

Charles Darwin CP School Progression in English

Year 1

Topic	THIS IS ME	BOOK MONSTERS	LET'S GO ON SAFARI	GREAT EXPLORERS	TOYS	DOWN IN THE WOODS
Text	Lost and Found by Oliver Jeffers	Nibbles by Emma Yarlett	Lion Inside by Rachel Bright	The curious case of the missing mammoth by Ellie Hattie	Toys in Space by Mini Grey	Goldilocks and Just the one bear by Leigh Hodgkinson
Whole class texts linked	Penguins by Emily Bone Zoo-ology by Joelle Jolivet	Goldilocks and the three bears by Emma Chichester Clark Little Red Riding Hood and Jack and the Beanstalk texts The Gruffalo by Julia Donaldson Where the wild things are by Maurice Sendak Nibbles the Dinosaur Guide by Emma Yarlett	How to be a lion by Ed Vere The tiger who came to tea by Judith Kerr Mog the forgetful cat by Judith Kerr Zoo-ology by Joelle Jolive	Lost in the Toy Museum by David Lucas Woolly Mammoth by Mick Manning How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley A Great Big Cuddle by Michael Rosen	Traction Man by Mini Grey Biscuit Bear by Mini Grey It was a dark and stormy night by Janet and Allan Ahlberg One true bear by Ted Dewan Dr Xargles by Jeanne Willis	Goldilocks and the Three Bears by Emma Chichester Clark Me and You by Anthony Browne Old bear stories by Jane Hissey Dogger by Shirley Hughes
Links to other curriculum areas	Geography/Science - Labels & Captions DT - Making lists and labelling penguin models PSHCE - Friends Acrostic Poem Science - Observations/descriptions made of the season after trip to Marshall's Arm (Autumn) RE - Recount of the Christmas story		Science - Labelling plants and writing about observations/descriptions made of the season after trip to Marshall's Arm Geography - Description of a hot and cold regions History - Recount of an explorer	DT - Instructions - How to Make a Kite Science - Description of the properties of materials RE - captions for symbols		
Prior knowledge (GATEWAY KEYS)	Break down speech into words Link sounds to letters Make phonetically plausible attempts at words Write some irregular common words	Make phonetically plausible attempts at words (ELG 10) • Compose a sentence orally before writing it Combine words to make sentences Use capital letters for names of people and the personal pronoun 'I' Leave spaces between words Begin to use capital letters and full stops	Compose a sentence orally before writing it Join words using and Use plural noun suffixes -s and -es Punctuate sentences using a capital letter and a full stop Use capital letters for names of people Leave spaces between word	Punctuate sentences using a capital letters and a full stop, some question marks and exclamation marks Use 'and' between words and some clauses Some accurate use of the prefix un- Some accurate use of suffixes (where no change is needed to the root of the word) e.g. - ed, -ing, -er, - est • Leave spaces between words	Join words and clauses using and Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Add suffixes to verbs where no change is needed to the root e.g -ed, -er, -ing, -est	Join words and clauses using and Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Add suffixes to verbs where no change is needed to the root e.g -ed, -er, -ing, -est Change the meaning of verbs and adjectives by adding the prefix un-
Key vocabulary NC	decide check disappointment discover delight realise head back reach wonderful penguin office float South Pole rowboat south waves mountains	nibble chomp curious rascal critter adventure nab cottage hullabaloo crate forest beanstalk goose atlas mountain tambourine	ignore forgotten toothsome tough mighty weeniest feast slumber whimper foe pack sand rock lion mouse paw plain mane week	Peep gasp toot thunderous din regal mutter tramp struck unusual wild statue midnight mammoth museum exhibition/exhibits underwater portrait carnivore extinct endangered	grew quiet scared resourceful clever helpful thoughtful beam probe float summer spaceship medal dawn reptile antennae sphere streamers	Lolloping nip (into) peeked pleasant frothy nodded off pottering familiar penny dropped plonked bear wood minute twigs leaves cactus duvet
Key vocabulary development Links to other curriculum areas highlighted	decide check disappointment discover	nibble chomp curious rascal critter adventure nab cottage hullabaloo crate	ignore forgotten toothsome tough mighty weeniest feast slumber	Peep gasp toot thunderous din regal	grew quiet scared resourceful clever helpful thoughtful beam	Lolloping nip (into) peeked pleasant frothy nodded off pottering

	delight realise head back reach wonderful penguin office float South Pole rowboat south waves mountains	forest beanstalk goose atlas mountain tambourine	whimper foe pack sand rock lion mouse paw plain mane week	mutter tramp struck unusual wild statue midnight mammoth museum exhibition/exhibits underwater portrait carnivore extinct endangered	probe float summer spaceship medal dawn reptile antennae sphere streamers	familiar penny dropped plonked bear wood minute twigs leaves cactus duvet
Statutory Requirements Writing (FEATURE KEYS)	Use some story language Include and describe a new animal character Include and describe the setting (new setting for greater depth) Write simple sentences in sequence Include a beginning, middle and end	Some simple description 1st person (based on own experiences) Begin to link events using and Events in order • Past tense	Use some story language Include and describe new characters Include and describe the setting Write simple sentences in sequence (link ideas with pronouns) Include a beginning, middle and end	Use some story language Include and describe a character Include and describe the setting (new setting for greater depth) Write simple sentences in sequence Include a beginning, middle and end	Use some story language Include and describe characters Include and describe the setting Write simple sentences in sequence Include a beginning, middle and end	Use some story language Simple description for character and setting Sequence of events Include a beginning, middle and end Past tense
Statutory requirements Reading	Retell stories and consider their particular characteristics Discuss word meanings, linking new meanings to those already known Discuss the significance of the title and events Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read	Become familiar with key stories, fairy stories and traditional tales • Retell stories and consider their particular characteristics • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussion about what has been read to them	Link what is read or heard to own experiences Retell stories and consider their particular characteristics Discuss word meanings, linking new meanings to those already known Draw on what they already know Discuss the significance of the title and events Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read to them Explain clearly understanding of what is read to them	Retell stories and consider their particular characteristics Learn to appreciate rhymes and poems Recite some rhymes and poems by heart Draw on what they already know Check that the text makes sense Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far	Learn to appreciate rhymes and poems Recite some rhymes and poems by heart Discuss word meanings, linking new meanings to those already known Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read to them Explain clearly understanding of what is read to them	Become familiar with key stories, fairy tales and traditional tales Retell stories and consider their particular characteristics Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion about what has been read to them
Statutory requirements Spoken Language	Listen and respond Ask relevant questions Maintain attention and participate actively in collaborative conversations Use spoken language to develop understanding by hypothesising, imagining and exploring ideas Participate in	Ask relevant questions • Build vocabulary • Participate in discussions, presentations, performances, role play, improvisations and debates	Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play improvisations and debates	Ask relevant questions Build vocabulary Articulate and justify answer Use spoken language: speculating, hypothesising, imagining and exploring ideas	Build vocabulary Articulate and justify answers Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates	Listen and respond Ask relevant questions Build vocabulary Participate in discussions, presentations, performances, role play, improvisations and debates

	discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints					
Key Performance Indicators MASTERY KEYS	Combine words to make sentences Leave spaces between words Begin to use capital letters and full stops Use capital letters for names of people and the personal pronoun 'I'	Join words using and Punctuate sentences using a capital letter and a full stop Use capital letters for names of people Sequence sentences to form short narratives (link ideas or event by pronoun)	Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks Join words and clauses using and Some accurate use of the prefix un- Some accurate use of suffixes (where no change is needed to the root of the word) e.g. ed, -ing, -er, -est	Join words and clauses using and Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Add suffixes to verbs where no change is needed to the root e.g. ed, -ing, -er, -est	Join words and clauses using and Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Add suffixes to verbs where no change is needed to the root e.g. -ed, -er, -ing, -est Change the meaning of verbs and adjectives by adding the prefix un-	Join words and clauses using and Use simple description Sequence sentences to form short narratives (link ideas or events by pronouns) Use a capital letter for places and days of the week Punctuate sentences using a capital letters, full stop, question mark or exclamation mark
Outcome	Writing outcome: To write an adventure story based on the structure of 'Lost and Found' with a new animal Greater depth writing outcome: To write an adventure story based on the structure of 'Lost and Found' with two new characters and details about the setting	Writing outcome: To write a diary entry in the first person (Nibbles) based on Nibbles' adventures in the story Greater depth writing outcome: To write a diary entry in the first person (Nibbles) based on Nibbles' adventures in the story To add a new adventure based on a previous text i.e. Lost and Found, Naughty bus, The Gingerbread Man	Writing outcome: To write a story about a small animal (mouse) who befriends a large animal in the African savannah Greater depth writing outcome: To write a story about a small animal who befriends a large animal in the African savannah, including two new animals (small animal and large animal)	Writing outcome: To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character Greater depth writing outcome: To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character and setting	Writing outcome: To write a fantasy story about some toys who are taken onto a spaceship. They will be changing the characters in the story Greater depth writing outcome: To write a fantasy story about some toys who are taken onto a spaceship. They will be changing some of the characters and the settings in the story	Writing outcome: To write a new version of the story with a new character or new setting Greater depth writing outcome: To write a new version of the story with a new character and a new setting
Additional Writing Opportunities	Penguin Facts Recount of the Christmas story		Recount of an explorer		To write a set of instructions	To write a non-chronological report about bears

YEAR 2

Topic	HEROES AND VILLAINS		BE BRAVE!		OH THE PLACES YOU'LL GO	
Text	Troll Swap By Leigh Hodgkinson	Dragon Machine By Helen Ward	The Owl who was afraid of the dark By Jill Tomlinson (picture book)	Major Glad, Major Dizzy By Jan Oke	The Last Wolf By Mini Grey	Grandad's Secret Giant By David Litchfield The Great fire of London By
Whole class texts linked	Trolls Go Home (Troll Trouble series) by Alan MacDonald	The Dragonsitter Disasters - part of a series by Josh Lacey (class novel to link)	The Owl Who Was Afraid of the Dark (chapter version) by Jill Tomlinson (class novel to link) Owl Babies by Martin Waddell and Patrick Benson A Great Big Cuddle: Poems for the Very Young by Michael Rose	Naughty Amelia Jane by Enid Blyton (class novel to link)	Fantastic Mr Fox by Roald Dahl (class novel to link) Apes to Zebras: An A-Z of Shape Poems by Liz Brownlee, Sue Hardy-Dawson, Roger Stevens (poetry to compliment the theme)	The BFG by Roald Dahl (class novel to link)
Links to other curriculum areas	DT make a trap for a troll Geography The Giant's Causeway Computing Scratch	History - Amelia Earhart Art - Dragons Eye	DT make felt owls Art owl sketches Science Animals	History Local Transport Science Materials Geography Rivers	Science Healthy Lifestyles Geography Canada!	
Prior knowledge (GATEWAY KEYS)	Combine words to make sentences Join words and clauses using and Sequence sentences to form short narratives Leave spaces between words	Use subordination (because) and coordination (and) Write expanded noun phrases to describe and specify Use punctuation correctly - full stop, capital letters Add suffixes to verbs where no change is needed to the root (Y1)	Sequence sentences to form short narratives Join words and clauses using and Use subordination (because) Add suffixes to verbs where no change is needed to the root Write expanded noun phrases to describe and specify	Use subordination (when, because) Write expanded noun phrases to describe and specify Use punctuation correctly - full stop, capital letters Some accurate use of exclamation marks, question marks	Use the progressive form of verbs in the present and past tense Some use of subordination (because, when) and coordination (and, but) Use punctuation correctly (as taught so far) Write sentences with different forms: statement, question, exclamation, command	Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones Use punctuation correctly - apostrophes for contracted forms
Key vocabulary NC	would every who both most parents because	every(wher) break(ing) great would beautiful last should	Every find mind last eye half(way) old kind parents would again Christmas because father would only kind(s)	many even eye(s) whole past would floor fast hour hold after class could	last behind path door child old could eye(s) find wild plant	who told sure eye(s) because people old prove could should(n't) great again
Key vocabulary development Links to other curriculum areas highlighted	mucky squelchy polite loopy first-class dull caves foghorn creature heebie-jeebies	overlook perch havoc troublesome advice consult tragic lumbered wreckage venture telephone tulips sank water lilies pond encyclopaedia machine undercarriage engine fields	faded bleary peered enormous necessary return butting startled explore twinkle barn owl deckchair campfire wellington telescope planets supper moonlight rooftops	bulged dainty mislaid private fortunate manly ceased adventurous contraptions befall sampler servant floorboards needle empire invent horseless carriage tunnel pantaloons	flung supplies lurk pounce wander endless grazing awash nowadays pickings popgun stalking bracken tree stump doorknob land lynx human miles earth	pickle chap continue mumbled impossible scoff whine nervous humungous hoisted mural drainpipes storm shore oak bridge dawn afternoon ledge
Spelling Pathway (From NNS)	<p>Revisit Phase 5 GPCs as required by pupils</p> <p>Homophones Introduce Year 2 homophones when relevant. (example homophones: see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two)</p> <p>Year 2 phonics</p> <ul style="list-style-type: none"> The sound /dʒ/ spelt '-ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'. The /s/ sound spelt 'c' before 'e', 'i' and 'y' The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words <p>Common exception words /ai/ sound spelt 'i' in common exception words: find, kind, mind, behind, child (children), wild, climb as well as others as needed by pupils.</p> <p>Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:</p>		<p>Revisit The /l/ or /əl/ sound spelt '-le' at the end of words</p> <p>Homophones and near homophones quite/quiet, night/knight, new/knew, not/knot, they're/there/their and others as relevant</p> <p>Apostrophe The possessive apostrophe (singular nouns) Apostrophe for contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)</p> <p>Year 2 phonics The /ai/ sound spelt 'y' at the end of words The /i:/ sound spelt '-ey' The /r/ sound spelt '-wr' at the beginning of words The /ɒ/ sound spelt 'a' after 'w' and 'qu' The sound /z/ spelt 's'</p> <p>Common exception words Examples include: most, only, both, could, would, should, move, prove, improve and others as needed by pupils</p> <p>Suffixes</p>		<p>Revisit The possessive apostrophe (singular nouns)</p> <p>Homophones Revision of all homophones taught so far</p> <p>Apostrophe The possessive apostrophe (singular nouns)</p> <p>Year 2 phonics The /l/ or /əl/ sound spelt '-el' at the end of words The /l/ or /əl/ sound spelt '-al' at the end of words The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling) The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w' The /ʌ/ sound spelt 'o' The /ɜ:/ sound spelt 'or' after 'w'</p> <p>Common exception words All Year 2 words not taught so far</p> <p>Suffixes Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'</p>	

	<ul style="list-style-type: none"> Segmentation Using a GPC chart Using spelling journals, word banks, the environment, a working wall. Word sort Which one looks right? <p>Proofreading After writing, teach pupils to:</p> <ul style="list-style-type: none"> Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. Check writing for mistakes in common exception/tricky words. Ensure that guidance on marking is used to support children's proofreading. <p>Learning and practising spellings Teach children how to learn and practise spellings including words taught in new knowledge, common exception or tricky words and individual target words.</p> <ul style="list-style-type: none"> Identify the tricky part of the word Segmentation strategy Look, Say, Cover, Write, Check Rainbow write Saying the word in a funny way 		<p>Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly' Words ending in '-tion'</p> <p>Strategies at the point of writing</p> <ul style="list-style-type: none"> Have a go Using the working wall to find correct spellings of high frequency and common exception words Using an alphabetically-ordered word bank <p>Proofreading: After writing, teach pupils to:</p> <ul style="list-style-type: none"> Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. Check writing for mistakes in common exception / tricky words. Use dictionary skills <p>Ensure that guidance on marking is used to support pupils' proofreading.</p> <p>Learning and Practising spellings</p> <ul style="list-style-type: none"> If not already introduced, introduce the use of spelling journals. Focus on learning of knowledge and patterns taught this term <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> Segmentation Look, Say, Cover, Write, Check Using mnemonics Saying the word in a funny way 	<p>The suffixes '-ment', '-ness',</p> <p>Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies</p> <ul style="list-style-type: none"> Introduce individual Have a Go sheets if not established already Teach using analogy to spell a word you don't know <p>Proofreading After writing, secure routines for proofreading:</p> <ul style="list-style-type: none"> Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage. Check writing for mistakes in common exception or tricky words. Ensure that guidance on marking is used to support pupils' proofreading. <p>Learning and practising spellings</p> <ul style="list-style-type: none"> Secure learning routines with resources, for example spelling journals or environmental print. <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> Writing in the air Tracing over the word Rainbow writing Look, say, cover, write, check 		
Statutory Requirements Writing (FEATURE KEYS)	<p>Create and describe characters Create and describe settings Use past tense consistently and correctly Write in 3rd person Sequence of events with beginning, middle and end</p>	<p>Use phrases from story language Create and describe characters Create and describe settings Use past tense consistently and correctly Write in 3rd person Sequence of events with beginning, middle and end</p>	<p>Specific vocabulary linked to the topic Clear and precise description Present tense Title · Sub-Headings · Introduction · Grouped information · Facts from research</p>	<p>Include detail and description to inform the reader Write in 1st person Use consistent past tense Order events with adverbs of time Include personal comments and own viewpoint Set the scene with a clear opening and establish the context Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had!</p>	<p>Include detail and description to inform the reader Use a range of sentence forms to address the reader Write in 1st person Include personal comments and own viewpoint Use openings and closings e.g. dear, opening statement to state why we are writing, from</p>	<p>Use phrases from story language Create and describe characters Create and describe settings Sequence of events Section story into beginning, middle and end Use 3rd person consistently Use tenses appropriately</p>
Statutory requirements Reading	<p>Discuss the sequence of events in books and how items of information are related Make inferences on the basis of what is being said and done Answer and ask questions Predict what might happen on the basis of what has been read so far Participate in discussion about books, poems and other works Explain and discuss their understanding of books, poems and other material</p>	<p>Check the text makes sense Make inferences on the basis of what is being said and done Answer and ask questions Predict what might happen on the basis of what has been read so far</p>	<p>Discuss the sequence of events in books and how items of information are related Read non-fiction books that are structured in different ways Draw on what is already known or on background information and vocabulary provided by the teacher Make inferences on the basis of what is being said and done Answer and ask questions Participate in discussion about books, poems and other works Explain and discuss their understanding of books, poems and other material</p>	<p>Read non-fiction books that are structured in different ways Discuss and clarify the meaning of words Answer and ask questions Predict what might happen on the basis of what has been read so far Explain and discuss their understanding of books, poems and other material</p>	<p>Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently Become familiar with and re-tell a wider range of traditional tales Recognise simple recurring literary language Draw on what is already known and on background information and vocabulary provided by the teacher Predict what might happen on the basis of what has been read so far</p>	<p>Discuss the sequence of events in books and how items of information are related. Make inferences on the basis of what is being said and done Ask and answer questions Predict what might happen on the basis of what has been read so far. Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently.</p>
Statutory requirements Spoken Language	<p>Listen and respond Build vocabulary Give well-structured descriptions, explanations and narratives</p>	<p>Ask relevant questions Build vocabulary Articulate and justify answers Use spoken language: speculating,</p>	<p>Listen and respond Ask relevant questions Build vocabulary</p>	<p>Listen and respond Ask relevant questions Build vocabulary</p>	<p>Articulate and justify answers Maintain attention and participate in collaborative conversations Speak audibly and fluently Participate in discussions,</p>	<p>Give well-structured descriptions, explanations and narratives Listen and respond Ask relevant questions Participate in discussions, presentations,</p>

	Participate in discussions, presentations, performances, role play, improvisations and debates	hypothesising, imagining and exploring ideas	Maintain attention and participate actively in collaborative conversations	Participate in discussions, presentations, performances, role play, improvisations and debates	presentations, performances, role play, improvisations and debates	performances, role play, improvisations and debates
Key Performance Indicators MASTERY KEYS	Plan or say out loud what is going to be written about Use punctuation correctly - full stops, capital letters Use expanded noun phrases to describe and specify Use subordination (because) and coordination (and)	Write sentences with different forms: statement, question, exclamation, command Use subordination (apply because, introduce when) Use present and past tenses correctly and consistently (some progressive) Read aloud with intonation Use punctuation correctly - exclamation marks, question marks	Use co-ordination (but, or) Add -ly to turn adjectives into adverbs Write for different purposes Use commas to separate items in a list	Use the progressive form of verbs in the present and past tense Use present and past tenses correctly and consistently Use subordination (apply because, when; introduce that) Write down ideas, key words, new vocabulary Use punctuation correctly introduce apostrophe for the possessive (singular	Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones Use punctuation correctly - apostrophes for contracted forms	Use present and past tenses correctly and consistently including the progressive forms Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use expanded noun phrases to describe and specify Add suffixes to spell longer words e.g -ment,- ful
Outcome	Writing outcome: To write a story based upon the model text using the pupils' ideas for characters Greater depth writing outcome: To write a story about any two contrasting characters who swap places	Writing outcome: To write a story based upon the model text using own ideas for a change of character and machine Greater depth writing outcome: To write the story in first person from new character's point of view to allow for description of emotions and viewpoint throughout the story	Writing outcome: To write a fact sheet about owls using information gathered from the text Greater depth writing outcome: To have greater choice in how to represent the information for example, in the choice of layout and sub-headings used	Writing outcome: To write a recount of historical events from the text from Major Glad's point of view Greater depth writing outcome: Include in the diary how Major Dizzy felt. What did Major Glad notice about him?	Writing outcome: To write a letter in role persuading characters to save the trees Greater depth writing outcome: To write a letter as themselves persuading local people to save the trees	Writing outcome: To write own version of the story with a focus on morals and acceptance of others Greater depth writing outcome: To write own version of the story including the point of view of the giant character
Additional Writing Opportunities	Information Text How to Trap a Stone Giant	Amelia Earhart diary	Character descriptions	Writing letters to grandparents	Writing letters to important people	

Year 3

Topic						
Text	Seal Surfer by Michael Foreman	Winter's Child by Angela Mc Allister	Stone Age Boy by Satoshi Kitamura	Big Blue Whale By Nicola Davies	Journey By Aaron Becker	Zeraffa Giraffa By Diane Hoffmeyer
Whole class texts linked	The Magpie Pie Song by Laurence Anholt The Dancing Bear by Michael Morpurgo (class novel to link)	The Ice Palace by Robert Swindells (class novel to link)	The Iron Man by Ted Hughes (class novel to link)	This Morning I Met a Whale by Michael Morpurgo (class novel to link)	Tilly Mint Tales by Berlie Doherty (class novel to link)	The Whie Fox by Jackie Morris (class novel to link) A Giraffe Goes to Paris by Mary Tavenor Holmes The Giraffe That Walked to Paris by Nancy Milton Zarafa by Michael Allin (teacher reference)
Links to other curriculum areas	Art- Hokusai - The great wave off Kanagawa Painting and Colour mixing	DT - snow scene in a box	Art- Stone age scenes / Lascaux Cave paintings History- Late Neolithic hunter gatherers Skara Brae - Early settlements Iron Age Hillforts, farming art and culture. Science- Rocks	Art- Henri Matisse 'Cut Outs' Polynesia, the sea or beasts of the sea	Geography- finding routes, compasses & fieldwork.	DT- Create a bag with a Giraffe design - textiles (sewing, patchwork) Art- Steven Brown – Giraffe drawings
Prior knowledge (GATEWAY KEYS)	Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use subordination (when, if, that, because) and coordination (or, and, but) Use present and past tenses consistently and correctly Use progressive forms of verbs Use expanded noun phrases Write sentences with different forms: statement, command, question, exclamation	Use punctuation at Y2 standard correctly (full stops, capital letters including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use subordination (when, if, that, because) and coordination (or, and, but) Use present and past tenses consistently and correctly Use noun phrases and prepositions to add detail Group related ideas into paragraphs	Use punctuation at Y2 standard correctly (full stops, capital letters including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use a range of co-ordinating and subordinating conjunctions Create characters, settings and plot in narrative	Use punctuation at Y2 standard correctly (full stops, capital letters including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use inverted commas to punctuate direct speech Use conjunctions and prepositions to express time, place and cause Use adverbs to express time Group related ideas into paragraphs	Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Group related ideas into paragraphs Build an increasing range of sentence structures Use adverbs to express time, place and cause	Full stops, capital letters, exclamation marks, question marks, commas and apostrophes Fronted adverbials with commas Some use of grouping related ideas in paragraphs
Key vocabulary NC	accident(ally) appear breath breathe caught disappear early experience extreme heard natural often ordinary recent strength through	answer arrive believe build continue different favourite February grammar imagine notice peculiar possible remember strange thought surprise woman	actual busy calendar centre century certain circle describe eight forward fruit group history interest perhaps women suppose	actually although consider earth enough guide heart increase important knowledge question sentence separate special therefore various weight	bicycle decide eighth experiment guard island regular straight mention minute naughty position possess probably occasionally quarter	address business complete difficult exercise famous height library material occasion medicine opposite medicine opposite particular popular possession pressure promise purpose reign
Key vocabulary development Links to other curriculum areas highlighted	smudge nuzzle burst fade brim haul wrench gather heave buffet churn dissolve gale boulder harbour horizon quay moult somersault corkscrew	mutter crisp gaze distant pale tinkle criss-cross tracks fetch thaw shoot lake valley ravine waterfalls snowdrift icicle frost chimes reed	wander stumble relief strike chip trim wriggle flicker furious pierce skinning smoke stew flint spear spearhead grindstone leather ornament archaeologist	protected creature surface bristly gulp slithers nudges feast shallows stranded mammal blowhole baleen krill shrimp shoal sieve blubber Equator dawn chorus	isolated excluded billowing elegant magnificent crouch fidget sneer hunch atmosphere dialogue citadel aqueduct archway canal lock pennant spire dome	astonishing epic see-sawed sip cobblestones glimpse salon soiree rustle balmy pivot acacia Pasha felucca awning amulet taffeta vineyard mistral mosai
Spelling Pathway (from NNS)	Revisit Common exception words from Year 2 Prefixes and suffixes Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'		Revisit Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before) Prefixes and suffixes Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'		Revisit Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2 Prefixes and suffixes Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes	

	<p>Rare GPCs The /ei/ sound spelt 'ei', 'eigh', or 'ey' The /i/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)</p> <p>Homophones brake/break, grate/great, eight/ate, weight/wait, son/sun</p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Focus: checking after writing the spelling of KS1 common exception or tricky words.</p> <p>Strategies at the point of writing Reinroduce Have a go sheets and strategies from Year 2.</p> <p>Learning and Practising spellings Pupils: • Learn selected words taught in new knowledge this term. • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists.</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Rare GPCs The /j/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin)</p> <p>Homophones here/hear, knot/not, meat/meet</p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Revise proofreading routines</p> <p>Learning and Practising spellings Pupils: • Learn selected words taught in new knowledge this term. • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists.</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p>Rare GPCs The /i/ sound spelt 'y' other than at the end of words (gym, myth) The /ʌ/ sound spelt 'ou' (young, touch)</p> <p>Homophones heel/heal/he'll, plain/plane, groan/grown, rain/ rein/reign</p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Proofread own writing for misspellings of per-sonal spelling list words.</p> <p>Learning and Practising spellings Pupils: • Learn selected words taught in new knowledge this term. • Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) • Learn words from personal lists.</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>			
Statutory Requirements Writing (FEATURE KEYS)	<p>Write in the first person Use apostrophe in contractions Provide detail through use of prepositions to express time, place and cause Use a variety of sentence forms including statements and questions Write in consistent past and present tense including progressive forms Use some future tense verbs Use layout and structure of a letter Ensure chronological order to explain sequence of events</p>	<p>Use small details to describe characters Establish the setting in the first line Include a setting to create atmosphere Use imagery for description Use 1st or 3rd person consistently Use tenses appropriately Sequence story and use paragraph</p>	<p>Write a sequence of events to follow the structure of the model story Write an opening paragraph and further paragraphs for each stage Create dialogue between characters that shows their relationship with each other Use 3rd or 1st person consistently Use tenses appropriately Add historical detail to characters, setting and events</p>	<p>Use persuasive language e.g. Alliteration, repetition Write in logical order Use 2nd person or 3rd person to talk directly to the reader Select organisational features e.g. opening statement, sub-headings, closing statement</p>	<p>Use small details to describe characters Include a setting to create atmosphere Sequence of events to follow the structure of the model story Write an opening paragraph and further paragraphs for each stage Create dialogue between characters that shows their relationship with each other Use 3rd person consistently Use tenses appropriately</p>	<p>Use persuasive language e.g. alliteration, repetition. • Write in logical order • Use 2nd person or 3rd person to talk directly to the reader • Select organisational features e.g. opening statement, sub-headings.</p>
Statutory requirements Reading	<p>Use dictionaries to check the meanings of words Prepare poems to read aloud and perform Recognise different forms of poetry Check texts make sense Ask questions to improve understanding of a text Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Participate in discussions about books</p>	<p>Use dictionaries to check the meaning of words Identify themes and conventions Discuss words and phrases that capture the reader's interest and imagination Recognise different forms of poetry Explain meaning of words in context Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied</p>	<p>Read for a range of purposes Use dictionaries to check the meaning of words Explain meaning of words in context Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Identify main ideas drawn from more than one paragraph and summarise Retrieve and record information from non-fiction</p>	<p>Read for a range of purposes Predict from details stated and implied Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about books</p>	<p>Identify themes and conventions Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Participate in discussion about books</p>	<p>Read for a range of purposes Use dictionaries to check the meaning of words Explain meaning of words in context Ask questions to improve understanding of a text Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction</p>
Statutory requirements Spoken Language	<p>Ask relevant questions Build vocabulary</p>	<p>Ask relevant questions Build vocabulary</p>	<p>Listen and respond Build vocabulary</p>	<p>Listen and respond Ask relevant questions Build vocabulary</p>	<p>Build vocabulary Articulate and justify answers Use spoken language: speculating,</p>	<p>Listen and respond Build vocabulary</p>

	Articulate and justify answers Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints	Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints	Articulate and justify answers Participate in discussions, presentations, performances, role play, improvisations and debates	Articulate and justify answers Speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations and debates Select and use appropriate registers for effective communication	hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints	Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations Use Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s) Select and use appropriate registers for effective communication
Key Performance Indicators MASTERY KEYS	Group related ideas into paragraphs Build a varied and rich vocabulary Use prepositions to express time, place and cause Introduce inverted commas to punctuate direct speech (one session)	Use conjunctions and adverbs to express, time, place and cause Use a or an according to whether the next word begins with a vowel or consonant In narratives, create characters, settings and plot Use inverted commas to punctuate direct speech	Form nouns with a range of prefixes Use present and past tenses correctly and consistently including progressive and present perfect forms Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters) Build a varied and rich vocabulary	Use adverbs to express time, place and cause Build an increasing range of sentence structures Use headings and subheadings to aid presentation Assess the effectiveness of own and others' writing	Use the present perfect form of verbs in contrast to the past tense Use prepositions, conjunctions and adverbs to express time, place and cause (demonstrating some awareness of purpose through selection of relevant content) Group related ideas into paragraphs Use a or an according to whether the next word begins with a noun or a consonant	Build an increasing range of sentence structures In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation Use present and past tenses correctly and consistently including the progressive form (Y2) and the present perfect form (Y3)
Outcome	Writing outcome: To write a letter from the boy to his grandfather telling him about the events he has missed Greater depth writing outcome: To write a letter from Grandad in response to one of his grandson's letters	Writing outcome: To write a fantasy story based on a fable Greater depth writing outcome: To write from a different point of view	Writing outcome: Write the story from the point of view of the boy Greater depth writing outcome: Write from the point of view of Om or one of her family members	Writing outcome: Write an informative article about whales persuading for the protection of the blue whale Greater depth writing outcome: Include a fact file about other endangered sea creatures	Writing outcome: Write an adventure story based on Journey using the language of Berlie Doherty Greater depth writing outcome: Include a new setting route to lead from one place to another	Writing outcome: Plan and write a persuasive guide for visiting Zeffa at the Jardin des Plantes in Paris Greater depth writing outcome: To write the guide as above including a section of a researched Paris landmark
Additional Writing Opportunities	Recount- Marshall's arm	Letter- Thank you to Chester Zoo/ Letter to Headteacher to suggest improvements for an Eco friendly school.	Science- Diary of Mary Anning	History- Non chronological report/ persuasive leaflet about Stone Age	History- Fact file Ancient Egypt	Science- information poster- sun safety

Year 4

Topic						
Text	Gorilla by Anthony Browne	Leon and the Place Between by Grahame baker smith & Angela McAllister	Zeraffa Giraffa By Diane Hoffmeyer	When the Giant Stirred by Celia Godkin	Where the Forest Meets the Sea by Jeannie Baker Rainforests in 30 Seconds by Dr Jen Green	Blue John By Berlie Doherty
Whole class texts linked	Ape by Martin Jenkins and Vicky White Gorilla Journal by Carolyn Franklin (class novel to link) The One and Only Ivan by Katherine Applegate	The Nowhere Emporium by Ross Mackenzie (references in the unit are contained in resources) The Big-Top Mysteries: The Case of the Vanishing Granny by Alexander McCall Smith (class novel to link)	The White Fox by Jackie Morris (class novel to link) A Giraffe Goes to Paris by Mary Tavenor Holmes The Giraffe That Walked to Paris by Nancy Milton Zarafa by Michael Allin (teacher reference)	Moana (DVD) Journey to the Centre of the Earth by Jules Verne or Ariki and the Island of Wonders by Nicola Davies (class novels to link)	The Boy Who Biked the World: Part 1 On the Road to Africa by Alastair Humphreys (class novel to link) Expedition Diaries Amazon Basin by Simon Chapman (optional)	Alternative Berlie Doherty novel or A Bear Grylls Adventure: Cave Challenge by Bear Grylls (class novel to link)
Links to other curriculum areas	Art - gorilla sketches	Sound	Computing - interactive book Historu - beliefs		Geography Art Computing DT	
Prior knowledge (GATEWAY KEYS)	Use punctuation correctly - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y2) Use prepositions, conjunctions and adverbs to express time, place and cause (Y3) Group related ideas into paragraphs (Y3) Use past and present tenses correctly and consistently including the present perfect tense (Y2 /3)	Develop character and setting Group related ideas into paragraphs Use conjunctions to express time, place and cause Build an increasing range of sentence structures	Full stops, capital letters, exclamation marks, question marks, commas and apostrophes Fronted adverbials with commas Some use of grouping related ideas in paragraphs	Use past and present tenses appropriately Sequence events Section story into beginning, middle and end Use 3rd person consistently Write expanded noun phrases (Y2) Use inverted commas to punctuate direct speech	Revise use of simple organisational devices in non-narrative material Write in the present tense Use punctuation at Y2 standard correctly (full stops, capital letters including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use subordination (when, if, that, because) and coordination (or, and, but) Use expanded noun phrase	Full stops, capital letters, exclamation marks, question marks, commas and apostrophes Group related ideas into paragraphs Use past and present tense consistently Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases
Key vocabulary NC	actual arrive busy certain enough fruit height mention occasionally often opposite ordinary peculiar remember strange surprise weight	appear describe disappear famous favourite guide heard heart imagine material occasion popular regular sentence special although through various	address business complete difficult exercise famous height library material occasion medicine opposite medicine opposite particular popular possession pressure promise purpose reign	answer build calendar centre circle decide different difficult early eighth group island natural position separate strength though	actually business caught complete consider grammar guard increase important library medicine minute notice possible purpose quarter question suppose	accidentally address breath breathe experiment forward(s) guard interest knowledge learn length naughty peculiar possess possession pressure promise straight therefore
Key vocabulary development Links to other curriculum areas highlighted	obsession dejected tingle impression awesome bluff charge glance lounge theme parcel primate ape chestnut kin stem vegetarian patchwork symbolism	impatient lantern fidget twitch swish lurch awkward applause astonishment majestic big top lantern braid barrel organ carousel mechanical handkerchief pantaloons trousers lute	astounding epic see-sawed sip cobblestones glimpse salon soiree rustle balmy pivot acacia Pasha felucca awning amulet taffeta vineyard mistral mosai	vermillion spouting phenomenon tranquillity (in)hospitable (un)inhabited belched cinders navigate isolated erode colonise waterborne wind-dispersed fauna species crater tidal wave migrate thatched	wilderness extreme lush conditions flourish sweltering swathed extensive equator temperate tropics mangrove deforestation biodiversity conservation ecosystem	surge gush billow chamber snatch mould clasp enchantment sprawl ebony glacier cavern stalactites stalagmites formation pools amethyst amber grotto ledge
Spelling Pathway (from NNS)	Revisit Strategies at the point of writing: Have a go Rare GPCs Revise: • The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' • The /j/ sound spelt 'ch' • The /ʌ/ sound spelt 'ou' (all from Year 3) Word endings: Words ending /ure/ (treasure, measure) Prefixes and Suffixes • Prefixes 'in-', 'il-', 'im-' and 'ir-'	Revisit Year 3 rare GPCs Rare GPCs The /g/ sound spelt 'gu' Word endings Words ending /tʃə/ spelt 'ture' (creature, furniture) Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (invention, comprehen- sion, expression, magician) Prefixes and Suffixes Prefixes 'anti-' and 'inter-' Suffix '-ation' Homophones scene/seen, male/mail, bawl/ball	Revisit Year 3 rare GPCs Rare GPCs The /g/ sound spelt 'gu' Word endings Words ending /tʃə/ spelt 'ture' (creature, furniture) Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (invention, comprehen- sion, expression, magician) Prefixes and Suffixes Prefixes 'anti-' and 'inter-' Suffix '-ation' Homophones scene/seen, male/mail, bawl/ball	Revisit Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed. Rare GPCs Words with the /s/ sound spelt 'sc' (Latin in origin) Word endings Endings that sound like /ʒən/ spelt '-sion' (division, confusion) Prefixes and Suffixes Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (poisonous, outrageous)		

	<ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed') <p>Homophones peace/piece, main/mane, fair/fare</p> <p>Apostrophe Possessive apostrophe with singular proper nouns (Cyprus's population)</p> <p>Proofreading Teach proofreading strategies</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>		<p>Apostrophe Revise contractions from Year 2 Possessive apostrophe with plurals</p> <p>Proofreading Model how to use various strategies in proof-reading, including using a dictionary.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>		<p>Homophones whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</p> <p>Apostrophe Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules</p> <p>Proofreading Check writing for misspelt words that are on the Years 3 and 4 word list.</p> <p>Learning and Practising spellings Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	
<p>Statutory Requirements Writing (FEATURE KEYS)</p>	<p>Use small details to describe characters Use small details for time, place and mood Use 1st or 3rd person consistently Use tenses appropriately Sequence stories in different stages: introduction, build up, climax, resolution</p>	<p>Use small details to describe characters and evoke a response Use small details for time, place and mood Use 1st person consistently Write in consistent past tense Chronological order Write an opening paragraph to share thoughts and feelings and to summarise the day Finish with a personal comment about hopes or concerns for the future</p>	<p>Use persuasive language e.g. alliteration, repetition. Write in logical order Use 2nd person or 3rd person to talk directly to the reader Select organisational features e.g. opening statement, sub-headings.</p>	<p>Sequence stories in different stages: introduction, build up, climax, resolution Create dialogue between characters that shows their relationship with each other Use 1st or 3rd person consistently Use small details to describe characters and for time, place and mood</p>	<p>Use specific vocabulary e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal Write in present tense Use layout features e.g. questions to draw in the reader, headings and subheadings, paragraphs to group related ideas, diagrams</p>	<p>EXPLANATION Use language to explain a process or how something works Use some technical vocabulary Use simple present tense Use words /phrases to make sequential, causal or logical connections e.g. because, as a result of Use organisational features e.g. opening statement, paragraphs, steps explained in logical order, diagrams and flowchart Letter Choose sentence forms to address the reader directly Use fronted adverbials to introduce paragraphs Use layout features including an address/date, suitable closing</p>
<p>Statutory requirements Reading</p>	<p>Read for a range of purposes Identify themes and conventions Discuss words and phrases that capture the reader's interest and imagination Check text makes sense Explain meaning of words in context Ask questions to improve understanding of a text Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict what might happen from what is stated and implied Retrieve and record information from non-fiction</p>	<p>Read for a range of purposes Discuss words and phrases that capture the reader's interest and imagination Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure, and presentation contribute to meaning</p>	<p>Read for a range of purposes Use dictionaries to check the meaning of words Explain meaning of words in context Ask questions to improve understanding of a text Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction</p>	<p>Use dictionaries to check the meaning of words Identify themes and conventions Check text makes sense Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Identify main ideas drawn from more than one paragraph and summarise Participate in discussion about books</p>	<p>Read for a range of purposes Use dictionaries to check the meaning of words Explain meaning of words in context Predict from details stated and implied Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction</p>	<p>Identify themes and conventions Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure, and presentation contribute to meaning</p>

	Participate in discussion about books					Retrieve and record information from non-fiction
Statutory requirements Spoken Language	Listen and respond Maintain attention and participate actively in collaborative conversations Ask relevant questions Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints	Build vocabulary Articulate and justify answers Maintain attention and participate actively in collaborative conversations Use spoken language: speculating, hypothesising, imagining and exploring ideas Use Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints	Listen and respond Build vocabulary Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations Use Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s) Select and use appropriate registers for effective communication	Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations and debates	Listen and respond Ask relevant questions Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints Select and use appropriate registers for effective communication	Ask relevant questions Build vocabulary Articulate and justify answers Give well-structured descriptions, explanations and narratives Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations and debates
Key Performance Indicators MASTERY KEYS	Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use fronted adverbials Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures) Use commas after fronted adverbials Re-cap: Use inverted commas for direct speech (Year 3)	Use Standard English forms for verb inflections Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although Indicate possession by using the possessive apostrophe with plural nouns Recognise the difference between plural and possessive 's' Build a varied and rich vocabulary	Build an increasing range of sentence structures In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation Use present and past tenses correctly and consistently including the progressive form (Y2) and the present perfect form (Y3)	Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use and punctuate direct speech Use commas after fronted adverbials	Build a varied and rich vocabulary Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Use paragraphs to organise information and ideas around a theme Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular Recognise the grammatical difference between plural and possessive 's'	Build a rich and varied vocabulary and an increasing range of sentence structures Variety of verb forms used correctly and consistently including the progressive and the present perfect forms Use paragraphs to organise information and ideas around a theme Integrated as revision: The grammatical difference between plural and possessive s
Outcome	Writing outcome: To write a narrative based on the story of 'Gorilla' Greater depth writing outcome: To write the narrative from dad's viewpoint and include some speech	Writing outcome: To write Leon's secret diary about what really happened in 'the place between', including conversation between Leon and the boy Greater depth writing outcome: To write a diary from a different point of view. Pupils write the diary as above from the point of view of the boy in 'the place between'	Writing outcome: Plan and write a persuasive guide for visiting Zeraffa at the Jardin des Plantes in Paris Greater depth writing outcome: To write the guide as above including a section of a researched Paris landmark	Writing outcome: To write their own version of 'When the Giant Stirred' in the first person from the point of view of the boy in the story Greater depth writing outcome: To write the story from the mountain God's point of view	Writing outcome: To make a zoo information board for a rainforest exhibit Greater depth writing outcome: Include an interactive element such as a voiceover for a short video	Writing outcome: Write a letter in role as an expert containing an explanation about cave formation Greater depth writing outcome: Include a persuasive paragraph about Treak Cliff Caverns as a tourist destination
Additional Writing Opportunities	Non Chronological report for Ape Roman Workshop Recount Roman Invasion Summary Roman Kennings	Should animals be banned from circuses research and discussion task	How to build a pyramid instruction Tetractycs	King Tut in murder mystery - newspaper recount	Can we save the rainforest - letters Free verse (I am rainforest)	Can we save the rainforest - letters

Year 5

Topic						
Text	Queen of the Falls by Chris Van Allsburg	The Lost Happy Endings by Carol Ann Duffy and Jane Ray	Arthur and the Golden Rope by Joe Todd - Stanton	The Darkest Dark by Chris Hadfield	The Paperbag Prince by Colin Thompson	The Hunter By Paul Geraghty
Whole class texts linked	Goodnight Stories for Rebel Girls: 100 Tales of Extraordinary Women by Elena Favilli and Francesca Cavallo The Amazing Tale of Ali Pasha by Michael Foreman The boy who swam with piranhas by David Almond (class novel to link)	Jinnie Ghost by Jane Ray and Berlie Doherty Hansel and Gretel by Neil Gaiman (class novel to link)	Myths of the Norsemen by Roger Lancelyn Green (class novel to link) DK Avengers: The Ultimate guide (optional) Norse myths: Tales of Odin, Thor and Loki by Kevin Crossley-Holland (optional)	Cosmic by Frank Cottrell Boyce (class novel to link) One Giant Leap by Robert Burleigh	The Last Wild by Piers Torday (class novel to link)	The Child's Elephant by Rachel Campbell-Johnston (class novel to link)
Links to other curriculum areas			History-Vikings DT- Viking boats and shields Art- Sketching longboats	Science- Earth and Space	Science- Living things and their habitats	Science- Animals including humans
Prior knowledge (GATEWAY KEYS)	Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) Use fronted adverbials Use a variety of verb forms consistently and correctly Organise paragraphs around a theme	Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) Use a variety of verb forms consistently and correctly Organise paragraphs around a theme Use a range of sentences with more than one clause (when, if, because, although)	Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) Link ideas across paragraphs using adverbials Use of inverted commas and other punctuation to punctuate direct speech (Y4)	Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) Organise paragraphs around a theme Use relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun	Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) Organise paragraphs around a theme Use expanded noun phrases to convey complicated information concisely Use relative clauses to add detail and description Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)	Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) Use a variety of verb forms consistently and correctly (Including progressive and present perfect) Organise paragraphs around a theme Use a range of sentences with more than one clause (when, if, because, although) Use fronted adverbials
Key vocabulary NC	achieve bruise curiosity desperate disastrous embarrass especially immediately marvellous muscle opportunity profession queue recommend sacrifice temperature	ancient accompany aggressive community conscience environment familiar mischievous neighbour nuisance recognise sufficient variety	attached category committee definite exaggerate excellent foreign interrupt lightening marvellous mischievous privilege relevant rhythm stomach symbol twelfth yacht	according amateur communicate develop equipment existence forty frequently government leisure physical programme soldier system vehicle	apparent appreciate average awkward bargain cemetery competition conscious controversy correspond criticise environment explanation guarantee interfere occupy parliament pronunciation secretary signature sincerely thorough vegetable	accommodate convenience desperate determined harass hindrance identity individual language lightning necessary occur persuade prejudice shoulder suggest temperature
Key vocabulary development Links to other curriculum areas highlighted	restless fearless outstretched visible cascading plunge pounding hypnotised survive/survival adjusted discombobulation spectators remarkable locomotive handkerchiefs barrel lecture halls currents downriver shoreline widow rapids waterfall	drifted skywards villainous vicious hobbled hysterical wailing sorrow seized thorniest hideously sullen remains kindling spittle oak tree silver birch walnut (face) cinders	elements mighty bounded gravely ravaged realms peril endurance fruitful valiant ravines molten embers townsfolk meddler fjord warrior cauldron talon	declared depended gathered experiment darkness explore exploration resilient aspiration impossible astronaut gravity lunar atmosphere universe galaxy spherical moonless orbited military	vanished emerged gathered jammed thundery managed scavenge responsible attention refrigerators carriage steam engine council rubbish dump stove machine brambles paradise poison	mighty tracked stalked tugged mournful endless rasping nuzzled blazing whimper the bush pride of lions honey birds a clearing herd acacia horizon poachers tuskers
Spelling Pathway (from NNS)	Revisit Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession Rare GPCs Words with 'silent' letters Morphology/ Etymology Use spelling journals to record helpful etymological notes on curious or difficult words		Revisit Strategies at the point of writing: Have a go Apostrophe for possession Rare GPCs Teach words with rare GPCs from the Year 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht) Words with the /i:/ sound spelt 'ei' after 'c' (receive, ceiling) Morphology/ Etymology Teach extension of base words using word matrices.		Revisit Strategies at the point of writing: Have a go A range of strategies for learning words Homophones (cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose) Suffixes Problem suffixes	

	<p>Word endings Words with the letter string '-ough' Words ending in '-able' and '-ible'</p> <p>Homophones isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed</p> <p>Hyphen Use of the hyphen (co-ordinate, co-operate)</p> <p>Dictionary Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs</p> <p>Proofreading Focus on checking words from personal lists.</p> <p>Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. </p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Word endings Words ending in '-ably' and '-ibly' Revise words ending in '-able' and '-ible'</p> <p>Homophones altar/alter, led/lead, steal/steel</p> <p>Dictionary Use a dictionary to create collections of words with common roots</p> <p>Proofreading Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)</p> <p>Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. </p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Dictionary Teach use of dictionary to check words, referring to the first three or four letters</p> <p>Proofreading Check writing for misspelt words that are on the Years 5 and 6 word list</p> <p>Morphology/ Etymology Teach morphemic and etymological strategies to be used when learning specific words</p> <p>Learning and Practising spellings Pupils: <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. </p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>			
<p>Statutory Requirements Writing (FEATURE KEYS)</p>	<p>Engage reader through use of description, feelings and opinions Use adverbs and fronted adverbials (with doubt in my mind, anxiously, afterwards) Use rhetorical questions to engage reader Use consistent 1st person Write in consistent tense including progressive and perfect forms Include the 5Ws - who, what, where, when, why and how</p>	<p>Develop and keep characters consistent through description Develop settings through description and link this with the characters or plot Engage reader through selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language Vary story opening: start with dialogue, action or description Use paragraphs to vary pace and emphasis Use dialogue to move action forward</p>	<p>Vary story openings start with dialogue, action or description Use paragraphs to vary pace and emphasis Use dialogue to move action forward Create a plot: a journey, a quest or a series of trials for the hero Create characters which behave in superhuman ways with unusual powers or strong characteristics Create a magic object which may symbolise something</p>	<p>Engage reader through use of description, feelings and opinions Include the 5Ws - who, what, where, when, why and how - and conclude with a clear summary Use real life facts, including dates and place names Use thematic language specific to the subject Use formal language appropriately</p>	<p>Use precise word choices Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would) Use persuasive language: quotes and rhetorical questions Directly appeal to the reader Support points using persuasive examples and provide evidence Provide well-developed factual information for the reader Include a summarising statement</p>	<p>Develop and keep characters consistent through description Develop settings through description and link this with the characters or plot Use paragraphs to vary pace and emphasis Re-telling of a series of events leading up to a high impact resolution. Combine action, dialogue and description Powerful, evocative language for settings and characters</p>
<p>Statutory requirements Reading</p>	<p>Draw inferences (characters feelings, thoughts and motives); justify with evidence Predict from details stated and implied Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Evaluate author's language choice Distinguish between fact and opinion Participate in discussion about books Explain and discuss understanding of reading Provide reasoned justifications for views</p>	<p>Identify and discuss themes and conventions Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice Participate in discussions about books Explain and discuss understanding of reading Provide reasoned justifications for views</p>	<p>Identify and discuss themes and conventions Make comparisons within and across books Learn poetry by heart Check sense, discuss understanding and explore meaning of words in context Ask questions to improve understanding Draw inferences (characters' feelings, thoughts and motives); justify with evidence Summarise main ideas, identifying key details Retrieve, record and present information from non-fiction Explain and discuss understanding of reading</p>	<p>Identify and discuss themes and conventions Check sense, discuss understanding and explore meaning of new words in context Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice Distinguish between fact and opinion Retrieve, record and present information from non-fiction</p>	<p>Make comparisons within and across books Check sense, discuss understanding and explore meaning of words in context Ask questions to improve understanding Predict from details stated and implied Identify how language structure and presentation contribute to meaning Distinguish between fact and opinion Retrieve, record and present information from non-fiction Explain and discuss understanding of reading Provide reasoned justifications for views</p>	<p>Make comparisons within and across books Check sense, discuss understanding and explore meaning of words in context Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict what might happen from details stated and implied Evaluate authors' language choice Participate in discussions about books Provide reasoned justifications for view</p>

Statutory requirements Spoken Language	Articulate and justify answers Give well-structured descriptions, explanations and narratives Use Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints	Ask relevant questions Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints	Listen and respond Ask relevant questions Build vocabulary Articulate and justify answers Give well-structured, descriptions, explanations and narratives Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations and debates	Build vocabulary Articulate and justify answers Maintain attention and participate actively in collaborative conversations Speak audibly and fluently Use Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Select and use appropriate registers for effective communication	Listen and respond Build vocabulary Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations Speak audibly and fluently Use Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints Select and use appropriate registers for effective communication	Listen and respond Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints
Key Performance Indicators MASTERY KEYS	Identify the audience for and purpose of writing Organise paragraphs around a theme with a focus on more complex narrative structures Use commas after fronted adverbials Use commas to clarify meaning or avoid ambiguity in writing	Use expanded noun phrases to convey complicated information concisely Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Use of inverted commas and other punctuation to punctuate direct speech	Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Link ideas across paragraphs using adverbials Use commas to clarify meaning and avoid ambiguity in writing	Variety of verb forms used correctly and consistently Use commas to clarify meaning or avoid ambiguity in writing Link ideas across paragraphs using adverbials and tense choices Use brackets, dashes or commas to indicate parenthesis Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)	Use modal verbs to indicate degrees of possibility Use devices to build cohesion within a paragraph Choose the appropriate register Use brackets, dashes or commas to indicate parenthesis (recap) Enhance meaning through selecting appropriate grammar and vocabulary	Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Adverbs to indicate degrees of possibility Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices
Outcome	Writing outcome: To write a series of diaries about significant events in Annie Edson Taylor's life Greater depth writing outcome: To write a series of diaries about significant events in Annie Edson Taylor's life including viewpoints on other characters e.g. Frank Russell or Fred Truesdale	Writing outcome: To write a traditional tale focusing on describing settings, characters and an alternative ending - pupils write the story of a character who mistreats others which leads to their own demise Greater depth writing outcome: To write the traditional tale from a woodland creature's point of view who is also scared by the witch	Writing outcome: To write a myth: to create characters (heroes, villains and monsters) and settings Greater depth writing outcome: To write a myth from a different character's point of view	Writing outcome: To write a formal biography about Chris Hadfield Greater depth writing outcome: To write a formal biography about Chris Hadfield including an extra section in informal first person	Writing outcome: To write a persuasive leaflet to give information about waste management (selecting an appropriate audience e.g. for councils to distribute to home and schools) Greater depth writing outcome: To write an oral presentation for a TV or online broadcast (vlog) as an expert	Writing outcome: To write a narrative based on the structure of The Hunter by changing the characters, animal and setting Greater depth writing outcome: To re-tell the story from the animal's point of view
Additional Writing Opportunities	History- The causes of WW2	History- Diary entry writing as Anne Frank	History- Diary writing as a monk going to Lindesfarne	Science- Explanation text. How do we get day and night?	Science- 100 word challenge. What is the difference between sexual and asexual reproduction? Science- Naturalist factfile	

Year 6

Topic						
Text	Star of Fear, Star of Hope by Jo Hoestland	Can we save the tiger? by Martin Jenkins	The Selfish Giant by Oscar Wilde Illustrated by Ritva Voutila	Island by Jason Chin	Manfish By Jennifer Berne	SKY CHASERS by Emma Carroll
Whole class texts linked	Erika's story by Ruth Vander Zee An Eagle in the snow by Michael Morpurgo (class novel to link)	Jungle Book by Rudyard Kipling (class novel to link) Lord of the Forest by Caroline Pitcher	Jonathan Swift's Gulliver retold by Martin Jenkins (class novel to link)	Jemmy Button by Jennifer Uma (this is needed for the unit) Maps by Aleksandra and Daniel Mizielinska The Explorer by Katherine Rundell (class novel to link)	Dolphin Song by Lauren St. John (class novel to link) The Fantastic Undersea Life of Jacques Cousteau by Dan Yaccharino (optional) Great Adventurers by Alastair Humphreys (optional)	
Links to other curriculum areas						
Prior knowledge (GATEWAY KEYS)	Use devices to build cohesion within a paragraph Link ideas across paragraphs using adverbials of time, place and number Use of inverted commas and other punctuation to punctuate direct speech Use Y5 standard punctuation Use consistent and correct tense	Use expanded noun phrases to convey complicated information concisely Apply persuasive language Use passive verbs Link ideas across paragraphs using a wider range of cohesive devices Use clear organisational features	Use expanded noun phrases to convey complicated information concisely Integrate dialogue to convey character and advance the action Select appropriate grammar and vocabulary Use brackets, dashes or commas to indicate parenthesis (Y5) Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)	Select appropriate grammar and vocabulary Distinguish between the language of speech and writing Use a wide range of devices to build cohesion Use Y5 standard punctuation correctly Use semi-colons to mark boundaries between independent clauses (GD)	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Organise paragraphs around a theme Use fronted adverbials Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition Use punctuation at Y4 standard correctly	Use expanded noun phrases to convey complicated information concisely Select appropriate grammar and vocabulary Integrate dialogue to convey character and advance the action Use a wide range of devices to build cohesion
Key vocabulary NC	aggressive cemetery convenience desperate immediately necessary neighbour occupy prejudice queue recognise restaurant sacrifice soldier symbol	according bargain category committee communicate controversy develop disastrous exaggerate frequently government hindrance interfere parliament persuade signature sincerely	ancient awkward community correspond determined familiar forty harass hindrance interrupt nuisance privilege rhyme rhythm stomach vegetable	accommodate apparent average environment excellent existence explanation individual occur physical pronunciation relevant system temperature thorough variety	fascinated villainous surrounded perilous pioneer inventor legacy innovations camouflaged seascape marine scorpion fish dorados emeralds sapphires rubies checkerboard fish truckfish moustache	appreciate attached available bruise curiosity definite identity language leisure lightning marvellous mischievous opportunity profession recommend suggest twelfth
Key vocabulary development Links to other curriculum areas highlighted	friction benevolence compassion angst authority conflict dispute timidly pounding invaded Jew Jewish holocaust Nazi occupation apartment thread keyhole Madame Monsieur community	originally especially including affected definitely exactly fewer particular accidentally probably managed unfortunately Panthera tigris breeding grassland swampy appetite disease rancher prairies captive/captivity predator conservation(ists) population	bore rattled ceased blossoms bitterly longed admired merely hastened slay ogre trespasser casement wound awe	revolutionary emerge transform exchange magnificent stirring frequent flourish several evolution endemic seamount natural selection extinction descendants terrain elevation colony/colonise	accompany achieve amateur conscience conscious curiosity determined environment equipment foreign muscle programme shoulder sufficient vehicle yacht	inventor obsession contraption setback ingenuity experiment elation triumph deceit contraption espionage mechanics pickpocket prototype aeronautical papermill airborne rooster poultry orphan
Spelling Pathway (from NNS)	Revisit Strategies at the point of writing: Have a go Words ending '-able/ably', '-ible/ibly' Rare GPCs Revise words with the /i:/ sound spelt 'ei' after 'c'. Prefixes and Suffixes Adding suffixes beginning with vowel letters to words ending in '-fer'. Word endings Endings that sound like /ous/ spelt '-cious' or '-tious' (precious, ambitious) Homophones advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy Proofreading	Revisit Words containing the letter string '-ough' Prefixes and Suffixes Generating words from prefixes and suffixes Word endings The /jəl/ sound, words ending 'tial' and 'cial' (official, special, artificial, partial, confidential, essential) Homophones compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary All homophones from KS2 Proofreading Proofreading someone else's writing. Note down strategies that help in spelling journals	Revisit Words containing the letter string '-ough' Prefixes and Suffixes Generating words from prefixes and suffixes Word endings The /jəl/ sound, words ending 'tial' and 'cial' (official, special, artificial, partial, confidential, essential) Homophones compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary All homophones from KS2 Proofreading Proofreading someone else's writing. Note down strategies that help in spelling journals	Revisit Spelling strategies at the point of writing Rare GPCs Revise words with rare GPCs from the Years 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht) Word endings Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency' Homophones and near homophones draft/draught, dissent/descent, precede/pro- ceed, wary/weary Proofreading Embedding proofreading strategies when reviewing own writing independently. Learning and Practising spellings		

	<p>Proofreading in smaller chunks – sentences and paragraphs.</p> <p>Learning and Practising spellings</p> <p>Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Learning and Practising spellings</p> <p>Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists. <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> Learn selected words taught in new knowledge this term. Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) Learn words from personal lists Root words and meanings <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>			
<p>Statutory Requirements Writing (FEATURE KEYS)</p>	<p>Use small detail for characters to amuse, entertain or create drama</p> <p>Engage reader through selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language</p> <p>Manipulate tense and verb forms</p> <p>Manipulate structure using a flashback</p> <p>Use paragraphs to vary pace and emphasis</p>	<p>Use concise word choices</p> <p>Select language to appeal to the reader</p> <p>Clarify technical vocabulary Adapt formality to suit purpose and audience</p> <p>Provide well-developed factual information for the reader</p> <p>Manipulate style for specific purpose and audience (hybrid text)</p> <p>Include a summarising statement</p>	<p>Use language carefully to influence the reader's opinion of a character, place or situation Use archaic language</p> <p>Use paragraphs to vary pace and emphasis</p> <p>Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood</p> <p>Give clues to the reader about when the story takes place what characters are wearing, buildings, horse drawn carriage rather than cars etc</p>	<p>Journalistic Report Hybrid</p> <p>Add details of the 5Ws throughout piece – who, what, where, when, why and how Direct address to the reader through questions as subheadings</p> <p>Use quotes from people to provide opinions and information Use passive voice for ambiguity Use appropriate formality for intended audience</p> <p>Use layout features of a journalistic report, including headline, photographs and captions and ending with a summary, comment or question</p>	<p>Select the appropriate style to engage the audience</p> <p>Use direct and reported speech to express a range of viewpoints Use verb tenses consistently and correctly</p> <p>Use real life facts, including dates and place names</p> <p>Use thematic language specific to the subject</p> <p>Use formal language appropriately</p>	<p>Use language carefully to influence the reader's opinion of a character, place or situation</p> <p>Use powerful and varied verbs for action</p> <p>Use paragraphs to vary pace and emphasis</p> <p>Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood</p> <p>Combine action, dialogue and description</p>
<p>Statutory requirements Reading</p>	<p>Identify and discuss themes and conventions</p> <p>Ask questions to improve understanding</p> <p>Draw inferences (characters' feelings, thoughts and motives); justify with evidence</p> <p>Predict from details stated and implied</p> <p>Summarise main ideas, identifying key details</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Provide reasoned justifications for views</p>	<p>Prepare poems and plays for performance</p> <p>Check sense, discuss understanding and explore meaning of words in context Summarise main ideas, identifying key details</p> <p>Retrieve, record and present information</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Retrieve, record and present information from non-fiction Explain and discuss understanding of reading</p>	<p>Identify and discuss themes and conventions</p> <p>Make comparisons within and across books</p> <p>Ask questions to improve understanding</p> <p>Draw inferences (characters feelings, thoughts and motives); justify with evidence</p> <p>Predict from details stated and implied</p> <p>Summarise main ideas, identifying key details</p> <p>Evaluate authors' language choice Distinguish between fact and opinion (Greater depth only) Participate in discussion about books</p> <p>Explain and discuss understanding of reading Provide reasoned justifications for views</p>	<p>Make comparisons within and across texts</p> <p>Check sense, discuss understanding and explore meaning of words in context Ask questions to improve understanding</p> <p>Draw inferences (characters, feelings, thoughts, motives); justify with evidence</p> <p>Predict from details stated and implied</p> <p>Summarise main ideas, identifying key details</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Evaluate authors' language choices</p> <p>Retrieve, record and present information from non-fiction</p>	<p>Identify and discuss themes and conventions</p> <p>Check sense, discuss understanding and explore meaning of words in context</p> <p>Ask questions to improve understanding</p> <p>Predict from details stated and implied</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Evaluate authors' language choice Distinguish between fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussion about books</p> <p>Provide reasoned justifications for views</p>	<p>Recommend books to peers Learn poetry by heart Prepare poems and plays for performance</p> <p>Draw inferences (characters' feelings, thoughts and motives); justify with evidence</p> <p>Summarise main ideas, identifying key details Evaluate authors' language choice</p> <p>Participate in discussion about books</p>
<p>Statutory requirements Spoken Language</p>	<p>Build vocabulary</p> <p>Articulate and justify answers</p> <p>Maintain attention and participate actively in collaborative conversations</p> <p>Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Consider and evaluate different viewpoints</p>	<p>Ask relevant questions</p> <p>Build vocabulary</p> <p>Give well-structured descriptions explanations and narratives</p> <p>Maintain attention and participate actively in collaborative conversations Speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Consider and evaluate different viewpoints</p>	<p>Build vocabulary</p> <p>Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently</p> <p>Use Standard English Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Select and use appropriate registers for effective communication</p>	<p>Listen and respond • Build vocabulary</p> <p>Maintain attention and participate actively in collaborative conversations Speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints</p> <p>Select and use appropriate registers for effective communication</p>	<p>Ask relevant questions</p> <p>Build vocabulary</p> <p>Give well-structured descriptions, explanations and narratives</p> <p>Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Listen and respond</p> <p>Build vocabulary</p> <p>Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently</p> <p>Use Standard English Select and use appropriate registers for effective communication</p>

<p>Key Performance Indicators</p> <p>MASTERY KEYS</p>	<p>Use expanded noun phrases to convey complicated information concisely (recap from Y5)</p> <p>Use passive verbs</p> <p>Link ideas across paragraphs using a wider range of cohesive devices</p> <p>Integrate dialogue to convey character and advance the action</p> <p>For suggested information text at the end of the unit:</p> <p>Use a colon to introduce a list</p> <p>Punctuate bullet points consistently</p>	<p>Enhance meaning through selecting appropriate grammar and vocabulary</p> <p>Use modal verbs and adverbs to indicate degrees of possibility</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>	<p>Distinguish between the language of speech and writing</p> <p>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p> <p>Use passive verbs</p> <p>Use semi-colons to mark boundaries between independent clauses</p>	<p>Use passive verbs</p> <p>Variety of verb forms used correctly and consistently including the progressive and the present perfect forms</p> <p>Use a wide range of devices to build cohesion</p> <p>Use organisational and presentational devices to structure text</p> <p>Use colons to mark boundaries between independent clauses</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)</p> <p>Use a wider range of devices to build cohesion e.g. conjunctions, synonyms, adverbials, punctuation</p> <p>Use a colon to introduce a list and use semi-colons within lists</p> <p>Use hyphens to avoid ambiguity</p>	<p>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p> <p>Identify the audience and purpose for writing</p> <p>Choose the appropriate register</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p>
<p>Outcome</p>	<p>Writing outcome: To write a story with a flashback from another character's point of view</p> <p>Greater depth writing outcome: To write a story with a flashback from another character's point of view including a section in recount genre e.g. diary, letter, eye-witness account</p>	<p>Writing outcome: To write an independent version of a booklet based on an amazing animal (hybrid text type including information, explanation and persuasion)</p> <p>Greater depth writing outcome: To write and present a 'Newsround' style TV news story about the tiger crisis</p>	<p>Writing outcome: To write a version of the <i>Selfish Giant</i> narrative - choosing either a retelling in 1st or 3rd person or from a character's point of view</p> <p>Greater depth writing outcome: To write a version from the special tree's perspective</p>	<p>Writing outcome: To write a journalistic report (hybrid) about Charles Darwin's discoveries</p> <p>Greater depth writing outcome: To write a journalistic report about Charles Darwin's discoveries which includes extracts from another genre e.g. diary, interview, information</p>	<p>Writing outcome: To write a multi-modal biography of Jacques Cousteau in the style of the 'Great Adventurers' text</p> <p>Greater depth writing outcome: To add a section entitled 'How Jacques Cousteau inspired me' linked to his role in the conservation debate</p>	<p>Writing outcome: To write the next chapter of <i>Sky Chasers</i> in the style of the author from two different viewpoints</p> <p>Greater depth writing outcome: To write from three different viewpoints</p>
<p>Additional Writing Opportunities</p>	<p>Write a non-chronological report to link with topic work on World Wars, conflict, refugees</p>	<p>Additional writing opportunity: Use the <i>Jungle Book</i> film clip and text to inspire a diary entry of Mowgli's first meeting with Shere Khan</p> <p>Greater depth writing opportunity: Write the diary entry from Shere Khan's point of view</p>	<p>Plan, draft and write an explanation text - <i>A guide for humans in a giant world</i></p>	<p>To write a discussion about whether it was right to take Jemmy Button from his habitat</p>	<p>Pupils plan and write an imaginary adventure story</p>	<p>To write a personal autobiography recounting a significant achievement in detail</p>