



READING PROGRESSION MAPS



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Resources.	Letters and Sounds. Guided reading Shared Reading Read to Write Purple Mash Home reading WellComm	Letters and Sounds. Guided reading Shared reading Read to Write Purple Mash Home reading WellComm	Letters and Sounds. Guided reading Shared reading Read to Write Purple Mash Home reading WellComm	Letters and Sounds. Guided reading Shared reading Read to Write Purple Mash Home reading WellComm	Letters and Sounds. Guided reading Shared reading Read to Write Purple Mash Home reading WellComm	Letters and Sounds. Guided reading Shared reading Read to Write Purple Mash Home reading WellComm
Text level Features.	Understanding of books and the concept of print. Understand relationship between letters and words. Moving from Left to Right across the page and line. Pointing to the beginning, middle and ending of words. Looking at pictures and their contribution to the story/text.	Understanding and recognising some of the repetitive language used in fairy stories. Understanding rhymes within poems. Recognising a sentence. Sequencing sentences to form short narratives. Understanding how labels and captions add to their understanding.	Looking at pictures, photographs and their contribution to the story/text. Understanding how labels and captions add to understanding. Being able to choose books for their own reading for pleasure. Understand the difference between fiction and non-fiction.	Understanding of traditional tales and poems. Recognising and comparing stories with similar themes. Being able to choose books for their own reading for pleasure.	Understanding how some features of non-fiction text help convey information e.g. content page, boxes, pictures and photographs, Index-use of alphabetical order. Being able to choose books for their own reading for pleasure.	Understand how the layout of a poem is different to a story. Understand how the layout of a letter adds to understanding Recognising and comparing stories with the same characters or themes.

<p>Reading Fluency and Comprehension.</p> <p>To include a clear understanding of their won reading ability and an awareness of steps that need to be taken to move forward.</p> <p>To include simple location, inference and appreciation.</p>	<p>Apply phonic knowledge and skills to decode words.</p> <p>Develop pleasure in reading.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>To be able to read sounds within words in the correct order.</p> <p>Re-read books to build up fluency and confidence in word reading.</p> <p>Explain clearly their understanding of what they have read.</p>	<p>Apply phonic knowledge and skills to decode words.</p> <p>Becoming familiar with key stories e.g. fairy stories. Retelling them and considering their particular characteristics.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Drawing on what they already know or background information and vocabulary provided by the teacher.</p> <p>Re-read what they have read to check it makes sense.</p> <p>Recognition of favourite stories.</p> <p>Discuss what they have read with the teacher or peers.</p>	<p>Apply phonic knowledge and skills to decode words.</p> <p>Develop pleasure in reading.</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Making inferences on the basis of what is being said or done.</p> <p>Predicting what might happen next on the basis of what has been read so far.</p> <p>To be able to read sounds within words in the correct order.</p>	<p>Apply phonic knowledge and skills to decode words.</p> <p>Read words containing taught GPCs and 's, es, ing, ed, er, est' endings.</p> <p>To retell familiar stories in increasing detail.</p> <p>To discuss word meaning and link new meanings to those already known.</p> <p>Making inferences on the basis of what has been read so far.</p> <p>Re-read what they have read to check it makes sense.</p>	<p>Apply phonic knowledge and skills to decode words.</p> <p>Read words containing taught GPCs and 's, es, ing, ed, er, est' endings.</p> <p>Being encouraged to link what they have read or heard read to their own experience.</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Beginning to recognise their favourite authors.</p> <p>Recognise similarities between stories and authors.</p>	<p>Apply phonic knowledge and skills to decode words.</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes including, where applicable, alternative sounds for graphemes.</p> <p>To recite simple poems by heart.</p> <p>To discuss the significance of titles and events.</p>
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<p>Spoken language to include use of WellComm resource.</p>	<p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>Being able to articulate sounds within words.</p> <p>Saying out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Re-read sentence to ensure it says what they intended.</p> <p>Re-read over sentence as they are writing it to ensure nothing is missed out and that it makes sense.</p>	<p>Listen and respond to peer's discussion on what they have read.</p> <p>Saying out loud what they are going to write about.</p> <p>Discuss the significance of titles or events.</p> <p>To retell familiar stories in increasing detail.</p> <p>To recite simple poems by heart.</p> <p>Re-read over sentence as they are writing it to ensure nothing is missed out and that it makes sense.</p> <p>Develop the ability to decode and encode words out loud.</p> <p>Familiarity and practise of Nursery Rhymes.</p>	<p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>Being able to isolate and articulate sounds within words in the correct order.</p> <p>Compose a sentence orally before writing it.</p> <p>Discuss what they have read with the teacher or peers.</p> <p>Can listen to and follow simple instructions.</p> <p>To be able to hear, recognise and repeat sounds within words, in the correct order.</p> <p>Picking up on familiar and repeated language in books.</p>	<p>To perform simple poems and plays.</p> <p>To take part in role play with confidence.</p> <p>To use talk to organise, sequence and clarify thinking.</p> <p>Show an understanding when talking with others about what they have read.</p> <p>Can take turns.</p> <p>Hearing and recognising words that rhyme.</p> <p>Familiarity and practise of Nursery Rhymes and songs.</p>	<p>Can sit quietly to listen and respond to others.</p> <p>Knows how to take turns in a discussion.</p> <p>Can explain what has happened in a story in the correct sequence of events.</p> <p>To be able to hear, recognise and repeat sounds withing words, in the correct order.</p> <p>Develop the ability to decode and encode words out loud.</p> <p>To be able to hear a word, pick out the rhyme and match it with another word that they know.</p> <p>To be able to read out loud rhyming stories.</p>	<p>Can listen to simple instructions and give them to others.</p> <p>Can listen to stories and anticipate key events.</p> <p>Can respond to what they hear with relevant comments, questions and actions.</p> <p>Can explain why they like a story or type of stories above others.</p> <p>Familiarity and practise of Nursery Rhymes and songs.</p>
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<p>Sentence level features including grammar and punctuation.</p>	<p>Plural noun suffix –s –es .</p> <p>Combine words to make sentences using joining words and clauses using 'and'.</p> <p>Sequence sentences to form narratives.</p> <p>Separation of words with spaces.</p> <p>Capital letters and full stops.</p>	<p>Reinforce plural noun suffix –s –es.</p> <p>Suffix added to verbs –er</p> <p>Combining words to make sentences using joining words and clauses using 'and'.</p> <p>Sequence sentences to form narratives.</p> <p>Separation of words with spaces. Capital letters and full stops.</p>	<p>Reinforce plural noun suffix –s –es.</p> <p>How prefix 'un' changes the meaning of verbs and adjectives.</p> <p>Combining words to make sentences using joining words and clauses using 'and', 'because' and 'so'.</p> <p>Sequence sentences to form short narratives.</p> <p>Separation of words with spaces.</p> <p>Capital letters, full stops, questions mark and exclamation mark.</p>	<p>Reinforce plural noun suffix –s –es.</p> <p>Suffix added to verbs –ed.</p> <p>Combining words to make sentences using joining words and clauses using 'and', 'because', 'so' and 'but'.</p> <p>Sequence sentences to form narratives.</p> <p>Separation of words with spaces.</p> <p>Capital letters, full stops, question mark and exclamation mark.</p>	<p>Reinforce plural noun suffix –s –es.</p> <p>Reinforce how prefix 'un' changes the meaning of verbs and adjectives.</p> <p>Combining words to make sentences using joining words and clauses using 'and', 'because', 'so' and 'but'.</p> <p>Sequence sentences to form short narratives.</p> <p>Separation of words with spaces.</p> <p>Capital letters, full stops, question mark, exclamation mark, capital letters for names and personal pronoun 'I'.</p>	<p>Suffix added to verbs 'ing', 'ed' and 'er'.</p> <p>Combining words to make sentences using joining words 'and', 'so' and 'but'.</p> <p>Sequence sentences to form short narratives.</p> <p>Separation of words with spaces.</p> <p>Recognise speech marks and bubbles.</p> <p>Use of pronouns.</p>
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Spelling primary resource Purple Mash.	'ai, oi' vowel digraphs.	'ea' vowel digraph as in 'thread'.	Compound words.	'oa, oe, ow' vowel digraphs.	'Aw, au' digraph.	'o-e, u-e' split digraphs.
	'ay, oy' vowel digraphs.	'er, ir' digraph sound.	'ur' digraph.	'ou, ow' vowel digraphs e.g. 'out'.	'ear, air, are' trigraphs with 'er' sound, 'bear, air, scare'.	'tch' sound.
	'ee' vowel digraphs.	'er' digraph at end of words.	'oo' vowel digraph with long vowel sound.	'ue, ew' vowel digraphs.	Consonant spellings 'ph, wh'.	'v' at the ends of words.
	'ea, ie' vowel digraphs sounding like 'ee'.	Sounds 'f, l, s, z, k' spelt 'ff, ll, ss, zz, ck'.	'oo' vowel digraph with short vowel sound.	'ear, igh' trigraph.	Words ending in 'y' and the 'e-e' split digraph. 'very, party, theme, even'.	Adding 's, es' to words.
	Exception words list.	Exception word list.	Days of the week and times of the year.	Exception word list.	Exception word list.	Adding the endings 'ing, ed, er' to verbs where no change is needed to the root word.
	'ie, i-e' split digraph.	'n' sound spelt 'n' before 'k' and using 'k' for the 'k' sound e.g. bank, skin.	Division of words into syllables e.g. 'rabbit'.	'or' digraph and 'ore' trigraph.	Adding the prefix 'un'.	Adding 'er, est' to adjectives where no change is needed to the root word.
	Use of children's illustrated dictionaries.					
	Use of spelling app on I-pads.					

<p>Phonics spelling and word reading</p>	<p>Phase 3* – graphemes: J,v,w,x,y,z,zz,qu, sh, ch,th,ng,ai,ee,oo ,oo u) (u), oa, ar, or igh, ur, ow, oi, ear, er, er (a), air, oo or</p> <p>oo (u) – making choices.</p> <p>Phase 3 – Tricky words/common exception words: No, go, I, the, to, he, she, we, me, be, was, with, will, my, for too, you, this, that, down, they, then, there.</p> <p>*Some children will be ready for phase 4 on entry.</p>	<p>Phase 3* - graphemes: Ure, two syllable reading using known sounds. Time for consolidation,</p> <p>Phase 3 – Tricky words/common exception words: Her, now, all, look, are. Time for consolidation.</p> <p>*Some children will be ready to move to phases 4 or 5</p>	<p>Phase 4* - graphemes focus on application, spelling and within wider texts: Sh, ch, th, ng, ai, ee, oo, oo (u), oa, igh, ur, ow, oi, ear, er, air, ure, er</p> <p>Phase 4 – tricky words/common exception words: Said, so, went to, he, she, we, me, have, like, some, come, were, there, little, one, do, when, out, what.</p> <p>*Some children will be ready to move to phase 5</p>	<p>Phase 5 – graphemes: Ay, ou, ie, ea, oy, ir, ue (oo), ue (you), aw, wh (h), wh (h), ph, ew (oo), oe, au, ey, a_e, e_e</p> <p>Phase 5 tricky words/common exception words: old, oh, their, house, about, people, don't, buy , mr, mrs, time, your, looked, called.</p>	<p>Phase 5 – choosing the correct graphemes for sense: l_e, o_e, u_e, s (zh), i(l), i(choice of pronunciation), o (oh), o(o), c(s), C (choice of pronunciation), g(j), g(choice of pronunciation), u (you), u(choice of pronunciation), ow (oh), ow (choice of pronunciation)</p> <p>Phase 5 – tricky words/common exception words – spelling past words focus: very, asked, water, where, day, because, different.</p>	<p>Phase 5 – choosing between graphemes to spell: le (l/ee), ea (ee), ea (choice of pronunciation) , er (ur/a), ch(c/s), ch (choice of pronunciation) , a (ay/a), a (o), a (choice of pronunciation) , making the right choice ay/ai/a_e,a, y (l), y (ee), y(i), y (choice of pronunciation) , ou (oo), ou (ould), ou (choice of pronunciation) , making the right choice ow/ou/ould, e (ee), e (choice</p>
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Assessments.	Phonic phase work ongoing assessment.	Benchmarking - Colour band tracking ongoing. Reported termly.	Salford reading test termly. PIRA. NFER.	Precision teach pupils ongoing.	Home reading and home reading records ongoing.	Reading Recovery group ongoing.
Wider reading.	<p>Who are you stripy Horse? by Jim Helmore.</p> <p>The Rainbow Fish by Marcus Pfister.</p> <p>Lost and Found by Oliver Jeffers.</p> <p>Herman's Letters by Tom Percival.</p> <p>Tree: Seasons come, Seasons Go by Patricia Hegarty.</p> <p>Weather and Seasons by D&K.</p> <p>Range of books about seasons, migration and birds. Vehicles.</p>	<p>Room on the Broom by Julia Donaldson.</p> <p>Winnie the Witch by Valerie Thomas and Korky Paul.</p> <p>The Troll by Julia Donaldson.</p> <p>The Magic Paintbrush by Julia Donaldson.</p> <p>Jack and the Beanstalk by Ed Bryan.</p> <p>Hansel and Gretel by Bethan Woollvin.</p> <p>Grimm's fairy tales by Jacob and Wilhelm Grimm.</p> <p>Trolls by Brian Frond.</p>	<p>Stickman by Julia Donaldson.</p> <p>The Way Back Home by Oliver Jeffers.</p> <p>The Lion Inside by Rachel Bright.</p> <p>Little Mouse's Big Book of Fears by Emily Gravett.</p> <p>The Tiger Who Came to Tea by Laura Knowles.</p> <p>Fantastic Facts about Mice by Miles Merchant.</p> <p>A Street Through Time by Steve Noon.</p> <p>Houses and Homes by Sally Hewitt.</p>	<p>The Pea and the Princess.</p> <p>Little Red by Bethan Woollvin.</p> <p>Little Red Riding Hood (in Revolting Rhymes) by Roald Dahl.</p> <p>The Lorax by Dr Seuss.</p> <p>The Wild Woods by Simon James.</p> <p>The Curious Garden by Peter Brown.</p> <p>National Geographic: Wolves.</p>	<p>We're going on a Bear Hunt by Michael Rosen.</p> <p>Rosie's Walk by Pat Hutchins.</p> <p>William and the Missing Masterpiece by Helen Hancocks.</p> <p>Ocean Meets Sky by Eric Fan & Terry Fan.</p> <p>Into the Blue by Nicola Davies & Abbie Cameron.</p> <p>Grandad's Island by Benji Davies.</p> <p>See Under the Sea by Kate Davies.</p> <p>Layer by Layer: Under the Sea by Anne Rooney.</p>	<p>William and the Missing Masterpiece by Helen Hancocks.</p> <p>The Antlered Ship by Dashka Slater.</p> <p>Nutshell Library by M. Sendak.</p> <p>In the Night Kitchen by Maurice Sendak.</p> <p>Dr. Xargle's Book of Earthlets.</p> <p>A range of non-fiction books relating to Wild Animals, Jungles, Seas.</p>

Wider curriculum.	Materials, human and physical features of environments, local history, printing, moving pictures, algorithms.	Senses, local geography, items from the past, sculpture, moving vehicles, online safety.	Identifying and naming animals, locational knowledge, animal collage, pic collage app.	Comparing animals, the geography of the UK, events beyond living memory,	Plants, fieldwork.	Plants, seasons.
	Local history. Painting. Information texts on local history and plants. Stories about growth and planting e.g. The Enormous Turnip. Jack and the Beanstalk.	Information texts of local area and sculpture. Stories about senses e.g. Daisy Eat Your Peas.	Animal poetry. Information texts on animals.	Georges Seurat, building structures. Maps, atlas. Information text on Georges Seurat and buildings.	Local history. Painting. Information texts on local history and plants. Stories about growth and planting e.g. The Enormous Turnip. Jack and the Beanstalk.	Significant individuals from history. Healthy eating. Stories about seasons and travel e.g. Waiting for Winter, Follow the Swallow. Going Home. Information texts around planes and Amelia Earhart. Simple Biography.
	The Bible.	The Bible.	The Bible.	The Bible.	The Bible.	The Bible.

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Resources.	Letters and Sounds Guided reading Shared reading Read to Write Purple Mash Home readers WellComm.	Letters and Sounds Guided reading Shared reading Read to Write Purple Mash Home readers WellComm	Letters and Sounds Guided reading Shared Reading Read to Write Purple Mash Home readers WellComm	Letters and Sounds Guided reading Shared reading Read to Write Purple Mash Home readers WellComm	Letters and Sounds Guided reading Shared reading Read to Write Purple Mash Home readers WellComm	Letters and Sounds Guided reading Shared reading Read to Write Purple Mash Home readers WellComm
Text level Features.	Revise differences between fiction and non-fiction. Layout of non-fiction. Use of lists-what is needed/lists of steps to be taken. Bullet points for facts. Answering and asking questions. Understanding and use of terms 'author' and 'illustrator'. Recognition and use of sentences.	Characters. Their traits and contribution to the movement of the story. Settings. Descriptive language. Story parts beginning, middle and end. Use of lines and verses in poetry. Use of rhyme in poetry and rhyming stories.	Presentation of facts and information. Being introduced to non-fiction books that are structured in different ways. Listening to, discussing and expressing views about a wide range of non-fiction books at a level beyond that at which they can read independently.	Use of lines, verses and rhyme in poetry. Language used in Traditional Tales. Recognising simple recurring literary language in stories and poetry. Hearing and joining in with repetitive language. Listening to and discussing and expressing views about a wide range of non-fiction books.	Use of lists-what is needed/lists of steps to be taken. Sequence of events. Bullet points for facts. Answering and asking questions. Non-fiction books structured in different ways. Recognition and use of sentences linked together to form a paragraph.	Story parts (beginning, middle and end). Descriptive language. Layout of text. Use of pictures and illustrations. Recognition and use of sentences linked together to form a paragraph.

<p>Reading, fluency and comprehension.</p> <p>Understanding simple location, inference, evidence and appreciation.</p> <p>Use of BLOOMS.</p> <p>Use of Tower Hamlets.</p>	<p>To have a clear understanding of their own reading ability and how to move forward.</p>	<p>Becoming familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p>	<p>Discuss and clarify meanings of words, linking new meaning to known vocabulary.</p>	<p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction.</p>	<p>To be able to follow sequence of events in a story.</p>	<p>To make links between the text they are reading and other text they have read (in texts that they can read independently).</p>
	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p>	<p>Discuss favourite words and phrases.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p>	<p>Discuss the sequence of events in books and how items of information are related.</p>	<p>To answer questions based on inference.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p>
	<p>Use a range of strategies to understand text.</p>	<p>Answering and asking questions.</p>	<p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>To be able to support answers with evidence from the text.</p>	<p>To predict what might happen on the basis of what has been read so far in a text.</p>
	<p>Discuss and clarify meanings of words, linking new meanings to known vocabulary.</p> <p>Listen to, discuss and express views about a wide range of texts.</p> <p>Discuss sequence of events in books and how information is related.</p>	<p>Recognise simple recurring literacy language in stories and poems.</p> <p>Making inferences on the basis of what is being said or done.</p> <p>Being able to recognise favourite/least favourite characters and explain why.</p>	<p>Connect prior knowledge to context.</p>	<p>Answering and asking questions that show an involvement with the text.</p> <p>To locate information and evidence.</p>	<p>To read words accurately and fluently without overt sounding and blending in age-appropriate texts.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>To discuss the sequence of events in books and how items of information are related.</p>	<p>Recognising simple recurring literary language in stories and poetry.</p>

<p>Spoken language to include use of WellComm resource.</p>	<p>To read most Y1 and Y2 common exception words noting unusual correspondences between spelling and sound and where these occur in a word.</p>	<p>To re-read books to build up fluency and confidence in word reading.</p>	<p>Speak audibly and clearly.</p>	<p>Speak audibly and clearly.</p>	<p>Speak audibly and clearly.</p>	<p>Speak audibly and clearly.</p>
	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they can listen to and those they can read for themselves.</p>	<p>To read words accurately and fluently without overt sounding and blending, in age-appropriate texts.</p>	<p>To read most Y1 and Y2 common exception words noting unusual correspondences between spelling and sound and where these occur.</p>	<p>To be able to participate in a discussion about their favourite words and phrases.</p>	<p>To participate in discussion about books that are read to them (at a level beyond at which they can read independently) and those they can read for themselves.</p>
	<p>To participate in discussion about books that are read to them (at a level beyond at which they can read independently) and those they can read for themselves.</p>	<p>Take turns in discussion and listen to other viewpoints.</p>	<p>Making and articulating inferences on the basis of what is being said and done.</p>	<p>To be able to listen to a word and match the rhyme with another word.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>
	<p>To follow and give simple instructions.</p>	<p>To recite poems by heart.</p>	<p>Answering and asking questions.</p>	<p>To read most words containing common suffixes.</p>	<p>To predict what might happen next on the basis of what has been read so far in the text.</p>	<p>To perform Nursery Rhymes, Poetry, Plays and Songs.</p>
		<p>To recognise words that rhyme.</p>	<p>To listen to another's viewpoint.</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p>	<p>Gain, maintain and monitor the interest of the listeners.</p>	
		<p>Give well structured descriptions, explanations and narratives.</p>	<p>To show an awareness of audience when reading aloud.</p>	<p>To be able to use appropriate expression when reading out loud.</p>	<p>To show an awareness of rhythm and rhyme when reading poetry and rhyming stories.</p>	
			<p>Gain, maintain and monitor the interest of the listeners.</p>			

<p>Sentence level including grammar and punctuation.</p>	<p>Use of the suffix –ly to turn adjectives into adverbs.</p> <p>Subordination (using- when, if, that, because).</p> <p>Coordination (or, and, but).</p> <p>Sentence indicates its function as a statement and question</p> <p>Expanded Noun Phrases for description and specification.</p>	<p>Use of the suffixes –er, -est in adjectives.</p> <p>Subordination (using -when, if, that, because).</p> <p>Coordination (or, and, but).</p> <p>Sentence indicates its function as a statement, question and command.</p> <p>Expanded Noun Phrases for description and specification.</p>	<p>Use of the suffixes –er, -est in adjectives.</p> <p>Formation of adjectives using suffixes e.g. –ful, -less.</p> <p>Use of the suffix –ly to turn adjectives into adverbs.</p> <p>Subordination (using -when, if, that, because). Coordination (or, and, but).</p> <p>Sentence indicates its function as a statement, question and command.</p> <p>Focus on correct choice and consistent use of past and present tense throughout writing.</p>	<p>Use of suffixes –er, -est in adjectives. Use the suffix –ly to turn adjectives into adverbs.</p> <p>Subordination (using -when, if, that, because). Coordination (or, and, but).</p> <p>Sentence indicates its function as a statement, question and command.</p> <p>Expanded Noun Phrases for description and specification.</p> <p>Focus on correct choice and consistent use of past and present tense throughout writing.</p>	<p>Formation of nouns using suffixes – ness, -er.</p> <p>Formation of adjectives using suffixes –ful, -less.</p> <p>Using when, if, that, because. Coordination (or, and, but).</p> <p>How the grammatical patterns in a sentence indicates its function as question, statement and command.</p> <p>Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs.</p>	<p>Formation of nouns using suffixes – ness, -er and by compounding. Use of the suffixes –er, -est in adjectives.</p> <p>Sentence indicates its function as a statement, question, command and exclamation.</p> <p>Expanded Noun Phrases for description and specification.</p> <p>Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs.</p>
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<p>Spelling Primary Resource Purple Mash.</p>	<p>Ongoing Letters and Sounds work.</p> <p>Mixed words from a range of spelling patterns and rules from previous year.</p> <p>The 'ge' and 'dge' sound at the ends of words, sometimes spelt as 'g' elsewhere in words before 'e, l, y' e.g. charge, gem.</p> <p>Homophones and near homophones.</p> <p>The 'ey' sound and spelling e.g. key, honey.</p> <p>Exception word list.</p> <p>The sound after 'w' and 'qu' e.g. want, squash.</p> <p>Use dictionaries and thesaurus to improve known working vocabulary.</p>	<p>Ongoing Letters and Sounds work.</p> <p>Sounds 'er' and 'or' after 'w' e.g. word, war, worst.</p> <p>The suffixes 'ment, ness, ful, less, ly.'</p> <p>Contractions.</p> <p>Words ending in 'tion'.</p> <p>Exception word list.</p> <p>Consolidating from this term's spellings.</p> <p>Use spelling app on I-pads.</p> <p>SWISTS</p>	<p>Ongoing Letters and Sounds work.</p> <p>'le' on the ends of words e.g. table, bottle.</p> <p>Homophones and near homophones.</p> <p>The 'el' sound at the ends of words e.g. camel, level.</p> <p>The 'al' sound at the ends of words e.g. metal, mammal.</p> <p>Exception word list.</p> <p>Consolidating from this half term's spellings.</p>	<p>Ongoing Letters and Sounds work.</p> <p>The possessive apostrophe (singular nouns).</p> <p>Adding 'ed, ing, er est' to a root word ending in 'y' with a consonant before it e.g. copied, copying.</p> <p>Adding 'ing, ed, er, est and y' to words of one syllable ending in a single consonant letter after a single vowel letter e.g. patting, dropped.</p> <p>Exception word list.</p> <p>Consolidating from this half term's spelling.</p>	<p>Ongoing Letters and Sounds work.</p> <p>The 'r' sound spelt 'wr' at the beginning of a word e.g. write, wrinkle.</p> <p>The 'l' sound spelt 'y' at the ends of words e.g. cry, supply.</p> <p>Adding 'es' to nouns and verbs ending in 'y' e.g. flies, magnifies.</p> <p>'al all' sound e.g. all, call, tall.</p> <p>Exception word list.</p> <p>Consolidating from this half term's work.</p>	<p>Ongoing Letters and Sounds work.</p> <p>Sound spelt 'o' e.g. other, mother.</p> <p>Words ending in 'il' e.g. pencil, utensil.</p> <p>'ge, dge' at the ends of words and sometimes spelt as 'g' elsewhere in words before 'e, l, y' e.g. badge, age, ledge.</p> <p>'c' before 'e, l, y, e.g. race, fancy, trace.</p> <p>Exception word list.</p> <p>Consolidating from this half term's spellings.</p> <p>SWISTS</p>
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Assessments.	Benchmarking/colour band tracking ongoing and reported termly.	Precision teach children ongoing. Home reading and records ongoing.	SWISTS termly. Weekly spelling ongoing.	SWISTS Salford reading test termly. NFER reading test termly.	Comprehension exercises for SATS preparation ongoing.	End of year test.
Wider reading.	<p>The Very Angry Ladybug by Eric Carle.</p> <p>Feathers by Phil Cummings.</p> <p>Who is the Bear? By Keith Baker.</p> <p>Goat on a Boat by Leslie Simms.</p> <p>Where the Forest Meets the Sea by Jeannie Baker.</p> <p>Mr. Grumpy's Outing by John Birmingham.</p> <p>Peace at Last by Jill Murph</p> <p>Range of books on tropical rainforests.</p>	<p>Into the forest by Anthony Browne.</p> <p>Moon by Patricia Hegarty.</p> <p>The Faraway Tree by Enid Blyton.</p> <p>Voices in the Park by Anthony Brown.</p> <p>Greenling by Levi Pinfold.</p> <p>Bog Baby by Jean Wills.</p> <p>Tree: Seasons Come, Seasons Go by Patricia Hegarty.</p> <p>Range of books on gardens, trees and parks.</p>	<p>Lost and Found by Oliver Jeffers.</p> <p>The Flower by John Light.</p> <p>Guess What I found in Dragon Wood by Timothy Knapman.</p> <p>The Egg by M. P. Robertson.</p> <p>The Storm Whale by Benji Davies.</p> <p>Aaaarrgghh Spider! By Lydia Monks.</p> <p>Range of books on habitats and animals.</p>	<p>Jack and the Flumflum Tree by Julia Donaldson.</p> <p>Mr. Grumpy's Motor Car by John Birmingham.</p> <p>The Way Back Home by Oliver Jeffers.</p> <p>The Tunnel by Anthony Browne.</p> <p>Badger's Parting Gift by Susan Varley.</p> <p>Michael Rosen's Sad Book by Michael Rosen.</p> <p>General information books and information reports.</p>	<p>Jim and the Beanstalk by Raymond Briggs.</p> <p>Jack and the Beanstalk by Richard Walker.</p> <p>The True Story of the Three Little Pigs by Jon Scieszka & Lane Smith.</p> <p>The Boy Who Grew Dragons by Andy Shephard.</p> <p>The Enormous Turnip by Katie Daynes.</p> <p>The Flower by John Light.</p> <p>Books on plants and seeds.</p>	<p>Ada Twist the Scientist by Andrea Beaty.</p> <p>The Dragon Machine by Helen Ward.</p> <p>The Dot by Peter H. Reynolds.</p> <p>Until I Met Dudley by Roger McGough and Chris Riddle.</p> <p>How Things Work by Jason Conrad.</p> <p>Fantastically Great Women Who Changed the World by Kate Pankhurst.</p>

Wider curriculum.	History- History of Lego book. Science- Materials and their uses.	History- Mary Anning biography (child version). Geography- Jurassic Coast tourist guide. Computing- Range of illustrated books to show what their book could look like.	History- Online articles linked to Lord Derby and Newspaper articles Art- Henri Rousou biography and art book. Science- Endangered animals and British wildlife book.	History- Charles Darwin biography, articles related to his time on the Beagle and I read excerpts from The Origin of the Species. Geography- Galapagos island information book. DT- Animals of the world book Science- Animal habitat book.	Science- How to germinate a plant. History- Newspaper articles and Beatles related books Geography- Huyton book and newspaper articles. Art – van Gough biography.	Science- How to help grow a plant. History- Biographies about the Beatles. DT- Cookbooks. Computing- Picture books.
	The Bible.	The Bible.	The Bible.	The Bible.	The Bible.	The Bible.

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Resources.	Guided reading Shared Reading Read to Write Purple Mash Home-readers Talkabout	Guided reading Shared Reading Read to Write Purple Mash Home-readers Talkabout	Guided reading Shared Reading Read to Write Purple Mash Home-readers Talkabout	Guided reading Shared Reading Read to Write Purple Mash Home-readers Talkabout	Guided reading Shared Reading Read to Write Purple Mash Home-readers Talkabout	Guided reading Shared Reading Read to Write Purple Mash Home-readers Talkabout
Text level Features.	<p>To know, understand and explain clearly the difference between fiction and non-fiction books.</p> <p>Note openings around character, setting, time of day and type of weather.</p> <p>Recognition of extended vocabulary to introduce the 5 story parts: introduction, build up, problem/dilemma, resolution, ending.</p>	<p>Bullet points for facts.</p> <p>Final comments to the reader.</p> <p>Note paragraphs to organise ideas around a theme.</p> <p>Use of Who? What? Where? When? Why? How?</p> <p>To be able to use on-line resources for reading for pleasure and finding information.</p>	<p>Note topic sentences used to introduce facts.</p> <p>How paragraphs can be used to organise ideas around a theme.</p> <p>Group related facts and ideas into paragraphs.</p> <p>Use of boxes, charts, graphs etc to convey additional information.</p> <p>Use of index and glossary.</p> <p>To be able to use a dictionary and thesaurus.</p>	<p>Personal response to the various parts of the story.</p> <p>Recognition of extended vocabulary to introduce the 5 story parts: introduction, build up, problem/dilemma, resolution, ending.</p> <p>Understanding layout of a variety of text.</p> <p>Understanding purposes of a variety of text.</p>	<p>To recognise, listen and discuss a wide range of fiction, poetry, plays. To justify preferences.</p> <p>To make links between authors of books with similar themes.</p> <p>To be able to use non-fiction, reference books and textbooks to find information.</p> <p>To recognise the sequence of events in books and how items of information are related.</p>	<p>To identify themes and conventions in a wide range of books.</p> <p>Awareness of lists-what is needed/lists of steps to be taken.</p> <p>Extra information, reminders in the ending.</p> <p>Use of pictures, photographs, captions, charts, graphs etc to provide additional information.</p> <p>To be able to use on-line resources for reading.</p>

<p>Reading fluency and comprehension to include Higher Order Reading skills (i.e. skills of location, re-organisation, inference and evaluation and appreciation).</p> <p>Use of BLOOMS.</p> <p>Use of Tower Hamlets.</p>	<p>To have a clear understanding of their reading ability and the knowledge of the next steps needed to move forward.</p> <p>To use their phonic knowledge to decode quickly and accurately. May still need some support to read longer unknown words.</p> <p>To use a wide range of strategies to make meaning from text.</p> <p>To apply their growing knowledge of root words and prefixes.</p> <p>To begin to read Year 3 / 4 common exception words.</p>	<p>To check that text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To ask and answer questions appropriately, including inference questions based on characters' thoughts, feelings and motives.</p> <p>To justify predictions using evidence from the text.</p> <p>To be able to locate information, locate evidence and justify their opinions.</p>	<p>To discuss authors' choice of words and phrases for effect.</p> <p>Asking questions to improve their understanding of the text.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Using dictionaries to check the meaning of words.</p> <p>Use a thesaurus to build up vocabulary.</p> <p>To discuss author's choice of words and phrases for effect.</p> <p>To question what they do not understand.</p>	<p>To retrieve and record information from non-fiction texts.</p> <p>Identifying themes and conventions in a wide range of books.</p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>Preparing poems and playscripts to read aloud.</p> <p>Recognising some different forms of poetry e.g. free verse, narrative poetry.</p> <p>Answering questions to improve their understanding of the text. To include evidence from the text.</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>To discuss author's choice of words and phrases for effect.</p> <p>To understand the author's inference in a text.</p>	<p>Retrieve and record information from non-fiction.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions. Justifying inferences with evidence predicting what might happen from details stated and implied.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves.</p> <p>To be able to evaluate plot, character, inference and explain using evidence from the text.</p>
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<p>Spoken language to include use of Talkabout programme.</p>	<p>Use relevant strategies to build vocabulary.</p> <p>To give well-structured descriptions and narratives for different purposes.</p> <p>To be able to discuss words and phrases that capture the reader's interest and imagination.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>To be able to recite poems by heart.</p>	<p>To use spoken language to develop understanding through imaginings and exploring ideas.</p> <p>Participate in discussions.</p> <p>To discuss authors' choice of words and phrases used for effect.</p> <p>To begin to be able to orally summarise text, both fiction and non-fiction.</p> <p>To be able to participate in plays and take on the role of a character.</p>	<p>Use relevant strategies to build vocabulary.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>To see both sides of the argument and to be able to present both for discussion.</p>	<p>To use intonation and volume when reading aloud.</p> <p>To use pace when reading aloud.</p> <p>To be aware of the audience when reading aloud.</p> <p>To listen sympathetically to another's opinion especially when it differs from their own.</p> <p>Justify opinions calmly with evidence from the text and respect for others.</p>	<p>To show an awareness of audience when performing poems and play scripts.</p> <p>To be aware of appropriate techniques that can be used to show an awareness of the audience.</p> <p>To be able to articulate and justify answers, arguments and opinions.</p>	<p>Give well-structured explanations for different purposes.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p>
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<p>Sentence level features including grammar and punctuation.</p>	<p>Formation of nouns using a range of prefixes: auto, super and anti.</p> <p>Expressing time, place and cause using the conjunctions: when, before, after, while, so, because, if and although.</p> <p>In addition to the tenses previous taught, focus on present perfect form of verbs.</p> <p>Reinforce learning from year 2. For example, the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Revise commas to separate (items in a list).</p>	<p>Formation of nouns using a range of prefixes: auto, super and anti; including un and re.</p> <p>Expressing time, place and cause using the conjunctions: when, before, after, while, so, because, if and although.</p> <p>Expressing time, place and cause using prepositions: before, after, during, in and because of.</p> <p>Focus on perfect form of verbs. Introduce paragraphs as a way to group related materials.</p> <p>Reinforce learning from year 2. The use of capital letters, full stops,</p>	<p>Reinforce learning from previous units, in addition to focusing on the use 'a' and 'an' when the next word starts with a consonant or a vowel.</p> <p>Word families based on common words showing how words are related in form and meaning.</p> <p>A particular focus on expressing time, place and cause using prepositions: before, after, during, in, because of.</p> <p>Focus on the use of paragraphs as a way to group related material.</p> <p>Introduce inverted commas to punctuate direct speech.</p>	<p>Build on previous learning. For example, the use 'a' and 'an' when the next word starts with a consonant or a vowel.</p> <p>Expressing time, place and cause through prepositions and conjunctions.</p> <p>In addition to the above, focus on expressing time, place and cause using adverbs: then, next, soon and therefore.</p> <p>Reinforce the use of paragraphs as a way to group related material.</p> <p>Consolidate the use of inverted commas to punctuate direct speech.</p>	<p>Revise the formation of nouns using a range of prefixes: auto, super and anti; including un and re.</p> <p>The use 'a' and 'an' when the next word starts with a consonant or a vowel.</p> <p>Word families based on common words showing how words are related in form and meaning.</p> <p>Reinforce expressing time, place and cause through prepositions and conjunctions with a focus on expressing time, place and cause using adverbs: then, next, soon and therefore.</p>	<p>Revise the formation of nouns using a range of prefixes: auto, super and anti; including un and re.</p> <p>Introduce the use of 'mis', 'in' and 'dis'.</p> <p>Consolidate the use 'a' and 'an' when the next word starts with a consonant or a vowel.</p> <p>Word families based on common words showing how words are related in form and meaning and expressing time, place and cause through prepositions, conjunctions or adverbs.</p> <p>Revise and revisit the use of paragraphs as a</p>
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	<p>Revise apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p>	<p>question marks and exclamation marks to demarcate sentences., commas to separate (items in a list).</p> <p>Focus on apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p>			<p>Revise and revisit tenses with a focus on present perfect form.</p> <p>The use of paragraphs as a way to group related material and commas to punctuate direct speech.</p> <p>Introduce headings and sub-headings to aid presentation.</p>	<p>way to group related material.</p> <p>Revise commas to punctuate direct speech and headings and sub-headings to aid presentation.</p>
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<p>Spelling Primary Resource Purple Mash.</p>	<p>Homophones and near homophones.</p> <p>Words with the 'ei' sound spelt 'ei', 'eigh', 'ey'.</p> <p>Opportunity to look at links from previously taught spelling/structure of words.</p> <p>Soft 'ch' sound.</p> <p>Go over all words done and then assess.</p> <p>Use the dictionaries and thesaurus competently and speedily to enhance known working vocabulary.</p> <p>To use the spelling app on the I-pads.</p>	<p>Word ending with 'cian'.</p> <p>The 'i' sound spelt with a 'y' not at the ends of words.</p> <p>The 'ou' sound.</p> <p>Structure and parts of words.</p> <p>Prefixes 'in'.</p> <p>Go over all words done and then assess.</p> <p>SWISTS.</p>	<p>Recap Autumn Term.</p> <p>Prefix 'super'.</p> <p>Prefix 'im'.</p> <p>Structure and parts of words.</p> <p>Words ending in 'sion'.</p> <p>Go over all words done and then assess.</p>	<p>Words ending in 'tion'.</p> <p>Words ending in 'sion'.</p> <p>Prefix 're'.</p> <p>Structure and parts of words.</p> <p>Words ending in 'ure'.</p> <p>Go over all words done and then assess.</p> <p>SWISTS.</p>	<p>Recap Spring words.</p> <p>Suffix 'ly'.</p> <p>Structure and parts of words.</p> <p>Homophones and near homophones.</p> <p>Go over all words done and then assess.</p>	<p>Initial 's' sound spelt with 'ci', 'ce', 'cy'.</p> <p>'s' sound within a word spelt with 'ce'.</p> <p>Structure and parts of words.</p> <p>Assessment of all words covered.</p> <p>SWISTS.</p>
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Assessments.	Benchmarking colour banding ongoing and reported termly.	Home reading records ongoing.	Precision teaching ongoing.	Salford Reading test termly.	SWISTS termly. Weekly spellings	NFER termly. PIRA.
Wider Reading.	<p>The Wild Robot by Peter Brown.</p> <p>The Iron Woman by Ted Hughes.</p> <p>The Tigerboy by Ted Hughes.</p> <p>How the Whale Became and Other Stories by Ted Hughes.</p> <p>Grandad's Secret Giant by David Litchfield.</p> <p>Usborne Look Inside: Space.</p> <p>DK: Find Out! Robots.</p> <p>The Sea by James Reeves.</p> <p>Range of books on robots/space. Science.</p>	<p>Aesop's Fables.</p> <p>Favourite Greek Myths by Bob Hartman.</p> <p>The Boy Who Cried Wolf by Tony Ross.</p> <p>The Little Green Hen by Alison Murray.</p> <p>Hip Hop Aesop by Kay Davenport.</p> <p>The Lion Inside by Rachel Bright.</p> <p>Lost and Found by Oliver Jeffers.</p> <p>Charlotte's Web by E.B. White.</p> <p>Amazing Foxes! By Nancy Williams.</p>	<p>Feathers by Phil Cummings.</p> <p>10 Seeds by Ruth Brown.</p> <p>The Journey by Francesca Sanna.</p> <p>Goat on a Boat by Leslie Simms.</p> <p>Where the Forest Meets the Sea by Jeannie Baker.</p> <p>Emma Jane's Aeroplane by Katie Haworth & Daniel Rieley.</p> <p>Range of books on life in the 1800s and explorers and scientists such as Charles Darwin.</p>	<p>Sector 7 by David Weisner.</p> <p>Ocean Meets the Sky by Eric Fan.</p> <p>Dragonology by Helen Ward.</p> <p>The Night Gardener by Terry Fan.</p> <p>Free Fall by David Weisner.</p> <p>The Land of Never believe by Norman Messenger.</p> <p>Mythology by Dugald Steer.</p> <p>Coraline by Neil Gaiman.</p> <p>Alice in Wonderland by Lewis Carroll.</p>	<p>Willy the Wimp by Anthony Browne.</p> <p>The Wolf's Story: What Really Happened to Little Red Riding Hood by Toby Forward and Izhar Cohen.</p> <p>Three Little Wolves and the Big Bad Pig by Eugene Trivizas and Helen Oxenbury.</p> <p>National Trust: I am the Seed that Grew The Tree: A Nature Poem for Every Day of the year.</p> <p>The Lost Words by Robert Macfarlane & Jackie Morris.</p>	<p>Just a Dream by Chris van Allsburg.</p> <p>Daisy Saves the Day by Shirley Hughes.</p> <p>Where the Wild Things Are by Maurice Sendak.</p> <p>Voices in the Park by Anthony Crowne.</p> <p>Hetty Feather by Jacqueline Wilson.</p> <p>The Lost Toy Museum by David Lucas.</p> <p>1000 facts about Victorian Britain by Jeremy Smith.</p> <p>Toys and Games by Sally Hewitt.</p>

Wider Curriculum.	History: The Stone Age The Bronze Age The Iron Age	History: The Stone Age The Bronze Age The Iron Age	History: The Roman impact on Britain	History: The Roman impact on Britain	History: The Egyptians	History: The Egyptians
	Science : Rocks and soils	Science: Magnets	In Geography the children studied Chester and the UK. Science: plants including humans.	In Geography the children studied Chester. Science: light.	Science: Plants Geography: Volcanoes and earthquakes.	Science: Plants Geography: Volcanoes and earthquakes.
	Geography: Europe and the weather.	Geography: settlement and land use.				
	The Bible.	The Bible.	The Bible.	The Bible.	The Bible.	The Bible.

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Resources.	Guided Reading Shared Reading Read to Write Purple Mash Home-readers Talkabout	Guided Reading Shared Reading Read to Write Purple Mash Home-readers Talkabout	Guided Reading Shared Reading Read to Write Purple Mash Home-readers Talkabout	Guided Reading Shared Reading Read to Write Purple Mash Home-readers Talkabout	Guided Reading Shared Reading Read to Write Purple Mash Home-readers Talkabout	Guided Reading Shared Reading Read to Write Purple Mash Home-readers Talkabout
Text level Features.	<p>Narrative to narrate and inform. Paragraphs to organise ideas into each story part.</p> <p>To discuss and compare texts from a wide variety of genres and writers, to include fiction, poetry, plays, non-fiction, reference books and text books.</p> <p>Reading books structured in different ways and for a range of purposes.</p>	<p>Setting narrative to narrate and newspaper report to recount.</p> <p>To read for a range of purposes.</p> <p>Determine purpose, audience and form.</p> <p>Recognise hooks to introduce and tempt reader e.g. Who? What? Where? Why? When? How?</p> <p>Recognise tools used: text map, boxed up grid.</p>	<p>Myth narrative to narrate and inform.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>Secure use of planning tools: text map, boxed up grid.</p> <p>Clear distinction between resolution and ending.</p> <p>To recognise and discuss different forms of poetry e.g. free verse or narrative.</p>	<p>Invention narrative, biography-recount.</p> <p>To recognise the use of a range of layouts suitable to the text.</p> <p>To recognise how author consistently maintains a viewpoint.</p> <p>Clear distinction between resolution and ending.</p>	<p>Twisted narrative to narrate. Letter to persuade.</p> <p>To refer to authorial style, overall themes and features written in the first person. Use of presentational devices such as numbers and headings etc.</p> <p>Recognise that endings include reflection on events, characters and can include personal opinion, response, extra information.</p>	<p>Refugee narrative and diary to recount.</p> <p>To refer to authorial style, overall themes and features written in the first person.</p> <p>To recognise hook to introduce and tempt reader.</p> <p>Sub-headings to introduce section and paragraphs.</p> <p>Use of bullet points and diagrams.</p>

<p>Reading Fluency and Comprehension.</p> <p>To include Higher Order Reading Skill (i.e. skills of location, reorganisation, inference, evaluation and appreciation).</p> <p>Use of BLOOMS.</p> <p>Use of Tower Hamlets.</p>	<p>To have a clear understanding of their own reading ability and an awareness of the steps that need to be taken to move forward.</p> <p>To read most words fluently and to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of roots words, prefixes and suffixes/word endings to read aloud fluently.</p> <p>Discussing words and phrases that capture the reader's interest and imagination. Asking questions to improve their understanding of text.</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Asking/answering open-ended questions to generate a range of possibilities.</p> <p>Asking questions (to include Higher Order) to improve their understanding of a text. The how why and inference questions.</p>	<p>Discussing words and phrases that capture the reader's interest or imagination.</p> <p>To recognise and discuss some different forms of poetry. To prepare and perform poems and play scripts.</p> <p>Discussing their understanding of words and phrases in context.</p> <p>Asking questions (to include higher order questions) to increase their understanding of the text. Drawing inferences on characters feelings, thoughts and motives from their actions. Justify opinions.</p>	<p>Discussing words and phrases that catch the reader's imagination and interest.</p> <p>Asking questions (to include Higher Order reading questions), to improve their understanding of the text.</p> <p>Identify the main ideas drawn from more than one paragraph and summarising. Identifying how language contributes to meaning.</p> <p>To use all the organisational devices within a non-fiction text to retrieve, record and discuss information.</p>	<p>Letter formats used for different reasons.</p> <p>Discussing use of persuasive words and phrases that capture the imagination.</p> <p>Identifying persuasive language. Building up knowledge of persuasive vocabulary.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Constantly checking text makes sense.</p> <p>To justify predictions from details stated and implied.</p>	<p>Discussing words and phrases used to capture the attention and imagination of the reader.</p> <p>Asking questions to improve their understanding of the text.</p> <p>Identifying the main ideas drawn from more than one paragraph and summarising. Analysing language used to inspire empathy.</p> <p>Analyse language used to denote passing of time.</p> <p>Predicting what might happen next from details stated and implied.</p>
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	<p>Drawing inferences on character's feelings, thoughts and motives from their actions.</p> <p>Justifying inferences with predicting what might happen next from details given.</p> <p>Use relevant strategies to make meaning from text.</p>	<p>Identifying how language, structure and presentation contribute to meaning.</p> <p>To read all Year 3/ 4 common exception words.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p>	<p>Use relevant strategies to build vocabulary.</p> <p>To draw inferences from character's feelings, thoughts and motives.</p>	<p>To identify themes and conventions in a wide range of books.</p>	<p>To anticipate key events and phrases in rhyme and stories.</p> <p>To use dictionaries to check the meanings of words that they have read.</p> <p>To use a thesaurus to extend their known vocabulary and enhance their reading and writing.</p>	<p>To use all the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p>
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<p>Spoken language to include use of 'Talkabout' programme.</p>	<p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Discuss their understanding of the text and explaining the meaning of words in context.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Give well-structured explanations for different purposes.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>To recommend text to peers based on personal choice.</p> <p>Discuss vocabulary used to capture reader's interest and imagination.</p>	<p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>To show awareness of an audience when reading aloud.</p> <p>To prepare and perform poems and playscripts with appropriate techniques (intonation, volume and action) to show awareness of the audience when reading out loud.</p>	<p>Discuss understanding of text and explain meaning of words in context.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Listen and respond appropriately to adults and peers.</p>	<p>Use spoken language to develop understanding through imagining and exploring ideas.</p> <p>Give well-structures descriptions and narratives for different purposes, including expressing feelings.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Read all Year 3 / 4 common exception words.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic. Initiating, responding to comments.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>To show an awareness of audience when reading aloud.</p>
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Sentence level features including grammar and punctuation.	Focus on noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.	Revisit noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.	Revise noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.	Focus on noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.	Revise noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.	Revisit noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.
	Fronted adverbials punctuated by a comma.	Fronted adverbial punctuated by a comma.	Fronted adverbials punctuated by a comma.	Fronted adverbials punctuated by a comma.	Focus on fronted adverbials punctuated by a comma.	Fronted adverbials punctuated by a comma.
	Paragraphs organised around a theme.	Paragraphs organised around a theme.	Paragraphs organised around a theme.	Paragraphs organised around a theme.	Paragraphs organised around a theme.	Focus on paragraphs organised around a theme.
	Apostrophes for possession including plural nouns.	Teach how to use nouns or pronouns to aid cohesion and avoid repetition.	Focus on nouns or pronouns to aid cohesion and avoid repetition.	Nouns or pronouns to aid cohesion and avoid repetition.	Nouns or pronouns to aid cohesion and avoid repetition.	Nouns or pronouns to aid cohesion and avoid repetition.
	Teach the grammatical difference between plural and possessive -s	Focus on inverted commas and other punctuation to indicate direct speech. Verb inflections (we were instead of we was).	Apostrophes for possession including plural nouns. Grammatical difference between plural and possessive -s	Inverted commas and other punctuation to indicate direct speech. Verb inflections (we were instead of we was).	Inverted commas and other punctuation to indicate direct speech. Grammatical difference between plural and possessive -s	Inverted commas and other punctuation to indicate direct speech. Verb inflections (we were instead of we was).

<p>Spelling Primary resource Purple Mash.</p>	<p>Homophones and near Homophones.</p> <p>Words with the 's' sound spelt 'sc'.</p> <p>Morphology-links between structure of words and parts of words. Stems-roots-prefixes-suffixes etc.</p> <p>'sion' words.</p> <p>Words covered practised and assessed.</p> <p>Practise use of the dictionary and thesaurus with competence and speed in order to extend working vocabulary.</p> <p>Use spelling app on I-pads.</p>	<p>Prefixes 'dis' and 'mis'.</p> <p>'il' prefix and words.</p> <p>Links between structure of words. Statutory list of spellings.</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable.</p> <p>SWISTS.</p> <p>Words covered practised and assessed.</p>	<p>Recap Autumn Term.</p> <p>Words ending in 'g' sound spelt 'gue' 'K' sound spelt 'que'.</p> <p>Rule to learn for root words ending in 'ss' or 'mit' to add 'ssion'.</p> <p>Links between structure of words. Statutory list of spellings.</p> <p>Words with the 'k' sound spelt 'ch'.</p> <p>Words covered practised and assessed.</p>	<p>Rule to learn for root words ending in 't' or 'te' to add 'tion'.</p> <p>Suffix 'ous'.</p> <p>Links between structure of words. Statutory list of spellings.</p> <p>Homophones and near homophones.</p> <p>SWISTS.</p> <p>Words covered practised and assessed.</p>	<p>Recap Spring Term</p> <p>Root word ending in 'ic' to 'ally' add l.</p> <p>Meanings and uses of 'sub', 'anti' and 'auto'.</p> <p>Links between structure of words. Statutory list of spellings.</p> <p>Meaning and use of 'inter'.</p> <p>Words covered practised and assessed.</p>	<p>Possessive apostrophes with plural words.</p> <p>Links between structure of words. Statutory list of spellings.</p> <p>SWISTS.</p> <p>Words covered practised and assessed.</p>
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Assessments.	Benchmarking and Colour Band tracking ongoing and reported termly.	Precision teach pupils ongoing.	Home reading and home reading records ongoing.	Salford reading test termly.	Weekly spellings SWISTS termly. PIRA.	NFER reading test termly.
Wider reading.	<p>The Last Polar Bears by Harry Horse.</p> <p>The Journey Home by Frann Preston-Gannon.</p> <p>The Polar Bear Son by Lydia Dabovich.</p> <p>The Lost Thing by Shaun Tan.</p> <p>The Ice Bear by Jackie Morris.</p> <p>Beegu by Alexis Deacon.</p> <p>The Polar Bear by Jenni Desmond.</p> <p>Polar Bears and the Arctic by Natalie Pope Boyce.</p>	<p>The Blue Whale by Jenni Desmond.</p> <p>Whale Boy by Nicola Davies.</p> <p>How the Whales Became and Other Stories by Ted Hughes.</p> <p>Why the Whales Came by Michael Morpurgo.</p> <p>Quest by Aaron Becker.</p> <p>The Big Book of the Blue by Yuval Zommer.</p> <p>The Whale: In Search of the Giants of the Sea by Philip Hoare.</p>	<p>Myth Match by Good Wives and Warriors.</p> <p>A Miscellany of Magical Beasts by Simon Holland.</p> <p>Vikings in 30 Seconds by Mark Cavendish.</p> <p>The Death of Baldur by Louise Simonson.</p> <p>Viking Gods! From Odin to Thor by Left Brain Kids.</p> <p>Norse Myths by Eric Braun.</p> <p>Vicious Vikings by Ellie Dean.</p>	<p>The Watcher: Jane Goodall's Life with the Chimp by Jeanette Winter.</p> <p>Queen of the Falls by Chris Van Allsburg.</p> <p>The Hidden Garden by Jeannie Baker.</p> <p>Jacques Cousteau: Conserving Underwater Worlds by John Zronik.</p> <p>Ocean: A Visual Encyclopedia by DK.</p>	<p>Queen Munch and Queen Nibble by Carol Ann Duffy and Lydia Monks.</p> <p>101 poems for Children by Carol Ann Duffy.</p> <p>Snow White in New York by Fiona French.</p> <p>The Lost Words by Jackie Morris.</p> <p>Me and You by Anthony Browne.</p> <p>Range of books on plants, seeds. castles and books with letters in.</p>	<p>Red: A Crayon's Story by Michael Hall.</p> <p>The Carrot, the Egg and the Teabag by A. M. Marcus.</p> <p>The Unforgotten Coat by Frank Cottrell Boyce.</p> <p>Oranges in No Man's Land by Elizabeth Laird.</p> <p>Hamid's Story – A Journey from Eritrea by Andy Glynn.</p> <p>Dreams of Freedom by Frances Lincoln.</p>

<p>Wider curriculum.</p>	<p>Science – Living Things/ Habitats/ Animals/ Humans.</p> <p>The Bible.</p>	<p>Science – Living Things/ Habitats/ Animals/ Humans.</p> <p>The Bible.</p>	<p>History – Vikings.</p> <p>The Bible.</p>	<p>Science – Living Things/ Habitats/ Animals/ Humans.</p> <p>The Bible.</p>	<p>Plants and seeds.</p> <p>Castles.</p> <p>Books containing letter correspondence.</p>	<p>Geography – Europe.</p> <p>The Bible.</p>
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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Resources.	Guided Reading Shared Reading Reading + Read to Write Purple Mash Home-reading Talkabout	Guided Reading Shared Reading Reading + Read to Write Purple Mash Home-reading Talkabout	Guided Reading Shared Reading Reading + Read to Write Purple Mash Home-reading Talkabout	Guided Reading Shared Reading Reading + Read to Write Purple Mash Home-reading Talkabout	Guided Reading Shared Reading Reading + Read to Write Purple Mash Home-reading Talkabout	Guided Reading Shared Reading Reading + Read to Write Purple Mash Home-reading Talkabout
Text level Features.	<p>Diary with recount purposes. Biography with recount.</p> <p>Note parts of the story that indicate a change in place or jump in time.</p> <p>To read a wide range of genre, identifying the characteristics of text type. Including use of the first person in reading diaries.</p> <p>Recognise a clear distinction between resolution and ending.</p> <p>Identify use of a range of layouts suitable to the text.</p>	<p>Letters to recount, informal but can compare with formal.</p> <p>News reports and information texts.</p> <p>Recognise use of a topic sentence and use of bullet points and diagrams.</p> <p>Identify use of varied connectives within paragraphs to build cohesion.</p> <p>Examine use of a range of layouts suitable to the text.</p>	<p>Narrative cliff hanger.</p> <p>Instructional manual (guidelines informational, non-chronological texts), based around species, living things, mystical creatures.</p> <p>Diary, setting descriptions, fairy-tales, magical narrative links and poetry.</p> <p>Recognise range of layouts suitable to the text.</p>	<p>Character narrative.</p> <p>Newspaper report to recount.</p> <p>Looking at balanced arguments for/against.</p> <p>Poetry.</p> <p>Note repetitive language used to persuade and note any boastful language used to entice reader to adopt author's opinion.</p> <p>Use of change of place, time and action to link ideas across paragraphs.</p>	<p>To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or text books.</p> <p>Note the variety of ways employed by the authors to draw the reader in and make the purpose clear.</p> <p>Making comparisons within and across text.</p>	<p>Reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books.</p> <p>Recognise a variety of ways to draw the reader in and make the purpose clear.</p> <p>Recognise clear summary at the end to appeal directly to the reader.</p>

<p>Reading fluency and comprehension. To include Higher Order Reading skills (i.e. skills of location, re-organisation, inference, evaluation and appreciation.</p> <p>Use BLOOMS.</p> <p>Use of Tower Hamlets.</p>	<p>To have a clear understanding of how they read and the next steps required to move them forward.</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>Checking that the text makes sense to them, discussing their understanding and the meaning of words and context.</p> <p>Identifying and discussing themes and conventions in and across a wide range of text.</p> <p>Discuss and evaluate how authors use language, including figurative, considering the impact on the reader.</p>	<p>Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Drawing inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Identifying key details that support the main ideas.</p> <p>Summarise the main ideas from more than one paragraph.</p>	<p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, to read aloud fluently.</p> <p>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.</p> <p>Learning a wider range of poetry by heart.</p>	<p>Read and summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</p> <p>Drawing inferences such as inferring characters' thoughts and motives from their actions or words, and justifying inferences with evidence.</p> <p>To be able to read and summarize succinctly the main opposing points of view in an argument or debate.</p>	<p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, to read aloud fluently.</p> <p>Identify and discuss themes and conventions in and across a wide range of text.</p> <p>Asking questions both open and closed to improve their understanding.</p> <p>Learning and using techniques to retrieve information speedily and accurately.</p>	<p>To read aloud with fluency, pace, expression and confidence.</p> <p>Identifying and discussing themes and conventions in and across a wide range of reading.</p> <p>Drawing inferences such as inferring character's feelings, thoughts and motives from their actions. Justifying and clarifying inferences with evidence.</p> <p>Showing the ability to locate, explain and justify evidence found.</p>
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	<p>Predicting what might happen next from details stated or implied.</p> <p>Exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Read closely, annotating for specific purposes.</p>	<p>Discuss and evaluate the difference between vocabulary used to denote informal speech and the vocabulary appropriate to formal speech.</p> <p>Asking questions (Higher Order questions) to improve their understanding.</p>	<p>Discuss and evaluate how authors use language, including figurative language to draw the reader in and provide rich and varied settings.</p> <p>Explore common language and devices used in fairy-tale and magical narrative.</p>	<p>To recognise persuasive language being used and to what purpose.</p> <p>To read most Year 5/ 6 common exception words.</p> <p>To be able to draw on prior knowledge to make inference and predict.</p>	<p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> <p>To retrieve, record and present information from non-fiction texts.</p> <p>Predicting what might happen next from details given and implied.</p>	<p>To be able to make comparisons within and across books.</p> <p>To recommend text to peers based on own personal choice.</p>
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<p>Spoken language to include use of Talkabout.</p>	<p>Participate in discussions about books, building on their own and other's ideas and challenging views courteously.</p> <p>Give well- structured descriptions and explanations for different purposes, including for expressing feelings.</p> <p>Use relevant strategies for building their own vocabulary.</p> <p>Recognise and use Standard English for verb inflections instead of local spoken forms.</p>	<p>Use relevant strategies to build their vocabulary.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, and imagining and exploring ideas.</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>To identify main ideas drawn from more than one paragraph and to be able to summarise these coherently.</p> <p>To continually show an awareness of audience when read out loud using intonation, tone, volume and action.</p> <p>Make comparisons within and across books.</p>	<p>Participate in discussions about books, taking on the opinions of others and challenging views courteously.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including expressing opinions.</p>	<p>To listen to key information and to be able to verbalise the main ideas.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>To show an ability to explain the difference between a statement of fact and opinion.</p> <p>Preparing poems or plays to read aloud and to perform.</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Participate in discussions, presentations, performances, role-play, improvisations and debates.</p> <p>To recommend text to peers based on personal choice.</p> <p>Recognition to be able to use formal/informal language dependant on the audience.</p>
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<p>Sentence level features including grammar and punctuation.</p>	<p>Introduce the prefix 'dis'.</p> <p>Indicate degrees of possibility using modal verbs.</p> <p>Focus on building cohesion through pronouns.</p> <p>Introduce relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</p> <p>Introduce commas for parenthesis and dashes to mark boundaries between independent clauses.</p>	<p>Reinforce previous learning and introduce the difference between vocabulary of informal speech and vocabulary appropriate to formal speech. Also writing using a formal tone.</p> <p>Continue to indicate degrees of possibility using modal verbs.</p> <p>Facilitate using adverbials to link ideas across paragraphs.</p> <p>Reinforce commas for parenthesis and dashes to mark boundaries between independent clauses.</p>	<p>Consolidate the difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing using a formal tone.</p> <p>The degrees of possibility using modal verbs, in addition to adverbs.</p> <p>Continue using adverbials to link ideas across paragraphs. Introduce the use of hyphens to avoid ambiguity.</p>	<p>Continue to reinforce the difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing using a formal tone.</p> <p>Focus on relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</p> <p>Using commas to clarify meaning and avoid ambiguity.</p> <p>Introduce semi-colons to separate the boundary between independent clauses.</p>	<p>Build on previous learning. Focus on confidently using a thesaurus.</p> <p>The verb prefixes: mis, over and de and transforming nouns and adjectives into verbs.</p> <p>Continue to indicate degrees of possibility using adverbs.</p> <p>Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, for example, the use of the passive form.</p>	<p>Build on previous learning. Focus on the difference between vocabulary of informal speech and vocabulary to formal speech and writing (formal tone).</p> <p>Reinforce relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</p> <p>Continue to understand the differences between structures typical of informal speech and structures appropriate to formal speech in</p>
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				<p>Reinforce using adverbials to link ideas across paragraphs.</p> <p>Reinforce the use of hyphens to avoid ambiguity and introduce the use of colons and bullet points.</p>	<p>Continue to use commas to clarify meaning, hyphens to avoid ambiguity.</p> <p>Semi-colons to separate the boundaries between independent clauses of equal weighting.</p>	<p>writing, for example, the use of the passive form. Reinforce using adverbials to link ideas across paragraphs.</p>
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<p>Spelling primary resource Purple Mash.</p>	<p>Recap of spellings and rules from previous years.</p> <p>Morphology- opportunities to find links from spellings and structure of words and parts of words, stems- roots-prefixes-suffixes etc.</p> <p>Words ending in 'able' and 'ably'.</p> <p>Consolidation of words covered, then assess.</p> <p>Use of dictionaries and thesaurus with competence and speed to enhance known working vocabulary.</p> <p>Use of spelling app on I-pads.</p>	<p>Words with silent 'k'.</p> <p>Words spelt 'ei' after 'c' and other consonants. Exceptions to the I before e rule except after c.</p> <p>Links from previously taught words and parts of words.</p> <p>Words containing the letter string 'ough'.</p> <p>Consolidation of words done, then assess.</p> <p>SWISTS.</p>	<p>Recap Autumn Term.</p> <p>Words containing the letter string 'ough'.</p> <p>Words ending in 'able'.</p> <p>Links from previously taught words and parts of words.</p> <p>Homophones- words that are confused.</p> <p>Consolidation of words done, then assess.</p>	<p>Endings spelt 'cious'.</p> <p>Words ending in 'ancy'.</p> <p>Nouns that end in 'ce', 'cy' and verbs that end in 'se' and 'sy'.</p> <p>Links from previously taught words and parts of words.</p> <p>Words with silent letters.</p> <p>Consolidation of words done, then assess.</p> <p>SWISTS. PIRA.</p>	<p>Recap Spring Term.</p> <p>Homophones- words that are confused.</p> <p>Words ending in 'ably' continued.</p> <p>Links from previously taught words and parts of words.</p> <p>Silent 'w'.</p> <p>Consolidation of words done, then assess.</p>	<p>'ly' endings/ Words with silent 'b'.</p> <p>Links from previously taught words and parts of words.</p> <p>Consolidation of all words done and then assess.</p> <p>SWISTS.</p>
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Assessments.	Benchmarking/Colour Band tracking ongoing and reported termly. Precision teach pupils ongoing.	Reading Plus Feedback ½ termly and ongoing tracking.	Home-reading and records ongoing.	Salford reading test termly.	Weekly spelling test. SWISTS termly. PIRA.	NFER reading test termly.
Wider reading.	<p>Rose Blanche by Roberto Innocenti.</p> <p>The Matchbox Diary by Paul Fleischman.</p> <p>My Secret War Diary by Marcia Williams.</p> <p>The Little Ships by Louise Borden & Michael Foreman.</p> <p>The Journey by Francesca Sanna.</p> <p>The Eagle and the Snow by Michael Morpurgo.</p> <p>Who are Refugees and Migrants? By Michael Rosen and Annemarie Young.</p> <p>Journey to Jo'burg by Beverley Naidoo.</p>	<p>Aesop's Fables by Michael Rosen.</p> <p>The Orchard Book of Aesop's Fables by Michael Morpurgo.</p> <p>Leonardo da Vinci: Dreams, Schemes and Flying Machines by Heinz Kaehne.</p> <p>The Balloon Factory: The story of the men who built Britain's first flying machines by Alexander Frater.</p> <p>Flight (Eyewitness) by Andrew Nahum.</p>	<p>Cogheart by Peter Bunzi.</p> <p>What Not To Do If You Turn Invisible by Ross Welford.</p> <p>The Dollmaker of Krakow by R. M. Romero.</p> <p>Odd and The Frost Giants Hansel and Gretel by Neil Gaiman.</p> <p>Mr Shaha's Recipe for Wonder by Alom Shaha.</p> <p>The Land of Neverbelieve by Norman Messenger.</p>	<p>City Green by Dyanne DiSalvo-Ryan.</p> <p>Heroes of the Environment by Harriet Rohmer.</p> <p>The Garden of Happiness by Erika Tamar.</p> <p>Window by Jeannie Baker.</p> <p>National Trust: I am the Seed That Grew the Tree: A Nature Poem for Every Day of the Year by Fiona Waters.</p> <p>Plant: Exploring the Botanical World by Phaidon Editors.</p>	<p>Quest by Daniel Hahn.</p> <p>Survivors by David Long.</p> <p>True Stories of Survival by Paul Dowswell.</p> <p>Incredible Journeys by Levison Wood.</p> <p>Great Adventures by Alistair Humphreys.</p> <p>Atlas of Adventures by Lucy Leatherland.</p> <p>The Nature Explorer's Scrapbook by A. Pinnington.</p>	<p>Ape by Martin Jenkins and Vicky White.</p> <p>Congo by Michael Crichton.</p> <p>Good Night Gorilla by Peggy Rathman.</p> <p>Gorillas by Seymour Simon.</p> <p>Gorillas (Amazing Animals) by Kate Riggs.</p> <p>In Conversation with Jane Goodall Chimpanzee Protector by Robin S. Doak.</p>

Wider curriculum.	<p>Slave Trade in America. Human Rights. Rights of Children. Slavery.</p> <p>Significant People e.g. Martin Luther King, Anne Frank.</p> <p>The Bible.</p>	<p>WW1 and WW2- History.</p> <p>Bereavement Loss and Hope-PSHE. Design Technology – Inventions/Inventors</p> <p>The Bible.</p>	<p>Fairy-tales.</p> <p>Planning a journey- maps, routes Geography.</p> <p>The Bible.</p>	<p>Rules and responsibilities.</p> <p>Poverty, homelessness- PSHE.</p> <p>Art and design</p> <p>The Bible.</p>	<p>Journey's of Adventure.</p> <p>Journeys in Nature.</p> <p>The Bible.</p>	<p>Conservation in the Wild.</p> <p>Lost Worlds.</p> <p>The Bible.</p>
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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Resources.	Guided Reading Shared Reading Reading + Read to Write Purple Mash Home-readers Talkabout	Guided Reading Shared Reading Reading + Read to Write Purple Mash Home-readers Talkabout	Guided Reading Shared Reading Reading + Read to Write Purple Mash Home-readers Talkabout	Guided Reading Shared Reading Reading + Read to Write Purple Mash Home-readers Talkabout	Guided Reading Shared Reading Reading + Read to Write Purple Mash Home-readers Talkabout	Guided Reading Shared Reading Reading + Read to Write Purple Mash Home-readers Talkabout
Text level Features.	<p>To be aware of the development of characterisation.</p> <p>Note varied connectives within paragraphs to build cohesion. Note change of time and action to link ideas across paragraphs.</p> <p>Note use of literacy features to create effect such as alliteration, onomatopoeia, similes, metaphors etc.</p>	<p>Revision of structure of stories, introductions, middle and endings.</p> <p>Note consistently maintained viewpoint.</p> <p>Note summaries to appeal directly to the reader.</p> <p>Techniques used to involve the reader.</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Examine text layouts used appropriate to purpose.</p>	<p>Examine use of dialogue to move the story on.</p> <p>Examine how the plots is consistently maintained.</p> <p>Use of persuasive language.</p> <p>Techniques used to engage the reader.</p>	<p>Note balanced coverage of a topic or argument.</p> <p>Note how ideas are linked across paragraphs using a wide range of cohesive devices including grammatical connections e.g. adverbial</p>	<p>Use of text layout appropriate to purpose.</p> <p>Look at how ideas are linked across paragraphs using a wider range of devices e.g. repetition of a word or phrase.</p> <p>Note lay-out devices such as headings, sub-headings, bullets or table to structure text.</p>



<p>Reading, fluency and comprehension.</p> <p>To include Higher Order Reading skills (i.e. skills of location, re-organisation, inference and evaluation and appreciation).</p> <p>Use of BLOOMS.</p> <p>Use of Tower Hamlets.</p>	<p>To have a clear understanding of how well they read and the next steps needed to improve.</p> <p>To read fluently with full knowledge of all Year 5 / 6 common exception words, prefixes, suffixes/word endings, and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues.</p> <p>Identify and discuss themes and conventions in and across texts.</p> <p>Inferring characters feelings, thoughts and motives from their actions and justifying with evidence.</p>	<p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Distinguish between fact of opinion.</p> <p>Provide reasoned justification for viewpoints.</p> <p>Identify how language, structure and presentation contribute to meaning.</p>	<p>Retrieve, record and present information from non-fiction.</p> <p>Identify text layout and its appropriateness to purpose.</p> <p>Answering and asking Higher Order reading questions to demonstrate a deeper understanding of text.</p> <p>Discuss and evaluate how authors use language, including figurative language, to impact on the reader.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p>	<p>Identifying and discussing themes and conventions in and across a wide range or reading.</p> <p>Predicting what might happen next from details stated and implied.</p> <p>Read closely, annotating for specific purposes.</p> <p>Provide reasoned justification for their views.</p> <p>Provide evidence from the text to support their views.</p> <p>To be able to retrieve evidence from the text speedily using skimming and scanning.</p>	<p>To be able to retrieve, record and present information from non-fiction.</p> <p>Identify and discuss themes and conventions in and across texts.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language to draw the reader in and provide rich and varied settings.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters/people change and develop through texts by drawing inferences based on indirect clues.</p> <p>To retrieve, record and present information from non-fiction texts.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p>
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	<p>Use relevant strategies to build vocabulary.</p> <p>Reading books that are structured in different ways and reading for a range of purposes, increasing their familiarity with a wide range of books.</p> <p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>	<p>To be able to recommend books they have read to their peers, giving reasons for their choice.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p>	<p>To have a clear understanding of their own reading ability and an awareness of steps that need to be taken to move forward.</p> <p>To consider different accounts of the same event and to discuss viewpoints (both of author's and of fictional characters). To be able to write a summary of various viewpoints backed up with evidence.</p>	<p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events. To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>	<p>Explore common language and devices used in fairy-tale and magical narrative.</p> <p>To know that information can be retrieved from books and computers.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in context where pupils are genuinely motivated to find out information (e.g. information leaflets before a museum visit, reading a theatre programme, map of park).</p>	<p>To be able to locate information, justify their views, give full explanations and clarify their viewpoint backed up by clear evidence from the text.</p> <p>Read increasingly complex text independently for sustained periods.</p>
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<p>Spoken language to include use of Talkabout programme.</p>	<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring.</p> <p>Give well-structured descriptions and narratives for different purposes.</p> <p>To be able to orally summarise passages read, including relevant and pertinent detail.</p> <p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including fiction from our literary heritage and books from other cultures and traditions.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>Ability to use vocabulary typical in informal/formal speech.</p> <p>To speak audibly and fluently with an increasing command of Standard English.</p>	<p>To explain and discuss their understanding of what they have read, including through formal presentation and debates.</p> <p>Continue to discuss an increasingly wide range of fiction.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To be able to identify evidence, locate and justify meaning from a text and explain to others.</p>	<p>Use relevant strategies to build vocabulary.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Listen and respond appropriately to adults and peers.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p>	<p>Provide justification and clarification for their views.</p> <p>To 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.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p>	<p>Provide reasoned justification, clarification and evidence for their views.</p> <p>Participate in discussions about books that are read to them and those they can read for themselves.</p> <p>Build on their own and others' ideas and challenging views courteously.</p> <p>Give well-structured explanations for different purposes.</p>
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Sentence level features including grammar and punctuation.	<p>Understand how words are related by meaning as synonyms and antonyms.</p> <p>Focus on the difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing. Develop the ability to decide upon formal and informal vocabulary choices.</p> <p>In addition to, the difference between structures typical of informal speech and structures appropriate to formal – use of question tags in informal speech.</p>	<p>Focus on the difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing. Develop the ability to decide upon a formal tone.</p> <p>The difference between structures typical of informal speech and structures appropriate to formal speech in writing.</p> <p>The use of the subjunctive form in some very formal speech and writing. For example, 'Wish – if I were...'</p>	<p>Focus on the difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – informality of direct quote contrasting with formality of vocabulary choices.</p> <p>The difference between structures typical of informal speech and structures appropriate to formal.</p> <p>Revise linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis.</p>	<p>Understand how words are related by meaning as synonyms and antonyms.</p> <p>Focus on the difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing.</p> <p>In addition to, the difference between structures typical of informal speech and structures appropriate to formal speech in writing – the use of the subjunctive form in some very formal speech and writing. For example, 'Wish – if I were...'</p>	<p>Focus on the difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing- technical vocabulary and precise use of nouns, verbs and adjectives to add to formal tone.</p> <p>Revise the use of the passive voice to affect the presentation of information in a sentence and the use of question tags in informal speech.</p>	<p>Focus on the difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone.</p> <p>Revise the use of the passive voice to affect the presentation of information in a sentence.</p> <p>Revise and consolidate linking ideas within and across paragraphs, using a wider range of cohesive devices – adverbials.</p> <p>Revise the use of headings, sub-headings to structure text.</p>
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	<p>Revise and consolidate linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials.</p> <p>Focus on colons to introduce a list and semi-colons for more elaborate lists.</p> <p>Revise the use of commas, brackets and dashes for parenthesis and a semi-colon to separate two main clauses.</p>	<p>Revise linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns.</p> <p>Consolidate the use of a semi-colon as the boundary between independent clauses and hyphens to clarify meaning and avoid ambiguity.</p>	<p>Focus on using heading, sub-heading, columns and captions to structure information.</p> <p>Introduce the use of brackets, dashes and semi-colons to punctuate sentences in order to enhance meaning.</p> <p>Focus on using a range of punctuation taught throughout KS2 including direct speech.</p>	<p>Command can suggest demand, 'I recommend that...'</p> <p>Use of the passive to affect the presentation of information in a sentence.</p> <p>The use of question tags in informal speech.</p> <p>Recap of ellipsis for cohesion, colon to introduce a list, semi-colons for more elaborate lists.</p> <p>To use a range of punctuation taught at KS2 to punctuate a series of sentences.</p>	<p>Revise and consolidate linking ideas within and across paragraphs, using a wider range of cohesive devices – the use of conjunctions, adverbials, pronouns and synonyms.</p> <p>Use of headings, sub-headings and bullets to structure texts.</p> <p>Recap how to use a colon to introduce a list and semi-colons for more elaborate lists, to use commas to punctuate relative clauses.</p>	<p>Recap using commas to clarify meaning and avoid ambiguity. In addition to, using as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis.</p> <p>Revise using semi-colons as boundaries between independent clauses. Their use in the punctuation of bullet points.</p> <p>Use of hyphens to avoid ambiguity.</p> <p>Use of speech punctuation.</p>
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<p>Spelling Primary resource Purple Mash.</p>	<p>Recap Year 5 words.</p> <p>Homophones-words that are confused.</p> <p>Finding links from previously taught spelling/structure of words and parts of words. Stems-roots-prefixes-suffixes etc.</p> <p>Words ending in 'able' and 'ible'.</p> <p>Practise all words covered this half term then assess.</p> <p>Practise use of dictionaries and thesaurus to build up competence and speed when extending vocabulary.</p> <p>To confidently use the spelling app on the I-pads.</p>	<p>Adding suffixes beginning with vowel letters to words ending in 'fer'.</p> <p>Double consonants.</p> <p>Continuing words ending in 'ible' and 'ibly'.</p> <p>Words containing the letter string 'ough'.</p> <p>Go over all words practised this half term then assess.</p> <p>SWISTS.</p>	<p>Recap Autumn Term.</p> <p>Words ending in 'ious'.</p> <p>Words ending in 'tial'.</p> <p>Homophones-words that are confused.</p> <p>Go over all words practised this half term then assess.</p>	<p>Words with silent letter 't'.</p> <p>Words ending in 'ent', 'ence', 'ency'.</p> <p>Double consonants.</p> <p>Words ending in 'ance'.</p> <p>Go over all words practised this half term then assess.</p> <p>SWISTS.</p>	<p>Recap Spring Term.</p> <p>Abstract nouns.</p> <p>Use of the hyphen.</p> <p>Double consonants.</p> <p>Go over all words practised this half term then assess.</p>	<p>Words ending in 'ly'.</p> <p>Words ending in 'ant'.</p> <p>Go over all words practised this half term then assess.</p>
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Assessments.	Benchmarking/Colour band tracking as necessary. Reading Plus 1 / 2 termly assessment and ongoing tracking.	Home-reading and records ongoing. Precision teach pupils ongoing.	Salford Reading test Autumn and Spring.	Weekly spellings ongoing. SWISTS Autumn and Spring.	Past papers ongoing.	End of year tests.
Wider Reading.	<p>Letters from the Lighthouse by Emma Carroll.</p> <p>Anne Frank by Josephine Poole and Angela Barrett.</p> <p>Erika's Story by Ruth Vander Zee.</p> <p>Goodnight Mr. Tom by Michelle Magorian.</p> <p>Carrie's War by Nina Bawden.</p> <p>I Am David by Ann Holm.</p> <p>World War II. D. K.</p> <p>Children and World War II by Sarah Ridley.</p>	<p>Wonder by R. J. Palacio.</p> <p>In Darkling Wood by Emma Carroll.</p> <p>Frost Hollow Hall by Emma Carroll.</p> <p>Variety of alternative Fairy Tales.</p> <p>Jaws by Peter Benchley.</p> <p>Other books with alternative fairy tales.</p>	<p>Private Peaceful by Michael Morpurgo.</p> <p>Holes by Louis Sachar.</p> <p>The Day the War Came by Nicola Davies.</p> <p>Who are Refugees and Migrants? What Makes People Leave their Homes? By Michael Rosen.</p> <p>Passage to Freedom by Ken Mochizuki.</p> <p>The Arriva by Shaun Tan.</p>	<p>Two Weeks with the Queen by Morris Gleitzman.</p> <p>The Weight of Water by Sarah Crossan.</p> <p>The Kites are Flying by Michael Morpurgo.</p> <p>In the Sea There are Crocodiles by Fabio Geda.</p> <p>Freedom Poetry by Gaby Morgan.</p> <p>I have the Right to be a Child. Amnesty International.</p>	<p>Exploring the World of Wolves by Tracy C. Read.</p> <p>The Hidden Life of Wolves by Jim Dutcher.</p> <p>Wild Animals of the North by Dieter Braun.</p> <p>Mission: Wolf Rescue: All About Wolves and How to Save Them by National Geographic.</p> <p>Wolf Brother by Michelle Paver.</p>	<p>The Pilot and the Little Prince: The Life of Antoine de Saint by Peter Sis.</p> <p>Survivors by David Long.</p> <p>How to be an Explorer by Dugald Steer.</p> <p>Great Adventurers by Alistair Humphreys.</p> <p>The Explorer by Katherine Rundell.</p> <p>First News – All About Space.</p>

<p>Wider Curriculum.</p>	<p>Hansel and Gretel by Neil Gaiman</p> <p>History - Knowsley Library Loan: Theme - The Swinging Sixties</p> <p>Science - Knowsley Library Loan: Theme - Microorganisms Bible</p>	<p>Art - Knowsley Library Loan: Theme - Pop Art</p> <p>History - Knowsley Library Loan: Theme - The Victorians</p> <p>Science - Knowsley Library Loan: Animals including Humans</p> <p>Comprehension activities: Slave Trade; The Victorians; The Industrial Revolution</p> <p>Biographies: Gainsborough; William Morris</p> <p>Bible</p>	<p>A Story Like the Wind by Gill Lewis</p> <p>A Study of Sefton Coast, published by Sefton Concil.</p> <p>History - Knowsley Library Loan: Theme - The Ancient Greeks</p> <p>Science - Knowsley Library Loan: Living Things and their Habitats</p> <p>Bible</p>	<p>History - Knowsley Library Loan: Theme - The Ancient Greeks</p> <p>Science - Knowsley Library Loan: Evolution and Inheritance Bible</p>	<p>History - Knowsley Library Loan: Theme - WW1 and WW2</p> <p>Science - Knowsley Library Loan: Theme - Light Street Child by Berlie Doherty</p> <p>Bible</p>	<p>History - Knowsley Library Loan: Theme - WW1 and WW2</p> <p>Street Child by Berlie Doherty</p> <p>Science - Knowsley Library Loan: Theme - Electricity</p> <p>Bible</p>
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