective intonation and volume.
	Ensure meaning is clear	Encourage and take account of audience engagement.
Oh I Do Like To Be Beside The Seaside Summer 1		
Key Learning Reading	Year 5	Year 6
	Use knowledge of root words to understand meanings of words.	Use knowledge of root words, prefixes and

		suffixes to investigate how the meanings of words change, e.g. un+happy+ness; dis+repute+able; dis+respect+ful; re+engage+ment.
		Explore texts in groups and deepen comprehension through discussion.
	Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.	Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence, e.g. Point+Evidence+Explanation.
	Analyse the conventions of different types of writing, e.g. use of first person in autobiographies and diaries	Analyse the conventions of different types of writing, e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story.</i>
	Make comparisons within a text, e.g. characters' viewpoints of same events.	Make comparisons within and across texts, e.g. similar events in different books such as being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom</i>.
	Explore, recognise and use the terms metaphor, simile, imagery.	Explore, recognise and use the terms personification, analogy, style and effect.
	Participate in debates on an issue related to reading (fiction or non-fiction).	Participate in debates on issues related to reading (non-fiction).
	Respond to questions generated by a presentation.	Respond to questions generated by a presentation.
	Use notes to support presentation of information.	Use notes to support presentation of information.
	Prepare formal presentations individually or in groups.	Prepare formal presentations individually or in groups.
	Explain and discuss their understanding of what they have read, including through formal presentations and debates.	Explain and discuss their understanding of what they have read, including through formal presentations and debates.
	Explain the effect on the reader of the authors' choice of language	Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.

	Distinguish between statements of fact and opinion within a text.	Distinguish between statements of fact or opinion across a range of texts, e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.
	Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.	Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.
	Use suffixes to understand meanings, e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably	Use suffixes to understand meanings e.g. -cious, -tious, -tial, -cial.
Key Learning Writing		Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i>
		Identify the subject and object of a sentence.
	Note and develop ideas.	Use a range of planning approaches, e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i>
		Deviate narrative from linear or chronological sequence, e.g. <i>flashbacks, simultaneous actions, time-shifts.</i>
	Link ideas across paragraphs using adverbial for time, place and numbers, e.g. later, nearby, secondly	Use a wide range of devices to build cohesion within and across paragraphs.
	Use devices to build cohesion within a paragraph, e.g. firstly, then, presently, this, subsequently.	Use ellipses to link ideas between paragraphs.
	Assess the effectiveness of own and others' writing in relation to audience and purpose.	Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
	Proofread for spelling and punctuation errors.	Proofread for grammatical, spelling and punctuation errors.

		Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).
		Investigate and collect a range of synonyms and antonyms, e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved</i> .
		Combine text-types to create hybrid texts, e.g. <i>persuasive speech</i> .
		Make conscious choices about techniques to engage the reader including appropriate tone and style, e.g. rhetorical questions, direct address to the reader.
	Use appropriate intonation and volume.	Use appropriate and effective intonation and volume.
		Use active and passive voice to achieve intended effects.

Oh I do Like to be Beside the Seaside Summer 2

	Year 5	Year 6
Key Learning Reading	Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.	Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
	Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.	Listen to, read and discuss an increasingly wide range of fiction.
	Read books and texts that are structured in different ways for a range of purposes	Independently read longer texts with sustained stamina and interest.
	Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.	Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.

	Predict what might happen from information stated and implied.	Predict what might happen from information stated and implied.
	Explore themes within and across texts, e.g. loss, heroism, friendship	Recognise themes within and across texts, e.g. <i>hope, peace, fortune, survival</i> .
	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.	Participate in discussions about books building on their own and others' ideas, and challenging views courteously.
	Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.	Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence, e.g. Point+Evidence+Explanation .
	Explain the effect on the reader of the authors' choice of language.	Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.
	Demonstrate active reading strategies, e.g. generating questions to refine thinking, noting thoughts in a reading journal.	Demonstrate active reading strategies, e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group</i> .
	Scan for key words and text mark to locate key information	Skim for gist. Scan for key information.
		Use a combination of skimming, scanning and close reading across a text to locate specific detail.
	Identify how language, structure and presentation contribute to meaning, e.g. formal letter, informal diary, persuasive speech	Identify how language, structure and presentation contribute to meaning, e.g. persuasive leaflet, balanced argument.
Key Learning Writing	Use commas to avoid ambiguity, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.'	Explore how hyphens can be used to avoid ambiguity, e.g. <i>man eating shark</i> versus <i>man-eating shark</i> .

		Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing, e.g. <i>repeated use of 'and' to convey tedium; one word sentence.</i>
	Note and develop ideas.	Use a range of planning approaches, e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i>
		Identify and use semi-colons within lists.
	Identify audience and purpose.	Identify audience and purpose.
	Use similar writing models. Draw on reading and research	Draw on similar writing models, reading and research.
	Select the appropriate language and structures	Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
	Blend action, dialogue and description within and across paragraphs.	Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action, e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i>
	Assess the effectiveness of own and others' writing in relation to audience and purpose	Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
	Proofread for spelling and punctuation errors	Proofread for grammatical, spelling and punctuation errors.
	Use devices to build cohesion (see VGP).	Use devices to build cohesion between paragraphs, e.g. <i>adverbials</i>
		Manipulate sentences to create particular effects.
		Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause

	Use organisation and presentational devices, e.g. underlining, bullet points, headings	Evaluate, select and use a range of organisation and presentational devices for different purposes and audiences.
		Select appropriate register for formal and informal purposes. Make conscious choices about techniques to engage the reader including appropriate tone and style, e.g. <i>rhetorical questions, direct address to the reader.</i>

