

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5	<p>Writing: Narrative – Rio Recount – Oliver Twist/Dodger Recount – Osmington Bay</p> <p>Reading: The Iron Man by Ted Hughs (Class) Reading Explorers (Class) Story book:The Nowhere Emporium by Ross Mackenzie The Runaways by Ruth Thomas</p> <p>SPaG: Alliteration, personification, simile, semi-colon, nouns (all), senses, expanded noun phrase, main clause, subordinate clause, adjectives, verb, adverb, relative clause</p> <p>Spelling: Unstressed vowels, words ending – er, ary, ory, ery, shun Personal spelling lists</p>	<p>Writing: Narrative: Rags to Riches Poetry – Remembrance Day Instruction – build a cube snow man</p> <p>Reading: The Iron Man by Ted Hughs (Class) Reading Explorers (Class) Story book:The Nowhere Emporium by Ross Mackenzie The Runaways by Ruth Thomas</p> <p>SPaG: Metaphor, possessive apostrophes, inverted commas, embedded clause, prepositional phrase opener, imperative verbs, modal verbs, adverbs, personification, simile, bullet points Targeted lesson - determiners</p> <p>Spelling: Letter string – au, our, ough; words with ie or ei; Personal spelling lists</p>	<p>Writing: Pobble 360 – narrative Narrative – myths and legends Discussion – Asda</p> <p>Reading: Sheep Pig by Dick King Smith (Class) Reading Explorers (Class) Story book:The Nowhere Emporium by Ross Mackenzie Story book: Goodnight Mr Tom by Michelle Magorian</p> <p>SPaG: Parenthesis, passive and active voice, personification, simile, metaphor, senses, expanded noun phrase, verb, adverb, modal verb, prepositional phrase Targeted lesson – phrases, co-ordinating conjunctions, subordinating conjunctions Targeted Lesson – tenses</p> <p>Spelling: Words with soft c, g; spelling patterns ci, cu, cc; silent letters; words ending in ti and tu Personal spelling lists</p>	<p>Writing: Performance Poetry – Walking with my Iguana by Brian Moses Explanation – How to train a dragon</p> <p>Reading: Sheep Pig by Dick King Smith (Class) Reading Explorers (Class) Story Book: Goodnight Mr Tom by Michelle Magorian</p> <p>SPaG: Co-ordinating conjunctions, causal conjunctions, rhetorical question, colon, semi-colon, nouns (all), modal verbs, relative clause, main clause, subordinate clause</p> <p>Spelling: Prefixes in, im, ir, il; ad prefixes; prefixes and roots; homophones; adding suffixes words ending in e, y Personal spelling lists</p>	<p>Writing: Non-chronological Report – Eurovision song contest</p> <p>Reading: Wonder by RJ Palacio (Class) Reading Explorers (Class) Story Book:I am David by Anne Holm</p> <p>SPaG: Formal language Targeted lesson- standard and non-standard English</p> <p>Spelling: Adding suffixes double the last letter; words ending in ous, ible, able; word structure, families, histories Personal spelling lists</p>	<p>Writing: Poetry – The Highwayman by Alfred Noyse Recount – Play Script (Harry Potter)</p> <p>Reading: Wonder by RJ Palacio (Class) Reading Explorers (Class) Story Book:I am David by Anne Holm</p> <p>SPaG: Revision</p> <p>Spelling: Common confusions; topic words – geography, science, maths, English Revision Personal spelling lists</p>

Scope

Coherence

Rigour

Sequencing

Y6	<p>Writing: Letter (6S,W) Narrative – Why the Whales Came by Michael Morpurgo</p> <p>Narrative – London (6A) Diary (6A) There’s a boy in the girl’s bathroom by Louis Sachar</p> <p>Reading: Kensuke’s Kingdom by Michael Morpurgo (6S,W), There’s a boy in the girl’s bathroom by Louis Sachar (6A) Reading Explorers (Class)</p> <p>SPaG: Similes, metaphors, personification, expanded noun phrase, adverbials, subordinating and co-ordinating conjunctions, use of thesaurus Targeted lesson – nouns (all), determiners</p> <p>Spelling: Representing sounds; building words with affixes; rules and exceptions adding ly; word relationships; visual strategies</p>	<p>Writing: Letter (6S,W) Dialogue, diary (recount) – Why the Whales Came by Michael Morpurgo</p> <p>Diary (6A) There’s a boy in the girl’s bathroom by Louis Sachar</p> <p>Reading: Kensuke’s Kingdom by Michael Morpurgo (6S,W), There’s a boy in the girl’s bathroom by Louis Sachar (6A) Reading Explorers (Class)</p> <p>SPaG: Inverted commas Targeted lesson – verbs, adjectives, adverbs, sentences, paragraphs</p> <p>Spelling: Unstressed vowels, consonants, endings – ant, ance, ent, ence; double and single consonants; prefixes to support spellings</p>	<p>Writing: Discussion/argument (6S,W) - Why the Whales Came by Michael Morpurgo</p> <p>Instruction, explanation (6A) -Kensuke’s Kingdom by Michael Morpurgo</p> <p>Reading: Wonder by PJ Palacio (6S,W), Kensuke’s Kingdom by Michael Morpurgo (6A) Reading Explorers (Class)</p> <p>SPaG: conjunctions Targeted lesson – phrases, clauses, relative clause, co-ordinating conjunctions, subordinating conjunctions</p> <p>Spelling: Choosing the correct prefix; hyphens; common confusions; homophones</p>	<p>Writing: Narrative (6S,W) BBC Radio 2 500 word competition Non-chronological report – catastrophes Skellig by David Almond Script</p> <p>Explanation, Non-chronological report (6A) - Kensuke’s Kingdom by Michael Morpurgo</p> <p>Reading: Wonder by PJ Palacio (6S,W), Kensuke’s Kingdom by Michael Morpurgo (6A) Reading Explorers (Class)</p> <p>SPaG: Colons, commas Targeted lesson – prepositions, subject and object, active and passive voice; past, present and future tenses</p> <p>Spelling: Adding suffixes to words ending l, fer; adding ate, ify, ise, en; changes to root words; topic words - literacy</p>	<p>Writing: Script, persuasive (6S,W) Skellig by David Almond</p> <p>Poetry (6A) – Wonder by RJ Palacio</p> <p>Reading: Millions by Frank Cottrell Boyce (6S,W) The boy in the stripped pyjamas by John Boyne (6S,W), Wonder by PJ Palacio (6A) Reading Explorers (Class)</p> <p>SPaG: Passive and active voice, modal verbs, adverbs, prepositional phrases, expanded noun phrases, rhetorical questions Targeted lesson – verbs – with ing, standard v non-standard, formal and informal writing, word families</p> <p>Spelling: Word families; Latin and Greek roots; formation of words; Greek spelling patterns ph, phy, hy, rh, ps, pn; word endings</p>	<p>Writing: Narrative (6S,W) Skellig by David Almond Research and non-chronological report (6S,W) – Ancient Greece (Geography focus)</p> <p>Performance Poetry (6A) – Wonder by RJ Palacio</p> <p>Reading: Millions by Frank Cottrell Boyce (6S,W) Wonder by PJ Palacio (6A) Reading Explorers (Class)</p> <p>SPaG: Passive and active voice, modal verbs, adverbs, prepositional phrases, expanded noun phrases Targeted lesson – prefixes, suffixes, making verbs, synonyms, antonyms</p> <p>Spelling: Topic words – maths; common confusions; people and places; using a dictionary; revision and tricky words</p>
-----------	---	---	---	---	--	---

NOTES: Explanation text and instruction text needed for 6W and 6S.
6A – Wonder by PJ Palacio – text type to be covered

Scope

Coherence

Rigour

Sequencing

End Points: Aims and Knowledge in Evidence (per year/per key stage):**Key Stage 2**

The skills of language are essential in a person being an integral member of society. At the end of KS2, students should be able to speak, read and write fluently. They should have the skills needed in order to communicate their ideas and emotions. At the end of KS2, students should have developed a love of reading which has been nurtured and supported within lessons, helping them to unlock and explore infinite worlds filled with imagination. Reading fluently enables students to develop culturally, emotionally, intellectually, socially and spiritually as well as to also acquire knowledge. At the end of KS2, students should be reading for both pleasure and information, which in turn will support them in broadening their vocabulary. Good comprehension is developed through a firm understanding of linguistic and grammar conventions as well as knowledge of the world. Students at the end of KS2 should have been exposed to a wide range of text types e.g. non-fiction, fiction and poetry. Students who are reading below age related expectations receive intervention e.g. phonics, 1:1, small group guided reading, precision teaching, spelling intervention. All tutor groups (Year 5 – 8) have a novel read to them during one tutor time a week. (To be implemented Feb 2020.) Students in both KS2 and KS3 make comprehensive use of the library (and its new IT loaning programme) and Accelerated Reader to monitor their reading success.

At the end of KS2, students should be writing clearly, accurately and coherently, having the skills to adapt their written style depending on the context, purpose and their intended audience. Students should be confident in comprehensively editing their written work.

Curriculum Intent statement:

All pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. Pupils should acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in KS2. Students should write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. All pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to KS3. All good writers refine and edit their writing over time, so children should develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process. Through the comprehensive use of the school's planner, parents and carers (who are integral part in their child's education) are encouraged to support their children in the development of both grammar, spelling and reading skills. All subjects act to secure literacy and when a subject is taught well, literacy is taught across the curriculum.