

[Supersonic Phonic Friends](#) is the chosen validated Systematic Synthetic Phonics (SSP) programme used, in fidelity, at Saracens Broadfields.
Find Supersonic Phonic Friends resources using the [Dashboard](#) or in the [GoogleDrive Resource Folder](#).

EYFS				KEY STAGE 1												
Nursery		Reception		Year 1			Year 2									
Firm Foundations Phonics 1 ‘Wrap them in Rhyme’		Securing The Basics 2	Securing The Basics 3 The Basics 3 plus (Group 6 & 7)	Securing The Basics 4	The Higher Levels of Phonics 5c	The Higher Levels of Phonics 5b	Spelling Rules & NC Spelling Appendixes									
General Sound Discrimination	Strands	CVC	CVC	(Assessment and Teaching phase - no books to be given during The basics 4 teaching) Adjacent Consonants & Polysyllabic	Choose to Use	Switch it Spell Sounds	Year 1 & Year 2									
Aspect 1 Environment Sounds	Auditory discrimination (<i>tuning into sounds</i>) Auditory memory and sequencing (<i>listening and remembering sounds</i>) Developing vocabulary and language comprehension (<i>talking about sounds</i>)	Group 1: S A T P	Group 1: J V W X Tricky Words: her, was, you	Group 1: CVCC Tricky Words: were, what, like, have	Group 1. Choose to Use (Two): AI - AY EE - EA IGH - IE OA - OE OO - UE Tricky Words: their, people, Mr, Mrs	Group 1. Switch: <table><tr><td>I</td><td>sixth/wild</td></tr><tr><td>O</td><td>frog/old</td></tr><tr><td>C</td><td>crisp/cement</td></tr><tr><td>G</td><td>growl/gem</td></tr></table>	I	sixth/wild	O	frog/old	C	crisp/cement	G	growl/gem	See Year 1 and Year 2 Appendices on following pages. Year 1 Appendices: Adding s and es to words (plural of nouns and the third person singular of verbs) Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word Adding –er and –est to adjectives where no change is needed to the root word Adding the prefix –un Compound words Tricky Words:	
I		sixth/wild														
O		frog/old														
C		crisp/cement														
G		growl/gem														
Aspect 2 Instrumental sounds		Group 2: I N M D Tricky Words: I, is	Group 2: Y Z ZZ QU Tricky Words: he, she, we, me, be	Group 2: CVCC & Polysyllabic Tricky Words: there, here, said, one	Group 2. Choose to Use (Split Digraph): AI - AY - A_E EE - EA - E_E IGH - IE - I_E OA - OE - O_E OO - UE - U_E Tricky Words: Oh, these, friends, asked	Tricky Words: does, goes, tall, call, small, laughed										
Aspect 3 Body Percussion		Group 3: G O C K Tricky Words: the, to	Group 3: CH SH TH NG Tricky Words: they, my, by	Group 3: CCVC Tricky Words: house, when, our, your	Group 3. Choose to use (Two): OI - OY UR - IR OW - OU OR - AW W - WH Tricky Words: where, today, once	Group 2. Switch: <table><tr><td>U</td><td>underpants /tube</td></tr><tr><td>OW</td><td>clown/ yellow</td></tr><tr><td>IE</td><td>pie/chief</td></tr><tr><td>EA</td><td>dream/ bread</td></tr></table>	U	underpants /tube	OW	clown/ yellow	IE	pie/chief	EA	dream/ bread		
U	underpants /tube															
OW	clown/ yellow															
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EA	dream/ bread															
Phonological Awareness	Group 4: CK E U R Tricky Words: go, no	Group 4: AI EE IGH OA Tricky Words: are, all	Group 4: CCVC & Polysyllabic Tricky Words: love, school	Group 4. Choose to Use (Two & Three): AIR - ARE N - KN R - WR F - FF - PH OR - AW - AU Tricky Words: could, should, would, called	Tricky Words: why, over, above, live, please											
Aspect 4 Rhythm and Rhyme	Group 5: H B F L Tricky Words: has, his, as	Group 5: OO OO AR OR Tricky Words: some, come	Group 5: CCVCC, CCCVCC & Polysyllabic Tricky Words: then, them, that, this	Group 5. Choose to use (Three & Four): N - KN - GN OR - AW - AU - ORE EE - EA - E_E - EY EE - EA - E_E - EY - Y OO - UE - U_E - EW Tricky Words:	Group 3. Switch: <table><tr><td>A</td><td>apple/ angel</td></tr><tr><td>A</td><td>apple/ angel/ watch</td></tr><tr><td>OU</td><td>mouse/ mouldy</td></tr><tr><td>O</td><td>frog/ old/ monk</td></tr></table>	A	apple/ angel	A	apple/ angel/ watch	OU	mouse/ mouldy	O	frog/ old/ monk			
A	apple/ angel															
A	apple/ angel/ watch															
OU	mouse/ mouldy															
O	frog/ old/ monk															
Aspect 5 Alliteration	Group 6: LL SS FF Tricky Words: of, into	Group 6: UR OW OI ER Tricky Words: so, do	Group 6: URE EAR AIR Tricky Words: little, out		Tricky Words: water, because, break, work											
Aspect 6 Voice Sounds					Group 4. Switch: <table><tr><td>Y</td><td>yellow/cry</td></tr><tr><td>Y</td><td>yellow/cry/ crystal</td></tr></table>	Y	yellow/cry	Y	yellow/cry/ crystal							
Y	yellow/cry															
Y	yellow/cry/ crystal															
Aspect 7 Oral Blending & Segmenting																

					<div>looked, son, says, want</div> <div><u>Group 6. Choose to use:</u></div> <div>AIR - ARE - EAR</div> <div>UR - IR - OR</div> <div>CH - TCH</div> <div>J - DGE</div> <div>UR - IR - OR - ER</div> <div>Tricky Words:</div> <div>after, half, only, with</div>	<table><tr><td>CH</td><td>children/ chef</td></tr><tr><td>CH</td><td>children/ chef/chorus</td></tr><tr><td>OU</td><td>mouse/ mouldy/ soup</td></tr></table> <div>Tricky Words:</div> <div>who, any, many, move, eye</div>	CH	children/ chef	CH	children/ chef/chorus	OU	mouse/ mouldy/ soup	
CH	children/ chef												
CH	children/ chef/chorus												
OU	mouse/ mouldy/ soup												

Speaking and Listening Y1 - 6
<div>Pupils should be taught to:</div> <ul style="list-style-type: none">listen and respond appropriately to adults and their peersask relevant questions to extend their understanding and knowledgeuse relevant strategies to build their vocabularyarticulate and justify answers, arguments and opinionsgive well-structured descriptions, explanations and narratives for different purposes, including for expressing feelingsmaintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to commentsuse spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideasspeak audibly and fluently with an increasing command of Standard Englishparticipate in discussions, presentations, performances, role play, improvisations and debatesgain, maintain and monitor the interest of the listener(s)consider and evaluate different viewpoints, attending to and building on the contributions of othersselect and use appropriate registers for effective communication.

KS1 - Year 1	
Word reading	<div>Pupils should be taught to:</div> <ul style="list-style-type: none">apply phonic knowledge and skills as the route to decode wordsrespond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemesread accurately by blending sounds in unfamiliar words containing GPCs that have been taughtread common exception words, noting unusual correspondences between spelling and sound and where these occur in the wordread words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endingsread other words of more than one syllable that contain taught GPCsread words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out wordsreread these books to build up their fluency and confidence in word reading

Reading Comprehension (for the one used in school add the link for PIRA assessment spreadsheets)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• develop pleasure in reading, motivation to read, vocabulary and understanding by:<ul style="list-style-type: none">◦ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently◦ being encouraged to link what they read or hear to their own experiences◦ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics◦ recognising and joining in with predictable phrases◦ learning to appreciate rhymes and poems, and to recite some by heart◦ discussing word meanings, linking new meanings to those already known• understand both the books they can already read accurately and fluently and those they listen to by:<ul style="list-style-type: none">◦ drawing on what they already know or on background information and vocabulary provided by the teacher◦ checking that the text makes sense to them as they read, and correcting inaccurate reading◦ discussing the significance of the title and events◦ making inferences on the basis of what is being said and done◦ predicting what might happen on the basis of what has been read so far• participate in discussion about what is read to them, taking turns and listening to what others say• explain clearly their understanding of what is read to them
Writing Transcription	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• spell:<ul style="list-style-type: none">◦ words containing each of the 40+ phonemes already taught◦ common exception words◦ the days of the week• name the letters of the alphabet:<ul style="list-style-type: none">◦ naming the letters of the alphabet in order◦ using letter names to distinguish between alternative spellings of the same sound• add prefixes and suffixes:<ul style="list-style-type: none">◦ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs◦ using the prefix un–◦ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]• apply simple spelling rules and guidance, as listed in English appendix 1• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• sit correctly at a table, holding a pencil comfortably and correctly• begin to form lower-case letters in the correct direction, starting and finishing in the right place• form capital letters• form digits 0-9• understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these
Writing - Composition (for the one used in school add the link for writing assessment spreadsheets)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• write sentences by:<ul style="list-style-type: none">◦ saying out loud what they are going to write about◦ composing a sentence orally before writing it◦ sequencing sentences to form short narratives◦ re-reading what they have written to check that it makes sense• discuss what they have written with the teacher or other pupils• read their writing aloud, clearly enough to be heard by their peers and the teacher

**Writing – vocabulary,
grammar and punctuation**

Pupils should be taught to:

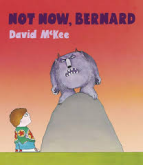

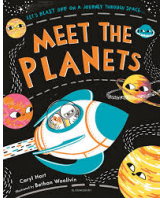
- develop their understanding of the concepts set out in [English appendix 2](#) by:
 - leaving spaces between words
 - joining words and joining clauses using ‘and’
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
 - learning the grammar for year 1 in [English appendix 2](#)
- use the grammatical terminology in English [English appendix 2](#) in discussing their writing


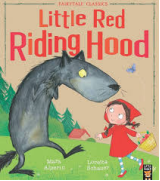
Spelling Example pronunciation guidance refers to symbols from the International Phonetic Alphabet table.	Revision of Reception work <ul style="list-style-type: none">all letters of the alphabet and the sounds which they most commonly representconsonant digraphs which have been taught and the sounds which they representvowel digraphs which have been taught and the sounds which they representthe process of segmenting spoken words into sounds before choosing graphemes to represent the soundswords with adjacent consonantsguidance and rules which have been taught		
	Statutory requirements	Rules and guidance	Example words (<i>non-statutory</i>)
	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/ , /l/ , /s/ , /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
	The /ŋ/ sound spelt n before k		bank, think, honk, sunk
	Division of words into syllables	Each syllable is like a ‘beat’ in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset
	-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
	The /v/ sound at the end of words	English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the ‘v’.	have, live, give
	Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/ , it is spelt as –s. If the ending sounds like /ɪz/ and forms an extra syllable or ‘beat’ in the word, it is spelt as –es.	cats, dogs, spends, rocks, thanks, catches
	Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word	–ing and –er always add an extra syllable to the word and –ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt –ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
	Adding –er and –est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest
	Words ending –y (/i:/ or /ɪ/)		very, happy,

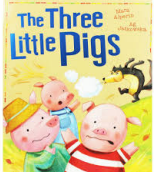
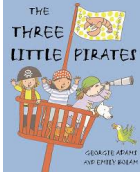
Vowel digraphs and trigraphs		
Statutory requirements	Rules and guidance	Example words (<i>non-statutory</i>)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a–e		made, came, same, take, safe
e–e		these, theme, complete
i-e		five, ride, like, time, side
o–e		home, those, woke, hope, hole
u–e	Both the /u:/ and /ju:/ (‘oo’ and ‘yoo’) sounds can be spelt as u–e.	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		er (stressed sound): her, term, verb, person
er (/ə/)		er (unstressed schwa sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday
oo (/u:/)	Very few words end with the letters oo, although the few that do are often words that primary children in year 1 will encounter, for example, zoo	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is you.	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ (‘oo’ and ‘yoo’) sounds can be spelt as u–e, ue and ew. If words	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw

			funny, party, family
	New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
	Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y.	Kent, sketch, kit, skin, frisky
	Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
	Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
	Common exception words	Pupils’ attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used
		end in the /oo/ sound, ue and ew are more common spellings than oo.	
	ie (/aɪ/)		lie, tie, pie, cried, tried, dried
	ie (/i:/)		chief, field, thief
	igh		high, night, light, bright, right
	or		for, short, born, horse, morning
	ore		more, score, before, wore, shore
	aw		saw, draw, yawn, crawl
	au		author, August, dinosaur, astronaut
	air		air, fair, pair, hair, chair
	ear		dear, hear, beard, near, year
	ear (/ɛə/)		bear, pear, wear
	are (/ɛə/)		bare, dare, care, share, scared

	International Phonetic Alphabet											
	Consonants						Vowels					
	/b/	bad	/k/	cat, check, key, school	/s/	sit, miss, cell	/ɑ:/	father, arm	/əʊ/	cold, boat, cone, blow	/u:/	room, you, blue, brute
	/d/	dog	/l/	leg, hill	/ʃ/	she, chef	/ɒ/	hot	/ɪ/	hit	/ʌ/	cup
	/ð/	this	/m/	man	/t/	tea	/æ/	cat	/ɪə/	beer	/ɜ:/	fern, turn, girl
	/dʒ/	gem, jug	/n/	man	/tʃ/	check	/aɪ/	mind, fine, pie, high	/i:/	she, bead, see, scheme, chief	/ə/	farmer
	/f/	if, puff, photo	/ŋ/	sing	/v/	vet	/aʊ/	out, cow	/ɔ:/	launch, raw, born		
	/g/	gum	/θ/	both	/w/	wet, when	/ɛ/	hen, head	/ɔɪ/	coin, boy		
	/h/	how	/p/	pet	/z/	zip, hens, buzz	/eɪ/	say, came, bait	/ʊ/	book		
	/j/	yes	/r/	red	/ʒ/	pleasure	/ɛə/	air	/ʊə/	tour		

Reading Comprehension:	Writing			Grammar and Punctuation	Spelling	Reading for Pleasure
	Purpose	Text Type	Audience		<p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>The /<u>n</u>/ sound spelt n before k</p> <p>Division of words into syllables</p> <p>-tch</p> <p>The /<u>y</u>/ sound at the end of words</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p> <p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</p> <p>Words ending –y (/i:/ or /ɪ/)</p> <p>New consonant spellings ph and wh</p> <p>Using k for the /k/ sound</p> <p>Adding the prefix –un</p> <p>Compound words</p> <p>Common exception words</p>	
<p>Clarification-Vocabulary</p> <p>-discussing word meanings, linking new meanings to those already known;</p> <p>-the meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension;</p> <p>-once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, thus contributing to developing their early skills of inference.</p> <p>Retelling</p> <p>Who?</p> <p>What?</p> <p>-focus on one character/ object;</p> <p>Where?</p> <p>-specific to a character/ object;</p> <p>When?</p> <p>Retelling Instructions</p> <p>-retell instructions in the correct order;</p> <p>-use simple adverbs of time to explain the sequence;</p> <p>(firtsy, second, next, after, finally)</p>	<p>TERM 1</p> <p>INFORM - Office have lost records</p>	<p>RECOUNT- writing information about themselves for the school office</p>	<p>SCHOOL OFFICE</p>	<p>TBC AS MAIN FOCUS IS BASIC SENTENCE STRUCTURE:</p> <p>-leaving spaces between words</p> <p>-beginning to punctuate sentences using a capital letter and a full stop</p> <p>EXCLAMATION SENTENCES</p> <p>-beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>NOUN PHRASES</p> <p>EXCLAMATION SENTENCES</p> <p>-beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>COORDINATING CONJUNCTIONS</p> <p>- joining words and joining clauses using ‘and’</p>	<p>Stone Girl, Bone Girl - Laurence Anholt</p> <p>Little People Big Dreams: Mary Anning - Maria Isabel Sanchez</p> <p>Dinosaurium- Lily Murray</p> <p>How big were dinosaurs - Lita Judge</p> <p>If I had a dinosaur - Alex Barrow</p>	<p>Meet the Planets - Caryl Hart</p> <p>Mae among the Stars - Roda Ahmed</p> <p>Little People Big Dreams: Neil Armstrong - Maria Isabel Sanchez</p> <p>Astro Girl - Ken Wilson-Max]The Darkest Moon - Chris Hadfield</p> <p>The Man on the Moon - Simon Bartrum</p> <p>Look Up - Nathan Byron</p>
	<p>ENTERTAIN- Ms Keane has lost her favourite book:</p> 	<p>NARRATIVE -writing ‘Not Now Bernard ’ for Ms Keane</p>	<p>Ms Keane and Year 1 children</p>			
	<p>INFORM - Ms Jackson wants to find out more about Mae Jameson.</p> 	<p>Inform -Letter to Describe Mae Jameson</p>	<p>Ms Jackson</p>			
	<p>ENTERTAIN - video/recording from Nasa - have lost their data</p> 	<p>DESCRIPTION - writing about the planets - NASA have lost their data.</p>	<p>NASA</p>			
	<p>INFORM - telling parents across all year groups about show</p>	<p>RECOUNT - Christmas Show and what they did</p>	<p>PARENTS</p>			

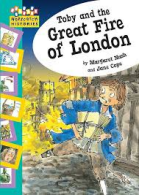
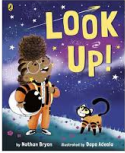

<p>Sequencing Short Stories -sequence events ; -use story maps with visuals/ without visuals; -highlight beginning/ middle /end;</p> <p>Identify the problem in a story What is the story about ? (the theme) What is the problem?</p> <p>Identify the resolution in a story</p>	<p>TERM 2</p> <p>ENTERTAIN - Reception's version of Jack and the Beanstalk is all broken - Yr 1 rewrite it</p>  <p>ENTERTAIN - Nursery don't LRRH as it is very scary - Y1 needs to write a better less scary version.</p>  <p>ENTERTAIN -nursery are missing a rhyme for one of their SSPFs</p>	<p>STORY - RETELLING - Beg, Mid and End across 6 weeks</p> <p>DESCRIPTION -Chd use descriptive language to describe the setting and characters of LRRH</p> <p>POETRY - write a short rhyme for one of the sounds for SSPF</p>	<p>RECEPTION</p> <p>MR KING</p> <p>NURSERY</p> <p>RECEPTION</p>	<p>COORDINATING CONJUNCTIONS: -joining words and joining clauses using 'and' PROGRESSIVE FORM VERBS, EXCLAMATION SENTENCES</p> <p>NOUN PHRASES</p> <p>COORDINATING CONJUNCTIONS: -joining words and joining clauses using 'and'</p> <p>NOUN PHRASES, EXCLAMATION</p>		<p>The true story of the 3 Little Pigs - Jon Scieszka Jack and the Beanstalk - Mara Alperin Little Red Riding Hood - Mara Alperin Pretty Salma - Niki Daly Red - Jed Alexander Little Red - Bethan Woolven</p>
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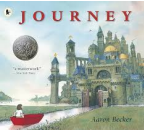

<p>Making Predictions -through self-questioning, reasoning and seeking clues that are connected to the author's intention and to their own experience, children learn to logically anticipate what will happen next and to justify their predictions. -making inferences on the basis of what is being said and done; -predicting what might happen on the basis of what has been read so far;</p>	<p>TERM 3</p> <p>ENTERTAIN - Bell Lane Library don't have enough fairy stories</p>  <p>ENTERTAIN - pirate doesn't have a sea shanty about himself</p> <p>INFORM - SD needs to know how to plant a bean/create a healthy salad</p> <p>INFORM - Pirate needs to punish his crew</p> <p>INFORM - class dojo post</p> <p>ENTERTAIN - pirate of the year competition</p>  <p>ENTERTAIN - report written from POV of teacher</p>	<p>STORY - Creating own narrative borrowing from 3 Little Pigs structure</p> <p>POETRY - Children create own sea shanty</p> <p>INSTRUCTIONS - to write instructions to make a</p> <p>LETTER - replying to captain's letter to tell him how to punish his crew</p> <p>RECOUNT - telling parents what did at legoland</p> <p>DESCRIPTION - describing 3 class pirates in detail</p> <p>IN CHARACTER - chd write general comment about themselves as if they are the teacher</p>	<p>BELL LANE CHILDREN - short burst letter to Bell Lane School pupils</p> <p>PIRATE CAPTAIN</p> <p>SUJATA DESHMUKH</p> <p>PIRATE CAPTAIN</p> <p>PARENTS</p> <p>OTHER CHILDREN in YR 1 competition</p> <p>YEAR 2 TEACHERS</p>	<p>COORDINATING CONJUNCTIONS: -joining words and joining clauses using 'and' PROGRESSIVE FORM VERBS, EXCLAMATION SENTENCES</p> <p>NOUN PHRASES</p> <p>COMMAS</p> <p>SUBORDINATING CONJUNCTIONS</p> <p>COORDINATING CONJUNCTIONS -joining words and joining clauses using 'and'</p> <p>NOUN PHRASES</p> <p>NOUN PHRASES, COORDINATING AND SUBORDINATING CONJUNCTIONS</p>		<p>No More Poems - Rhett Miller Molly Rogers Pirate Girl - Cornelia Funke The Night Pirates - Peter Harris The Pirates Next Door - Jonny Duddle The Pirates are Coming - Jon Condon</p>
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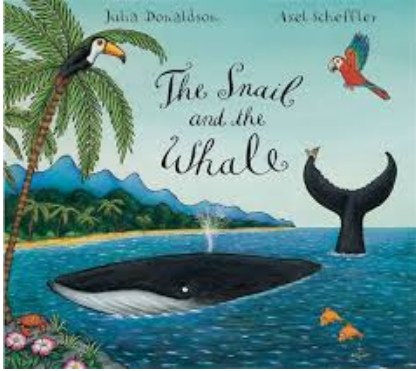
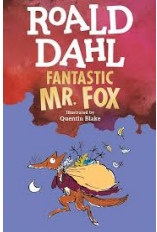
Word reading	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes• read accurately words of two or more syllables that contain the same graphemes as above• read words containing common suffixes• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation• reread these books to build up their fluency and confidence in word reading
Reading Comprehension (for the one used in school add the link for PIRA assessment spreadsheets)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• develop pleasure in reading, motivation to read, vocabulary and understanding by:<ul style="list-style-type: none">◦ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently◦ discussing the sequence of events in books and how items of information are related◦ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales◦ being introduced to non-fiction books that are structured in different ways◦ recognising simple recurring literary language in stories and poetry◦ discussing and clarifying the meanings of words, linking new meanings to known vocabulary◦ discussing their favourite words and phrases◦ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear• understand both the books that they can already read accurately and fluently and those that they listen to by:<ul style="list-style-type: none">◦ drawing on what they already know or on background information and vocabulary provided by the teacher◦ checking that the text makes sense to them as they read, and correcting inaccurate reading◦ making inferences on the basis of what is being said and done◦ answering and asking questions◦ predicting what might happen on the basis of what has been read so far• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Writing Transcription	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• spell by:<ul style="list-style-type: none">◦ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly◦ learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones◦ learning to spell common exception words◦ learning to spell more words with contracted forms◦ learning the possessive apostrophe (singular) [for example, the girl's book]◦ distinguishing between homophones and near-homophones• add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly• apply spelling rules and guidance, as listed in English appendix 1• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• form lower-case letters of the correct size relative to one another• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters• use spacing between words that reflects the size of the letters

Writing - Composition (for the one used in school add the link for writing assessment spreadsheets)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• develop positive attitudes towards and stamina for writing by:<ul style="list-style-type: none">◦ writing narratives about personal experiences and those of others (real and fictional)◦ writing about real events◦ writing poetry◦ writing for different purposes• consider what they are going to write before beginning by:<ul style="list-style-type: none">◦ planning or saying out loud what they are going to write about◦ writing down ideas and/or key words, including new vocabulary◦ encapsulating what they want to say, sentence by sentence• make simple additions, revisions and corrections to their own writing by:<ul style="list-style-type: none">◦ evaluating their writing with the teacher and other pupils◦ rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form◦ proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)• read aloud what they have written with appropriate intonation to make the meaning clear
Writing – vocabulary, grammar and punctuation	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• develop their understanding of the concepts set out in English appendix 2 by:<ul style="list-style-type: none">◦ learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)◦ learn how to use:◦ sentences with different forms: statement, question, exclamation, command◦ expanded noun phrases to describe and specify [for example, the blue butterfly]◦ the present and past tenses correctly and consistently, including the progressive form◦ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)◦ the grammar for year 2 in English appendix 2◦ some features of written Standard English• use and understand the grammatical terminology in English appendix 2 in discussing their writing

Reading Comprehension	Writing			Grammar and Punctuation	Spellings	Reading for Pleasure Accelerated Reader
	Purpose	Text Type	Audience			

<p>Evaluation -understand and interpret facial expressions and body language; -use personal experiences and evidence from words and images to support evaluative reasoning; - identify evaluation clues – linking character’s actions and facial expressions to predict what they are thinking.</p> <p>Clarification-Vocabulary</p> <p>Retelling Who?</p> <p>What? -focus on one character/ object;</p> <p>Where? -specific to a character/ object;</p> <p>When?</p> <p>-skimming and scanning to find keywords in text; -to answer literal questions from text by skimming and scanning to locate the same words as the key words that appear in the question.</p> <p>Non-Fiction Texts</p> <p>-introduce children to non-fiction books that are structured in different ways; -retrieve information from different parts of the text;</p> <p>Retelling Instructions -retell instructions in the correct order; -use simple adverbs of time to explain the sequence; (firtsy, second, next, after, finally)</p> <p>Sequencing Short Stories -sequence events ; -use story maps with visuals/ without visuals; -highlight beginning/ middle /end;</p> <p>Identify the problem in a story What is the story about ? (the theme) What is the problem?</p> <p>Identity the resolution in a story</p> <p>Making Predictions -through self-questioning, reasoning and seeking clues that are connected to the author’s intention and to their own experience, children learn to logically anticipate</p>	<p>To inform</p>	<p>Holiday recount</p>	<p>Baseline assessment for teacher</p>	<p>ADVERBIALS AND CONJUNCTIONS</p> <ul style="list-style-type: none"> - Use coordinating conjunctions to link two main ideas. - Use subordinating conjunctions in the middle of sentences. - Use noun phrases which inform. - - Use commas to separate items in a list. - Use exclamation sentences where appropriate. 		
	<p>To inform</p>	<p>Flapjack instructions</p>	<p>Mr Humphries needs the recipe for flapjacks to make for Mrs Humphries.</p>	<ul style="list-style-type: none"> - Imperative verbs - Time sequence openers - Adverbials - Present tense verbs - - Use commas to separate items in a list. - 		
	<p>To inform (recount)</p> 	<p>Reading the story - Toby & GFOL Text immersion</p>	<p>To read their retell letter to Mary the Servant to tell her what happened to Toby.</p>	<p>ADVERBIALS and CONJUNCTIONS</p> <p>Asking questions with a question mark</p> <ul style="list-style-type: none"> - Use coordinating conjunctions to link two main ideas. - Past tense verbs - Use noun phrases which add detail to description. - Adjectives - Use exclamation sentences. 		
	<p>To inform</p> 	<p>Writing speeches against racism and hate</p>	<p>To video and send on Class dojo to the parents and share with the school using the QR code on the Black History Board.</p>	<p>Subordinating conjunctions Powerful adjectives Statements, Commands and Questions .</p>		
	<p>To entertain</p>	<p>Writing our own poems to cheer up Penny the Penguin</p>	<p>Read to Penny the Penguin</p>	<ul style="list-style-type: none"> - - Use expanded noun phrases which add detail to description. - Use the progressive form for verbs. - Use exclamation sentences. 		
	<p>Part 2 To inform</p> 	<p>Tell Penny how to find her lost penguin family with fact files for Penny (as a letter)</p>	<p>Finish with a video with Penny back in Antarctica.</p>	<ul style="list-style-type: none"> - Use coordinating conjunctions to link two main ideas. - USing topic specific words. 		

<p>what will happen next and to justify their predictions. -making inferences on the basis of what is being said and done; -predicting what might happen on the basis of what has been read so far;</p> <p>Evaluation</p> <p>-understand and interpret facial expressions and body language; -use personal experiences and evidence from words and images to support evaluative reasoning; - identify evaluation clues – linking character’s actions and facial expressions to predict what they are thinking.</p>	<p>To inform</p> 	<p>Description - lost minibeast</p>	<p>Saracens BroadfieldsY3 children and staff Inform - Description of the lost class pet snail to be copied and posted around the school</p>	<p>ADVERBIALS AND CONJUNCTIONS</p> <ul style="list-style-type: none"> - Use coordinating conjunctions to link two main ideas. - Use subordinating conjunctions in the middle of sentences. - Use noun phrases which inform. - USe adverbs - Capital letters, full stops (sentence demarcation) 		
	<p>To entertain</p> 	<p>Story - Journey (Wordless book)</p>		<p>ADVERBIALS and CONJUNCTIONS</p> <ul style="list-style-type: none"> - Use coordinating conjunctions to link two main ideas. - Use noun phrases which add detail to description. - Use the progressive form for verbs. - Use exclamation sentences. 		
	<p>To entertain</p>	<p>Story - Superhero or Villain?</p>	<p>Writing own story for Writing Competition</p>	<p>ADVERBIALS AND CONJUNCTIONS</p> <ul style="list-style-type: none"> - Use coordinating conjunctions to link two main ideas. - Use subordinating conjunctions in the middle of sentences. - Use noun phrases which inform. - - Use commas to separate items in a list. - Use exclamation sentences where appropriate. 		
	<p>To inform</p>	<p>Recount - Inside the Villain (Crime Scene investigation)</p>	<p>Write a recount for Mr Archibald on who kidnapped him</p>	<p>ADVERBIALS and CONJUNCTIONS</p> <ul style="list-style-type: none"> - Use coordinating conjunctions to link two main ideas. - Use noun phrases which add detail to description. - Use the progressive form for verbs. - Use exclamation sentences. 		
	<p>To inform</p> <p>Bridge</p> 	<p>To inform</p> <p>A diary entry iln character role - The Bridge</p>	<p>Write a Diary entry in role of one of the character from the visual literacy unit: The Bridge</p>	<p>ADVERBIALS and CONJUNCTIONS</p> <ul style="list-style-type: none"> - Use coordinating conjunctions to link two main ideas. - Use noun phrases which add detail to description. - Use the progressive form for verbs. - Use exclamation sentences. 		

	To entertain	To entertain Poetry	Perform to class - best performance gets posted on Class Dojo for all the parents to see!	-		
	To entertain 	To entertain The Snail and the Whale - stories creating their own explorer story.	Put on the school website as a children's bedtime story.	ADVERBIALS and CONJUNCTIONS <ul style="list-style-type: none"> - Use coordinating conjunctions to link two main ideas. - Use noun phrases which add detail to description. - Use the progressive form for verbs. - Use exclamation sentences. 		
	To inform (Fantastic Mr Fox - extended Writing Journey) 	To inform the Year 3 team what Mr Fox looks like for their wanted posters. Received an email from Mr Fox to ask for help in order to feed his family - Year 2 write instructions on how to raid Boggis' chicken shed Year 3 teachers are back - this time to find out the story from Fantastic Mr Fox's point of view.	Mrs Mc Carthy to come and read them and give praise Year 3 teachers set the challenge for them to assess ready for next year	ADVERBIALS AND CONJUNCTIONS <ul style="list-style-type: none"> - Use coordinating conjunctions to link two main ideas. - Use subordinating conjunctions in the middle of sentences. - Use noun phrases which inform. - Use commas to separate items in a list. - Use exclamation sentences where appropriate. 		

<p>Word reading</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
<p>Reading Comprehension (for the one used in school add the link for PIRA assessment spreadsheets)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• develop positive attitudes to reading, and an understanding of what they read, by:<ul style="list-style-type: none">◦ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks◦ reading books that are structured in different ways and reading for a range of purposes◦ using dictionaries to check the meaning of words that they have read◦ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally◦ identifying themes and conventions in a wide range of books◦ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action◦ discussing words and phrases that capture the reader's interest and imagination◦ recognising some different forms of poetry [for example, free verse, narrative poetry]• understand what they read, in books they can read independently, by:<ul style="list-style-type: none">◦ checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context◦ asking questions to improve their understanding of a text◦ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence◦ predicting what might happen from details stated and implied◦ identifying main ideas drawn from more than 1 paragraph and summarising these◦ identifying how language, structure, and presentation contribute to meaning• retrieve and record information from non-fiction• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
<p>Writing Transcription</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• use further prefixes and suffixes and understand how to add them - see English appendix 1• spell further homophones• spell words that are often misspelt - see English appendix 1• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]• use the first 2 or 3 letters of a word to check its spelling in a dictionary• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
<p>Handwriting & Presentation (Letterjoin programme)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined• increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Writing - Composition

Pupils should be taught to:


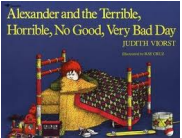
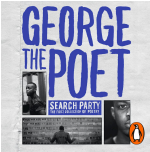
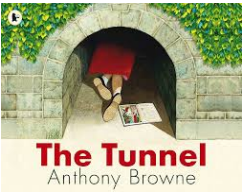
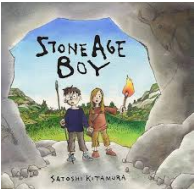
- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures [English appendix 2](#)
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

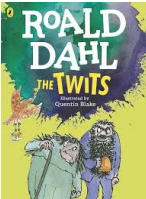
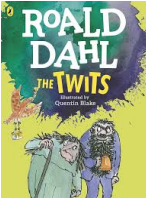
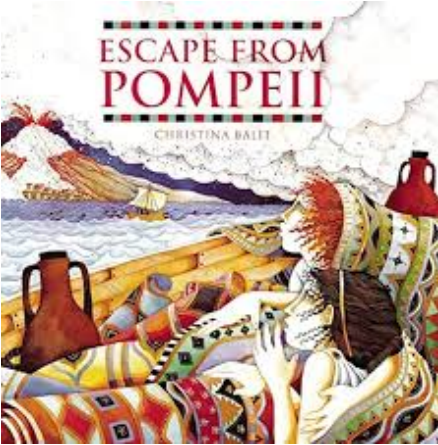
Writing – vocabulary, grammar and punctuation


Pupils should be taught to:

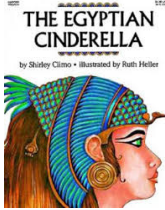


- develop their understanding of the concepts set out in [English appendix 2](#) by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in [English appendix 2]/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
- use and understand the grammatical terminology in [English appendix 2](#) accurately and appropriately when discussing their writing and reading

Reading Comprehension	Writing	Grammar and Punctuation	Spellings	Reading for Pleasure Accelerated Reader
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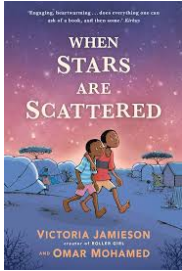
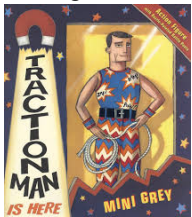
	Purpose	Text Type	Audience		Strategies for learning words: words from statutory list learnt previously Strategies at the point of writing: Have a go. 'Strategies for learning words: words from statutory and personal spelling list Words from statutory and personal spelling lists: pair testing Proofreading Prefixes 'in-', 'il-', 'im-' and 'ir-'. Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with /ei/ sound spelt ei or eigh . Words with /ei sound spelt ey . Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'. Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed'). -doubling final consonant; -last syllable unstressed; Words ending in /g/sound spelt -gue . Words ending in /k/sound spelt -que . Words with the /s/ sound spelt sc . Words ending in /k/sound spelt ch . Words with /ʃ/ sound spelt ch .	143-Storey Treehouse Andy Griffiths
<p>Retelling Who? What? Where? When?</p> <p>NOTE: -it is extremely important to encourage children to use the prompts and ask their own questions before giving them questions to answer to;</p> <p>Clarification-Vocabulary -different aspects in all RC lessons- -Skimming/ Scanning What does...mean?- -brainstorm ideas/ use prior knowledge+use dictionaries; -derive the meaning of the words in context;</p> <p>-similar and opposite meanings; -skimming and scanning keywords in the question/ text; -skimming and scanning synonyms and antonyms of key words/ clues in the text; -compound words; -shades of meaning;</p> <p>Explaining the meaning of the words in context (revisit throughout all sessions that involve reading and comprehending-across curriculum)</p> <p>Retrieving -multiple choice (choose one/ two-tick/ circle)</p>	Writing to Entertain	Baseline: Character description / recount “This is Me”	New class teachers and peers	Non-negotiables for Year 1 and 2		
	Writing to Inform 	Recount - Diary Entry as Mrs Cole	To themselves in first person (Mrs Cole)	-use subordinating conjunctions to join clauses, including as openers; -use expanded noun phrases to inform;. -use commas to separate adjectives in a list; -use relative clauses to add further detail; - use present perfect tense to place events in time -consolidate four main punctuation marks (. , ! ?); -use capital letters for proper nouns; -use commas to mark fronted adverbials; -use commas to mark subordinate clauses; -use inverted commas for direct speech; -use bullet points to list items;		
	Writing to Entertain 	Story “My Terrible, Horrible Day”	Competition amongst teachers and pupils for ‘The Worst Day’ story battle!	-fronted adverbials to show how/when an event occurs; -expanded noun phrases to add detail & description; -subordinate clauses to add detail or context; -nouns & pronouns; -use full punctuation for direct speech, including punctuation within and before inverted commas; - inverted commas for direct speech - use of apostrophes for possession, including for plural nouns; -use commas after fronted adverbials and subordinate clauses; - figurative language - similes, onomatopoeia,		
	Writing to Entertain 	Poetry “This is Me” / I am Unique	The world (following Black History Week)	-figurative language - similes, metaphors, alliteration -repetition -punctuation (commas, full stops, exclamation marks, question marks for rhetorical questions) -capital letters -adjectives, expanded noun phrases		
	Writing to Entertain 	Stories “My Adventure into The Deep, Dark Tunnel”	Year 3 - to tell stories at our Stone Age campfire	-fronted adverbials to show how/when an event occurs; -expanded noun phrases to add detail & description; -subordinate clauses to add detail or context; -nouns & pronouns; -use full punctuation for direct speech, including punctuation within and before inverted commas; - inverted commas for direct speech - use of apostrophes for possession, including for plural nouns; -use commas after fronted adverbials and subordinate clauses; - figurative language - similes, metaphors, onomatopoeia, personification		
	Writing to Persuade 	Advertising / Poster - My Stone Age Tool	The Year 3 tribe	-fronted adverbials to show how/when an event occurs; -expanded noun phrases to add detail & description; -subordinate clauses to add detail or context; -nouns & pronouns; -use full punctuation for direct speech, including punctuation within and before inverted commas; - use of apostrophes for possession, including for plural nouns; -use rhetorical questions to engage the reader; -use relative clauses to provide additional enticement ; -ensure use of capital letters for proper nouns -use ? ! for rhetorical / exclamatory sentences; -use commas to mark relative clauses; -use commas to make fronted adverbials and subordinate clauses ;		

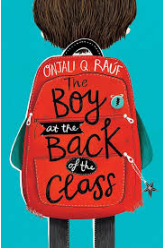
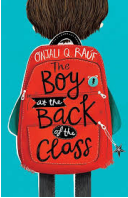
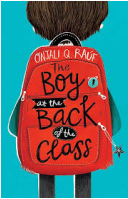
<p>Who?/What?/When?/ Where? Why? -find a copy... -find a word to finish the sentence -find the missing word (from the text) -find a word in the text that means the same as... -find a word in the text that means the opposite -write one thing that.... -matching exercises/ draw lines to match.... -true/false -yes/ no -tick in the table (info collected from the same part of the text); -fill in the table(info collected from the same part of the text); -who is/ who is not? -put ... in order/ write numbers 1-4/1-5 to show the order;</p> <p>Main Idea</p> <p>Sequencing</p> <p>Cause and Effect-Predictions stage 1: identifying the effect ?(when cause is given) stage 2: identifying the cause (when the effect is given)9 stage 3: predictions</p> <p>Seeking evidence/ clues How do you know?</p> <p>Inference Seeking evidence/ clues How do you know? Who? What? Where? When? Why?</p>	<p>Writing to Entertain</p> 	<p>Stories - A New Chapter in The Twits</p>	<p>Roald Dahl's publishing team</p>	<p>-fronted adverbials to show how/when an event occurs; -expanded noun phrases to add detail & description; -subordinate clauses to add detail or context; -nouns & pronouns; -use full punctuation for direct speech, including punctuation within and before inverted commas; - inverted commas for direct speech - use of apostrophes for possession, including for plural nouns; -use commas after fronted adverbials and subordinate clauses; - figurative language - similes, metaphors, onomatopoeia, personification</p>	<p>Words with endings sounding like /tʃə/ spelt '-ture.</p> <p>Words with endings sounding like /tʃə/ spelt '-ture': dictation.</p> <p>Possessive apostrophe with plurals.</p>	
	<p>Writing to Persuade</p> 	<p>Letter (based on The Twits)</p>	<p>Another school who dislike The Twits</p>	<p>-use imperative verbs to convey urgency; -use rhetorical questions to engage the reader; -use noun phrases to add detail and description; -use relative clauses to provide additional enticement ; -ensure use of capital letters for proper nouns -use ? ! for rhetorical / exclamatory sentences; -use commas to mark relative clauses; -use commas to make fronted adverbials and subordinate clauses ;</p>	<p>Strategies for learning words: homophones (scene/seen, mail/male, bawl/ball).</p> <p>Homophones (scene/seen, mail/male, bawl/ball).</p>	
				<p>-use subordinating conjunctions to join clauses, including as openers; -use expanded noun phrases to inform;. -use commas to separate adjectives in a list; -use relative clauses to add further detail; - use present perfect tense to place events in time -consolidate four main punctuation marks (. , ! ?); -use capital letters for proper nouns; -use commas to mark fronted adverbials; -use commas to mark subordinate clauses; -use bullet points to list items;</p>	<p>Suffix ' -ally' added to words ending in -ic.</p> <p>Suffix ' -ous' when ' -our' is changed to ' -or'.</p> <p>Suffix ' -ous' after /i:/ sound spent i.</p>	
	<p>Spring 2 onwards To Entertain</p> 	<p>Spring 2 onwards Setting Description - Escape from Pompeii</p>	<p>To impress our parents</p>	<p>-fronted adverbials to show how/when an event occurs; -expanded noun phrases to add detail & description; -subordinate clauses to add detail or context; -nouns & pronouns; -use full punctuation for direct speech, including punctuation within and before inverted commas; - use of apostrophes for possession, including for plural nouns; -use commas after fronted adverbials and subordinate clauses; -figurative language - onomatopoeia, alliteration, metaphors personification</p>	<p>Suffix ' -ous' after /i:/ sound spent e.</p> <p>Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-' .</p> <p>Suffix ' -ly' added to words ending in 'y', 'le' and 'ic'</p> <p>Ending that sounds like /ʃən/ / spelt ' -sion' if the root word ends in se.</p> <p>Ending that sounds like /ʃən/ spelt ' -cian' if the root word ends in c or cs.</p>	

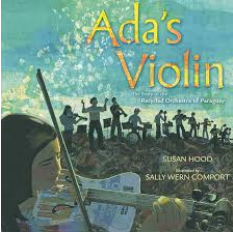


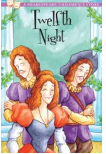
<p>Similarities and Differences</p> <p>Comparison two short paragraphs two characters two places two problems etc</p> <p>How words and phrases enhance meaning</p> <p>Evaluation</p> <p>Do you think...? How do you think..? Why do you think..? Why do you say that..? -characters' feelings (pictures/ facial expression/ body language+personal experience); -characters' thoughts (identify a character's thoughts using word clues and personal experience); -characters' actions/ reactions (using word clues and personal experience); -characters' motives (using word clues and personal experience);</p>						
	Writing to Inform	Letter - Related to Science Week	Dr Patricia / or another scientist depending on the theme	-use rhetorical questions to engage the reader; -use noun phrases to add detail and description; -use relative clauses to provide additional enticement ; -ensure use of capital letters for proper nouns -use ? ! for rhetorical / exclamatory sentences; -use commas to mark relative clauses; -use commas to make fronted adverbials and subordinate clauses ;		
	Writing to Entertain 	Stories - The Gorge of Death (visual literacy) - Writing a story ending	The author Malorie Blackman	-fronted adverbials to show how/when an event occurs; -expanded noun phrases to add detail & description; -subordinate clauses to add detail or context; -nouns & pronouns; -use full punctuation for direct speech, including punctuation within and before inverted commas; - use of apostrophes for possession, including for plural nouns; -use commas after fronted adverbials and subordinate clauses;		

	<p>Writing to Inform</p> 	Character Description	Publishing company who want to create a new version of Cinderella	<ul style="list-style-type: none">-use subordinating conjunctions to join clauses, including as openers;-use expanded noun phrases to inform;.-use commas to separate adjectives in a list;-use relative clauses to add further detail;- use present perfect tense to place events in time-consolidate four main punctuation marks (. , ! ?);-use capital letters for proper nouns;-use commas to mark fronted adverbials;-use commas to mark subordinate clauses;-use inverted commas for direct speech;-use bullet points to list items;	
	<p>Writing to Entertain</p> 	Newspaper - The Return of The Iron Man	The world (pretend newspaper)	<ul style="list-style-type: none">-use subordinating conjunctions to join clauses, including as openers;-use expanded noun phrases to inform;.-use commas to separate adjectives in a list;-use relative clauses to add further detail;- use present perfect tense to place events in time-consolidate four main punctuation marks (. , ! ?);-use capital letters for proper nouns;-use commas to mark fronted adverbials;-use commas to mark subordinate clauses;-use inverted commas for direct speech;-use bullet points to list items;	
	<p>Writing to Entertain</p> 	Story - In the style of Esio Trot	Year 3 children	<ul style="list-style-type: none">-fronted adverbials to show how/when an event occurs;-expanded noun phrases to add detail & description;-subordinate clauses to add detail or context;-nouns & pronouns;-use full punctuation for direct speech, including punctuation within and before inverted commas;- inverted commas for direct speech- use of apostrophes for possession, including for plural nouns;-use commas after fronted adverbials and subordinate clauses;- figurative language - similes, metaphors, onomatopoeia, personification	
	<p>Writing to Inform</p>	Explanation - My Journey Through Year 3	Year 2 children	<ul style="list-style-type: none">-Use subheadings-use subordinating conjunctions to join clauses, including as openers;-use expanded noun phrases to inform;.-use commas to separate adjectives in a list;-use relative clauses to add further detail;- use present perfect tense to place events in time-consolidate four main punctuation marks (. , ! ?);-use capital letters for proper nouns;-use commas to mark fronted adverbials;-use commas to mark subordinate clauses;-use bullet points to list items;	

<div>Reading Comprehension</div> <div>KS1 and KS2-RC Overview</div> <div>Year 4- Head Start</div> <div>Year 4 -Scholastic</div> <div><div>Retelling</div><div>Who?</div><div>What?</div><div>Where?</div><div>When?</div></div> <div><div>NOTE:</div><div>-it is extremely important to encourage children to use the prompts and ask their own questions before giving them questions to answer to;</div></div> <div><div>Clarification-Vocabulary</div><div>-different aspects in all RC lessons-</div><div>-Skimming/ Scanning</div><div>What does...mean?-</div><div>-brainstorm ideas/ use prior knowledge+use dictionaries;</div><div>-derive the meaning of the words in context;</div><div><div>-similar and opposite meanings;</div><div>-skimming and scanning keywords in the question/ text;</div><div>-skimming and scanning synonyms and antonyms of key words/ clues in the text;</div><div>-compound words;</div><div>-shades of meaning;</div></div><div><div>Explaining the meaning of the words in context</div><div>(revisit throughout all sessions that involve reading and comprehending-across curriculum)</div></div><div>Retrieving</div></div>	<div>Writing</div>	<div>Grammar and Punctuation</div>	<div>Spellings</div>	<div>Reading for Pleasure</div> <div>Accelerated Reader</div>
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<p>-multiple choice (choose one/ two-tick/ circle) Who?/What?/When?/ Where? Why? -find a copy... -find a word to finish the sentence -find the missing word (from the text) -find a word in the text that means the same as... -find a word in the text that means the opposite -write one thing that.... -matching exercises/ draw lines to match.... -true/false -yes/ no -tick in the table (infor collected from the same part of the text); -fill in the table(info collected from the same part of the text); -who is/ who is not? -put ... in order/ write numbers 1-4/1-5 to show the order;</p> <p>Main Idea</p> <p>Sequencing</p> <p>Fact and Opinion</p> <p>Cause and Effect-Predictions stage 1: identifying the effect ?(when cause is given) stage 2: identifying the cause (when the effect is given) stage 3: predictions</p> <p>Seeking evidence/ clues How do you know?</p> <p>Inference Seeking evidence/ clues How do you know?</p>	<p>Purpose</p>	<p>Text Type</p>	<p>Audience</p>			
	Writing to inform (recount/ letter)	Recount-My Summer Holiday (base line)	teacher	Check non-negotiables-Year 2 and 3.	Strategies for learning words: words from statutory list learnt previously Strategies at the point of writing: Have a go.	
	Writing to entertain <div><div>THE LITERACY SHED</div><div>Dangle</div><div></div></div>	Story Ending-Dangle	Peers	-fronted adverbials to show how/when an event occurs; -expanded noun phrases to add detail & description; -subordinate clauses to add detail or context; -nouns & pronouns; -use full punctuation for direct speech, including punctuation within and before inverted commas; - use of apostrophes for possession, including for plural nouns; -use commas after fronted adverbials and subordinate clauses;	'Strategies for learning words: words from statutory and personal spelling list	Words from statutory and personal spelling lists: pair testing
	Writing to entertain	Story (visual literacy)	Peers	-fronted adverbials to show how/when an event occurs; -expanded noun phrases to add detail & description; -subordinate clauses to add detail or context; -nouns & pronouns; -use full punctuation for direct speech, including punctuation within and before inverted commas; - use of apostrophes for possession, including for plural nouns; -use commas after fronted adverbials and subordinate clauses;	Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with /ei/ sound spelt ei or eigh . Words with /ei sound spelt ey .	Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'.
	Writing toinrm: Dlary <div></div>	Poem	Parents on class dojo	-fronted adverbials to show how/when an event occurs; -expanded noun phrases to add detail & description; -subordinate clauses to add detail or context; -nouns & pronouns; -use full punctuation for direct speech, including punctuation within and before inverted commas; - use of apostrophes for possession, including for plural nouns; -use commas after fronted adverbials and subordinate clauses;	Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed'). -doubling final consonant; -last syllable unstressed;	Words ending in /g/sound spelt -gue .
	Writing to entertain/writing to persuade	Advert	Peers	-use imperative verbs to convey urgency; -use rhetorical questions to engage the reader; -use noun phrases to add detail and description; -use relative clauses to provide additional enticement ; -ensure use of capital letters for proper nouns -use ? ! for rhetorical / exclamatory sentences; -use commas to mark relative clauses; -use commas to make fronted adverbials and subordinate clauses ;	Words ending in /k/sound spelt -que .	Words with the /s/ sound spelt sc .
	Writing to entertain <div></div>	Tractionman Comic Strip		-fronted adverbials to show how/when an event occurs; -expanded noun phrases to add detail & description; -subordinate clauses to add detail or context; -nouns & pronouns; -use full punctuation for direct speech, including punctuation within and before inverted commas; - use of apostrophes for possession, including for plural nouns; -use commas after fronted adverbials and subordinate clauses;	Words ending in /k/sound spelt ch .	Words with /ʃ/ sound spelt ch .
Writing to inform	Newspaper Article (Electroman vs Spiderman)	Published in Broadfields' Voice (pretend)	-use subordinating conjunctions to join clauses, including as openers; -use expanded noun phrases to inform;. -use commas to separate adjectives in a list; -use relative clauses to add further detail; - use present perfect tense to place events in time -consolidate four main punctuation marks (. , ! ?); -use capital letters for proper nouns; -use commas to mark fronted adverbials; -use commas to mark subordinate clauses; -use inverted commas for direct speech; -use bullet points to list items;	Words with endings sounding like /tʃə/ spelt '-ture'. Words with endings sounding like /tʃə/ spelt '-ture': dictation.	Possessive apostrophe with plurals.	
				Strategies for learning words: homophones (scene/seen, mail/male, bawl/ball). Homophones (scene/seen, mail/male, bawl/ball).	Suffix ' -ally' added to words ending in -ic.	
				Suffix '-ous' when '-our' is changed to '-or'.		
				Suffix '-ous' after /i:/ sound spent i.		
				Suffix '-ous' after /i:/ sound spent e .		
				Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-' .		
				Suffix '-ly' added to words ending in 'y', 'le' and 'ic'		

<p>Who? What? Where? When? Why?</p> <p>Similarities and Differences</p> <p>Comparison two short paragraphs two characters two places two problems etc</p> <p>How words and phrases enhance meaning</p> <p>Evaluation</p> <p>Do you think...? How do you think..? Why do you think..? Why do you say that..? -characters' feelings (pictures/ facial expression/ body language+personal experience); -characters' thoughts (identify a character's thoughts using word clues and personal experience); -characters' actions/ reactions (using word clues and personal experience); -characters' motives (using word clues and personal experience);</p>	<p>Writing to inform</p>	<p>The Digestive System</p>	<p>Teacher and peers</p>	<p>-use subordinating conjunctions to join clauses, including as openers; -use expanded noun phrases to inform;. -use commas to separate adjectives in a list; -use relative clauses to add further detail; - use present perfect tense to place events in time -consolidate four main punctuation marks (. , ! ?); -use capital letters for proper nouns; -use commas to mark fronted adverbials; -use commas to mark subordinate clauses; -use inverted commas for direct speech; -use bullet points to list items;</p>	<p>Ending that sounds like / ʃən/ / spelt ‘-sion’ if the root word ends in se.</p> <p>Ending that sounds like / ʃən/ spelt ‘-cian’ if the root word ends in c or cs.</p>	
	<p>Writing to Inform (Recount)</p> 	<p>Diary Entry (as Ahnmet)</p>	<p>Each other - so we can emphasise with new children who come from a new country.</p>	<p>Use subordinating conjunctions to join clauses, including as openers, Even though this place had no guns, the children seemed threatening. Staring, always staring.</p> <p>Past tense simple verbs</p> <p>Begin to use present perfect tense to place events in time, It has been a long day and it now time to try to sleep.</p> <p>Adverbials First Firstly Before After Later Soon Also In addition However Conjunctions when before after while because if</p> <p>Fear, loneliness, strangers, language barrier, alienated, alone, desperate, grief, loss, lost, dumb -consolidate four main punctuation marks (. , ! ?); -use capital letters for proper nouns; -use commas to mark fronted adverbials; -use commas to mark subordinate clauses;</p>		
	<p>Writing to inform/persuade : explanation of what it is like at Saracens Broadfields (recount)</p> 	<p>A leaflet on Saracens Broadfields(on docs so it can be translated for new pupils)</p>	<p>New pupils</p>	<p>-use Subheadings -use bullet points to list items; Use relative clauses to add further detail Broadfields, which is a large welcoming primary school, is nestled on the edge of London. Use subordinating conjunctions to join clauses, including as openers, Although starting a school might be tricky, it isn't all that bad. Present or present perfect tense</p>		
	<p>Writing to entertain (story)</p> 	<p>Story of Ahmet's journey</p>	<p>Saracens BroadfieldsCommunity on Class Dojo</p>	<p>-fronted adverbials to show how/when an event occurs; -expanded noun phrases to add detail & description; -subordinate clauses to add detail or context; -nouns & pronouns; -use full punctuation for direct speech, including punctuation within and before inverted commas; - use of apostrophes for possession, including for plural nouns; -use commas after fronted adverbials and subordinate clauses;</p>		

	<p>Writing to Persuade : (to help out Ms Patience and get club numbers up)</p> 	<p>Poster to children at Broadfields.</p>	<p>Children of Saracens Broadfields to join a club in order to discover a talent! (Just like Ada did)</p>	<p>Use imperative verbs to convey urgency, Buy it today! Listen very carefully.... Use rhetorical questions to engage the reader, Do you want to have an amazing experience ? Use noun phrases to add detail and description,</p> <p>Our fantastic school has amazing facilities for everyone Use relative clauses to provide additional enticement Ensure use of capital letters for proper nouns Use ? ! for rhetorical / exclamatory sentences Use commas to mark relative clauses Use commas to make fronted adverbials and subordinate clauses After your visit, you won't want to leave.</p>		
	<p>Writing to Persuade : Speech for the community to look after our environment</p> 	<p>Speech to be performed at Assembly</p>	<p>Key Stage two children</p>	<p>Sentence Openers, Use Modal verbs of certainty Use relative clauses to add further detail Use subordinating conjunctions to join clauses, including as openers, Present or present perfect tense Use relative clauses to provide additional enticement Ensure use of capital letters for proper nouns Use ? ! for rhetorical / exclamatory sentences Use commas to mark relative clauses Use commas to make fronted adverbials and subordinate clauses</p>		
	<p>Writing to entertain</p> 	<p>Twelfth Night</p>	<p>peers/ teacher</p>	<p>-fronted adverbials to show how/when an event occurs; -expanded noun phrases to add detail & description; -subordinate clauses to add detail or context; -nouns & pronouns; -use full punctuation for direct speech, including punctuation within and before inverted commas; - use of apostrophes for possession, including for plural nouns; -use commas after fronted adverbials and subordinate clauses;</p>		
	<p>Writing to inform (recount)</p> 	<p>Diary Entry Twelfth Night (from Viola's point of view)</p>	<p>Self</p>	<p>-use subordinating conjunctions to join clauses, including as openers; -use expanded noun phrases to inform;. -use commas to separate adjectives in a list; -use relative clauses to add further detail; - use present perfect tense to place events in time -consolidate four main punctuation marks (. , ! ?); -use capital letters for proper nouns; -use commas to mark fronted adverbials; -use commas to mark subordinate clauses; -use inverted commas for direct speech; -use bullet points to list items;</p>		
	<p>Writing to inform</p>	<p>Explanation-How to deal with loneliness</p>	<p>peers/ teacher</p>	<p>-use subordinating conjunctions to join clauses, including as openers; -use expanded noun phrases to inform;. -use commas to separate adjectives in a list; -use relative clauses to add further detail; - use present perfect tense to place events in time -consolidate four main punctuation marks (. , ! ?); -use capital letters for proper nouns; -use commas to mark fronted adverbials; -use commas to mark subordinate clauses; -use inverted commas for direct speech; -use bullet points to list items;</p>		




	Writing to persuade (balanced argument/	Should Toki help the chameleon?	teacher/peers	-use imperative verbs to convey urgency; -use rhetorical questions to engage the reader; -use noun phrases to add detail and description; -use relative clauses to provide additional enticement ; -ensure use of capital letters for proper nouns -use ? ! for rhetorical / exclamatory sentences; -use commas to mark relative clauses; -use commas to make fronted adverbials and subordinate clauses ;		
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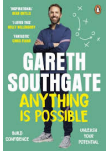


KS2 - Years 5 and 6

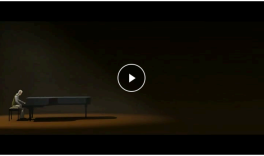
Word reading	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet
Reading Comprehension (for the one used in school add the link for PIRA assessment spreadsheets)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• maintain positive attitudes to reading and an understanding of what they read by:<ul style="list-style-type: none">◦ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks◦ reading books that are structured in different ways and reading for a range of purposes◦ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions◦ recommending books that they have read to their peers, giving reasons for their choices◦ identifying and discussing themes and conventions in and across a wide range of writing◦ making comparisons within and across books◦ learning a wider range of poetry by heart◦ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience• understand what they read by:<ul style="list-style-type: none">◦ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context◦ asking questions to improve their understanding◦ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence◦ predicting what might happen from details stated and implied◦ summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas◦ identifying how language, structure and presentation contribute to meaning• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• distinguish between statements of fact and opinion• retrieve, record and present information from non-fiction• 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• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary• provide reasoned justifications for their views
Writing Transcription	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• use further prefixes and suffixes and understand the guidance for adding them• spell some words with 'silent' letters [for example, knight, psalm, solemn]• continue to distinguish between homophones and other words which are often confused• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1• use dictionaries to check the spelling and meaning of words• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary• use a thesaurus
Handwriting & Presentation	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• write legibly, fluently and with increasing speed by:<ul style="list-style-type: none">◦ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters◦ choosing the writing implement that is best suited for a task

Writing - Composition (for the one used in school add the link for writing assessment spreadsheets)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• plan their writing by:<ul style="list-style-type: none">◦ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own◦ noting and developing initial ideas, drawing on reading and research where necessary◦ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed• draft and write by:<ul style="list-style-type: none">◦ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning◦ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action◦ précising longer passages◦ using a wide range of devices to build cohesion within and across paragraphs◦ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]• evaluate and edit by:<ul style="list-style-type: none">◦ assessing the effectiveness of their own and others' writing◦ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning◦ ensuring the consistent and correct use of tense throughout a piece of writing◦ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register• proofread for spelling and punctuation errors• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Writing – vocabulary, grammar and punctuation	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• develop their understanding of the concepts set out in English appendix 2 by:<ul style="list-style-type: none">◦ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms◦ using passive verbs to affect the presentation of information in a sentence◦ using the perfect form of verbs to mark relationships of time and cause◦ using expanded noun phrases to convey complicated information concisely◦ using modal verbs or adverbs to indicate degrees of possibility◦ using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun◦ learning the grammar for years 5 and 6 in English appendix 2• indicate grammatical and other features by:<ul style="list-style-type: none">◦ using commas to clarify meaning or avoid ambiguity in writing◦ using hyphens to avoid ambiguity◦ using brackets, dashes or commas to indicate parenthesis◦ using semicolons, colons or dashes to mark boundaries between independent clauses◦ using a colon to introduce a list◦ punctuating bullet points consistently• use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading

Reading Comprehension KS1 and KS2 Reading Comprehension Overview Year 6- Headstart Year 6- Scholastic	Writing			Grammar and Punctuation	Spellings	Reading for Pleasure
	Purpose	Text Type	Audience			

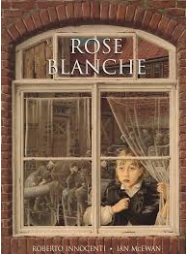
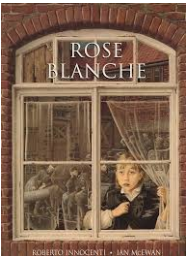
<p>Retelling</p> <p>Who? What? Where? When? beginning of a story; -the problem in a story; -the resolution is a story; -story accompanied by pictures; -extract from a comic strip;</p> <p>Clarification-Vocabulary</p> <p>Skimming Scanning</p> <p>all genres, incl poetry; What does...mean? - -brainstorm ideas/ use prior knowledge+use dictionaries;</p> <p>-derive the meaning of the words in context;</p> <p>-similar and opposite meanings; -skimming and scanning keywords in the question/ text; -skimming and scanning synonyms and antonyms of key words/ clues in the text; -compound words; -shades of meaning;</p> <p>-similes; -metaphors; -personifications; -identify and understand symbolism/poetic language within poetry;</p> <p>Retrieving</p> <p>-multiple choice (choose one/ two-tick/ circle) Who?/What?/When?/ Where? Why? -find a copy... -find a word to finish the sentence -find the missing word (from the text) -find a word in the text that means the same as... -find a word in the text that means the opposite -write one thing that....</p>	<p>Writing to Inform</p>	<p>Recount</p>	<p>Themselves and class teachers</p>	<p>Check non-negotiables (Year 3- Year 4)</p>	<p>Learn Words from statutory word lists (Years 5/6 high frequency words)</p>	<p>Accelerated Reader</p>
	<p>Writing to Inform</p> 	<p>Diary Entry</p>	<p>To themselves in first person as Jim Lovell</p>	<ul style="list-style-type: none"> Paragraphs used to group related ideas Heading/ Subheadings to label content Use of technical vocabulary Use subordinating conjunctions in varied positions Use expanded noun phrases to inform Use modal verbs to convey degrees of obligation and prohibition. Use relative clauses to add further detail Use commas after fronted adverbials. Consolidate four main punctuation marks (. , ! ?) Use capital letters for proper nouns. 	<p>Revise strategies at the point of writing: Have a go</p> <p>Words ending ‘-able’/ ‘-ably’, and ‘-ible’/‘-ibly’</p> <p>Strategies for learning words: words ending ‘-able’ and ‘-ible’</p> <p>Adding suffixes beginning with vowels to words ending in ‘-fer’</p> <p>Proofreading in smaller chunks (sentences, paragraphs)</p>	
	<p>Writing to Persuade</p>	<p>Letter (Pandora)</p>	<p>The British Space Agency</p>	<ul style="list-style-type: none"> Paragraphs used to group related ideas Heading/ Subheadings to label content Use of technical vocabulary Use subordinating conjunctions in varied positions Use expanded noun phrases to inform Use modal verbs to convey degrees of obligation and prohibition. Use relative clauses to add further detail Use commas after fronted adverbials. Consolidate four main punctuation marks (. , ! ?) Use capital letters for proper nouns. 	<p>Homophones (‘ce’/‘se’)</p> <p>Endings that sound like /ʃəs/ spelt ‘-cious’ or ‘-tious’</p> <p>Words ending ‘-cial’ and ‘-tial’</p> <p>Teach proofreading someone else’s writing</p> <p>Homophones (dessert/ desert, stationery/ stationary, complement/ compliment, principle/principal, prophet/profit)</p> <p>Generating words from prefixes and roots</p>	
	<p>To Discuss</p> 	<p>Review (Science Museum)</p>	<p>Trip advisor users</p>	<ul style="list-style-type: none"> Paragraphs used to group related ideas Heading/ Subheadings to label content Use of technical vocabulary Use subordinating conjunctions in varied positions Use expanded noun phrases to inform Use modal verbs to convey degrees of obligation and prohibition. Use relative clauses to add further detail Use commas after fronted adverbials. Consolidate four main punctuation marks (. , ! ?) Use capital letters for proper nouns. 	<p>Strategies for learning words: rare GPCs from statutory word list</p> <p>Words ending in ‘ant’, ‘-ance and ‘-ancy’</p> <p>Proofreading own writing independently</p> <p>Root words and meaning</p> <p>Words ending ‘-ent’,‘-ence’ and ‘-ency’</p> <p>Homophones (draught/ draft, dissent/descent, precede/proceed, wary/ weary)</p>	
	<p>To Entertain/ To persuade</p> 	<p>Poetry (Black is by Dave)</p>	<p>School Community (slot it into Black History Month)</p>	<ul style="list-style-type: none"> Paragraphs used to group related ideas Heading/ Subheadings to label content Use of technical vocabulary Use subordinating conjunctions in varied positions Use expanded noun phrases to inform Use modal verbs to convey degrees of obligation and prohibition. Use relative clauses to add further detail Use commas after fronted adverbials. Consolidate four main punctuation marks (. , ! ?) Use capital letters for proper nouns. 	<p>Strategies for learning words: commonly misspelt homophones</p>	



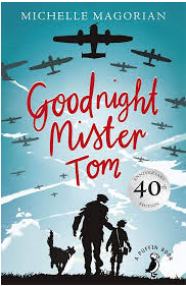
<p>-matching exercises/ draw lines to match....</p> <p>-true/false</p> <p>-yes/ no</p> <p>-tick in the table (infor collected from the same part of the text);</p> <p>-fill in the table(info collected from the same part of the text);</p> <p>-who is/ who is not?</p> <p>-put ... in order/ write numbers 1-4/1-5 to show the order;</p> <p>NOTE: -it is extremely important to encourage children to use the prompts and ask their own questions before giving them questions to answer to;</p>	<p>To Entertain</p> 	<p>Narrative (The London Eye Mystery)</p>	<p>Teachers</p>	<ul style="list-style-type: none"> • Paragraphs used to group related ideas • Heading/ Subheadings to label content • Use of technical vocabulary • Use subordinating conjunctions in varied positions • Use expanded noun phrases to inform • Use modal verbs to convey degrees of obligation and prohibition. • Use relative clauses to add further detail • Use commas after fronted adverbials. • Consolidate four main punctuation marks (. , ! ?) • Use capital letters for proper nouns. 		
	<p>To Inform</p> 	<p>Biography (New Year's Honours list)</p>	<p>Teachers Peers</p>	<ul style="list-style-type: none"> • Paragraphs used to group related ideas • Heading/ Subheadings to label content • Use of technical vocabulary • Use subordinating conjunctions in varied positions • Use expanded noun phrases to inform • Use modal verbs to convey degrees of obligation and prohibition. • Use relative clauses to add further detail • Use commas after fronted adverbials. • Consolidate four main punctuation marks (. , ! ?) • Use capital letters for proper nouns. 		
<p>Main idea</p> <p>-summarising short paragraphs;</p> <p>-summarising verses;</p> <p>-extract main idea;</p> <p>1. Ask themselves who or what the paragraph is about.</p> <p>2. Ask themselves what is the most important information about the who or what.</p> <p>3. Restate the main idea in 10 words or less.</p> <p>-most important elements are who and what but main idea could answer to other questions: Who? What? When? Where?Why?How?</p> <p>Inference</p> <p>-Seeking evidence/ clues How do you know?</p> <p>-picture +short paragraph;</p> <p>-highlight the clue words in each question before looking for answ-ers in the text/ pictures;</p> <p>-identify the clues and use them to answer to inferential questions using the word 'because' to explain how you know;</p>	<p>To inform (TV report)</p> <p>To Entertain (description of the Blutchers)</p> <p>To inform (writing to letter to Gaia)</p> 	<p>Narrative (Boy in the tower)</p>	<p>Teacher Peers (Presenting their story to the class)</p>	<ul style="list-style-type: none"> • Paragraphs used to group related ideas • Heading/ Subheadings to label content • Use of technical vocabulary • Use subordinating conjunctions in varied positions • Use expanded noun phrases to inform • Use modal verbs to convey degrees of obligation and prohibition. • Use relative clauses to add further detail • Use commas after fronted adverbials. • Consolidate four main punctuation marks (. , ! ?) • Use capital letters for proper nouns. • use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] 		
	<p>To Inform</p> 	<p>Witness Statement (Recount)</p>	<p>The Police</p>	<ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Use of technical vocabulary • Use subordinating conjunctions in varied positions • Use modal verbs to convey degrees of obligation and prohibition. • Consolidate four main punctuation marks (. , ! ?) • Use capital letters for proper nouns. 		

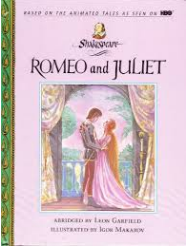
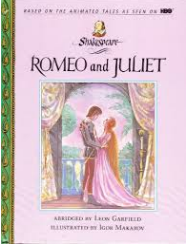
<div>Sequencing</div> <div>-identify the beginning, middle and end; -put events in order (extract from text); -sequence instructions; -sequence verses in a poem; NOTE: Children need to be taught how to skim and scan and opportunities to do this exercise must be provided as often as possible in all subjects. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts.</div> <div>Evaluation</div> <div>Do you think...? How do you think..? Why do you think..? Why do you say that..?</div> <div>-characters' feelings (pictures/ facial expression/ body language+personal experience); -characters' thoughts (identify a character's thoughts using word clues and personal experience); -characters' actions/ reactions (using word clues and personal experience); -characters' motives (using word clues and personal experience);</div> <div>Prediction</div> <div>-book covers/posters (What genre? Humorous? Time ? Setting? What could the text be about?)</div> <div>-predicting what might happen from <u>details stated and implied</u>:</div> <div>KQ: Why do you think this? Can you give your reasons based on the clues?</div>	Primary Shakespeare Workshop unit - various each year					
				<div><div></div></div>		
	<div>To Entertain</div> <div>The Piano by Aidan Gibbons</div> <div></div>	Flashback story	To write a flashback story for their new teachers to mark.	<div>Past tense in flashback Present tense at the piano (start and end) Controlling and varying verb tenses. Expanded noun phrases Fronted Adverbials Use of dashes Use of semi colons simile ... to introduce the flashback alliteration</div>		
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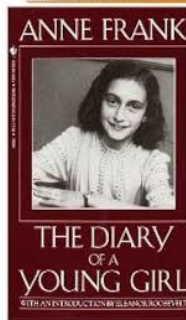
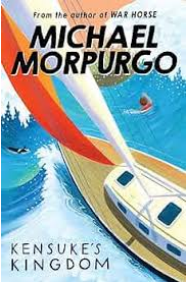
Year 6

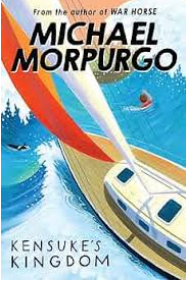
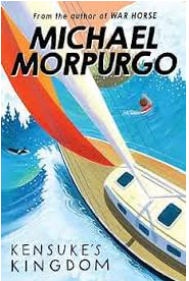
Reading Comprehension	Writing			Grammar and Punctuation	Spellings	Reading for Pleasure Accelerated Reader
	Purpose	Text Type	Audience			

<p>Main Idea</p> <p>-summarising short paragraphs; -summarising verses; -extract main idea;</p> <p>1. Ask themselves who or what the paragraph is about.</p> <p>2. Ask themselves what is the most important information about the who or what.</p> <p>3. Restate the main idea in 10 words or less.</p> <p>-most important elements are who and what but main idea could answer to other questions: Who? What? When?</p> <p>Clarification-Vocabulary</p> <p>Skimming Scanning</p> <p>-all genres, incl poetry; What does...mean? - -brainstorm ideas/ use prior knowledge+use dictionaries;</p> <p>-derive the meaning of the words in context;</p> <p>-similar and opposite meanings; -skimming and scanning keywords in the question/ text; -skimming and scanning synonyms and antonyms of key words/ clues in the text; -compound words; -shades of meaning;</p> <p>-similes; -metaphors; -personifications; -identify and understand symbolism/poetic language within poetry; Retelling</p> <p>Who? What? Where? When? beginning of a story; -the problem in a story; -the resolution is a story; -story accompanied by pictures; -extract from a comic strip;</p> <p>Retrieving</p> <p>-multiple choice (choose one/ two-tick/ circle) Who?/What?/When?/ Where? Why?</p>	Inform Entertain	Recount- Diary Entry My Summer Holidays	New class teachers and peers	Check non-negotiables (Year 4- Year 5)	Not many common words end like this. If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious.	
	Persuade/ Inform	Advertising and Informative Poster Welcome to Glengall Road	New members of staff and children to read as they line up for dinner (posters on display in the hall.	<ul style="list-style-type: none">Paragraphs used to group related ideasHeading/ Subheadings to label contentUse of technical vocabularyUse subordinating conjunctions in varied positionsUse expanded noun phrases to informUse modal verbs to convey degrees of obligation and prohibition.Use relative clauses to add further detailUse commas after fronted adverbials.Consolidate four main punctuation marks (. , ! ?)Use capital letters for proper nounsUse bullet points to list items	–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	
	Persuade	Speech/campaign Why should I be chosen as a School council member?	Year 6 children and teachers.- PSHE link Expressing opinions and respecting other points of view,	<ul style="list-style-type: none">Paragraphs used to group related ideasHeading/ Subheadings to label contentUse of technical vocabularyUse subordinating conjunctions in varied positionsUse expanded noun phrases to informUse modal verbs to convey degrees of obligation and prohibition.Use relative clauses to add further detailUse commas after fronted adverbials.Consolidate four main punctuation marks (. , ! ?)Use capital letters for proper nouns.	Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue. Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	
	Entertain 	Recount- Diary Entry based on Rose Blanche From Rose, Mum or Children at concentration camp’s perspective	To themselves in first person in character	<ul style="list-style-type: none">Use subordinating conjunctions to join clauses, including as opener.Use coordinating conjunctionsUse expanded noun phrases to informUse commas to separate adjectives in a list;Use relative clauses to add further detail;Use correct verb tense (present/past/future, including perfect and progressive) to show the correct order of events.consolidate four main punctuation marks (. , ! ?);Use capital letters for proper nouns;Use commas to mark fronted adverbials;Use commas to mark subordinate clauses;Use inverted commas for direct speech;Secure use of apostrophes for possession, including for plural nouns.	The –able/–ably endings are far more common than the –ible/–ibly endings. As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation. If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the –able ending. The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. The –ible ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).	
	Discuss 	Balanced argument based on Rose Blanche. “ Should RB have helped the children at the concentration camp?	Year 6 children to support the PHSE objective- expressing opinions and respecting other points of views.	<ul style="list-style-type: none">Use modal verbs to convey degrees of probabilityUse relative clauses to provide supporting detailUse adverbials to provide cohesion across the text,Use expanded noun phrases to describe in detailBegin to use passive voice to maintain impersonal toneAppropriate use of cohesive devicesUse of subjunctive form where neededMaintain formal / impersonal toneUse brackets or dashes for parenthesis, including for emphasisUse semi-colons for to mark related clauses,Use commas to mark relative clausesUse colons and semi-colons to punctuate complex lists.Secure use of apostrophes for possession,including for plural nouns.	The r is doubled if the –fer is still stressed when the ending is added. The r is not doubled if the –fer is no longer stressed. Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. The ‘i before e except after c’ rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).	

<p>-find a copy...</p> <p>-find a word to finish the sentence</p> <p>-find the missing word (from the text)</p> <p>-find a word in the text that means the same as...</p> <p>-find a word in the text that means the opposite</p> <p>-write one thing that....</p> <p>-matching exercises/ draw lines to match....</p> <p>-true/false</p> <p>-yes/ no</p> <p>-tick in the table (infor collected from the same part of the text);</p> <p>-fill in the table(info collected from the same part of the text);</p> <p>-who is/ who is not?</p> <p>-put ... in order/ write numbers 1-4/1-5 to show the order;</p> <p>NOTE:</p> <p>-it is extremely important to encourage children to use the prompts and ask their own questions before giving them questions to answer to;</p> <p>Inference</p> <p>Seeking evidence/ clues</p> <p>How do you know?</p> <p>-picture +short paragraph;</p> <p>-highlight the clue words in each question before looking for answers in the text/ pictures;</p> <p>-identify the clues and use them to answer to inferential questions using the word 'because' to explain how you know;</p> <p>Sequencing</p> <p>-identify the beginning, middle and end;</p> <p>-put events in order (extract from text);</p> <p>-sequence instructions;</p> <p>-sequence verses in a poem;</p> <p>NOTE:</p> <p>Children need to be taught how to skim and scan and opportunities to do this exercise must be provided as often as possible in all subjects. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts.</p> <p>Predictions</p> <p>-book covers/posters (What genre? Humorous? Time ? Setting? What could the text be about?)</p>	<p>Inform</p>	<p>Newspaper report based on Iqbal's assassination.</p>	<p>Year 6 children to support the PHSE objective- Racism, equality- RE- Human rights</p>	<ul style="list-style-type: none"> • Paragraphs used to group related ideas • Heading/ Subheadings to label content • Use of technical vocabulary • Use subordinating conjunctions in varied positions • Use expanded noun phrases to inform, • Use relative clauses to add further detail • Use passive voice to remain formal or detached, • Begin to use colons to link related clauses • Use commas to mark fronted adverbials • Use commas to mark subordinate clauses • Use brackets or dashes to explain technical vocabulary • Use semi-colons to punctuate complex lists • Use brackets or dashes to mark relative clauses • Begin to use colons & semi-colons to mark Clauses. • Use present perfect tense to place events in time. • Use inverted commas for direct speech 	<p>ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p> <p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that ‘ch’ now represents in the Scottish word loch.</p>	
	<p>Discuss</p> 	<p>An argument on whether classes should be mixed</p>	<p>Mr Archibald</p>	<ul style="list-style-type: none"> - Use subordinate clauses to add detail or context, including in varied positions. - Use relative clauses to add detail or context, - Use a wide range of sentence structures to add interest. - Use brackets for extra information or clarify meaning. - Use dashes to emphasise additional information - Use a range of tenses to indicate changes in timing, sequence, etc. - consolidate four main punctuation marks (. , ! ?); - Use colons to add further detail in a new clause, - Use semi-colons to join related clauses. - Use nouns & pronouns for clarity and cohesion - Use fronted adverbials to show how/when an event occurs. - Secure use of apostrophes for possession, - including for plural nouns. 	<p>In the pairs of words opposite, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c. More examples: aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means ‘bring about’ (e.g. He will effect changes in the running of the business). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit).</p>	
	<p>Inform -</p> 	<p>Informal letter for Mr Joshua</p>	<p>Peers and their own Y6 teacher!</p>	<ul style="list-style-type: none"> - Use modal verbs to convey degrees of probability - Use relative clauses to provide supporting detail - Use adverbials to provide cohesion across the text, - Use expanded noun phrases to describe in detail - Appropriate use of cohesive devices - Informal register - Use brackets or dashes for parenthesis, including for emphasis - Use semi-colons for to mark related clauses, - Use commas to mark relative clauses - Use colons and semi-colons to punctuate complex lists. - Secure use of apostrophes for possession, - 	<p>descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air.</p>	
	<p>Entertain</p> 	<p>Recount- GoodNight Mr Tom</p> <p>Diary entry from character's perspective</p>	<p>To themselves in first person in Character</p>	<ul style="list-style-type: none"> • Use subordinating conjunctions to join clauses, including as opener. • Use coordinating conjunctions • Use expanded noun phrases to inform • Use commas to separate adjectives in a list; • Use relative clauses to add further detail; • Use correct verb tense (present/past/future, including perfect and progressive) to show the correct order of events. • consolidate four main punctuation marks (. , ! ?); • Use capital letters for proper nouns; • Use commas to mark fronted adverbials; • Use commas to mark subordinate clauses; • Use inverted commas for direct speech; • Secure use of apostrophes for possession, • including for plural nouns. 		

<p>-predicting what might happen from <u>details stated and implied</u>;</p> <p>KQ: Why do you think this? Can you give your reasons based on the clues?</p> <p>Evaluation</p> <p>Do you think...? How do you think..? Why do you think..? Why do you say that..?</p> <p>-characters' feelings (pictures/ facial expression/ body language+personal experience); -characters' thoughts (identify a character's thoughts using word clues and personal experience); -characters' actions/ reactions (using word clues and personal experience); -characters' motives (using word clues and personal experience);</p>	<p>Inform Discuss</p> 	<p>Newspaper report based on Romeo & Juliet.</p> <p>“Fight between Mercutio and Tybalt”</p>	<p>Year 6 children to support the PHSE objective- belonging to a community- facing the world full of differences and discrimination.</p>	<ul style="list-style-type: none">● Paragraphs used to group related ideas● Heading/ Subheadings to label content● Use of technical vocabulary● Use subordinating conjunctions in varied positions● Use expanded noun phrases to inform,● Use relative clauses to add further detail● Use passive voice to remain formal or detached,● Begin to use colons to link related clauses● Use commas to mark fronted adverbials● Use commas to mark subordinate clauses● Use brackets or dashes to explain technical vocabulary● Use semi-colons to punctuate complex lists, including when using bullet points● Use brackets or dashes to mark relative clauses● Begin to use colons & semi-colons to mark Clauses.● Use present perfect tense to place events in time.● Use inverted commas for direct speech		
	<p>Discuss</p> 	<p>Balanced argument</p> <p>Who is responsible for R&J death?</p>	<p>Year 6 children to support the PHSE objective- belonging to a community- facing the world full of differences and discrimination.</p>	<ul style="list-style-type: none">- Use modal verbs to convey degrees of probability- Use relative clauses to provide supporting detail- Use adverbials to provide cohesion across the text,- Use expanded noun phrases to describe in detail- Use passive voice to maintain impersonal tone- Appropriate use of cohesive devices- Use of subjunctive form where needed- Maintain formal / impersonal tone- Use brackets or dashes for parenthesis, including for emphasis- Use semi-colons for to mark related clauses,- Use commas to mark relative clauses- Use colons and semi-colons to punctuate complex lists.		
	<p>Entertain</p>	<p>Narrative - Alexander’s story</p> <p>Story within a story</p>	<p>To add to the Year 6 library under mystery genre</p>	<ul style="list-style-type: none">- Detailed description- Use paragraphs to organise in time sequence- Use subordinate clauses to add detail or context, including in varied positions.- Use relative clauses to add detail or context,- Use a wide range of sentence structures to add interest.- Use brackets for extra information or clarify meaning.- Use dashes to emphasise additional information- Use a range of tenses to indicate changes in timing, sequence, etc.- Consolidate four main punctuation marks (. , ! ?);- Use colons to add further detail in a new clause,- Use semi-colons to join related clauses.- Use nouns & pronouns for clarity and cohesion- Use fronted adverbials to show how/when an event occurs.- Secure use of apostrophes for possession, including for plural nouns.		

	<p>Inform Entertain</p> 	<p>Non-Chronological report</p> <p>Superstitions around the world</p>	<p>Saracens BroadfieldsCommunity Peers and parents</p>	<ul style="list-style-type: none">• Paragraphs used to group related ideas• Heading/ Subheadings to label content• Use of technical vocabulary• Use subordinating conjunctions in varied positions• Use expanded noun phrases to inform,• Use relative clauses to add further detail• Use passive voice to remain formal or detached,• Begin to use colons to link related clauses• Use commas to mark fronted adverbials• Use commas to mark subordinate clauses• Use brackets or dashes to explain technical vocabulary• Use semi-colons to punctuate complex lists, including when using bullet points• Use brackets or dashes to mark relative clauses• Begin to use colons & semi-colons to mark clauses• Use present perfect tense to place events in time.• Use modal verbs to convey degrees of probability, prohibition and obligation		
	<p>Infor</p>  <p>m</p>	<p>Biography- Anne Frank</p>	<p>To add to the Year 6 library under the History section- Topic WW2.</p>	<ul style="list-style-type: none">• Paragraphs used to group related ideas• Heading/ Subheadings to label content• Use of technical vocabulary• May include a glossary• Sections may contain more than one paragraph.• Use subordinating conjunctions in varied positions• Use expanded noun phrases to inform,• Use relative clauses to add further detail• Use passive voice to remain formal or detached,• Begin to use colons to link related clauses• Use commas to mark fronted adverbials• Use commas to mark subordinate clauses• Use brackets or dashes to explain technical vocabulary• Use semi-colons to punctuate complex lists, including when using bullet points• Use brackets or dashes to mark relative clauses• Begin to use colons & semi-colons to mark clauses		
	<p>Discuss</p>	<p>Review- Bear Grylls</p> <p>Are all the stunts true?</p>	<p>Saracens BroadfieldsCommunity Peers and parents</p>	<ul style="list-style-type: none">- Use modal verbs to convey degrees of probability- Use relative clauses to provide supporting detail- Use adverbials to provide cohesion across the text,- Use expanded noun phrases to describe in detail- Use passive voice to maintain impersonal tone- Appropriate use of cohesive devices- Use of subjunctive form where needed- Maintain formal / impersonal tone- Use brackets or dashes for parenthesis, including for emphasis- Use semi-colons for to mark related clauses,- Use commas to mark relative clauses- Use colons and semi-colons to punctuate complex lists.		
	<p>Discuss</p>  <p>KENSUKE'S KINGDOM</p>	<p>Speech based on Kensuke's Kingdom.</p> <p>Homeschooling or School setting?</p>	<p>Parents- PSHE link Maintaining a balanced lifestyle, positive relationships, risks online, Physical health and mental wellbeing</p>	<ul style="list-style-type: none">- Use modal verbs to convey degrees of probability- Use relative clauses to provide supporting detail- Use adverbials to provide cohesion across the text,- Use expanded noun phrases to describe in detail- Use passive voice to maintain impersonal tone- Appropriate use of cohesive devices- Use of subjunctive form where needed- Maintain formal / impersonal tone- Use brackets or dashes for parenthesis, including for emphasis- Use semi-colons for to mark related clauses,- Use commas to mark relative clauses- Use colons and semi-colons to punctuate complex lists.		

	<div>Entertain</div> <div></div>	<div>Writing a log/Diary entry</div> <div>Kensuke's Kingdom</div> <div>River Thames trip</div>	<div>To themselves in first person in character</div>	<ul style="list-style-type: none">• Use subordinating conjunctions to join clauses, including as opener.• Use coordinating conjunctions• Use expanded noun phrases to inform• Use commas to separate adjectives in a list;• Use relative clauses to add further detail;• Use correct verb tense (present/past/future, including perfect and progressive) to show the correct order of events.• consolidate four main punctuation marks (. , ! ?);• Use capital letters for proper nouns;• Use commas to mark fronted adverbials;• Use commas to mark subordinate clauses;• Use inverted commas for direct speech;• Secure use of apostrophes for possession, including for plural nouns.		
	<div>Entertain</div> <div></div>	<div>Narrative- Kensuke's Kingdom.</div> <div>Lost in an island</div>	<div>To add to the Year 6 library under the adventure genre</div>	<ul style="list-style-type: none">- Detailed description- Use paragraphs to organise in time sequence- Use subordinate clauses to add detail or context, including in varied positions.- Use relative clauses to add detail or context,- Use a wide range of sentence structures to add interest.- Use brackets for extra information or clarify meaning.- Use dashes to emphasise additional information- Use a range of tenses to indicate changes in timing, sequence, etc.- Consolidate four main punctuation marks (. , ! ?);- Use colons to add further detail in a new clause,- Use semi-colons to join related clauses.- Use nouns & pronouns for clarity and cohesion- Use fronted adverbials to show how/when an event occurs.- Secure use of apostrophes for possession, including for plural nouns.		