



English				
Reading	Writing	Speaking and Listening	Spelling	Handwriting

At Billingshurst Primary Academy, we nurture children to speak, read and write confidently and fluently, enabling them to communicate their ideas, emotions and imagination with others. Our English curriculum aims to help pupils to acquire knowledge and develop their skills so that they can participate fully as a member of society, in school and beyond.



## EYFS - Reading

Strand	Objectives
Phonics	<ul style="list-style-type: none"><li>Learn to say, read and write Set 1 sounds: Set 1 sounds:<ul style="list-style-type: none"><li>m a s d t i n p g o c k u b f e l h r j v y w z x</li><li>sh th ch qu ng nk ck</li></ul></li></ul>
Word Reading	<ul style="list-style-type: none"><li>Read individual letters by saying the sounds for them.</li><li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li><li>Read some letter groups that each represent one sound and say sounds for them.</li><li>Read a few common exception words matched to the RWInc phonic programme.</li><li>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li><li>Apply phonic knowledge and skills as the route to decode words</li><li>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li></ul>
Reading comprehension	<ul style="list-style-type: none"><li>Engage in storytimes.</li><li>Listen to and talk about stories to build familiarity and understanding.</li><li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li><li>Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>Learn rhymes, poems and songs.</li><li>Engage in non-fiction books.</li><li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li><li>Develop pleasure in reading, motivation to read, vocabulary and understanding</li><li>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li><li>Recognise and join in with predictable phrases</li></ul>



## English - Curriculum



	<ul style="list-style-type: none"><li>• Participate in discussions about what is read to them, taking turns and listening to what others say</li><li>• Listen to stories and relate events to their own experiences</li></ul>		
<b>Independent Reading</b>	<ul style="list-style-type: none"><li>• Apply phonic knowledge and skills as the route to decode words</li><li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li></ul>		
<b>Class reads and texts to lead learning</b>	<b>Autumn Term</b> Lucy and Tom at school Whiffy Wilson the wolf who wouldn't go to school And Tango makes 3 A handful of buttons The big book of families Supertato Pumpkin soup Oliver's vegetables What's next? – Timothy Knapman Owl Babies – Martin Waddall The colour monster – Anna Llenas What's next? – Timothy Knapman Owl Babies – Martin Waddall Whatever next – Jill Murphy What the ladybird heard next – Julia Donaldson Colour Monster – Anna Llenas Whose hat is this? Whose tools are these? – Sharon Katz Cooper	<b>Spring Term</b> Incy wincy spider Jack and Jill The grand old duke of York Little miss muffet Mr Wolfs Pancake's Queen of Hearts Rosie's walk Everything Spring Charlie Cook's favourite book	<b>Summer Term</b> Smeds and smoos Zogs Smartest giant in town Room on a broom Squash and a squeeze Snail and a whale What the ladybird heard Lost and Found The Way we were How to catch a star Up and Down-Stuck The heart and a bottle



## English - Curriculum



	<p>Hoot owl – Sean Taylor &amp; Jean Jullien</p> <p>How to catch a star – Oliver Jeffers</p> <p>The shape trilogy – Mac Barnett &amp; Jon Klassen</p> <p>How much does a ladybird weigh? – Alison Limentani</p> <p>The Nativity story</p> <p>Mog's Christmas</p> <p>The snowman</p>		
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EYFS - Writing	
Strand	Objectives
Writing transcription	<ul style="list-style-type: none"><li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li><li>• Learn to spell words containing each of the Set 1 and 2 phonemes already taught</li><li>• Name the letters of the alphabet in order</li></ul>
Planning	<ul style="list-style-type: none"><li>• Say out loud what they are going to write about</li><li>• Compose a sentence orally before writing it</li></ul>
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"><li>• Leave spaces between words</li><li>• Use a capital letter for names of people, places, the days of the week, and 'I'</li></ul>
Terminology	<ul style="list-style-type: none"><li>• letter, capital letter, word, sentence, full stop</li></ul>
Draft and write	<ul style="list-style-type: none"><li>• Write sentences:<ul style="list-style-type: none"><li>- Say out loud what they are going to write about</li><li>- Compose a sentence orally before writing it</li><li>- Write simple sentences which can be read by themselves and others.</li><li>- Re-read what they have written to check that it makes sense</li><li>- Discuss what they have written with the teacher or other pupils</li><li>- Read aloud their writing clearly enough to be heard by their peers and the teacher</li></ul></li></ul>
Evaluate and edit	<ul style="list-style-type: none"><li>• Re-read what they have written to check that it makes sense</li><li>• Discuss what they have written with the teacher or other pupils</li><li>• Read aloud their writing clearly enough to be heard by their peers and the teacher</li></ul>



## EYFS – Speaking and Listening, Spelling and Handwriting

Strand	Objectives
<b>Speaking and listening</b>	<ul style="list-style-type: none"><li>• Understand how to listen carefully and why listening is important.</li><li>• Learn new vocabulary.</li><li>• Use new vocabulary through the day</li><li>• Use new vocabulary in different contexts.</li><li>• Ask questions to find out more and to check they understand what has been said to them.</li><li>• Articulate their ideas and thoughts in well-formed sentences.</li><li>• Connect one idea or action to another using a range of connectives.</li><li>• Describe events in some detail.</li><li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li><li>• Develop social phrases.</li></ul>
<b>Spelling</b>	<ul style="list-style-type: none"><li>• Learn to say, read and write Set 1 sounds.</li><li>• Write sounds using correct letter formation.</li><li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li></ul>
<b>Handwriting</b>	<ul style="list-style-type: none"><li>• Use a comfortable grip with good control when holding pens and pencils and uses it effectively to form recognisable letters, most of which are correctly formed.</li><li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li><li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li><li>• Form lower-case and capital letters correctly in the correct direction and starting and finishing in the right place</li><li>• Write simple sentences which can be read by themselves and others.</li></ul>



## Year 1 - Reading

Strand	Objectives
Phonics	<p>Autumn 1 all children recap set 1 sounds (initial sounds) and are taught set 2 sounds (first way of reading/writing long vowel sounds) Autumn 2 all children taught set 3 sounds (all other sounds). They continue to revisit all the sounds.</p> <p><b>Vowel digraphs and trigraphs:</b></p> <ul style="list-style-type: none"><li>• ai oi</li><li>• ay oy</li><li>• a-e</li><li>• e-e</li><li>• i-e</li><li>• o-e</li><li>• u-e</li><li>• ar</li><li>• ee</li><li>• ea/ea sea, dream, meat, each, read (present tense) /head, bread, meant, instead, read (past tense)</li><li>• er/er(stressed sound): her, term, verb, person/ (unstressed <i>schwa</i> sound): better, under, summer, winter, sister</li><li>• ir</li><li>• ur</li><li>• oo/oo food, pool, moon, zoo, soon/ book, took, foot, wood, good</li><li>• oa</li><li>• oe</li><li>• ou</li><li>• ow/ow/ue/ew now, how, brown, down, town / own, blow, snow, grow, show / blue, clue, true, rescue, Tuesday / new, few, grew, flew, drew, threw</li><li>• ie/ie lie, tie, pie, cried, tried, dried /chief, field, thief /</li></ul>



## English - Curriculum



	<ul style="list-style-type: none"><li>• igh</li><li>• or</li><li>• ore</li><li>• aw</li><li>• au</li><li>• air</li><li>• ear / ear dear, hear, beard, near, year / bear, pear, wear, are</li></ul>
<b>Word Reading</b>	<ul style="list-style-type: none"><li>• Apply phonic knowledge and skills as the route to decode words</li><li>• Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li><li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li><li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li><li>• Read other words of more than one syllable that contain taught GPCs</li><li>• Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li><li>• Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li><li>• Re-read books to build up their fluency and confidence in word reading</li></ul>





# English - Curriculum



<b>Reading comprehension</b>	<ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding</li> <li>• Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• Be encouraged to link what they read or hear read to their own experiences</li> <li>• Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• Recognise and join in with predictable phrases</li> <li>• Learn to appreciate rhymes and poems, and recite some by heart</li> <li>• Discuss word meanings, linking new meanings to those already known</li> <li>• Understand both the books they can already read accurately and fluently and those they listen to</li> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Check that the text makes sense to them as they read and correct inaccurate reading</li> <li>• Discuss the significance of the title and events</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Participate in discussions about what is read to them, taking turns and listening to what others say</li> <li>• Explain clearly their understanding of what is read to them</li> </ul>		
<b>Independent Reading</b>	<ul style="list-style-type: none"> <li>• Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• Re-read books to build up their fluency and confidence in word reading</li> </ul>		
<b>Class Reads</b>	<ul style="list-style-type: none"> <li>• Arlo: The Lion Who Couldn't Sleep – Catherine Rayner</li> <li>• Paddington - Michael Bond</li> <li>• Fantastic Mr Fox – Roald Dahl</li> <li>• Dolphin Boy – Michael Morpurgo and Michael Foreman</li> <li>• There's a Tiger in the Garden – Lizzy Stewart</li> <li>• The Lighthouse Keeper's Lunch – Ronda and David Armitage</li> </ul>		
<b>Texts to lead learning</b>	<b>Autumn Term - Why am I super?</b> Super Duper You -Sophie Henn What makes me a me?- Ben Faulks	<b>Spring Term - Why are living things amazing?</b> Winnie The Pooh introduction- A A Milne Lifesize animals – Sophy Henn	<b>Summer Term - How can we care for our world?</b> Somebody Swallowed Stanley - Sarah Roberts



## English - Curriculum



	<p>Wonderful You - Eric Carle Juniper Jupiter - Lizzy Stewart Superworm - Julia Donaldson The Wind Blew - Pat Hutchins After the Storm - Nick Butterworth The Snowman - Raymond Briggs</p>	<p>Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr. Snail Trail - Ruth Brown The Big Book of Bugs - Yuval Zommer Can't you sleep little bear? – Martin Waddell The Lion inside – Rachel Bright and Jim Field Rubble in the jungle - Giles Andreae and David Wojtowycz Mad About Minibeasts! - Giles Andreae &amp; David Wojtowycz David Attenborough – Little people, big minds Giraffes Can't Dance - Giles Andreae Meerkat Mail - Emily Gravett We're Going on a Bear Hunt - Michael Rosen The ugly five – Julia Donaldson The tiger who came to tea – Judith Kerr RSPB Wildlife in your garden - Mike Dilger and Sarah Horne I want my hat back – Jon Klassen Lift-the-flap Questions and Answers About Animals - Katie Daynes Animal Surprises Nicola Davies – Author and Abbie Cameron - Illustrator</p>	<p>The tale of a toothbrush - MG Leonard Old Enough to Save the Planet - Loll Kirby Christopher's Bicycles - Charlotte Middleton The Journey Home - Fran Preston-Gannon There is a Rang-Tan in My Bedroom - James Sellick The unexpected visitor - J Courtney Tickle All of the colours of the Earth - poems selected by Wendy Cooling Where the forest meets the sea - Jeannie Baker Dinosaurs and all the rubbish - Michael Foreman The Very Hungry Caterpillar - Eric Carle The Woolly Bear Caterpillar - Julia Donaldson</p>
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## Year 1 - Writing

Strand	Objectives
<b>Writing transcription</b>	<ul style="list-style-type: none"><li>• Learn to spell words containing each of the 40+ phonemes already taught</li><li>• Learn to spell common exception words</li><li>• Learn to spell the days of the week</li><li>• Name the letters of the alphabet in order</li><li>• Use letter names to distinguish between alternative spellings of the same sound</li><li>• Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li><li>• Use the prefix un–</li><li>• Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li><li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li></ul>
<b>Planning</b>	<ul style="list-style-type: none"><li>• Say out loud what they are going to write about</li><li>• Compose a sentence orally before writing it</li></ul>
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"><li>• Leave spaces between words</li><li>• Know how words can combine to make a sentence</li><li>• Join words and clauses using ‘and’</li><li>• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li><li>• Use a capital letter for names of people, places, the days of the week, and ‘I’</li><li>• Sequence sentences to make short narratives</li></ul>
<b>Terminology</b>	<ul style="list-style-type: none"><li>• letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</li></ul>



## English - Curriculum



<b>Draft and write</b>	<ul style="list-style-type: none"><li>• Write sentences by:<ul style="list-style-type: none"><li>- saying out loud what they are going to write about</li><li>- composing a sentence orally before writing it</li><li>- sequencing sentences to form short narratives</li><li>- re-reading what they have written to check that it makes sense</li></ul></li><li>• Sequence sentences to form short narratives</li></ul>
<b>Evaluate and edit:</b>	<ul style="list-style-type: none"><li>• Re-read what they have written to check that it makes sense</li><li>• Discuss what they have written with the teacher or other pupils</li><li>• Read aloud their writing clearly enough to be heard by their peers and the teacher</li></ul>



## Year 1 – Speaking and Listening, Spelling and Handwriting

Strand	Objectives
Speaking and listening	<ul style="list-style-type: none"><li>• Listen and respond appropriately to adults and their peers</li><li>• Ask relevant questions to extend their understanding and knowledge</li><li>• Use relevant strategies to build their vocabulary</li><li>• Articulate and justify answers, arguments and opinions</li><li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• Speak audibly and fluently with an increasing command of Standard English</li><li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li><li>• Gain, maintain and monitor the interest of the listener(s)</li><li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• Select and use appropriate registers for effective communication</li></ul>
Spelling	<ul style="list-style-type: none"><li>• The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</li><li>• The sound spelt n before k</li><li>• Divide words into syllables</li><li>• -tch sound</li><li>• The v sound at the end of words</li><li>• Adding s and es to words</li><li>• Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</li><li>• Adding –er and –est to adjectives where no change is needed to the root word</li><li>• Words ending – y</li></ul>



## English - Curriculum



	<ul style="list-style-type: none"><li>• New consonant spellings ph and wh</li><li>• Using k for the /k/ sound</li><li>• Adding the prefix un-</li><li>• Compound words</li><li>• Common exception words</li></ul>
<b>Handwriting</b>	<ul style="list-style-type: none"><li>• Sit correctly at a table, holding a pencil comfortably and correctly</li><li>• Form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• Form capital letters</li><li>• Form digits 0-9</li><li>• Understand which letters belong to which handwriting 'families'</li></ul>



## Year 2 - Reading

Strand	Objectives
<b>Word Reading</b>	<ul style="list-style-type: none"><li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li><li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li><li>• Read accurately words of two or more syllables that contain the same graphemes as above</li><li>• Read words containing common suffixes</li><li>• Read common exception words from this year group and the previous year groups</li><li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li><li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li><li>• Re-read books to build up their fluency and confidence in word reading</li></ul>
<b>Reading comprehension</b>	<ul style="list-style-type: none"><li>• Develop pleasure in reading, motivation to read, vocabulary and understanding</li><li>• Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li><li>• Discuss the sequence of events in books and how items of information are related</li><li>• Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</li><li>• Be introduced to non-fiction books that are structured in different ways</li><li>• Recognise simple recurring literary language in stories and poetry</li><li>• Discuss and clarify the meaning of words, linking new meanings to known vocabulary</li><li>• Discuss their favourite words and phrases</li><li>• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li></ul>



# English - Curriculum



	<ul style="list-style-type: none"> <li>• Understand both the books that they can already read accurately and fluently and those that they listen to</li> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Check that the text makes sense to them as they read and correct inaccurate reading</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Answer and ask questions</li> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>		
<b>Independent Reading</b>	<ul style="list-style-type: none"> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• Re-read these books to build up their fluency and confidence in word reading</li> <li>• Develop ability to select books</li> </ul>		
<b>Class Reads</b>	<ul style="list-style-type: none"> <li>• The Storm Whale – Benji Davies</li> <li>• Pip and Egg – Alex Latimer and David Litchfield</li> <li>• The Proudest Blue – Ibtihaj Muhammad</li> <li>• Counting on Katherine: How Katherine Johnson Put Astronauts on the Moon - Helaine Becker</li> <li>• The Invisible – Tom Percival</li> <li>• Flat Stanley – Jeff Brown</li> <li>• George’s Marvellous Medicine – Roald Dahl</li> <li>• The Boy who grew dragons – Andy Shepherd</li> </ul>		
<b>Texts to lead learning</b>	<b>Autumn Term – Who told the truth?</b> Little Red Riding Hood The Three Little Pigs Into The Forest - Anthony Browne The True Story of the 3 Little Pigs - Jon Scieszka Inside the Villains - Clotilde Perrin An Emotional Menagerie	<b>Spring Term – A journey between two poles</b> Emperor’s Egg - Martin Jenkins Poles Apart - Jeanne Willis Antarctic Antics – Judy Sierra 365 Penguins – Jean-Luc Fromental Tom Crean’s Rabbit - Meredith Hooper The Rainbow Bear – Michael Morpurgo	<b>Summer Term – Towers, tunnels and tournaments</b> Sir Charlie Stinky Socks - Kristina Stephenson The Knight who Said No - Lucy Rowland The Knight who Wouldn’t Fight - Helen Docherty





## English - Curriculum



	<p>The No.1 Car Spotter - Atinuke</p>	<p>The Last Polar Bears – Harry Horse Pugs of the Frozen North – Philip Reeve &amp; Sarah McIntyre The Penguin who wanted to find out – Jill Tomlinson 100 Penguin Facts – Miles Kelly Non- fiction texts about polar explorers Non-fiction texts about Captain Scott and the race to the pole</p>	<p>King Arthur and the Knights of the Round Table - Marcia Williams. The Dragon Snatcher – M.P Robertson The Egg – M.P Robertson The Great Dragon Rescue – M.P Robertson Dare to Care: Pet dragon – M.P Robertson The Wall in the Middle of the Book – Jon Agee Castles – Colin Thompson Tell Me A Dragon – Jackie Morris The Snow Dragon – Vivian French</p>
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## Year 2 - Writing

Strand	Objectives
<b>Writing transcription</b>	<ul style="list-style-type: none"><li>● Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</li><li>● Learn to spell common exception words</li><li>● Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling</li><li>● Learn to spell words with contracted forms</li><li>● Learn how to use the possessive apostrophe with singular nouns</li><li>● Learn homophones</li><li>● Add suffixes—ment, —ness, —ful, —less, —ly</li><li>● Write from memory, simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far</li></ul>
<b>Planning</b>	<ul style="list-style-type: none"><li>● Plan or say out loud what they are going to write about</li><li>● Write down ideas and/or key words, including new vocabulary</li><li>● Encapsulate what they want to say, sentence by sentence</li></ul>
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"><li>● Demarcate sentences in their writing with capital letters and full stops, and use question marks correctly when required</li><li>● Use the present and past tenses correctly and consistently</li><li>● Use conjunctions for subordination (when, if, that, or because) and co-ordination (or, and, but) to create effective and coherent sentences</li><li>● Form nouns using suffixes such as —ness, -er and by compounding (whiteboard, superman)</li><li>● Form adjectives using suffixes such as —ful, -less</li><li>● Use the suffixes —er, -est in adjectives</li><li>● Use —ly to turn adjectives into adverbs</li><li>● Use commas to separate items in a list</li><li>● Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</li></ul>



## English - Curriculum



	<ul style="list-style-type: none"><li>• Use sentences with different forms: statement, question, exclamation, command</li><li>• Use expanded noun phrases to describe and specify</li><li>• Use the progressive form of verbs in the present and past tense (she is drumming, he was shouting)</li></ul>
<b>Terminology</b>	<ul style="list-style-type: none"><li>• noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma</li></ul>
<b>Draft and write</b>	<ul style="list-style-type: none"><li>• To write effectively for a range of purposes and audiences</li><li>• Write narratives about personal experiences and those of others (real and fictional)</li><li>• Write about real events</li><li>• Write poetry</li><li>• Write effectively (for the purpose) and coherently (using appropriate grammatical structures) for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li></ul>
<b>Evaluate and edit</b>	<ul style="list-style-type: none"><li>• Evaluate their writing with the teacher and other pupils</li><li>• Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li><li>• Proof-read to check for errors in spelling, grammar and punctuation</li><li>• Read aloud what they have written with appropriate intonation to make the meaning clear</li></ul>

## Year 2 – Speaking and Listening, Spelling and Handwriting

Strand	Objectives
Speaking and listening	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Gain, maintain and monitor the interest of the listener(s)</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• Select and use appropriate registers for effective communication</li> </ul>
Spelling	<ul style="list-style-type: none"> <li>• The sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</li> <li>• The /s/ sound spelt c before e, i and y</li> <li>• The /n/ sound spelt kn and (less often) gn at the beginning of words</li> <li>• The /r/ sound spelt wr at the beginning of words</li> <li>• The /l/ sound spelt –le at the end of words</li> <li>• The /l/ sound spelt –el at the end of words</li> <li>• The /l/ sound spelt –al at the end of words</li> <li>• Words ending –il</li> <li>• Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it Adding the endings –ing, –ed, –er, – est and – y to words ending in –e with a consonant before it</li> <li>• Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letterThe sound spelt a before l and ll</li> <li>• The sound spelt o</li> <li>• The sound spelt –ey</li> <li>• The sound spelt a after w and qu</li> <li>• The sound spelt or after w</li> </ul>



## English - Curriculum



	<ul style="list-style-type: none"><li>• The /igh/ sound spelt –y at the end of words</li><li>• Adding –es to nouns and verbs ending in –y</li><li>• The sound spelt ar after w</li><li>• The sound spelt s</li><li>• Words ending in –tion</li></ul>
Handwriting	<ul style="list-style-type: none"><li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li><li>• Use spacing between words that reflects the size of the letters</li><li>• Form lower-case letters of the correct size relative to one another</li><li>• Use some of the diagonal and horizontal strokes needed to join letters</li></ul>



## Year 3 - Reading

Strand	Objectives
Word Reading	<ul style="list-style-type: none"><li>● Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words</li><li>● Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li></ul>
Reading comprehension	<ul style="list-style-type: none"><li>● Develop positive attitudes to reading, and an understanding of what they read</li><li>● Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>● Read books that are structured in different ways and read for a range of purposes</li><li>● Use dictionaries to check the meaning of words that they have read</li><li>● Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li><li>● Identify themes and conventions in a wide range of books</li><li>● Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li><li>● Discuss words and phrases that capture the reader's interest and imagination</li><li>● Recognise some different forms of poetry e.g. free verse, narrative poetry</li></ul>
Independent Reading	<ul style="list-style-type: none"><li>● Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li><li>● Ask questions to improve their understanding of a text</li><li>● Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li><li>● Predict what might happen from details stated and implied</li><li>● Identify main ideas drawn from more than one paragraph and summarise these</li><li>● Identify how language, structure, and presentation contribute to meaning</li><li>● Retrieve and record information from non-fiction</li><li>● Participate in discussions about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say</li></ul>



# English - Curriculum



<b>Suggested Class Reads</b>	<ul style="list-style-type: none"> <li>Charlotte's Web – E.B White</li> <li>Ottoline and the Yellow Cat – Chris Riddell</li> <li>Fortunately, the milk – Neil Gaiman</li> <li>Me and Mister P – Maria Farrer</li> <li>Arthur and the Golden Rope – Joe Todd Stanton</li> <li>Harley Hitch and the Iron Forest – Vashti Hardy and George Ermos</li> <li>The Boy Who Biked the World – Alastair Humphreys</li> <li>The 13 Storey Treehouse – Andy Griffiths</li> <li>The train to impossible places – P.G. Bell</li> <li>The Puffin Keeper – Michael Morpurgo</li> <li>Varjak Paw – S. F. Said</li> </ul>		
<b>Texts to lead learning</b>	<b>Autumn Term – How did they survive?</b> How to live like a Stone Age Hunter – Anita Ganeri King Coo – Adam Stower Stone Age Boy – Satoshi Kitamura How to wash a woolly mammoth – Michelle Robinson Stig of the Dump – Clive King Pebble In My Pocket – Meredith Hooper Fossils and my brother (poetry) - Michael Rosen Who are you calling weird? - Marilyn Singer Animal awards- Martin Jenkins	<b>Spring Term – How did the Greeks change the world?</b> Visitor's Guide to Ancient Greece – Jane Chisholm & Lesley Sims Ancient Greece - DK eyewitness Atlas of myths and legends – Thiago de Moraes The Atlas of Monsters – Sandra Lawrence Falling Out of the Sky: Poems about Myths and Legends – Emma Wright The Monster Diaries – Luciano Sarachino The Ancient Greek Mysteries – Saviour Pirotta Here Comes Hercules – Stella Tarakson Egg Drop – Mimi Grey Illustrated stories of Greek Myths	<b>Summer Term – What do you need to flourish?</b> The Journey – Aaron Becker Where My Wellies Take Me – Clare Morpurgo & Michael Morpurgo The Secret Garden – Frances Hodgson Burnett Great Explorers – Robin Hanbury-Tenison Wings Poem - Pie Corbett The Lion, The Witch and The Wardrobe – C.S Lewis The Lost Words – Robert Macfarlane The Kew Gardens Children's Cookbook: Plant, Cook, Eat! – Caroline Craig & Joe Archer Botanicum – K Willis How to grow monster veg – M.P Robertson



## Year 3 - Writing

Strand	Objectives
<b>Writing transcription</b>	<ul style="list-style-type: none"><li>• Use further prefixes and suffixes and understand how to add them</li><li>• Spell further homophones</li><li>• Spell words from the common exception word list for this year group and the previous year groups</li><li>• Use the first two or three letters of a word to check its spelling in a dictionary</li><li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li></ul>
<b>Planning</b>	<ul style="list-style-type: none"><li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li><li>• Discuss and record ideas</li></ul>
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"><li>• Use a or an according to whether the next word begins with a consonant or a vowel</li><li>• Understand word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble]</li><li>• Express time, place and cause using conjunctions (when, before, after, while, so, because], adverbs (then, next, soon, therefore], or prepositions [before, after, during, in, because of]</li><li>• Use paragraphs as a way to group related material</li><li>• Use headings and sub-headings to aid presentation</li><li>• Use the present perfect form of verbs instead of the simple past ['He has gone out to play' contrasted with 'He went out to play']</li><li>• Use inverted commas to punctuate direct speech</li></ul>
<b>Terminology</b>	<ul style="list-style-type: none"><li>• preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas</li></ul>
<b>Draft and write</b>	<ul style="list-style-type: none"><li>• Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li><li>• Organise paragraphs around a theme</li><li>• In narratives, create settings, characters and plot</li></ul>





## English - Curriculum



	<ul style="list-style-type: none"><li>• In non-narrative material, use simple organisational devices [for example, headings and sub-headings]</li></ul>
<b>Evaluate and edit</b>	<ul style="list-style-type: none"><li>• Assess the effectiveness of their own and others' writing and suggest improvements</li><li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li><li>• Proof-read for spelling and punctuation errors</li><li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li></ul>



## Year 3 – Speaking and Listening, Spelling and Handwriting

Strand	Objectives
<b>Speaking and listening</b>	<ul style="list-style-type: none"><li>• Listen and respond appropriately to adults and their peers</li><li>• Ask relevant questions to extend their understanding and knowledge</li><li>• Use relevant strategies to build their vocabulary</li><li>• Articulate and justify answers, arguments and opinions</li><li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• Speak audibly and fluently with an increasing command of Standard English</li><li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li><li>• Gain, maintain and monitor the interest of the listener(s)</li><li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• Select and use appropriate registers for effective communication</li></ul>
<b>Spelling</b>	<ul style="list-style-type: none"><li>• Adding suffixes beginning with vowel letters to words of more than one syllable</li><li>• The sound spelt y elsewhere than at the end of words</li><li>• More prefixes – in-, dis-, re-, sub-, super-, anti-</li><li>• The suffix –ation</li><li>• The suffix –ly</li><li>• Words ending in ure sounding like /zhuh/ (-ture)</li><li>• The suffix –ous</li><li>• The suffix –ion</li><li>• The suffix –ian</li></ul>



## English - Curriculum



	<ul style="list-style-type: none"><li>• Words with the /k/ sound spelt ch</li><li>• Words with the /sh / sound spelt ch –</li><li>• Homophones or near homophones</li><li>• Common exception word list Year 3/4</li></ul>
<b>Handwriting</b>	<ul style="list-style-type: none"><li>• Use the diagonal and horizontal strokes that are needed to join letters</li><li>• Increase the legibility, consistency and quality of handwriting [ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li></ul>



## Year 4 - Reading

Strand	Objectives
Word Reading	<ul style="list-style-type: none"><li>● Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words</li><li>● Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li></ul>
Reading comprehension	<ul style="list-style-type: none"><li>● Develop positive attitudes to reading, and an understanding of what they read</li><li>● Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>● Read books that are structured in different ways and read for a range of purposes</li><li>● Use dictionaries to check the meaning of words that they have read</li><li>● Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li><li>● Identify themes and conventions in a wide range of books</li><li>● Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li><li>● Discuss words and phrases that capture the reader's interest and imagination</li><li>● Recognise some different forms of poetry e.g. free verse, narrative poetry</li></ul>
Independent Reading	<ul style="list-style-type: none"><li>● Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li><li>● Ask questions to improve their understanding of a text</li><li>● Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li><li>● Predict what might happen from details stated and implied</li><li>● Identify main ideas drawn from more than one paragraph and summarise these</li><li>● Identify how language, structure, and presentation contribute to meaning</li><li>● Retrieve and record information from non-fiction</li><li>● Participate in discussions about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say</li></ul>



# English - Curriculum



<b>Suggested Class Reads</b>	<ul style="list-style-type: none"><li>• The Miraculous Journey of Edward Tulane – Kate Di Camillo</li><li>• Wolf Wilder – Katherine Rundell</li><li>• The Land of Road – Jenny McLachlan</li><li>• The Girl who Speaks Bear – Sophie Anderson</li><li>• The House at the end of Magic – Amy Sparkes</li><li>• The Boy at the Back of the Class – Onjali Q. Rauf</li><li>• The Highland Falcon Thief – M.G. Leonard and Sam Sedgman</li><li>• The Girl Who Stole an Elephant – Nizrana Farook</li><li>• Song of the Dolphin Boy – Elizabeth Laird</li></ul>		
<b>Texts to lead learning</b>	<b>Autumn Term – The Roman’s: what did they leave behind?</b> Escape From Pompeii – Christina Balit Roman Diary: The Journal of Iliona – Richard Platt Meet the Ancient Romans – James Davies So You Think You’ve Got it Bad: A Kid’s Life in Ancient Rome – Chae Strathie & Marisa Morea Find Tom in Ancient Rome – Fatti Burke The Roman Soldier’s Handbook – Usbourne The Roman Mysteries: The Thieves of Ostia – Caroline Lawrence Romans on the Rampage – Jeremy Strong The Orchard Book of Roman Myths – Geraldine McCaughrean The Time Traveller’s Journal – Greg Becker	<b>Spring Term – The rainforest: what lies beneath?</b> Fire girl, forest boy – Chloe Daykin The Shaman’s Apprentice – Lynne Cherry The Explorer – Katherine Rundell Running Wild – Michael Morpurgo Pongo – Jesse Hodgson Where the forest meets the sea – Jeannie Baker The Chocolate Tree: A Mayan Folktale – Linda Lowry & Richard Keep Rain Maker – David Wisniewski Middleworld – J & P Voelkel The Vanishing Rainforest – Richard Platt Journey to the River Sea - Eva Ibbotson Women in Science: 50 Fearless Pioneers Who Changed the World? – Rachel Ignotofsky Amazon River – Sangma Francis and Romolo D’Hipolito How the Quetzal Got its Feather – Mayan Myth The Drop in My Drink: The Story of Water on our Planet – Meredith Hooper	<b>Summer Term – Incredible inventions: How will you shape your future?</b> Clockwork – Philip Pullman Iron Man – Ted Hughes Cogheart – Peter Bunzl Brightstorm – Vashti Hardy Tin – Padraig Kenny The Wild Robot – Peter Brown 100 Inventions that made History – DK Great Women Who Changed the World – Kate Pankhurst



## Year 4 - Writing

Strand	Objectives
<b>Writing transcription</b>	<ul style="list-style-type: none"><li>• Use further prefixes and suffixes and understand how to add them</li><li>• Spell further homophones</li><li>• Spell words from the common exception word list for this year group and the previous year groups</li><li>• Place the possessive apostrophe accurately in words</li><li>• Use the first two or three letters of a word to check its spelling in a dictionary</li><li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li></ul>
<b>Planning</b>	<ul style="list-style-type: none"><li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li><li>• Discuss and record ideas</li></ul>
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"><li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including, when, if, because, although</li><li>• Understand the difference between plural and possessive –s</li><li>• Use Standard English forms for verb inflections instead of local spoken forms [‘we were’ instead of ‘we was’ or ‘I did’ instead of ‘I done’]</li><li>• Expand noun phrases by adding adjectives, nouns and preposition phrases (‘the teacher’ expanded to ‘the strict maths teacher with curly hair’)</li><li>• Use fronted adverbials [Later that day, I heard the bad news.]</li><li>• Use paragraphs to organise ideas around a theme</li><li>• Choose the appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition</li><li>• Use inverted commas and other punctuation to indicate direct speech [a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]</li><li>• Use apostrophes to mark plural possession</li><li>• Use commas after fronted adverbials</li><li>• Use conjunctions, adverbs and prepositions to express time and cause</li></ul>



## English - Curriculum



<b>Terminology</b>	<ul style="list-style-type: none"><li>• determiner, pronoun, possessive pronoun, adverbial</li></ul>
<b>Draft and write</b>	<ul style="list-style-type: none"><li>• Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li><li>• Organise paragraphs around a theme</li><li>• In narratives, create settings, characters and plot</li><li>• In non-narrative material, use simple organisational devices [for example, headings and sub-headings]</li></ul>
<b>Evaluate and edit</b>	<ul style="list-style-type: none"><li>• Assess the effectiveness of their own and others' writing and suggest improvements</li><li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li><li>• Proof-read for spelling and punctuation errors</li><li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li></ul>



## Year 4 – Speaking and Listening, Spelling and Handwriting

Strand	Objectives
<b>Speaking and listening</b>	<ul style="list-style-type: none"><li>• Listen and respond appropriately to adults and their peers</li><li>• Ask relevant questions to extend their understanding and knowledge</li><li>• Use relevant strategies to build their vocabulary</li><li>• Articulate and justify answers, arguments and opinions</li><li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• Speak audibly and fluently with an increasing command of Standard English</li><li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li><li>• Gain, maintain and monitor the interest of the listener(s)</li><li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• Select and use appropriate registers for effective communication</li></ul>





## English - Curriculum



### Spelling

- The /u / sound spelt ou
- More prefixes – mis-, un-, inter-, auto-
- The suffix –ly
- Words ending in ure sounding like /zhuh/ (-sure)
- Endings which sound like -sion
- The suffix –ous
- The suffix –ion
- Words ending with the /g/ sound spelt –gue and the /k/ sound spelt – que
- Words with the /s/ sound spelt sc
- Words spelt ei, eigh, or ey
- Possessive apostrophe with plural words
- Homophones or near homophones
- Common exception word list Year 3/4

### Handwriting

- Use the diagonal and horizontal strokes that are needed to join letters
- Increase the legibility, consistency and quality of handwriting [ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]



## Year 5 - Reading

Strand	Objectives
Word Reading	<ul style="list-style-type: none"><li>● Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.</li></ul>
Reading comprehension	<ul style="list-style-type: none"><li>● Maintain positive attitudes to reading and understanding of what they read</li><li>● Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>● Read books that are structured in different ways and read for a range of purposes</li><li>● Increase 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</li><li>● Recommend books that they have read to their peers, giving reasons for their choices</li><li>● Identify and discuss themes and conventions in and across a wide range of writing</li><li>● Make comparisons within and across books</li><li>● Learn a wider range of poetry by heart</li><li>● Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li></ul>



## English - Curriculum



<b>Independent Reading</b>	<ul style="list-style-type: none"><li>● Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>● Ask questions to improve their understanding</li><li>● Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>● Predict what might happen from details stated and implied</li><li>● Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li><li>● Identify how language, structure and presentation contribute to meaning</li><li>● Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li><li>● Distinguish between statements of fact and opinion</li><li>● Retrieve, record and present information from non-fiction</li><li>● Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li><li>● 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</li><li>● Provide reasoned justifications for their views</li></ul>		
<b>Suggested Class Reads</b>	<table><tr><td><ul style="list-style-type: none"><li>● Who Let the Gods Out – Maz Evans</li><li>● The Firework Maker's Daughter – Philip Pullman</li><li>● The Hatmakers – Tamzin Merchant</li><li>● Danny Chung does not do maths – Maisie Chan</li><li>● Pages and Co. – Anna James</li><li>● Twitch – M.G. Leonard</li></ul></td><td><ul style="list-style-type: none"><li>● The Nowhere Emporium – Ross Mackenzie</li><li>● Lionboy – Zizou Corder</li><li>● Wonder – R.J. Palacio</li><li>● My Life as a Cat – Carlie Sorosiak</li><li>● Rumble Star – Abi Elphinstone</li><li>● The Boy who made everyone laugh – Helen Rutter</li></ul></td></tr></table>	<ul style="list-style-type: none"><li>● Who Let the Gods Out – Maz Evans</li><li>● The Firework Maker's Daughter – Philip Pullman</li><li>● The Hatmakers – Tamzin Merchant</li><li>● Danny Chung does not do maths – Maisie Chan</li><li>● Pages and Co. – Anna James</li><li>● Twitch – M.G. Leonard</li></ul>	<ul style="list-style-type: none"><li>● The Nowhere Emporium – Ross Mackenzie</li><li>● Lionboy – Zizou Corder</li><li>● Wonder – R.J. Palacio</li><li>● My Life as a Cat – Carlie Sorosiak</li><li>● Rumble Star – Abi Elphinstone</li><li>● The Boy who made everyone laugh – Helen Rutter</li></ul>
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## English - Curriculum



<b>Texts to lead learning</b>	<b>Autumn Term – What lies beyond?</b> Secrets of a Sun King – Emma Carroll Egyptology – Emily Sand The Scarab’s Secret – Nick Would The Lost Thing – Shaun Tan Skellig – David Almond War of the Worlds – Usborne Young Readers Space poetry	<b>Spring Term – Who were the monsters?</b> Beowulf - Michael Morpurgo Beowulf and the Monster - Brian Pattern Beowulf - Kevin Crossley The Saga of Eric the Viking - Terry Jones 1000 Year-old Boy - Ross Welford The Buried Crown - Allie Sherrick Freedom for Bron - N.S. Blackman Odd and the Frost Giants – Neil Gaiman Viking Boy – Tony Bradman The Time-Travelling Cat and the Viking Terror – Julia Jarman Norse Myths – Kevin Crossley-Holland The battle of the Viking woman - Terry Deary Wonder Garden - Jenny Broom and Kristjana Williams	<b>Summer Term - How would you survive?</b> The Girl of Ink and Stars - Kiran Millwood Hargrave The Last Wild – Piers Torday Kensuke’s Kingdom Michael Morpurgo Survivors – David Long Scavengers – Darren Simpson The Island at the End of Everything – Kiran Millwood Hargrave Pax – Sara Pennypacker Fly by Night – Frances Hardinge The Explorer - Katherine Rundell Running Wild - Michael Morpurgo The Hobbit - J.R. Tolkien. Scavengers - Darren Simpson.



## Year 5 - Writing

Strand	Objectives
<b>Writing transcription</b>	<ul style="list-style-type: none"><li>• Use further prefixes and suffixes and understand the guidance for adding them</li><li>• Spell some words with silent letters</li><li>• Continue to distinguish between homophones and other words which are often confused</li><li>• Spell words from the common exception word list for this year group and the previous year groups</li><li>• Use dictionaries to check the spelling and meaning of words</li><li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li><li>• Use a thesaurus</li></ul>
<b>Planning</b>	<ul style="list-style-type: none"><li>• Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li><li>• Note and develop initial ideas, drawing on reading and research where necessary</li><li>• In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li></ul>
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"><li>• Convert nouns or adjectives into verbs using suffixes –ate; –ise; –ify</li><li>• Understand verb prefixes dis–, de–, mis–, over– and re–</li><li>• Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li><li>• Indicate degrees of possibility using adverbs [perhaps, surely] or modal verbs [might, should, will, must]</li><li>• Use devices to build cohesion within a paragraph [then, after that, this, firstly]</li><li>• Link ideas across paragraphs using adverbials of time [later], place [nearby] and number [secondly] or tense choices [he had seen her before]</li><li>• Use brackets, dashes or commas to indicate parenthesis</li><li>• Use commas to clarify meaning or avoid ambiguity</li><li>• Use the perfect form of verbs to mark relationships of time and cause</li><li>• Use expanded noun phrases to convey complicated information concisely</li></ul>



## English - Curriculum



<b>Terminology</b>	<ul style="list-style-type: none"><li>• modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</li></ul>
<b>Draft and write</b>	<ul style="list-style-type: none"><li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>• In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li><li>• Précise longer passages</li><li>• Use a wide range of devices to build cohesion within and across paragraphs</li><li>• Use further organisational and presentational devices to structure text and to guide the reader [headings, bullet points, underlining]</li></ul>
<b>Evaluate and edit</b>	<ul style="list-style-type: none"><li>• Assess the effectiveness of their own and others' writing</li><li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>• Ensure the consistent and correct use of tense throughout a piece of writing</li><li>• Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li><li>• Proof-read for spelling and punctuation errors</li><li>• Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</li></ul>



## Year 5 – Speaking and Listening, Spelling and Handwriting

Strand	Objectives
<b>Speaking and listening</b>	<ul style="list-style-type: none"><li>• Listen and respond appropriately to adults and their peers</li><li>• Ask relevant questions to extend their understanding and knowledge</li><li>• Use relevant strategies to build their vocabulary</li><li>• Articulate and justify answers, arguments and opinions</li><li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• Speak audibly and fluently with an increasing command of Standard English</li><li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li><li>• Gain, maintain and monitor the interest of the listener(s)</li><li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• Select and use appropriate registers for effective communication</li></ul>



## English - Curriculum



<b>Spelling</b>	<ul style="list-style-type: none"><li>• Endings spelt –cious or –tious</li><li>• Endings spelt- cial/tial</li><li>• Words ending in –ant, –ance/– ancy, –ent, –ence/–ency</li><li>• Words ending in –able and –ible</li><li>• Words ending in –ably and –ibly</li><li>• Words with the l before e rule except after c</li><li>• Words containing the letter- string ough</li><li>• Words with ‘silent’ letters</li><li>• Homophones and other words that are often confused</li><li>• Common exception word list Year 5/6</li></ul>
<b>Handwriting</b>	<ul style="list-style-type: none"><li>• Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li><li>• Choose the writing implement that is best suited for a task</li></ul>





## Year 6 - Reading

Strand	Objectives
Word Reading	<ul style="list-style-type: none"><li>• Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet</li></ul>
Reading comprehension	<ul style="list-style-type: none"><li>• Maintain positive attitudes to reading and understanding of what they read</li><li>• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• Read books that are structured in different ways and read for a range of purposes</li><li>• Increase 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</li><li>• Recommend books that they have read to their peers, giving reasons for their choices</li><li>• Identify and discuss themes and conventions in and across a wide range of writing</li><li>• Make comparisons within and across books</li><li>• Learn a wider range of poetry by heart</li><li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li></ul>



## English - Curriculum



### Independent Reading

- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Ask questions to improve their understanding
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predict what might happen from details stated and implied
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identify how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justifications for their views

### Suggested Class Reads

- The House with Chicken Legs – Sophie Anderson
- The Thief Who Sang Storms – Sophie Anderson
- Malamander – Thomas Taylor
- The Boy in the Tower – Polly Ho Yen
- October, October – Katya Balen
- Oranges in No Man's Land – Elizabeth Laird
- Holes – Louis Sachar
- There's a boy in the girls bathroom – Louis Sachar
- The Lost Bear – Hannah Gold



## English - Curriculum



<b>Texts to lead learning</b>	<b>Autumn Term – Layers of the Landscape</b> River Story – Merideth Hooper Water Dance - Thomas Locker Wind in the Willows - Kenneth Grahame The Promise – Nicola Davies The Dam – David Almond The River Singers – Tom Moorhouse Watership Down – Richard Adams Fourteen Wolves: A rewilding story – Catherine Barr On the Origin of Species – Charles Darwin	<b>Spring Term – World War II: How did it change Britain?</b> Goodnight Mr Tom – Michelle Magorian Letters from the Lighthouse – Emma Carroll Once – Morris Gleitzman When the sky falls – Phil Earle Now or Never : A Dunkirk Story – Bali Rai Carrie’s War – Nina Bawden Machine Gunners – Robert Westall When Hitler stole Pink Rabbit – Judith Kerr Our Castle by the Sea – Lucy Strange The Lion and the Unicorn – Shirley Hughes The Book Thief – Markus Zusak The Emergency Zoo – Miriam Halahmy My Secret War Diary – Marcia Williams Rose Blanche – Ian McEwan	<b>Summer Term – William Shakespeare</b> Something Rich and Strange – Gina Pollinger Mr William Shakespeare’s Plays – Marcia Williams A Shakespeare Story (range) – Andrew Matthews Grimm Fairy Tales – Jacob Grimm & Wilhelm Grimm Grimm Tales – Philip Pullman Lady of Shalott - Tennyson (Narrative Poem) Jabberwocky – Lewis Carroll (Narrative Poem) Aesop’s Fables



## Year 6 - Writing

Strand	Objectives
<b>Writing transcription</b>	<ul style="list-style-type: none"><li>• Use further prefixes and suffixes and understand the guidance for adding them</li><li>• Spell some words with silent letters</li><li>• Continue to distinguish between homophones and other words which are often confused</li><li>• Spell words from the common exception word list for this year group and the previous year groups</li><li>• Use dictionaries to check the spelling and meaning of words</li><li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li><li>• Use a thesaurus</li></ul>
<b>Planning</b>	<ul style="list-style-type: none"><li>• Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li><li>• Note and develop initial ideas, drawing on reading and research where necessary</li><li>• In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li></ul>



# English - Curriculum



<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"><li>• Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</li><li>• Understand how words are related by meaning as synonyms and antonyms</li><li>• Understand how the use of the passive effects the presentation of information in a sentence ['I broke the window in the greenhouse' versus 'The window in the greenhouse was broken']</li><li>• Understand the difference between typical structures of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: 'He's your friend, isn't he?' or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech]</li><li>• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials) and ellipsis</li><li>• Understand layout devices [headings, sub-headings, columns, bullets, or tables, to structure text]</li><li>• Use the semi-colon, colon and dash to mark the boundary between independent clauses</li><li>• Use the colon to introduce a list and semi-colons within lists</li><li>• Use bullet points to list information</li><li>• Understand how hyphens can be used to avoid ambiguity [man eating shark versus man-eating shark, or recover versus re-cover]</li></ul>
<b>Terminology</b>	<ul style="list-style-type: none"><li>• subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</li></ul>
<b>Draft and write</b>	<ul style="list-style-type: none"><li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>• In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li><li>• Précise longer passages</li><li>• Use a wide range of devices to build cohesion within and across paragraphs</li><li>• Use further organisational and presentational devices to structure text and to guide the reader [headings, bullet points, underlining]</li></ul>



## English - Curriculum



### Evaluate and edit

- Assess the effectiveness of their own and others' writing
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensure the consistent and correct use of tense throughout a piece of writing
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Proof-read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear



## Year 6 – Speaking and Listening, Spelling and Handwriting

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## English - Curriculum



### Spelling

- Words ending in –able and –ible
- Adding suffixes beginning with vowel letters to words ending in –fer
- Use of the hyphen
- Words with the I before e rule except after c
- Words containing the letter- string ough
- Words with ‘silent’ letters
- Homophones and other words that are often confused
- Common exception word list Year 5/6

### Handwriting

- Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choose the writing implement that is best suited for a task