



# ENGLISH

# CURRICULUM





# RECEPTION

# ENGLISH CURRICULUM



# KNOW IT: WORD READING

## PHONICS

Children should be taught to blend to read words containing these structures:

### Initial Code

Unit 1	a, i, m, s, t
Unit 2	n, o, p
Unit 3	b, c, g, h
Unit 4	d, e, f, v
Unit 5	k, l, r, u
Unit 6	j, w, z
Unit 7	x, y, ff, ll, ss, zz
Unit 11	sh, ch, th, ck, wh, ng, qu

## HIGH FREQUENCY WORDS-SOUNDS-WRITE

Children should be taught to blend to read these words but eventually read them with automaticity.

### Initial Code

Unit 2	is, a
Unit 3	the, I
Unit 4	for, of
Unit 5	are
Unit 6	was
Unit 7	all
Unit 8	some, come
Unit 9	to

DECODING & WORD RECOGNITION	COMPREHENSION	VOCABULARY
<p>Children should be taught to:</p>	<p>Children should be taught and given opportunities to:</p>	<p>Children should be taught and given opportunities to:</p>
<ul style="list-style-type: none"> <li>• Blend and manipulate sounds with the structure:               <ul style="list-style-type: none"> <li>* CVC-<i>map, sit</i> etc</li> <li>* VCC and CVCC- <i>ant, bump</i> etc</li> <li>* CCVC-<i>crab, dress</i> etc</li> <li>* CCVCC and CCCVC-<i>drank, scrap</i> etc</li> </ul> </li> <li>• Understand that sounds can be represented by spellings with one letter.</li> <li>• Understand that some spellings are written with a double consonant e.g. ff, ll, ss, zz</li> <li>• Understand that some spellings are written with two different letters e.g. sh, ch, th, ck, wh, ng, qu.</li> <li>• Know that &lt;q&gt; and &lt;u&gt; represent the sounds /k/ and /w/.</li> <li>• Learn to read the following high frequency words with increasing automaticity:               <ul style="list-style-type: none"> <li>* <i>is, a</i></li> <li>* <i>the, I</i></li> <li>* <i>for, of</i></li> <li>* <i>are</i></li> <li>* <i>was</i></li> <li>* <i>all</i></li> <li>* <i>some</i></li> <li>* <i>come</i></li> <li>* <i>to</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Notice rhymes in poems, songs and stories and begin to generate their own.</li> <li>• Talk about the books they have read and those that have been read to them.</li> <li>• Retell a familiar story using story language as well as their own words.</li> <li>• Begin to develop reading preferences.</li> <li>• Select books to re-read and enjoy.</li> <li>• Talk about what they are reading by linking to other knowledge and experience.</li> <li>• Answer questions and comment on the story first in terms of basic recall and then moving beyond this e.g. anticipating and making predictions; inferring information about characters; linking themes, events, setting or characters with their own experiences or aspects of other known texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Expand their bank of vocabulary through explicit teaching of Tier 2 and Tier 3 vocabulary linked to shared texts and topics.</li> </ul> <p>New vocabulary should be taught through:</p> <ul style="list-style-type: none"> <li>* Defining new word meanings using pictures and context to support understanding;</li> <li>* Physicalising what new words mean through actions and gestures;</li> <li>* Reinforcing new words within different contexts;</li> <li>* Linking new words to other known words with similar meanings;</li> <li>* Applying new words through use within their own spoken language.</li> </ul>
	<p><b>GRAMMAR, STRUCTURE &amp; LAYOUT</b></p> <ul style="list-style-type: none"> <li>• Listen frequently to a range of fiction, poetry and non-fiction texts and begin to recognise some of the key differences between them e.g. language, layout and structure.</li> </ul>	

## Broader Curriculum Objectives

## Word Reading &amp; Fluency

- Learn and recite rhymes off by heart.
- Know that letters are symbols that represent sounds;
- Learn the initial code sound/spelling correspondences up to Unit 11.
- Blend sounds to read words including longer words containing the taught sounds.
- Learn to read high frequency words within the Initial Code with increased automaticity.

## Response to Text

- Notice rhymes in poems, songs and stories and begin to generate their own.
- Talk about the books they have read and those that have been read to them.
- Begin to develop reading preferences.
- Select books to re-read and enjoy.
- Talk about what they are reading by linking to other knowledge and experience.

## NURSERY FOUNDATIONS

- Listen to songs and rhymes being read or sang repeatedly.
- Say and/or sing a wide range of Nursery rhymes.
- Copy a sound pattern.
- Count or clap syllables within spoken words.
- Aurally blend CVC words.
- Recognise that print carries meaning.
- Begin to recognise own name.

## NURSERY FOUNDATIONS

- Listen to and maintain interest when short stories or rhymes are read to them.
- Participate in a simple conversation with an adult or another child, about a known story.
- Independently choose to engage with books through the learning environment.
- Fill in the missing words within rhyming phrases.
- Hold a book correctly and, using the pictures, suggest a story.
- Begin to select their own book to look at.

- Understand that letters are symbols that represent sounds.
- Understand that a sound can be represented by two/three letters.
- Know all the initial code sounds.
- Read books containing initial code sounds with increasing fluency.
- Blend sounds within the initial code to read longer words.
- Re-read shared texts and stories to develop fluency and understanding.
- Develop a bank of words that can be read with automaticity including own name, classroom labels and other words in the environment.

- Show pleasure in stories being read to them.
- Enjoy sharing poems and rhyming together.
- Begin to have favourite texts, requesting to have them re-read regularly.
- Pick out a favourite story or character and give a basic reason why.
- Imitate reading behaviour with a familiar book, using some of the known language.
- Know how the pictures relate to the story.
- Point to parts of the text in answer to a question.
- Make comments about what they have heard being read.

## Broader Curriculum Objectives

### Comprehension

- Retell a familiar story using story language as well as their own words.
- Answer questions and comment on the story first in terms of basic recall and then moving beyond this e.g. anticipating and making predictions; inferring information about characters; linking themes, events, setting or characters with their own experiences or aspects of other known texts.
- Listen frequently to a range of fiction, poetry and non-fiction texts and begin to recognise some of the key differences between them e.g. language, layout and structure.

### NURSERY FOUNDATIONS

- Listen to a story and answer simple questions about it.
- Retell a familiar story.
- Understand that print carries meaning.
- Show understanding of what is happening in pictures.
- Perform actions and/or gestures to show understanding.
- Understand characteristics of fairy tale characters and some of the recurring themes within them e.g. an evil/good character; a happy ending

### Literal Understanding and Retrieval

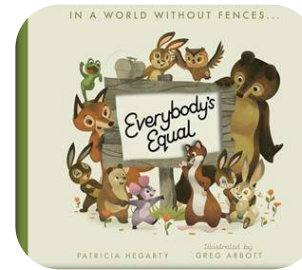
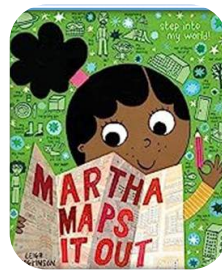
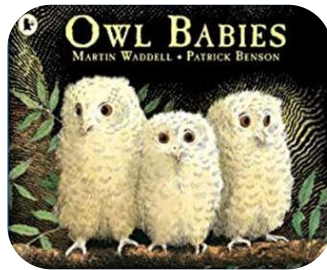
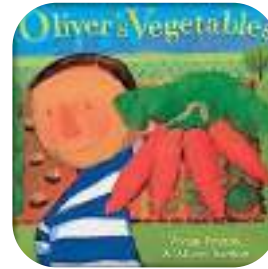
- Retell familiar stories using new and existing vocabulary.
- Recall key facts from a story that has been read to them.
- Find information from picture, point to information on a page, in order to locate an answer that can be found easily.
- Begin to show how they know through simple explanations.
- Make links between events/characters within the stories that they read and their own lives or other know texts.
- Sequence a familiar story using pictures.

### Inference

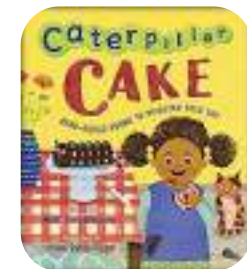
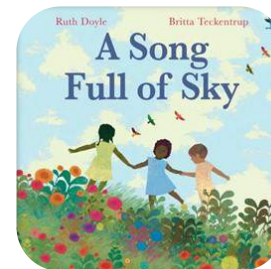
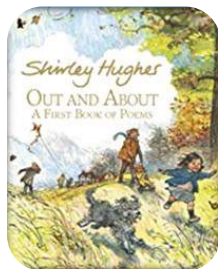
- Understands 'why' questions.
- Begin to answer simple 'why' and 'how' questions e.g. Why did the caterpillar get so fat? How do we know that the boy is lonely?
- Use pictures to support their answers to 'why' and 'how' questions and begin to use some words from the shared text.
- Anticipate/make simple predictions
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# SHARED READING TEXTS

## RECEPTION



# POETRY



# KNOW IT: WORD WRITING

## PHONICS

Children should be taught to segment to spell words containing these structures:

### Initial Code

Unit 1	a, i, m, s, t
Unit 2	n, o, p
Unit 3	b, c, g, h
Unit 4	d, e, f, v
Unit 5	k, l, r, u
Unit 6	j, w, z
Unit 7	x, y, ff, ll, ss, zz
Unit 11	sh, ch, th, ck, wh, ng, qu

## HIGH FREQUENCY WORDS-SOUNDS-WRITE

Children should learn to spell these high-frequency words, as well as their own name.

### Initial Code

Unit 2	is, a
Unit 3	the, I
Unit 4	for, of
Unit 5	are
Unit 6	was
Unit 7	all
Unit 8	some, come
Unit 9	to



EARLY WRITING SKILLS: LETTER FORMATION	EARLY WRITING SKILLS: SPELLING	EARLY WRITING SKILLS: SENTENCE WRITING
<p><b>Children should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a suitable mark-making tool comfortably and correctly-using a tripod grip in most cases.</li> <li>• Form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>• Recognise how letters sit on a line.</li> <li>• Begin to form upper-case (capital) letters correctly so that they can be distinguish from a lower-case letter.</li> <li>• Learn to form digits 0-9.</li> <li>• Write own name using correct letter formation including a capital letter.</li> </ul>	<p><b>Children should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Segment initial code sounds and link to letters to spell words.</li> <li>• Orally segment and spell:                             <ul style="list-style-type: none"> <li>* CVC-<i>map, sit</i> etc</li> <li>* VCC and CVCC- <i>ant, bump</i> etc</li> <li>* CCVC-<i>crab, dress</i> etc</li> <li>* CCVCC and CCCVC-<i>drank, scrap</i> etc</li> </ul> </li> <li>words and attempt longer polysyllabic words.</li> <li>• Spell high frequency words within the initial code correctly.</li> </ul>	<p><b>Children should be taught/given opportunity to:</b></p> <ul style="list-style-type: none"> <li>• Think of their own ideas for writing, say ideas in a sentence and attempt to write it independently.</li> <li>• Orally rehearse the caption or sentence they want to write and break it up into words.</li> <li>• Confidently write short captions accurately through regular dictation exercises.</li> <li>• Use appropriately spacing between words.</li> <li>• Begin sentences and their own name with a capital letter.</li> <li>• End a sentence with a full stop.</li> <li>• Re-read own words, captions or sentences to make sure sounds or words have been correctly represented and not been missed out.</li> <li>• Read own captions or sentences aloud to an adult to ensure that they can be understood by others.</li> </ul>



MARTON MANOR  
PRIMARY SCHOOL

# YEAR 1

# READING CURRICULUM

**KNOW IT!**

**TEACH IT!**

**APPLY IT!**

# YEAR 1

## KNOW IT

New Learning

Prior Learning

### Common Exception Words

the, a, *do*, to, today, of, *said*, says, are, *were*,  
*was*, is, his, has, I, *you*, your, *they*, be, he,  
*me*, she, we, no, go, *so*, by, *my*, here, *there*,  
where, love, *come*, *some*, *one*, once, ask,  
friend, school, put, push, pull, full, house, our.

### High Frequency Words

Oh, their, people, Mr, Mrs, looked, called,  
asked, could, water, where, who, again,  
thought, through, work, mouse, many,  
laughed, because, different, any, eyes, friends,  
once, please

### Phonics

Our school follows the Sounds-Write programme for the teaching of phonics.

Please refer to 'Phonics - Know It' and the programme teaching materials.

## PHONICS

Children should be taught to blend to read words containing these structures:

Initial Code		Extended Code			
Unit 1	a, i, m, s, t	Unit 1	ae	Unit 14	u
		Unit 2	ee	Unit 15	ou - spelling
Unit 2	n, o, p	Unit 3	ea - spelling	Unit 16	s
		Unit 4	oe	Unit 17	s - spelling
Unit 3	b, c, g, h	Unit 5	o - spelling	Unit 18	l
		Unit 6	er	Unit 19	or
Unit 4	d, e, f, v	Unit 7	e	Unit 20	air
		Unit 8	ow	Unit 21	ue
Unit 5	k, l, r, u	Unit 9	ow - spelling	Unit 22	ew - spelling
		Unit 10	oo (as in moon)	Unit 23	oy
Unit 6	j, w, z	Unit 11	ie	Unit 24	ar
		Unit 12	oo (as in book)	Unit 25	o
Unit 7	x, y, ff, ll, ss, zz	Unit 13	oo - spelling	Unit 26	a - spelling
		Unit 11	sh, ch, th, ck, wh, ng, qu		

DECODING & WORD RECOGNITION	COMPREHENSION	VOCABULARY
<p><b>Children should be taught to:</b></p> <ul style="list-style-type: none"> <li>respond speedily with the correct sound to grapheme for all 40+ phonemes, including alternative sounds.</li> <li>recognise and blend taught graphemes more quickly through practice, in order to read unfamiliar words.</li> <li>read common exception words noting unusual correspondences between spelling and sound e.g. eyes, again, looked etc. (See Know it.)</li> <li>read words with taught endings s, es, ing, ed, er and est.</li> <li>read more polysyllabic words e.g. people, because, thirteen.</li> <li>read words with contractions e.g. I'm, I'll, we'll etc.</li> <li>use their knowledge of root words to read other words containing suffixes e.g. looking, called etc.</li> </ul> <ul style="list-style-type: none"> <li>read some polysyllabic words, including compound words.</li> <li>bend and segment longer words with adjacent consonants e.g. swim, clap, jump.</li> <li>read simple captions, sentences and questions.</li> <li>blend taught sounds to make words.</li> </ul>	<p><b>Children should have opportunities to become fluent at word reading, in order to greatly assist comprehension.</b></p> <p><b>They should also have opportunities to:</b></p> <ul style="list-style-type: none"> <li>become familiar with key stories, fairy stories and traditional tales.</li> <li>retell familiar stories and consider particular characteristics.</li> <li>check the text makes sense as they read and correct inaccurate reading.</li> <li>draw upon what they already know, background information and new vocabulary provided by the teacher, to develop understanding.</li> </ul>	<p><b>Children should be given opportunities to broaden their vocabulary through:</b></p> <ul style="list-style-type: none"> <li>hearing, sharing and discussing a range of high quality texts, at a level beyond that at which they can read independently.</li> <li>having the meaning of unfamiliar words they come across through reading, explained to them.</li> <li>discussing word meanings, linking new meanings to those already known.</li> <li>learning how language sounds in order to increase their vocabulary.</li> <li>discussing the effects of different words on the reader.</li> </ul>
<p><b>GRAMMAR, STRUCTURE &amp; LAYOUT</b></p> <p><b>GRAMMATICAL FEATURES</b></p> <ul style="list-style-type: none"> <li>Listen frequently to stories, poems and non-fiction to understand how written language can be structured, and to increase their awareness of grammatical structures.</li> </ul>	<p><b>RETRIEVAL</b></p> <ul style="list-style-type: none"> <li>Find simple information from a basic text or image to answer questions such as, Where? When? Who?</li> <li>Sequence parts of a story in the correct order.</li> <li>Match events with times to show order of events.</li> <li>Use numbers to order and sequence simple events.</li> <li>Find and copy a word from the text to explain or describe something.</li> </ul> <p><b>SUMMARISING</b></p> <ul style="list-style-type: none"> <li>Explain clearly their understanding of what is read to them e.g. the main things that have happened so far in a story.</li> <li>Discuss the significance of the title or events.</li> </ul> <p><b>INFERENCE</b></p> <ul style="list-style-type: none"> <li>Make inferences on the basis of what is said and done e.g. explaining the possible thoughts, feelings or actions of characters.</li> <li>Predict what might happen on the basis of what has been read so far.</li> </ul>	<p><b>EXPLORE, TEACH, PRACTISE</b></p> <p><b>Children should be taught to expand their knowledge of words through:</b></p> <ul style="list-style-type: none"> <li>suggesting the meaning of unknown words using picture/context clues.</li> <li>exploring links with known words and words with similar meanings.</li> <li>seeing new words in isolation and then in context to cement understanding.</li> <li>physicalising new words by showing it, being it or doing it, in order to develop understanding.</li> <li>generating word lists linked to stories, topics, synonyms etc</li> <li>exploring ways to remember new word meanings.</li> <li>learning the meaning of simple root words in order to derive new words. e.g. happy - unhappy.</li> </ul>

## Broader Curriculum Objectives

## Word Reading &amp; Fluency

- Apply phonic knowledge and skills as the route to decode words.
- Read accurately by blending sounds in unfamiliar words containing GPCs taught.
- Read common exception words.
- Read polysyllabic words and contraction words.
- Re-read books to build fluency and confidence in word reading.
- Recognise and join in with predictable phrases.
- Appreciate rhymes and poems and recite some by heart.
- Check that the text makes sense to them as they read and correct inaccurate reading.

## Response to Text

- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond own independent reading.
- Link what is read or heard to own experiences.
- Become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics.
- Participate in discussion about what we read to them, taking turns and listening to what others say.

## FOUNDATIONS FOR WORD READING &amp; FLUENCY IN RECEPTION

- Understand that letters are symbols that represent sounds.
- Understand that a sound can be represented by two/three letters.
- Know all the sound to spelling correspondence for the initial code.
- Read books containing initial code sounds with increasing fluency.
- Blend sounds within the initial code to read longer words.
- Re-read shared texts and stories to develop fluency and understanding.
- Develop a bank of words that can be read with automaticity including own name, classroom labels, other words in the environment.
- Anticipate and join in with repeated refrains using language from the text.

## FOUNDATIONS FOR RESPONSE TO TEXT IN RECEPTION

- Show pleasure in stories being read to them.
- Enjoy sharing poems and rhyming together.
- Begin to have favourite texts, requesting to have them re-read regularly.
- Pick out a favourite story or character and give a basic reason why.
- Imitate reading behaviour with a familiar book, using some of the known language.
- Know how the pictures relate to the story.
- Point to parts of the text in answer to question.
- Make comments about what they have heard being read.

- Recite some familiar complete songs, rhymes and the alphabet by heart.
- Read extended code first spellings up to Unit 25.
- Develop blending skills to read words containing taught phonics code.
- Develop an increasing bank of words that can be read with automaticity including the Year 1 common exception words.
- Apply phonemic knowledge and skills to read words with speed and accuracy, in order to develop fluency.
- Recognise larger units within words to develop fluency.
- Re-read words, sentences and stories both with adults and independently, to develop fluency.
- Read words as a connected text.
- Recognise sentence punctuation within texts read and shared.
- Increase page count in books read to develop reading stamina.

- Listen to, share and discuss a wide range of high quality texts to develop their love of reading.
- Begin to read more independently and unprompted to develop their love of reading.
- Learn to appreciate poems and rhymes and begin to express reasons for story/poem/rhyme preferences.
- Give opinions linked to books read to them including likes and dislikes.
- Express views about events or characters.
- Listen to new words read aloud and talk about words that they know and like.
- Draw links between the text and some of their own experiences.
- Discuss the significance of the title or events in a book.
- Look for and find information in non-fiction books.
- Answer and pose literal questions about a text.

## Broader Curriculum Objectives

## Literal Understanding and Retrieval

- Discuss word meanings, linking new meaning to ones already known.
- Check that the texts makes sense to them as they read.
- Discuss the significance or the title and events.
- Explain clearly their understanding of what is read to them.

## Inference

- 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.
- Draw on what they already know or on background information or vocabulary provided.

## Literal Understanding and Retrieval

## FOUNDATIONS FOR LITERAL UNDERSTANDING AND RETRIEVAL - EYFS

- Listen to a shared text and answers simple questions about it.
- Recall key facts from a story that has been read to them.
- Find information from picture, point to information on a page, in order to locate an answer that can be found easily.
- Begin to show how they know through simple explanations.
- Recognise and read their name.
- Recognise, point to, or find and read aloud words and phrases that they have learned.
- Retell familiar stories using new and existing vocabulary.

## Inference

## FOUNDATIONS FOR INFERENCE - EYFS

- Understands 'why' questions.
- Begin to answer simple 'why' and 'how' questions e.g. Why did the caterpillar get so fat? How do we know that the boy is lonely?
- Use pictures to support their answers to 'why' and 'how' questions and begin to use some words from the shared text.
- Anticipate/make simple predictions
- Make links between events/characters within the stories that they read and their own lives or other know texts.

- Talk about the title and how it relates to events/information in the text.
- Explain key facts about what is read to them from a variety of texts.
- Retrieve answers to simple literal who, what, when, where, which and how questions.
- Discuss characters' appearance, behaviour and the events that happen to them, using detail from the text.
- Develop their knowledge of retrieval through images.
- Use phonic and vocabulary knowledge to recognise words and phrases which locate information found explicitly in a text.
- Sequence the events of a story that they are familiar with.

- Discuss the significance of the title and events e.g. why the title 'All Change' might be chosen for a book about Chameleons.
- Make simple inferences when a book is read to them e.g. how a character might feel after a particular event or why a character might be feeling jealous/disappointed etc.
- Infer basic points with direct reference to the pictures and words in a text.
- Predict what might happen next in a sequenced story.
- Make simple predictions based on the story and on their own experiences.
- Begin to explain these ideas verbally or through pictures.

# APPLY IT

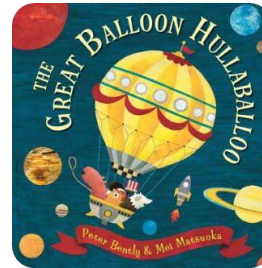
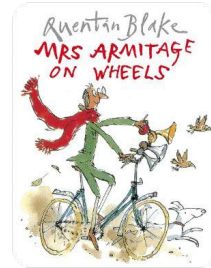
Children should be able to sound out unfamiliar words containing known graphemes without undue hesitation and read many common exception words automatically and accurately, in order to develop fluency and comprehension.

READING FOR PURPOSE	READING FOR PLEASURE	READING FOR/WITH AN AUDIENCE
<p>Children should use their developing reading skills to:</p>	<p>Children should develop a love of reading through:</p>	<p>Children should be given opportunity to:</p>
<ul style="list-style-type: none"> <li>listen to and discuss books from across the curriculum to further develop their knowledge and understanding.</li> <li>re-read books to build up fluency and confidence in word reading.</li> <li>learn some of the processes for finding out information.</li> <li>link what they read or hear read to their own experiences.</li> </ul>	<ul style="list-style-type: none"> <li>hearing, sharing and discussing a wide range of high quality books, including poetry, stories and non-fiction.</li> <li>learning to appreciate rhymes and poems, and to recite some by heart.</li> <li>recognising and joining in with predictable phrases and patterned language within shared texts.</li> </ul>	<ul style="list-style-type: none"> <li>participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>use story props to create and discuss characters and re-tell known stories.</li> <li>use voice, gesture and movement when re-telling known stories or reading aloud.</li> <li>participate in quality shared reading to learn how to create different effects/moods when reading aloud.</li> <li>discuss punctuation within shared texts and learn how to respond to it.</li> </ul>

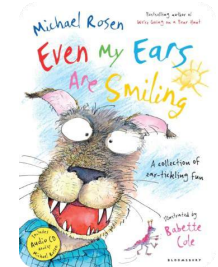
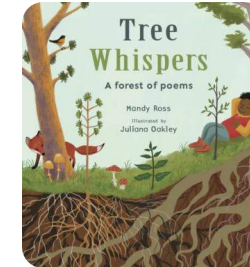
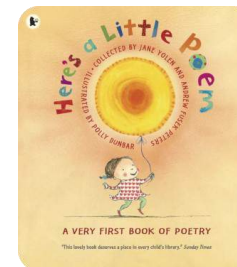
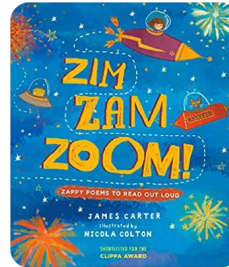
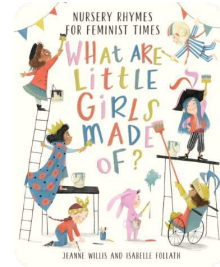
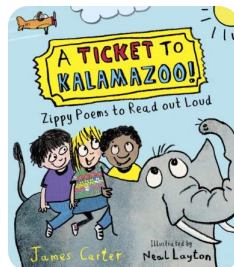
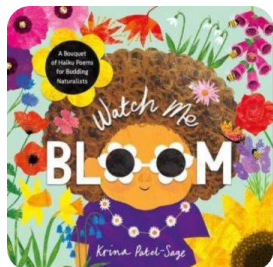


# SHARED READING TEXTS

YEAR 1



# POETRY





# YEAR 1

# WRITING CURRICULUM

KNOW IT!

TEACH IT!

APPLY IT!

# KNOW IT

## YEAR 1

New Learning Prior Learning

SPELLING	
Plural	More than one noun.
Singular	One noun.

SENTENCE STRUCTURE	
Object	The person or thing being acted upon.
Verb	Describes the action or state.
Subject	Who or what is doing the action.
Sentence	A group of words which must include subject/object and verb.

PUNCTUATION	
Exclamation Mark	To indicate surprise, urgency or emphasis
Question Mark	To indicate a question.
Finger Space	A space left to separate words.
Full stop	To mark the end of a sentence.
Capital Letter	An upper case letter used at the start of a sentence and for proper nouns.

WORD CLASS	
Noun	A word to describe a 'person, a place or a thing'.
Adjective	A word to describe a noun.
Verb	A 'doing' or 'happening' word

TENSE	
Past Tense	An action which has already happened.
Tense	A verb form which indicates time.

## PHONICS

Our school follows the Sounds-Write programme for the teaching of phonics.  
Please refer to 'Phonics - Know It' and the programme teaching materials.

## PHONICS

Children should be taught to segment to spell words containing these structures:

Initial Code		Extended Code			
Unit 1	a, i, m, s, t	Unit 1	ae	Unit 14	u
		Unit 2	ee	Unit 15	ou - spelling
Unit 2	n, o, p	Unit 3	ea - spelling	Unit 16	s
		Unit 4	oe	Unit 17	s - spelling
Unit 3	b, c, g, h	Unit 5	o - spelling	Unit 18	l
		Unit 6	er	Unit 19	or
Unit 4	d, e, f, v	Unit 7	e	Unit 20	air
		Unit 8	ow	Unit 21	ue
Unit 5	k, l, r, u	Unit 9	ow - spelling	Unit 22	ew - spelling
		Unit 10	oo (as in moon)	Unit 23	oy
Unit 6	j, w, z	Unit 11	ie	Unit 24	ar
		Unit 12	oo (as in book)	Unit 25	o
Unit 7	x, y, ff, ll, ss, zz	Unit 13	oo - spelling	Unit 26	a - spelling
		Unit 11	sh, ch, th, ck, wh, ng, qu		

## SPELLING










Children in Year 1 should be taught to spell:

Common Exception Words	Prefix Words	Compound Words	Word Endings
the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our.	with the prefix 'un'. For example, <i>untidy</i> <i>unhappy</i> <i>unwell</i> <i>unfair</i> <i>unlock</i> <i>undo</i>	For example,  <i>football</i> <i>bedroom</i> <i>sunset</i> <i>farmyard</i>	where no change is needed to the root:  • add 'ing' 'ed' 'er' to verbs - <i>jumping</i> • add 'er' 'est' to adjectives - <i>quicker</i>  Add 's' 'es' for plurals-cats Spell words with a /v/ sound at the end as <i>live</i> and an /i/ sound at the end as <i>y very</i>

## Grammar






## Punctuation

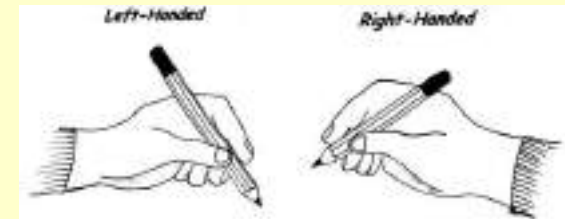
Children should be taught to construct sentences through:

 understanding that sentences are groups of words which must contain a subject/object and a verb;	 leaving spaces between words;
 combining words to make basic sentences which include a subject/object and a verb;	 use of a capital letter to start a sentences;
 adding adjectives to describe subject/object within the sentence;	 use of a capital letter for proper nouns and personal pronoun I;
 joining words and clauses using <b>and</b> .	 use of full stops to mark the end of a sentence;
	 use exclamation marks and question marks.

## HANDWRITING

Children should be taught to:

-  Sit correctly at a table, holding a pencil comfortably and correctly.
-  Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
-  Form capital letters.
-  Form digits 0-9.
-  Understand which letters belong to which handwriting family and practise these.



Ensure that the needs of left-handed children are considered.

Handwriting FamiliesCurly Caterpillar Letters

**c a o d g q e s f**

Letter Ladders

**l i t u j y**

One-armed Robot

**r b n h m p k**

Zig-zag Letters

**v w x z**

## WHOLE CLASS TEACHING OF ENGLISH IN YEAR 1 SHOULD INCLUDE:

- ⇒ Daily phonics: reviewing, teaching and applying code.
- ⇒ Daily handwriting instruction.
- ⇒ Daily shared reading of a quality text and/or shared writing linked to a quality text.
- ⇒ Daily opportunities to practise composition through **oral** activities.
- ⇒ Daily vocabulary instruction linked to shared texts and topics.

## A MODEL SEQUENCE OF GUIDED AND INDEPENDENT TEACHING AND LEARNING OPPORTUNITIES

**Pupils should have opportunities to complete guided writing sessions with an adult as part of a small group, as well as completing pieces of independent writing matched to their phonic code knowledge. This can be adapted according to the needs of pupils using the approaches below.**

### EMERGING WRITERS

#### **Guided/Support Work**

*Clear focus on correct letter formation, use of basic punctuation and secure spelling.*

- ⇒ Word build within the Initial Code.
- ⇒ Write simple dictated sentences within the initial code.
- ⇒ Re-read their work for sense and accuracy.

Orally compose their own sentences for an adult to scribe.

#### **Independent Work**

- ⇒ Attempt to word build using secure code spellings.
- ⇒ Attempt to write simple captions using secure code spellings.

### DEVELOPING WRITERS

#### **Guided/Support Work**

*Clear focus on correct letter formation, use of basic punctuation and secure spelling.*

- ⇒ Word build within the taught Extended Code
  - ⇒ Write longer dictated sentences within the initial code and taught Extended Code.
  - ⇒ Re-read their work for sense and accuracy.
- Orally compose their own sentences before writing, with adult support.

#### **Independent Work**

- ⇒ Attempt to word build using secure code spellings.
- ⇒ Attempt to write simple captions using secure code spellings.

### SECURE WRITERS

#### **Guided/Support Work**

*Clear focus on correct letter formation, use of basic punctuation and secure spelling.*

Orally compose sentences with a focus on developing vocabulary choices.

Write for different purposes showing an awareness of the reader.

- ⇒ Re-read their work for sense and accuracy.

#### **Independent Work**

- ⇒ Write longer sequences of sentences in independent pieces using phonetically plausible code knowledge to spell unfamiliar words.



# APPLY IT

YEAR 1

## SUGGESTED SHORT NARRATIVES FOR SECURE WRITERS

DESCRIPTIVE WRITING	A RECOUNT OF AN EVENT	A RETELL OF A STORY	POETRY
<p>This could be linked to an image from a book e.g. a character or setting or topic-related.</p> <p><b>Through modelling, the children should be encouraged to:</b></p> <ul style="list-style-type: none"><li>• use adjectives to describe what can be seen;</li><li>• use other sensory descriptions;</li><li>• use an exclamatory sentence;</li><li>• use subject-specific language as appropriate;</li><li>• use the conjunction 'and' to link ideas.</li></ul>	<p>This could be linked to a trip, school visitor or personal news.</p> <p><b>Through modelling, the children should be encouraged to:</b></p> <ul style="list-style-type: none"><li>• state how the day/event has made them feel;</li><li>• sequence events in chronological order;</li><li>• use adjectives to describe;</li><li>• use the conjunction 'and' to link information;</li><li>• may use an exclamatory sentence to sum up the day.</li></ul>	<p>This should be a story the children are very familiar with and have had plenty of opportunities to explore.</p> <p><b>Through modelling, the children should be encouraged to:</b></p> <ul style="list-style-type: none"><li>• sequence events within their own narrative;</li><li>• use nouns to refer to important characters/places;</li><li>• use adjectives to describe;</li><li>• use the conjunction 'and' to link ideas;</li><li>• use patterned language from the text or known story language.</li></ul>	<p>Children should explore and experience a range of poetry, including shape/colour poems.</p> <p><b>Through modelling, children should be encouraged to:</b></p> <ul style="list-style-type: none"><li>• explore, develop and use growing vocabulary;</li><li>• use adjectives to describe;</li><li>• use subject-specific language;</li><li>• use simple repetitive/patterned structures.</li></ul> <p><b>Pupils should be given opportunities to perform their poems to an audience.</b></p>

# APPLY IT

YEAR 1

## SUGGESTED SHORT NARRATIVES FOR SECURE WRITERS

RIDDLE-ME-THIS	SPEECH/THOUGHT BUBBLES	SIMPLE INSTRUCTIONS	POSTCARDS
<p>This could be linked to a topic, object or book stimulus.</p> <p><b>Through modelling, the children should be encouraged to:</b></p> <ul style="list-style-type: none"><li>• begin with 'What am I?';</li><li>• include clues which will incorporate adjectives to describe;</li><li>• pose a question to the reader and demarcate with a question mark;</li><li>• use sensory description.</li></ul>	<p>This could be linked to a familiar book, character or historical figure.</p> <p><b>Through modelling, the children should be encouraged to:</b></p> <ul style="list-style-type: none"><li>• imagine what the character might say or think;</li><li>• include words that the character says in speech/thought bubbles;</li><li>• include a question with a question mark;</li><li>• include an exclamation mark to indicate urgency or surprise.</li></ul>	<p>This could be linked to learning within other curriculum areas.</p> <p><b>Through modelling, the children should be encouraged to:</b></p> <ul style="list-style-type: none"><li>• include a list of equipment;</li><li>• write in sequential order using numbers or sequencing words;</li><li>• use present tense;</li><li>• use imperative verbs;</li><li>• use subject-specific language.</li></ul>	<p>This could be linked to a recount of a real event or to a story.</p> <p><b>Through modelling, children should be encouraged to:</b></p> <ul style="list-style-type: none"><li>• begin with a welcome greeting;</li><li>• use nouns to refer to people and places;</li><li>• use adjectives to describe;</li><li>• use past tense;</li><li>• use the conjunction 'and' to link ideas or information;</li><li>• include a closing statement.</li></ul>





# YEAR 2

# READING CURRICULUM



# KNOW IT

YEAR 2

New Learning

Prior Learning

## Common Exception Words

door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our.

## High Frequency Words

away, good, want, over, how, did, man, going, would, or, took, school, think, home, didn't, ran, know, bear, can't, cat, long, things, new, after, wanted, eat, everyone, our, two, has, yes, play, take, dog, well, find, more, I'll, round, tree, magic, shouted, us, other, food, fox, way, been, stop, must, red, door, right, sea, these, began, boy, animals, never, next, first, lots, need, that's, baby, fish, gave, something, bed, may, still, found, live, say, soon, night, narrator, small, car, couldn't, three, head, king, town, I've, around, every, garden, fast, only, let's, much, suddenly, told, another, great, why, cried, keep, room, last, jumped, even, am, before, gran, clothes, tell, key, fun, place, mother, sat, boat, window, sleep, feet, morning, queen, each, book, its, green, let, girl, which, inside, run, under, hat, snow, air, trees, bad, tea, top, fell, box, dark, grandad, there's, looking, end, than, best, better, hot, sun, across, gone, hard, floppy, really, wind, wish, eggs, thing, stopped, ever, miss, most, cold, park, lived, birds, duck, horse, rabbit, white, coming, he's, river, liked, giant, looks, use, along, plants, dragon, pulled, we're, fly, grow

Oh, their, people, Mr, Mrs, looked, called, asked, could, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any,

## Phonics

Our school follows the Sounds-Write programme for the teaching of phonics.

Please refer to 'Phonics - Know It' and the programme teaching materials.

## PHONICS

Children should be taught to blend to read words containing these structures:

Extended Code				Extended Code			
Unit 1	ae	Unit 14	u	Unit 27	ae	Unit 39	g - spelling
Unit 2	ee	Unit 15	ou - spelling	Unit 28	d	Unit 40	f
Unit 3	ea - spelling	Unit 16	s	Unit 29	ee	Unit 41	gh - spelling
Unit 4	oe	Unit 17	s - spelling	Unit 30	i	Unit 42	m
Unit 5	o - spelling	Unit 18	l	Unit 31	y - spelling	Unit 43	or
Unit 6	er	Unit 19	or	Unit 32	oe	Unit 44	h
Unit 7	e	Unit 20	air	Unit 33	n	Unit 45	k
Unit 8	ow	Unit 21	ue	Unit 34	er	Unit 46	r
Unit 9	ow - spelling	Unit 22	ew - spelling	Unit 35	v	Unit 47	t
Unit 10	oo (as in moon)	Unit 23	oy	Unit 36	oo (as in moon)	Unit 48	z
Unit 11	ie	Unit 24	ar	Unit 37	j	Unit 49	eer
Unit 12	oo (as in book)	Unit 25	o	Unit 38	g	Unit 50	a
Unit 13	oo - spelling	Unit 26	a - spelling				

## DECODING &amp; WORD RECOGNITION

Children should be taught to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation through:

- Continuing to apply phonic knowledge and skills as the root to decoding words until automatic decoding of words is embedded and reading is fluent.
  - Reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
  - Reading accurately words of two or more syllables that contain taught graphemes.
  - Reading words containing common suffixes.
  - Reading further common exception words noting unusual correspondences between spelling and sound e.g. should, people, busy (see Know It).
  - Reading known words quickly and accurately.
  - Re-reading books to build up their fluency and confidence in word reading.
- Read words with taught endings 's', 'es', 'ing', 'ed', 'er' and 'est'.
  - Read more polysyllabic words e.g. people, because.
  - Use their knowledge of root words to read other words containing suffixes.

## GRAMMAR, STRUCTURE &amp; LAYOUT

## GRAMMATICAL FEATURES

- Increase vocabulary and grammatical awareness to identify the differences between spoken and written language.
- Listen frequently to stories, poems and non-fiction to understand how written language can be structured.

## COMPREHENSION

Children should have opportunities to become fluent at word reading, in order to greatly assist comprehension.

They should also have opportunities to:

- Discuss the sequence of events in books and how items of information are related.
- Draw upon what they already know or on background information or vocabulary provided by the teacher.
- Check that the text makes sense to them as they read and correct inaccurate reading. Re-word to match.
- Engage with drama or role-play activities in order to deepen understanding.
- Answer and ask questions.
- **Draw upon what they already know, background information and new vocabulary provided by the teacher, to develop understanding.**

## RETRIEVAL

- Develop skimming skills to find important information quickly to answer questions such as, Where? When? Who? What?
- **Sequence parts of a story** or order of events in information texts using numbers, lines etc.
- Retrieve information presented in a range of different ways e.g. longer sections of text, bulleted list, captions, diagrams and cycles.
- **Find and copy a word from the text to explain or describe something.**

## SUMMARISING

- Discuss main events across a whole story or part of it.
- Discuss key parts of factual processes linked to learning in other subjects.

## INFERENCE

- **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 about cause and effect e.g. what has prompted a character to behave in a certain way.

## VOCABULARY

Children should be given opportunities to broaden their vocabulary through:

- Recognising simple recurring literary language in stories and poetry.
- Discussing and clarifying the meaning of words, linking new meanings to known vocabulary.
- Listening to explanations of new word meanings.
- Using morphology such as prefixes to work out unknown words.
- **Discussing the effects of different words on the reader.**

## EXPLORE, TEACH, PRACTISE

Children should be taught to expand their knowledge of words through:

- Beginning to use dictionaries and thesauruses to explore and compare definitions and identify synonyms.
- **Suggesting the meaning of unknown words using picture/context clues.**
- **Exploring links with known words and words with similar meanings.**
- **Seeing new words in isolation and then in context to cement understanding.**
- **Physicalising new words by showing it, being it or doing it, in order to develop understanding.**
- **Generating word lists linked to stories, topics, synonyms etc.**
- **Learning the meaning of simple root words in order to derive new words, e.g. excite-ment.**
- **Exploring ways to remember new word meanings.**

## Broader Curriculum Objectives

## Word Reading &amp; Fluency

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has been embedded and reading is fluent.
- Read accurately by blending sounds in unfamiliar words containing GPCs taught, especially alternatives.
- Read accurately words of two or more syllables containing the same graphemes as above.
- Read words containing suffixes.
- Read further common exception words, noting usual sound-spelling correspondences.
- Read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up fluency and confidence in word reading.
- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make meaning clear.

## Response to Text

- Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
- Become increasing familiar with and retell a wider range of stories, fairy stories and traditional tales.
- Recognise simple recurring literary language in stories and poetry.
- Discuss their favourite words and phrases.
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

## PRIOR LEARNING YEAR 1

- Recite some familiar complete songs, rhymes and the alphabet by heart.
- Read extended code first spellings up to Unit 25.
- Develop blending skills to read words containing taught phonics code.
- Develop an increasing bank of words that can be read with automaticity including the Year 1 common exception words.
- Apply phonemic knowledge and skills to read words with speed and accuracy, in order to develop fluency.
- Recognise larger units within words to develop fluency.
- Re-read words, sentences and stories both with adults and independently, to develop fluency.
- Recognise sentence punctuation within texts read and shared.
- Increase page count in books read to develop reading stamina.

## PRIOR LEARNING YEAR 1

- Listen to, share and discuss a wide range of high quality texts to develop their love of reading.
- Begin to read more independently and unprompted to develop their love of reading.
- Learn to appreciate poems and rhymes and begin to express reasons for story/poem/rhyme preferences.
- Give opinions linked to books read to them including likes and dislikes.
- Express views about events or characters.
- Listen to new words read aloud and talk about words that they know and like.
- Draw links between the text and some of their own experiences.
- Discuss the significance of the title or events in a book.
- Look for and find information in non-fiction books.
- Answer and pose literal questions about a text.

- Recite familiar poems by heart.
- Develop knowledge of the extended code up to Unit 50.
- Use blending skills to read words containing all of the taught phonics code.
- Recognise larger units within words to help to decode more effectively and read more fluently.
- Read texts containing more sophisticated and challenging vocabulary including those linked to the wider curriculum.
- Read words frequently encountered with automaticity inc Year 2 common exception words.
- Use expression appropriately to support the meaning of sentences, including those with subordination.
- Develop confidence in tackling new texts independently.
- Show some attention to expression.

- Listen to, discuss and express views about a wide range of texts to develop their love of reading.
- Explain and discuss their understanding of books, poems and other material, both those read independently and those listened to.
- Engage in group discussion about a text; know and use words in discussion that have been encountered in simple texts.
- Express their own views about a book and listen to the opinions of others.
- Clarify the meaning of new words, linking new meanings to known vocabulary.
- Talk about the layout of non-fiction texts and how it helps the reader.
- Talk about how different items of information in non-fiction texts are related.

## Broader Curriculum Objectives

## Literal Understanding and Retrieval

- Discuss and clarify the meaning of new words, linking new meanings to known vocabulary.
- Discuss the sequence of events in books and how items of information are related.
- Check that the text makes sense to them as they read.
- Answer and ask questions.
- Explain and discuss their understanding of what of books, poems and other material, both those that they listen to and those that they read for themselves.

## Inference

- 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.
- Draw on what they already know, or on background information and vocabulary provided by the teacher.

## PRIOR LEARNING YEAR 1

- Talk about the title and how it relates to events/information in the text.
- Explain key facts about what is read to them from a variety of texts.
- Retrieve answers to simple literal who, what, when, where, which and how questions.
- Discuss characters' appearance, behaviour and the events that happen to them, using detail from the text.
- Develop their knowledge of retrieval through images.
- Use phonic and vocabulary knowledge to recognise words and phrases which locate information found explicitly in a text.
- Sequence the events of a story that they are familiar with.

## PRIOR LEARNING YEAR 1

- Discuss the significance of the title and events e.g. why the title 'All Change' might be chosen for a book about Chameleons.
- Make simple inferences when a book is read to them e.g. how a character might feel after a particular event or why a character might be feeling jealous/disappointed etc.
- Infer basic points with direct reference to the pictures and words in a text.
- Predict what might happen next in a sequenced story.
- Make simple predictions based on the story and on their own experiences.
- Begin to explain these ideas verbally or through pictures.

- Scan for key words in the text to locate answers.
- Analyse the wording of a question in order to choose what to look for.
- Begin to find answers where the question word does not match the text word.
- Navigate different paragraphs in information texts to locate the most suitable paragraph.
- Independently read and answer simple questions about what they have just read.
- Recognise simple recurring literary language.
- Draw on vocabulary-knowledge to understand texts and solve problems.
- Discuss the sequence of events in a book, including how they are linked and how items of information are related.
- Locate information using contents, index, sub-heading, page numbers etc
- Identify what is known for certain from both narrative and non-fiction texts.

- Use pictures and words to make support inferences.
- Modify answers to inference questions as a story progresses.
- Make some inferences, answering 'how and why' questions which begin to reach beyond the text.
- Infer the feelings of a character and the most likely reason for these.
- Base answers on their own personal experiences e.g. Why might the Owl be frightened of the dark?
- Make predictions based on what has been read so far in terms of plot, character and language.
- Use their own knowledge and experiences, as well as what they have read, to provide reasons and explanation e.g. explain a moral or message; make a sequence of events; learn about cause and effect-what has prompted a character's behaviour?

# APPLY IT

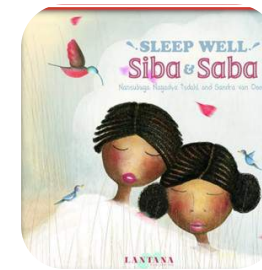
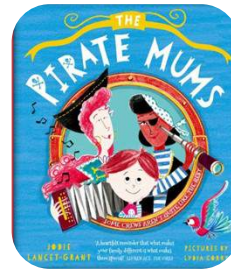
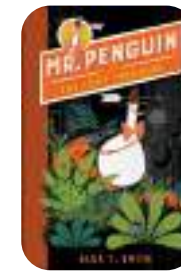
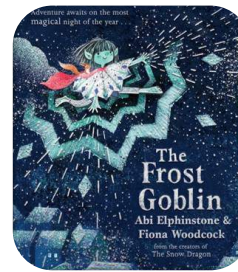
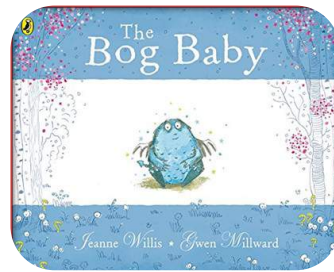
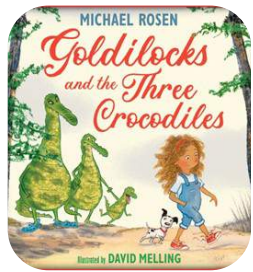
During Year 2, teaching should continue to focus on establishing pupils' accurate and speedy word-reading skills, in order for them to apply those skills to increase their vocabulary, comprehension and knowledge across the wider curriculum.

READING FOR PURPOSE	READING FOR PLEASURE	READING FOR/WITH AN AUDIENCE
<p>Children should use their developing reading skills to:</p>	<p>Children should develop a love of reading through:</p>	<p>Children should be given opportunity to:</p>
<ul style="list-style-type: none"> <li>• Explore and use non-fiction books that are structured in different ways.</li> <li>• Read, listen to and discuss books from across the curriculum to further develop their knowledge and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing their favourite words and phrases.</li> <li>• Continuing to build up and appreciate a repertoire of poems learned by heart.</li> <li>• Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Become increasingly familiar with and re-tell a wide range of stories, fairy stories and traditional tales.</li> <li>• Recite poems with appropriate intonation to make the meaning clear.</li> <li>• Participate in discussion about books, poems and other works that are read to them and those that they can read themselves, taking turns and listening to what others say.</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>
<ul style="list-style-type: none"> <li>• Learn some of the processes for finding out information.</li> <li>• Link what they read or hear read to their own experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and joining in with predictable phrases and patterned languages within shared texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss punctuation within texts and learn how to respond to it.</li> </ul>

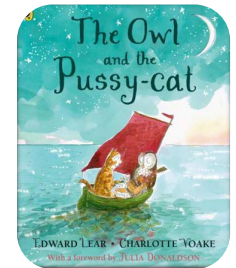
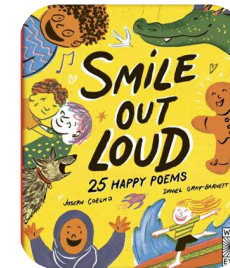
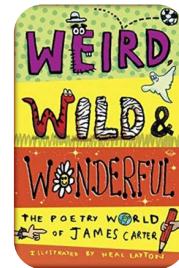
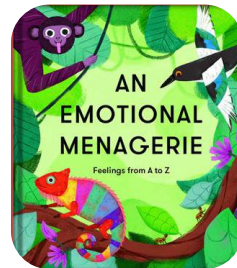
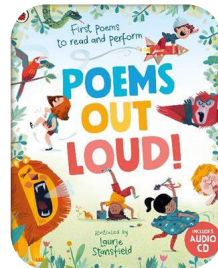
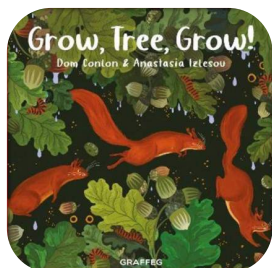


# CLASS READS

## YEAR 2



# POETRY







# YEAR 2

# WRITING CURRICULUM



# KNOW IT

## YEAR 2

New Learning Prior Learning

TENSE	
<b>Present Tense</b>	An action which is happening now.
<b>Past Tense</b>	An action which has already happened.
<b>Tense</b>	A verb form which indicates time.

SPELLING	
<b>Compound</b>	Two words joined together to make a new word.
<b>Contraction</b>	Two words joined and made shorter by omitting a letter e.g. <b>was + not = wasn't</b>
<b>Homophone</b>	Same sound - different spelling and meaning e.g. <b>peace/piece</b>
<b>Silent Letter</b>	An unheard letter within a word e.g. <b>lamb knight</b>
<b>Suffix</b>	A group of letters added to the end of a root word to change the meaning e.g. <b>happiness</b>
<b>Plural</b>	More than one noun e.g. <b>fox to foxes</b>
<b>Singular</b>	One noun

SENTENCE STRUCTURE	
<b>Command Sentence</b>	An order or instruction. <b>Write a story.</b>
<b>Question Sentence</b>	A question or request. <b>Can you write a story?</b>
<b>Exclamation Sentence</b>	Makes a statement which conveys an emotion. <b>What a lovely story that is!</b>
<b>Statement Sentence</b>	Gives a fact, opinion or idea. <b>The story was set in a forest.</b>
<b>Object</b>	The person or thing being acted upon.
<b>Verb</b>	Describes the action or state.
<b>Subject</b>	Who or what is doing the action.
<b>Sentence</b>	A group of words which are complete and make sense. Beginning with a capital letter and ending with . ! or ?

WORD CLASS	
<b>Noun Phrase</b>	Add more details to the noun: <b>ugly witch</b>
<b>Imperative Verb</b>	A command verb: <b>stop put take etc.</b>
<b>Conjunction</b>	A word used to link clauses within a sentence: <b>because and etc.</b>
<b>Adverbs of Manner</b>	Gives extra meaning to the verb.
<b>Noun</b>	A word to describe a 'person, place or thing'.
<b>Adjective</b>	A word to describe a noun.
<b>Verb</b>	A 'doing' or 'happening' word

PUNCTUATION	
<b>Apostrophe of Possession</b>	To mark singular possession. <b>The girl's shoes.</b>
<b>Apostrophe of Contraction</b>	Used to join two words e.g. do + not = don't.
<b>Commas</b>	Used to separate items in a list.
<b>Exclamation Mark</b>	To indicate surprise, urgency or emphasis
<b>Question Mark</b>	To indicate a question.
<b>Full stop</b>	To mark the end of a sentence.
<b>Capital Letter</b>	An upper case letter used at the start of a sentence and for proper nouns.

## PHONICS

Children should be taught to blend to read words containing these structures:

Extended Code				Extended Code			
Unit 1	ae	Unit 14	u	Unit 27	ae	Unit 39	g - spelling
Unit 2	ee	Unit 15	ou - spelling	Unit 28	d	Unit 40	f
Unit 3	ea - spelling	Unit 16	s	Unit 29	ee	Unit 41	gh - spelling
Unit 4	oe	Unit 17	s - spelling	Unit 30	i	Unit 42	m
Unit 5	o - spelling	Unit 18	l	Unit 31	y - spelling	Unit 43	or
Unit 6	er	Unit 19	or	Unit 32	oe	Unit 44	h
Unit 7	e	Unit 20	air	Unit 33	n	Unit 45	k
Unit 8	ow	Unit 21	ue	Unit 34	er	Unit 46	r
Unit 9	ow - spelling	Unit 22	ew - spelling	Unit 35	v	Unit 47	t
Unit 10	oo (as in moon)	Unit 23	oy	Unit 36	oo (as in moon)	Unit 48	z
Unit 11	ie	Unit 24	ar	Unit 37	j	Unit 49	eer
Unit 12	oo (as in book)	Unit 25	o	Unit 38	g	Unit 50	a
Unit 13	oo - spelling	Unit 26	a - spelling				







## SPELLING

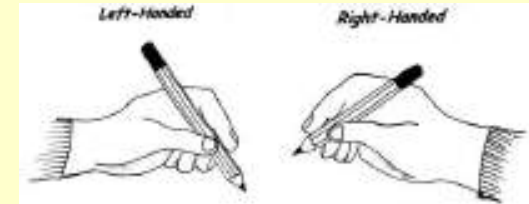
Children in Year 2 should be taught to spell:

Common Exception Words	Apostrophe Words
door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas	Apostrophes for contraction-placing the apostrophes where the omitted letter/letters would be placed: <i>didn't/can't/it's</i> . Note <i>it's</i> should never be used for the possessive.  Possessive apostrophes for singular nouns: <i>Megan's the child's</i> .
the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our.	Prefix and Suffix Words
	Adding the suffixes –ment, -ness, -ful, -less and –ly to root words <i>enjoyment/happiness/careful/</i>
Plurals	Prefixes: Adding the prefix –un.
Adding –es to nouns ending in ‘y’ changing the ‘y’ to an ‘i’ <i>baby/babies</i> except when words end in ‘ey’ then only add ‘s’ <i>donkey/donkeys</i>	Word Endings
Adding ‘s’ ‘es’ to to words <i>cat/cats, catch/catches</i>	Spell words ending in: -le, most common, <i>table/middle/bottle/ little</i> -el, much less common, <i>camel/tunnel/travel/towel</i> -al <i>metal/pedal/hospital/capital</i> -il <i>pencil/fossil/nostril</i> -tion <i>station/fiction/motion</i> Adding –ed, -er and –est to root words ending in ‘y’-change to an ‘i’ <i>copied/copier/happiest</i> . Adding –ed, -er, -est and –y to words ending in ‘e’-drop the ‘e’ <i>hiking/nicest/shiny</i> . Adding –ing, -ed, -er, -est and y to words containing and short vowel sound-double the consonant letter <i>patting/patted sadder/saddest</i> .
Alternatives	Adding –ing, -er-ed to verbs and –er, -est to adjectives where no change is needed to the root word.  Spelling an /i/ sound at the end as y <i>very</i>
dge, ge, g sounding ‘j’ <i>edge/age/gem</i> a sounding ‘or’ <i>war/towards</i> ey sounding ‘e’ <i>donkey</i> Some words beginning with ‘w’ <i>want/word/warm</i> . y sounding ‘i’ <i>cry/reply</i> Silent letter k/w/g <i>knight/write/gnat</i> Soft c before ‘e’ ‘i’ and ‘y’ <i>race/city</i> Homophones Learn difference in meaning of some homophones and near homophones Teach a range. Homophones spelt with silent k and w <i>night/knight wrap/rap</i> Homophones spelt ee/ea <i>see/sea</i> Three way homophones <i>to/two/too</i>	

## HANDWRITING

Children should use their handwriting skills to:

-  sit correctly at a table, holding a pencil comfortably and correctly;
-  form lower-case letters of the correct size relative to one another;
-  start using some of the diagonal and horizontal strokes needed to join letters;
-  understand which letters, when adjacent to one another, are best left un-joined;
-  write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters;
-  use spacing between words that reflects the true size of the letters.



Ensure that the needs of left-handed children Children should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

### Handwriting Families

#### Curly Caterpillar Letters

**c a o d g q e s f**

#### Letter Ladders

**l i t u j y**

#### One-armed Robot

**r b n h m p k**








#### Zig-zag Letters

**v w x z**

## WRITING SKILLS






### Grammar

Children should be taught to increase their range of sentence structures through:

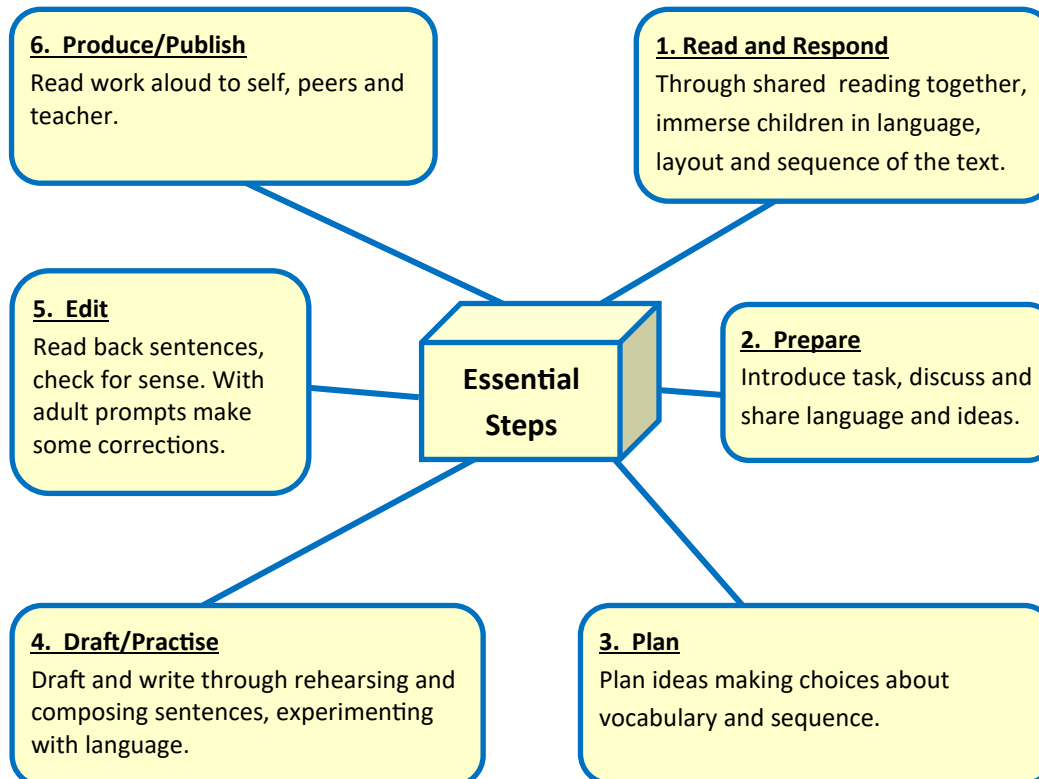
-  use of co-ordinating conjunction 'and';
-  use of noun phrases to describe and specify;
-  use of sub-ordinating or co-ordinating conjunctions to add further detail or link ideas;
-  use of different sentence forms i.e. statement, command, question, exclamation;
-  use of present and past tense throughout writing;
-  use of progressive tense to mark actions in progress
-  use of adverbs of manner.

### Punctuation

Children should be taught to use punctuation accurately across all writing including:

-  use of capital letters and full stops to demarcate sentences;
-  use of exclamations marks and question marks to demarcate sentences;
-  use of commas to separate items in a list;
-  use of apostrophes for contraction words;
-  use of apostrophes for singular use possession in nouns.

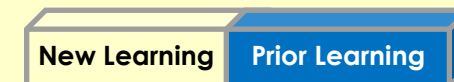
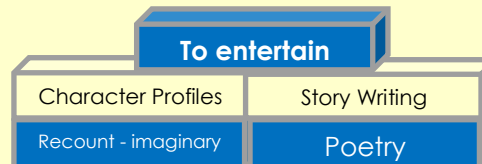
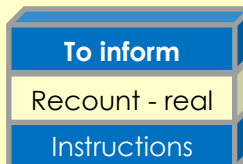
## WRITING PROCESS






## WRITING PURPOSE

Children should know that there are different purposes for writing.

In Year 2 children should focus on two of these. They should be given opportunity to read and write texts which inform and entertain.



Children should be taught to consider the importance of context, audience and purpose through:

-  choosing different sentence forms appropriately according to purpose;
-  thinking about the reader when choosing language to make writing clear and engaging;
-  selecting the appropriate tense; using it correctly and consistently.



# APPLY IT: TO ENTERTAIN

YEAR 2

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

<u>STORY WRITING</u>	<u>POETRY</u>	<u>CHARACTER PROFILES</u>	<u>RECOUNT</u>
<p>This should be linked to either a text that has been explored or a cross-curricular topic.</p> <p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>include a title for their story;</li> <li>establish the setting;</li> <li>introduce the character(s);</li> <li>include a problem or special event;</li> <li>sequence events clearly;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use mainly past tense;</li> <li>use mainly third person ;</li> <li>use co-ordinating conjunctions;</li> <li>use subordinating conjunctions;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use expanded noun phrases to aid cohesion;</li> <li>use adverbs and adjectives to give detailed descriptions;</li> <li>include some speech to indicate a character’s feelings;</li> <li>use language drawn from knowledge of context.</li> </ul>	<p>Children should explore and experience a range of poetry, including sensory poems.</p> <p><b>Children should be encouraged to compose sensory poems through:</b></p> <ul style="list-style-type: none"> <li>describing a stimulus;</li> <li>using sensory descriptions ;</li> <li>using simple similes to compare;</li> <li>making adventurous vocabulary choices;</li> <li>using subject-specific language;</li> <li>using simple repetitive/patterned structures;</li> <li>experimenting with alliteration, rhyme and sound effects;</li> <li>performing with pace and intonation.</li> </ul> <p>Pupils should also experience a range of poetry through the reading curriculum.</p>	<p>This should be linked to a familiar text or class novel or be linked historical figures.</p> <p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>introduce the character to the reader;</li> <li>describe the character’s appearance and personality;</li> <li>explain why their character is significant/important;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use third person;</li> <li>use conjunctions to link ideas;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use a range of adjectives to describe appearance and personality;</li> <li>use simple similes and metaphors to add detail and description;</li> <li>use pronouns to avoid repetition;</li> <li>use noun phrases to aid cohesion and add detail ;</li> <li>use language drawn from knowledge of context.</li> </ul>	<p>This could be a recount of an imagined event or a historical event written from a character’s viewpoint.</p> <p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>state what the imagined/historical event was;</li> <li>express what type of day/experience it has been;</li> <li>sequence events in chronological order;</li> <li>close by expressing final thoughts;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use the first person;</li> <li>use the past tense;</li> <li>include time and sequence conjunctions;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>include adjectives to build detailed descriptions;</li> <li>use an exclamatory sentence to convey emotion;</li> <li>use adjectives to describe and convey emotions;</li> <li>use expanded noun phrases to aid cohesion;</li> <li>use pronouns to avoid the repetition of names;</li> <li>use language drawn from knowledge of context.</li> </ul>

# APPLY IT: TO INFORM

YEAR 2

Children should be taught to write to inform effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

## INSTRUCTIONS

This could be linked to learning within other curriculum areas.

**Children should be encouraged to:**

### Structure & Organisation

- include a title which outlines what the instructions are for, “How to....”;
- include a list of materials/ingredients;
- sequence the instructions with numbered steps or sequencing words;
- close with a final statement or warning i.e. ‘now you will have...’ ‘be careful to’;

### Grammatical features

- use conjunctions to aid the sequence (first, next, after that);
- use mainly present tense;

### Language features

- use imperative verbs to give clear directions;
- use adjectives and adverbs only for essential information;
- use subject-specific vocabulary.

## RECOUNT– REAL EVENT

This could be linked to a trip, school visitor or personal news.

**Children should be encouraged to:**

### Structure & Organisation

- state what the event/experience was;
- express what type of day/experience it has been;
- sequence events in chronological order;
- close by expressing final thoughts;

### Grammatical features

- use the first person;
- use the past tense;
- include time and sequence conjunctions;

### Language features

- include adjectives to build detailed descriptions;
- use adjectives to describe and convey emotions;
- use expanded noun phrases to aid cohesion;
- use pronouns to avoid the repetition of nouns.



# YEAR 3

# READING CURRICULUM





# YEAR 3/4

## KNOW IT!

New Learning Prior Learning

PREFIXES	
dis/in/im	not
mis	wrongly/badly
re	again/back
sub	under
inter	between/among
super	above/over/greater
anti	against
auto	self
trans	across/beyond/through

SUFFIXES	
ion	the act of or condition of
ous	full of, the nature of
al	like/having the quality of
ful	to be full of
ment	the act of/state of

ROOTS/ROOT WORDS	
cent	one hundred
favour	to show liking something
port	to carry
know	to be sure/understand
possess	to own
vary	to change

### LINKS TO Y3/4 WORD LIST

Natural	Famous	Position	Disappear	Bicycle
<p>al - having the quality of nature - not made by man</p> <p><b>natural</b> - having the quality of not being manmade.</p>	<p>fame - known</p> <p>ous - the nature of</p> <p><b>famous</b> - the nature of being known by many.</p>	<p>posit - to place</p> <p>ion - act of</p> <p><b>position</b> - the act of placing something somewhere.</p>	<p>dis - not</p> <p>appear - to come into sight.</p> <p><b>disappear</b> - not to be in sight.</p>	<p>bi - two</p> <p>cycle - a sequence that follows on.</p> <p><b>bicycle</b> - a vehicle with 2 wheels where one follows the other.</p>

DECODING & WORD RECOGNITION	COMPREHENSION	VOCABULARY
<p><b>Children should be taught to:</b></p> <ul style="list-style-type: none"> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word;</li> <li>apply their growing knowledge of root words, prefixes and suffixes to read aloud;</li> </ul> <p><b>apply phonic knowledge and skills as the route to decode words;</b></p> <p><b>Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes;</b></p> <p><b>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</b></p>	<p><b>Children should be taught to deepen their understanding of texts they read independently through:</b></p> <ul style="list-style-type: none"> <li>checking that the text makes sense to them and discussing their understanding;</li> <li>asking questions to improve their understanding of the text;</li> <li>identifying themes and conventions in a wide range of books.</li> </ul>	<p><b>Children should be taught to deepen their understanding of texts they read independently through:</b></p> <ul style="list-style-type: none"> <li>explaining the meaning of words in context;</li> <li>expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet;</li> <li>discussing words and phrases that capture the reader's interest and imagination.</li> </ul>
<p><b>GRAMMAR, STRUCTURE &amp; LAYOUT</b></p> <p><b>Children should be taught to deepen their understanding of texts they read independently through:</b></p> <ul style="list-style-type: none"> <li>identifying how language, structure and presentation contribute to meaning;</li> <li>reading books that are structured in different ways;</li> <li><b>increase vocabulary and grammatical awareness to identify the differences between spoken and written language.</b></li> </ul>	<p><b>RETRIEVAL</b></p> <ul style="list-style-type: none"> <li>Use skimming and scanning skills to look through the text and locate key words/dates/facts/information/sections.</li> <li>Order events across longer texts within both narrative and non-narrative.</li> <li>Match statements from reading to true or false answers.</li> </ul> <p><b>SUMMARISING</b></p> <ul style="list-style-type: none"> <li>Summarising the main events or significant ideas from individual paragraphs both orally and in note-form.</li> <li><b>Discuss key parts of factual processes linked to learning in other subjects.</b></li> </ul> <p><b>INFERENCE</b></p> <ul style="list-style-type: none"> <li>Make more detailed predictions about what might happen from details stated and implied.</li> <li>Explain characters' possible feelings, thoughts and motives from their actions.</li> <li>Use evidence from the text to prove or explain their answers.</li> <li>Answer simple questions about what has happened (cause) <u>and</u> why it has happened (effect).</li> </ul> <p><b>Children should be given opportunity to apply inference skills through:</b></p> <ul style="list-style-type: none"> <li>Giving reasons, explaining how they know, why they think, or what it shows and predicting future events.</li> </ul>	<p><b>EXPLORE, TEACH, PRACTISE</b></p> <p><b>Children should be taught to expand their knowledge of words through:</b></p> <ul style="list-style-type: none"> <li>exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings;</li> <li>looking at words associated with others;</li> <li>generating word lists linked to stories, topics, synonyms etc.;</li> <li>being explicitly taught the meaning and correct pronunciation of new words.</li> </ul> <p><b>For example,</b></p> <ul style="list-style-type: none"> <li>* seeing how it is used in context</li> <li>* finding clues within the word to define word meaning.</li> <li>* finding clues within the context to infer the word meaning</li> <li>* making connections with word class</li> <li>* discussing examples seen or heard before</li> <li>* using dictionary skills in order to check the meaning.</li> </ul>
<p><b>GRAMMATICAL FEATURES</b></p> <ul style="list-style-type: none"> <li>recognise plurals and collective nouns;</li> <li>recognise pronouns and how they are used;</li> <li>identify and discuss how adjectives and verbs bring reading to life;</li> <li>recognise adverbs and how they are used in their reading;</li> <li>identify powerful verbs within reading.</li> </ul>		

## Broader Curriculum Objectives

## Fluency &amp; Intonation

- Read further exception words.
- Apply their growing knowledge of root words, prefixes and suffixes when reading aloud.
- Decode most new words outside their spoken vocabulary.
- Prepare play scripts and poems to read aloud, showing understanding through intonation, tone, volume and action.

## Response to Text

- Develop positive attitudes to reading and understand what they read.
- Listen to and discuss a wide range of texts.
- Identify themes and conventions in a wide range of texts.
- Discuss words and phrases, which capture interest.
- Increase familiarity with a wide range of books.
- Identify how language, structure and presentation contribute to meaning.

## PRIOR LEARNING YEAR 2

- Recite familiar poems by heart.
- Develop knowledge of the extended code up to Unit 50.
- Use blending skills to read words containing all of the taught phonics code.
- Recognise larger units within words to help to decode more effectively and read more fluently.
- Read texts containing more sophisticated and challenging vocabulary including those linked to the wider curriculum.
- Read words frequently encountered with automaticity including Year 2 common exception words.
- Use expression appropriately to support the meaning of sentences, including those with subordination.
- Develop confidence in tackling new texts independently.
- Show some attention to expression.

## PRIOR LEARNING YEAR 2

- Listen to, discuss and express views about a wide range of texts to develop their love of reading.
- Explain and discuss their understanding of books, poems and other material, both those read independently and those listened to.
- Engage in group discussion about a text; know and use words in discussion that have been encountered in simple texts.
- Express their own views about a book and listen to the opinions of others.
- Clarify the meaning of new words, linking new meanings to known vocabulary.
- Talk about the layout of non-fiction texts and how it helps the reader.
- Talk about how different items of information in non-fiction texts are related.

- Recite poems and songs by heart in groups and alone to build confidence and fluency.
- Revisit the extended code at polysyllabic level reading unfamiliar words by saying sounds to read syllables and saying syllables to read words.
- Read Y2 and some Y3/4 exception words with automaticity.
- Develop reading practice so that word recognition becomes more automatic, rapid and effortless.
- Read age-appropriate texts accurately and at a speed which supports understanding.
- Read new words, beyond spoken vocabulary, making a good attempt at pronunciation.
- Read a loud, speaking audibly and with growing fluency.
- Pause appropriately within and at the ends of sentences.
- Divide texts into meaningful chunks in order to read with expression.
- Use punctuation cues and some intonation and expression.
- Gradually internalise the reading process to begin to read silently.

- Identify and discuss words that capture their own interest or imagination.
- Discuss the features of a wide range of fiction, poetry, plays and non-fiction and reference books and begin to develop text type preferences.
- Recognise and discuss authorial choices and the purpose of these.
- Recognise that texts can present different points of view.
- Develop awareness of the difference between fact and opinion.
- Discuss the visual and organisational effects of a text and evaluate the extent to which it supports and engages the reader.
- Identify and discuss how authors represent the same idea differently by comparing and contrasting texts based on the same topic.
- Recognise and discuss how synonyms are used to enhance a text e.g. transport, carry, transfer etc
- Discuss and identify the meaning of new words using substitution within a sentence.

## Broader Curriculum Objectives

## Literal Understanding and Retrieval

- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Ask questions to improve their understanding of the text.
- Retrieve and record information from fiction and non-fiction.
- Identify main ideas drawn from more than one paragraph and summarise these.

## Inference

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
- Predict what might happen from details stated and implied.
- To support their inference skills, use dictionaries to check the meaning of new vocabulary and talk about what new words mean in context.

## PRIOR LEARNING YEAR 2

- Scan for key words in the text to locate answers.
- Analyse the wording of a question in order to choose what to look for.
- Begin to find answers where the question word does not match the text word.
- Navigate different paragraphs in information texts to locate the most suitable paragraph.
- Independently read and answer simple questions about what they have just read.
- Recognise simple recurring literary language.
- Draw on vocabulary-knowledge to understand texts and solve problems.
- Discuss the sequence of events in a book, including how they are linked and how items of information are related.
- Locate information using contents, index, sub-heading, page numbers etc
- Identify what is known for certain from both narrative and non-fiction texts.

## PRIOR LEARNING YEAR 2

- Use pictures and words to make support inferences.
- Modify answers to inference questions as a story progresses.
- Make some inferences, answering 'how and why' questions which begin to reach beyond the text.
- Infer the feelings of a character and the most likely reason for these.
- Base answers on their own personal experiences e.g. **Q:** Why might the Owl be frightened of the dark?
- Make predictions based on what has been read so far in terms of plot, character and language.
- Use their own knowledge and experiences, as well as what they have read, to provide reasons and explanation e.g. explain a moral or message; make a sequence of events; learn about cause and effect-what has prompted a character's behaviour?

- Retrieve facts and information where question words and text language vary.
- Use skimming across a whole text to find which section or paragraph an answer is in.
- Scan for alternative words or phrases that are close in meaning in order to retrieve answers that are 'hidden' in the vocabulary used.
- Check their accuracy when answering retrieval questions by reading around the words or phrases that they find.
- Locate the exact quotation with a text that evidences an answer.
- Locate and discuss words or phrases that they find interesting.
- Identify and summarise main ideas from shorter texts or extracts.
- Ask further questions to check and understanding.
- Make simple notes from one source.
- Take information from diagrams, flow charts and forms where it is presented graphically.
- Express and record their understanding of information orally, using simple graphics or in writing.

- Begin to identify themes across a text e.g. good over evil in the Ice Palace.
- Draw inferences such as character's feelings, thoughts and motives from their stated actions e.g. **Q:** Why did Ivan continued on his journey despite all the dangers.
- Justify inferences by making a specific point from the text.
- Begin to consider the effect of different word choices within a text and what they might suggest e.g. **Q:** Re-read the sentence, '*there came a sound that felt like an icicle in his heart*' what does this suggest about Ivan's feelings at this point?
- Identify specific words and phrases within a text that show how a character is feeling or why they might have acted in a particular way e.g. **Q:** Find and copy two words that show us that the villagers were angry.
- Predict based on evidence gained from the text.
- Use prior knowledge and own experiences as the basis for some predictions.
- Use details from the text to form further predictions.

# APPLY IT

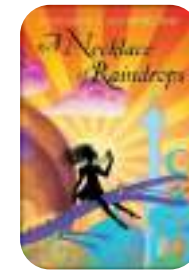
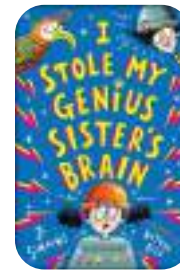
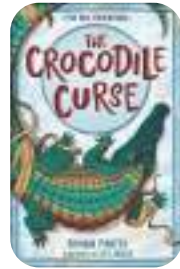
During Year 3, children should be encouraged to read widely and often with fluency and comprehension.

READING FOR PURPOSE	READING FOR PLEASURE	READING FOR/WITH AND AUDIENCE
<p>Children should use their reading skills to:</p>	<p>Children should develop a love of reading through:</p>	<p>Children should be given opportunity to:</p>
<ul style="list-style-type: none"> <li>• read for a range of purposes;</li> <li>• read books that are structured in different ways;</li> <li>• research and extend their knowledge across all areas of the curriculum;</li> <li>• retrieve and record information from non-fiction;</li> <li>• begin to take simple notes from what they have read;</li> <li>• locate information effectively in non-fiction using contents and indexes;</li> <li>• Develop their knowledge of different text types and their purposes, in order to support their writing.</li> </ul>	<ul style="list-style-type: none"> <li>• developing an enjoyment of reading and understanding what they have read;</li> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference and text books;</li> <li>• listening to whole books by authors they may not choose themselves;</li> <li>• exercising choice in selecting books and being taught how to do so;</li> <li>• increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally;</li> <li>• recognising some different forms of poetry.</li> </ul>	<ul style="list-style-type: none"> <li>• confidently attempt reading aloud in different contexts;</li> <li>• hear and understand how commas are used to give reading more meaning;</li> <li>• use appropriate voices for characters and adopt a story-telling voice when needed;</li> <li>• identify how apostrophes are used to show possession in reading;</li> <li>• prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action;</li> <li>• <b>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</b></li> </ul>

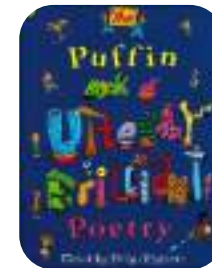


# CLASS READS

YEAR 3



# POETRY





# YEAR 3

# WRITING CURRICULUM





# KNOW IT

## YEAR 3

TENSE	
<b>Progressive Tense</b>	An ongoing action. <i>'I am writing.'</i>
<b>Perfect Tense</b>	Uses has/had/have to refer to a completed action: <i>'I have been writing.'</i>
<b>Present Tense</b>	An action which is happening now.
<b>Tense</b>	A verb form which indicates time.

New Learning	Prior Learning
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WORD CLASS	
<b>Pronoun</b>	Can be used to replace a noun: <i>I they</i>
<b>Preposition</b>	A word which indicates position: <i>under through</i>
<b>Co-ordinating Conjunction</b>	A word which joins two equal clauses: <i>but and yet etc.</i>
<b>Subordinating Conjunction</b>	A word linking a main and subordinate clause: <i>while because etc.</i>
<b>Conjunction</b>	A word used to link clauses within a sentence: <i>because and</i>
<b>Adverbials Time Place</b>	Gives extra meaning to the verb: <i>yesterday, in the forest</i>
<b>Adverb/ Adverbials Manner</b>	Gives extra meaning to the verb: <i>quickly well</i>
<b>Noun Phrase</b>	Add more details to the noun: <i>ugly witch</i>
<b>Imperative Verb</b>	A command verb: <i>stop put take</i>

SENTENCE STRUCTURE	
<b>Subordinate Clause</b>	Extends the main clause. Cannot stand alone as a sentence. <i>The boy wrote a story, as there was a competition.</i>
<b>Main Clause</b>	Forms a complete sentence on its own. <i>The boy wrote a story.</i>
<b>Clause</b>	Contains a subject and a verb.
<b>Command Sentence</b>	An order or instruction. <i>Write a story.</i>
<b>Question Sentence</b>	A question or request. <i>Can you write a story?</i>
<b>Exclamation Sentence</b>	Makes a statement which conveys an emotion. <i>What a lovely story that is!</i>
<b>Statement Sentence</b>	Gives a fact, opinion or idea. <i>The story was set in a forest.</i>

SPELLING	
<b>Irregular Verbs</b>	Verbs that don't follow the usual pattern for changing tense e.g. <i>write/wrote go/went am/was</i>
<b>Contraction</b>	Two words joined and made shorter by omitting a letter e.g. <i>was + not = wasn't</i>
<b>Homophone</b>	Same sound - different spelling and meaning e.g. <i>peace/piece</i>
<b>Silent Letter</b>	An unheard letter within a word e.g. <i>lamb knight</i>
<b>Prefix</b>	A group of letters added to the beginning of a root word to change the meaning e.g. <i>untidy</i>
<b>Suffix</b>	A group of letters added to the end of a root word to change the meaning e.g. <i>happiness</i>
<b>Plural</b>	More than one noun e.g. <i>fox to foxes</i>
<b>Singular</b>	One noun
<b>Compound</b>	Two words joined together to make a new word.

PUNCTUATION	
<b>Inverted commas</b>	Used to surround direct speech.
<b>Commas</b>	Used to separate items in a list, excluding where and is used.
<b>Apostrophe of Contraction</b>	Used to join two words.
<b>Possessive Apostrophe (singular)</b>	To mark singular possession. <i>The girl's shoes.</i>

# TEACH IT: TRANSCRIPTION YEAR 3

## SPELLING

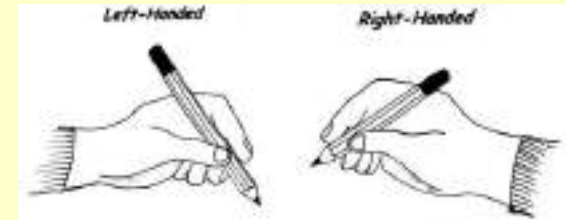
Children in Year 3/4 should be taught to spell:

Common Exception Words	Apostrophe Words	Prefix Words	Suffix Words
accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although,	<p>Possession (plural) Children's men's girls' babies'</p> <p>Possession (singular) girl's dog's</p> <p>Contractions Can't, didn't, hasn't, it's, I'll</p>	<p>dis~, mis~, re~, in~, il~, im~, sub~, auto~, anti~, ir~, inter~, super~</p> <p>un~</p>	<p>-ally, ~ing, ~ed, ~er, ~tion, ~sion, ~ation</p> <p>~ful, ~ment, ~ly, ~ness, ~less</p>
door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas	<p><b>Alternatives</b></p> <ul style="list-style-type: none"> <li>y sounding i – mystery</li> <li>different ou sounds sh<u>ou</u>t, <u>you</u>ng, <u>tour</u> ow u oo (add ou making or sound word too).</li> <li>ei, eigh, ey sounding a vein, eight, obey</li> </ul>	<p><b>Homophones</b></p> <p>Teach a range:</p> <ul style="list-style-type: none"> <li>ai / a_e – pail, pale;</li> <li>ee / ea – meet, meat;</li> <li>3 way homophones: there / their / they're buy / by / bye heal / heel / he'll</li> <li>i / y – die / dye</li> <li>i_e / igh – side / sighed oa / ow – groan / grown</li> </ul>	

## HANDWRITING

Children should use their handwriting skills to:

- use the diagonal and horizontal strokes that are needed to join letters;
- increase the fluency, legibility, consistency and quality of their handwriting through regular practice;
- continue to encourage correct pencil/pen grip and posture when writing;
- use joined up handwriting throughout independent writing.



Ensure the needs of left-handed children are considered.

### Diagonal joiners without ascenders

*ai ee ie ea er in  
aw uo ig air*

### Diagonal joiners with ascenders

*al ot sh ch mb  
ed*

### Horizontal joiners without ascenders

*oa oo oi ou or  
vu ra fi wo wa*

### Horizontal joiners from ascenders

*kn ly hi ki lo la  
ta ti lo ha di do*

## RULES TO BE TAUGHT TO SUPPORT SPELLING IN YEAR 3


In most cases:

- when adding consonant suffix 'ly' it is just added to the root word, except: if the root word ends in 'le' change to 'ly' e.g. gently; if the root word ends in 'ic' change to 'ally' e.g. magically;
- when adding vowel suffixes '-ing', 'ed', 'er', 'est', if the root word contains a short vowel sound, double the consonant letter e.g. popping, batted, runner. If the root word ends in 'e' drop the 'e' before adding 'ing', 'ed', 'y' e.g. liking, baked, greasy;
- when adding consonant suffixes '-ly', 'ful', 'ness', if the root word ends in 'y' change to an 'i' e.g. beautiful, greedily, gloominess. (This also applies to vowel suffix 'er' and 'est' e.g. happier, happiest); 'tion' is the most common spelling of the 'shun' sound however, if the root word ends in 's' /'se' 'd'/'de', then 'sion' should be used;
- when changing nouns from singular to plural most words add 's' however, if the noun ends with 'f' or 'fe' add 'ves' and if it ends in 'ch', 'sh' 'x' 's' add 'es' e.g. churches, bushes, boxes, kisses;
- adding -es to nouns ending in 'y' changing the 'y' to an 'i' *baby/babies* except when words end in 'ey' then only add 's' *donkey/donkeys*.


## WRITING SKILLS


### Grammar

Children should be taught to:


 use **a** or **an** according to whether the next word begins with a consonant or vowel;

**Extend sentence structures and aid cohesion through:**

 use of conjunctions, prepositions and adverbs to express time, place and cause;


 use of perfect form of verbs instead of simple past e.g. *He has gone out*;


 use of noun phrases;

 use of sub-ordinating or co-ordinating conjunctions to extend sentences to include both subordinate and main clauses.

### Punctuation

Children should be taught to use punctuation accurately across all writing including:

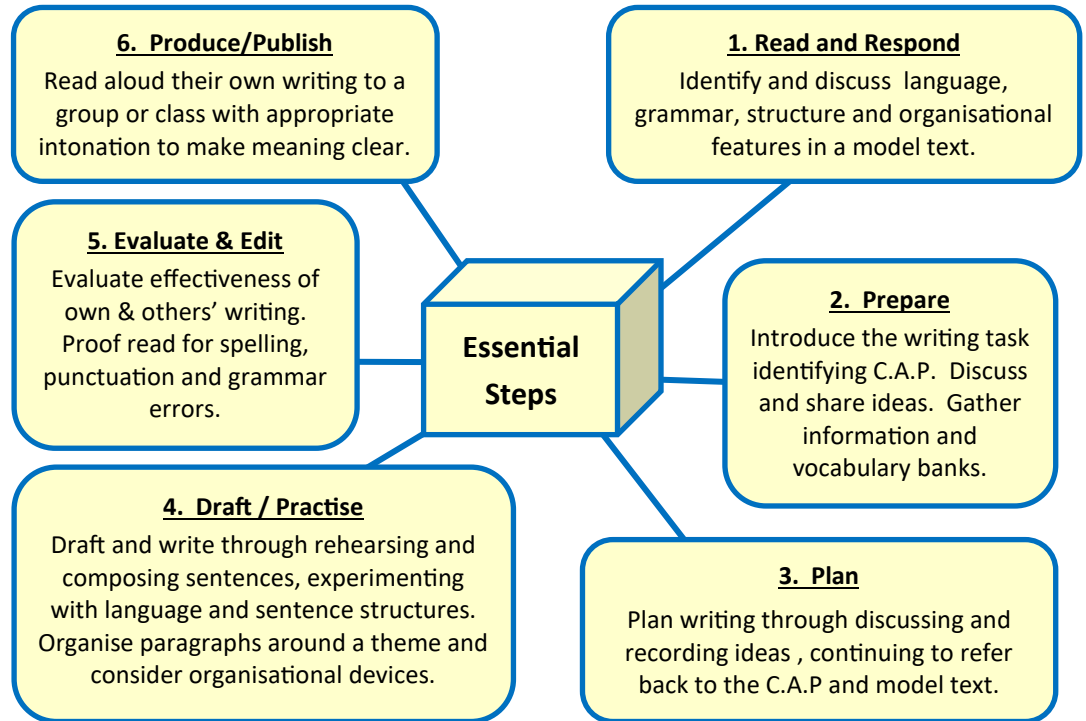
 use of inverted commas to punctuate direct speech in narrative;

 use of the possessive apostrophe for **singular** and plural nouns;

 use of commas to separate items in a list;

 use of apostrophes for contraction.

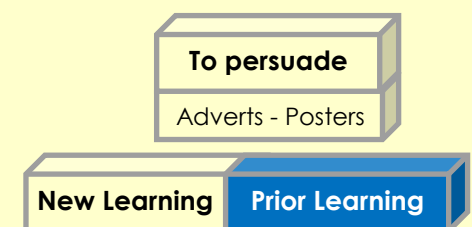
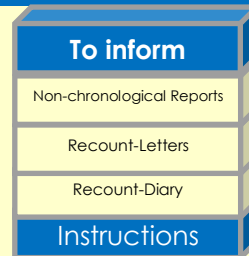
## WRITING PROCESS






## WRITING PURPOSE

Children should know that there are different purposes for writing.

In Year 3 children should focus on 3 of these. They should be given opportunity to read and write texts which inform, entertain or persuade.



• Children should be taught to consider the importance of context, audience and purpose through:

-  understanding that language can have different functions e.g. to enhance, evoke response, persuade or aid meaning;
-  building cohesion through the use of paragraphs to group related material and headings and sub-headings to aid the reader;
-  beginning to experiment with a formal style of writing which may use perfect tense, avoid contracted form and colloquialisms.



# APPLY IT

YEAR 3

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

## TO ENTERTAIN

## TO PERSUADE

### STORY WRITING

Children should be taught to:

#### Structure & Organisation

- create a title for their story;
- include a beginning which introduces the character or setting;
- include a build up which hints at what is going to happen next;
- include a dilemma which introduces the problem;
- include a resolution where the problem is solved;
- organise writing into paragraphs;

#### Grammatical features

- use the tense consistently (past or present);
- use a wide range of conjunctions to express, time, place and manner;
- decide if they are using first or third person and use consistently;
- use direct speech to advance the action;

#### Language features

- use pronouns to avoid repetition;
- use noun phrases to aid cohesion;
- use adverbs and adjectives to give detailed descriptions.

### POETRY

Children should be taught to explore and experience a range of poetry. Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience.

**They should be given the opportunity to plan, write and perform poetry.**

**Children should be taught to read, write and perform:**

#### Acrostic Poems

- choose a topic/themed word and arrange it vertically;
- begin each line with the next letter of that word;
- Understand that acrostic poems do not need to rhyme;
- use poetic devices such as alliteration, similes and rhythm to create effect.

**Pupils should also experience a range of poetry through the reading curriculum.**

### CHARACTER PROFILES

Children should be taught to:

#### Structure & Organisation

- introduce the character to the reader ;
- describe their appearance (distinctive features), personality, actions, thoughts and feelings;

#### Grammatical features

- use the tense consistently (past or present);
- use a wide range of conjunctions to link ideas
- use the third person;

#### Language features

- use adjectives to describe appearance personality and feelings;
- use similes and metaphors to add detail and description;
- use show not tell techniques, encouraging the reader to make inferences;
- use pronouns to avoid repetition;
- use noun phrases to aid cohesion and add detail;
- use language drawn from the context.

### POSTERS - PERSUASIVE

Children should be taught to:

#### Structure & Organisation

- include a heading;
- consider how best to make the poster visually appealing (boxes, colour, bullet points, diagrams, images, font, size);
- focus upon the key message and ensure this is clearly written on the poster;

#### Grammatical features

- use imperative verbs to convey importance;
- use inverted commas for direct quotes/ endorsements;
- use exclamatory sentences to emphasise;

#### Language features

- use subject specific vocabulary;
- avoid detailed descriptions;
- use comparisons (better than..);
- use alliteration for effect.

# APPLY IT: TO INFORM

## YEAR 3

Children should be taught to write to inform effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

<u>NON-CHRONOLOGICAL REPORT</u>	<u>INSTRUCTIONS</u>	<u>RECOUNT - LETTER</u>	<u>RECOUNT - DIARY</u>	<u>WIDER CURRICULUM EXPLANATIONS</u>
<p>Children should be taught to:</p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>organise related information into paragraphs;</li> <li>use a heading to introduce the topic;</li> <li>use sub headings to organise sections of information and aid cohesion;</li> <li>write an introduction which provides an overview;</li> <li>include labelled diagrams where appropriate;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use mainly present tense ;</li> <li>include some use of perfect tense;</li> <li>use a wider range of co-ordinating conjunctions i.e (so, or, yet);</li> <li>use a wider range of subordinating conjunctions i.e. (when, if, which);</li> <li>use the third person;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use subject specific/technical vocabulary;</li> <li>use noun phrases to clarify and avoid repetition;</li> <li>use prepositions to indicate place.</li> </ul>	<p>Children should be taught to:</p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>include a title which outlines what the instructions are for, "How to...";</li> <li>organise the instructions into clear sections - opening statement, list of equipment, numbered steps, closing sentence;</li> <li>use bullet points, numbered steps and sequencing words to aid cohesion;</li> <li>organise the steps chronologically;</li> <li>end with a closing statement which may include warnings and/or top tips;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use mainly present tense;</li> <li>use the second person address (you will need);</li> <li>use conjunctions to aid the sequence (first, next, after that);</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use adverbs to direct how the action should be completed;</li> <li>use imperative verbs to give clear directions ;</li> <li>use technical vocabulary specific to the purpose;</li> <li>avoid too much descriptive language.</li> </ul>	<p>Children should be taught to:</p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>include a sender and recipient's address;</li> <li>include the date the letter was written;</li> <li>begin with 'Dear';</li> <li>begin by informing the reader of the purpose of the letter;</li> <li>present the information chronologically, organising information into paragraphs;</li> <li>include only significant information;</li> <li>close by stating what the writer hopes will happen next or emphasizing overall feeling about the event;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use mainly past tense;</li> <li>some use of perfect tense;</li> <li>use first person address;</li> <li>consider use of a rhetorical question;</li> <li>include time and sequence conjunctions;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use Sir/Madam if the recipient is unknown;</li> <li>use 'faithfully' to close if the recipient is unknown, 'sincerely' when known;</li> <li>use emotive language to emphasise feelings;</li> <li>use pronouns to avoid the repetition of proper nouns.</li> </ul>	<p>Children should be taught to:</p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>include a date the diary was written;</li> <li>express what type of day it has been;</li> <li>organise the main body into paragraphs;</li> <li>organise the information chronologically;</li> <li>include only significant/relevant information;</li> <li>include a closing reflection;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use mainly past tense;</li> <li>use first person address;</li> <li>include time and sequence conjunctions;</li> <li>use adverbs of time;</li> <li>consider the effectiveness of a rhetorical question;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use emotive language to emphasise feelings and reveal thoughts;</li> <li>use pronouns to avoid the repetition of proper nouns;</li> <li>include opinions as well as facts;</li> <li>use personal pronouns.</li> </ul>	<p>Children should be taught how to write short, high-quality explanations across the wider curriculum such as:</p> <ul style="list-style-type: none"> <li>Explaining parts of a process in Science;</li> <li>Answering questions in History or Geography.</li> </ul> <p><b>In Year 3 children should be taught to include:</b></p> <ul style="list-style-type: none"> <li>Technical language for the subject</li> <li>Factual, grammatically correct sentences</li> <li>Conjunctions such as 'if', 'when', 'because' for subordination</li> <li>Questions to organise content</li> <li>Mainly present tense</li> <li>Adverbs and prepositions to sequence.</li> </ul> <p><b>Please note that children should not be expected to include all of these features all of the time. The emphasis should be on instructing them how to write clearly and coherently, in order to demonstrate their understanding.</b></p>



# YEAR 4

# READING CURRICULUM



# YEAR 3/4

## KNOW IT!

New Learning Prior Learning

PREFIXES	
dis/in/im	not
mis	wrongly/badly
re	again/back
sub	under
inter	between/among
super	above/over/greater
anti	against
auto	self
trans	across/beyond/through

SUFFIXES	
ion	the act of or condition of
ous	full of, the nature of
al	like/having the quality of
ful	to be full of
ment	the act of/state of

ROOTS/ROOT WORDS	
cent	one hundred
favour	to show liking something
port	to carry
know	to be sure/understand
possess	to own
vary	to change

### LINKS TO Y3/4 WORD LIST

Natural	Famous	Position	Disappear	Bicycle
al - having the quality of nature - not made by man <b>natural</b> - having the quality of not being	fame - known ous - the nature of <b>famous</b> - the nature of being known by many.	posit - to place ion - act of <b>position</b> - the act of placing something somewhere.	dis - not appear - to come into sight. <b>disappear</b> - not to be in sight.	bi - two cycle - a sequence that follows on. <b>bicycle</b> - a vehicle with 2 wheels where one follows



## DECODING &amp; WORD RECOGNITION

Children should be taught to:

- be fluent at word reading, in order to further develop their comprehension skills and knowledge of vocabulary;
- **read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word;**
- **apply their growing knowledge of root words, prefixes and suffixes to read aloud.**

## GRAMMAR, STRUCTURE &amp; LAYOUT

Children should be taught to deepen their understanding of texts they read independently through:

- **identifying how language, structure and presentation contribute to meaning;**
- **reading books that are structured in different ways.**

## GRAMMATICAL FEATURES

- Explain how tense relates to text and structure.
- Identify, through reading, how grammar can be adapted to match context, audience and purpose and begin to discuss the effect this has on the text as a whole and on the reader.

For example, varying verb tense:

- \* use of progressive tense to build tension in a suspense story
- \* use of perfect tense to achieve a more formal tone
- \* use of present tense in non-narrative to ensure the text remains relevant.
- **Recognise plurals and collective nouns, as well as pronouns and their purpose.**

## COMPREHENSION

Children should be taught to deepen their understanding of texts they read independently through:

- **checking that the text makes sense to them and discussing their understanding;**
- **asking questions to improve their understanding of the text;**
- **identifying themes and conventions in a wide range of books.**

## RETRIEVAL

- Consolidate and secure skimming and scanning skills to look through the text and locate key words/dates/facts/information/ sections.
- Sequence increasing amount of text e.g. across several pages or a chapter.
- Recognise fact from opinion.

## SUMMARISING

- Summarising the main events or significant ideas from individual paragraphs both orally and in note-form.
- **Discuss key parts of factual processes linked to learning in other subjects.**

## INFERENCE

- Answer questions related to cause and effect.
- Make increasing use of evidence in the text
- **Make more detailed prediction about what might happen from details stated and implied.**
- **Explain characters possible feelings, thoughts and motives from their actions.**

Children should be given opportunity to apply inference skills through:

- **giving reasons, explaining how they know , why they think, or what it shows and predicting future events.**

## VOCABULARY

Children should be taught to deepen their understanding of texts they read independently through:

- identify and discuss how an author's use of language affects a reader;
- identifying different types of language within a text e.g. subject-specific vocabulary, archaic language, vernacular language etc.;
- **explaining the meaning of words in context;**
- **expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet;**
- **discussing words and phrases that capture the reader's interest and imagination.**

## EXPLORE, TEACH, PRACTISE

Children should be taught to expand their knowledge of words through:

- **exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings;**
- **looking at words associated with others;**
- **generating word lists linked to stories, topics, synonyms, etc.;**
- **being explicitly taught the meaning and correct pronunciation of new words.**

For example,

- \* seeing how it is used in context
- \* finding clues within the word to define word meaning.
- \* finding clues within the context to infer the word meaning
- \* making connections with word class
- \* discussing examples seen or heard before
- \* using dictionary skills in order to check the meaning.

## Broader Curriculum Objectives

## Fluency &amp; Intonation

- Read further exception words.
- Apply their growing knowledge of root words, prefixes and suffixes when reading aloud.
- Decode most new words outside their spoken vocabulary.
- Prepare play scripts and poems to read aloud, showing understanding through intonation, tone, volume and action.

## Response to Text

- Develop positive attitudes to reading and understand what they read.
- Listen to and discuss a wide range of texts.
- Identify themes and conventions in a wide range of texts.
- Discuss words and phrases, which capture interest.
- Increase familiarity with a wide range of books.
- Identify how language, structure and presentation contribute to meaning

## PRIOR LEARNING YEAR 3

- Recite poems and songs by heart in groups and alone to build confidence and fluency.
- Revisit the extended code at polysyllabic level reading unfamiliar words by saying sounds to read syllables and saying syllables to read words.
- Read Y2 and some Y3/4 exception words with automaticity.
- Develop reading practice so that word recognition becomes more automatic, rapid and effortless.
- Read age-appropriate texts accurately and at a speed which supports understanding.
- Read new words, beyond spoken vocabulary, making a good attempt at pronunciation.
- Read a loud, speaking audibly and with growing fluency.
- Pause appropriately within and at the ends of sentences.
- Divide texts into meaningful chunks in order to read with expression.
- Use punctuation cues and some intonation and expression.
- Gradually internalise the reading process to begin to read silently.

## PRIOR LEARNING YEAR 3

- Identify and discuss words that capture their own interest or imagination.
- Discuss the features of a wide range of fiction, poetry, plays and non-fiction and reference books and begin to develop text type preferences.
- Recognise and discuss authorial choices and the purpose of these.
- Recognise that texts can present different points of view.
- Develop awareness of the difference between fact and opinion.
- Discuss the visual and organisational effects of a text and evaluate the extent to which it supports and engages the reader.
- Identify and discuss how authors represent the same idea differently by comparing and contrasting texts based on the same topic.
- Recognise and discuss how synonyms are used to enhance a text e.g. transport, carry, transfer etc
- Discuss and identify the meaning of new words using substitution within a sentence.

- Recite whole poems with growing awareness of the listener.
- Sight read automatically a wide range of exception words.
- Read most words within age-appropriate texts, accurately and with speedy recognition.
- Read unfamiliar words by saying syllables and using knowledge of prefixes, roots and suffixes.
- Read a range of age-appropriate texts independently and with ease.
- Develop stamina as a reader, reading for longer periods of time and coping with more demanding texts.
- Read aloud a familiar text at a flowing pace, pausing to attend to more complex punctuation, including where commas create phrasing within sentences.
- Use punctuation to support meaning including, multi-clause sentences.
- Use effective intonation, stress and expression that indicate comprehension.
- Show awareness of when to change emphasis and tone.
- Read both silently and aloud to others.

- Develop confidence and gather experience from a wider range of texts through listening, reading and discussing, in order to build positive attitudes towards reading.
- Identify and discuss how language, paragraph structure and layout contribute to meaning.
- Discuss and identify authors' perspective.
- Evaluate the accuracy of texts on the same topic or texts that present differing points of view or information.
- Discuss why words have been chosen and the effect these have on the reader.
- Discuss how the use of antonyms, synonyms and common idiomatic language enhances meaning and interest within texts.
- Recognise the presentation of fact and opinion within texts and discuss the effect this has on the reader.
- Discuss the term bias and develop awareness of when authors may present a bias view or information.

## Broader Curriculum Objectives

## Literal Understanding and Retrieval

- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Ask questions to improve their understanding of the text.
- Retrieve and record information from fiction and non-fiction.
- Identify main ideas drawn from more than one paragraph and summarise these.

## Inference

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
- Predict what might happen from details stated and implied.
- To support their inference skills, use dictionaries to check the meaning of new vocabulary and talk about what new words mean in context.

## PRIOR LEARNING YEAR 3

- Retrieve facts and information where question words and text language vary.
- Use skimming across a whole text to find which section or paragraph an answer is in.
- Scan for alternative words or phrases that are close in meaning in order to retrieve answers that are 'hidden' in the vocabulary used.
- Check their accuracy when answering retrieval questions by reading around the words or phrases that they find.
- Locate the exact quotation with a text that evidences an answer.
- Locate and discuss words or phrases that they find interesting.
- Identify and summarise main ideas from shorter texts or extracts.
- Ask further questions to check and understanding.
- Make simple notes from one source.
- Take information from diagrams, flow charts and forms where it is presented graphically.
- Express and record their understanding of information orally, using simple graphics or in writing.

## PRIOR LEARNING YEAR 3

- Begin to identify themes across a text e.g. good over evil in the Ice Palace.
- Draw inferences such as character's feelings, thoughts and motives from their stated actions e.g. **Q:** Why Ivan continued on his journey despite all the dangers.
- Justify inferences by making a specific point from the text.
- Begin to consider the effect of different word choices within a text and what they might suggest e.g. **Q:** Re-read the sentence, '*there came a sound that felt like an icicle in his heart*' what does this suggest about Ivan's feelings at this point?
- Identify specific words and phrases within a text that show how a character is feeling or why they might have acted in a particular way e.g. **Q:** Find and copy two words that show us that the villagers were angry.
- Predict based on evidence gained from the text.
- Use prior knowledge and own experiences as the basis for some predictions.
- Use details from the text to form further predictions.

- Retrieve information from texts of increasing length.
- Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas.
- Skim a whole text to select which paragraph/section is most likely to contain the answer.
- Scan the paragraph/section to retrieve the information needed.
- Find and copy specific words or phrases from a text to answer retrieval questions accurately.
- Use the text to support answers including finding relevant quotes.
- Identify and summarise the main ideas drawn from whole paragraphs, chapters or texts.
- Ask questions to develop understanding.
- Take information from diagrams, flow charts and forms where it is presented graphically
- Identify key information from within a text; make notes using organisational devices, in order to carry out research linked to the wider curriculum.

- Identify themes within a text, as well as across different texts read e.g. Can you think of another text with a similar theme? How do their plots differ?
- Ask and answer questions to infer a character's feelings, thoughts or motives from their stated actions e.g. **Q:** How did the crowd feel about the girl's behaviour? How do you know that they found it annoying?
- Begin to consider the possible meaning of words, phrases and sentences within a text e.g. **Q:** *Mr Bunn wondered if there might be more to life than his beloved bakery.* What does this tell us? (Multiple choice options can scaffold learning at this point).
- Identify words and phrases within longer paragraphs that show similar meaning or effect e.g. **Q:** Copy one phrase within the paragraph that shows that the zoo is open all year round-*our gates are never closed.* **Q:** Find and copy two words that give the effect that the garden was magical.
- Use detail from the text, as well as relevant prior knowledge, to form predictions and justify them.
- Evaluate the accuracy/relevance or predictions based on what is read next.

# APPLY IT

## YEAR 4

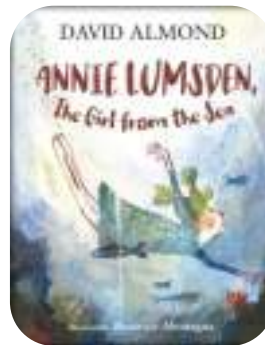
During Year 4, teaching should be directed towards developing the breadth and depth of pupils' reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.

READING FOR PURPOSE	READING FOR PLEASURE	READING FOR/WITH AN AUDIENCE
<p>Children should use their reading skills to:</p>	<p>Children should develop a love of reading through:</p>	<p>Children should be given opportunity to:</p>
<ul style="list-style-type: none"> <li>• further develop knowledge and skills in reading non-fiction about a wide range of subjects;</li> <li>• retrieve and record information from non-fiction;</li> <li>• begin to take simple notes from what they have read;</li> <li>• locate information effectively in non-fiction using contents and indexes;</li> <li>• <b>read for a range of purposes;</b></li> <li>• <b>read books that are structured in different ways;</b></li> <li>• <b>develop their knowledge of different text types and their purpose, in order to support their writing.</b></li> </ul>	<ul style="list-style-type: none"> <li>• developing an understanding and enjoyment of stories, poetry, plays and non-fiction, reading them silently;</li> <li>• <b>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference and text books;</b></li> <li>• <b>listening to whole books by authors they may not choose themselves;</b></li> <li>• <b>exercising choice in selecting books and being taught how to do so;</b></li> <li>• <b>increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</b></li> <li>• <b>Recognising some different forms of poetry.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>confidently attempt reading aloud in different contexts;</b></li> <li>• <b>hear and understand how commas are used to give reading more meaning;</b></li> <li>• <b>use appropriate voices for characters and adopt a story-telling voice when needed;</b></li> <li>• <b>identify how apostrophes are used to show possession in reading;</b></li> <li>• <b>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action;</b></li> <li>• <b>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</b></li> </ul>

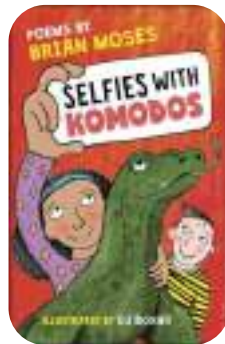
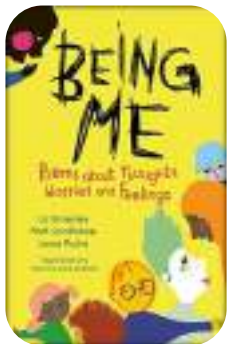


# CLASS READS

YEAR 4



# POETRY





# YEAR 4

# WRITING CURRICULUM



# KNOW IT

## YEAR 4

### SENTENCE STRUCTURE

<b>Reporting Clause</b>	Use in direct speech to explain who is speaking and how it's being spoken
<b>Subordinate Clause</b>	Extends the main clause. Cannot stand alone as a sentence e.g. <b>The boy wrote a story, as there was a competition.</b>
<b>Main Clause</b>	Forms a complete sentence on its own e.g. <b>The boy wrote a story.</b>
<b>Clause</b>	Contains a subject and a verb.

### SPELLING

<b>Stressed</b>	A syllable within a word given greater emphasis.
<b>Unstressed</b>	Letters which are not easy to hear within a word.
<b>Exceptions</b>	Those spellings which do not follow a given rule/pattern.
<b>Near Homophones</b>	<b>bury/berry, accept/except</b>
<b>Irregular Verbs</b>	Verbs that don't follow the usual pattern for changing tense. <b>write/wrote go/went am/was</b>
<b>Prefix</b>	A group of letters added to the beginning of a root word to change the meaning. <b>untidy</b>

### New Learning Prior Learning

### TENSE

<b>Progressive Tense</b>	An ongoing action. <b>'I am writing.'</b>
<b>Perfect Tense</b>	Uses has/had/have to refer to a completed action. <b>'I have been writing.'</b>
<b>Tense</b>	A verb form which indicates time.

### PUNCTUATION

<b>Commas</b>	After a reporting clause.
<b>Commas</b>	Used after a fronted adverbial.
<b>Inverted commas</b>	Used to surround speech.
<b>Possessive Apostrophe (Plural)</b>	To mark plural possession. <b>The girls' shoes</b>

### WORD CLASS

<b>Comparative</b>	An adjective which compares two nouns e.g. bigger, deeper.
<b>Superlative</b>	An adjective which compares 3+ nouns e.g. rich, richer, richest.
<b>Determiner</b>	A word used to define the noun. <b>all, few, many</b>
<b>Possessive Pronoun</b>	A pronoun which indicates possession. <b>mine, yours, his</b>
<b>Pronoun</b>	Can be used to replace a noun. <b>'I', 'they'</b>
<b>Fronted Adverbial</b>	An adverb/adverbial at the front of the sentence <u>before the verb</u> . <b>carefully,</b>
<b>Adverbials</b> Time Place	Give extra meaning to the verb: <b>yesterday, in the forest,</b>
<b>Adverb/Adverbials</b> Manner	Time and place. <b>quickly well</b>
<b>Preposition</b>	A word which indicates position. <b>under through</b>
<b>Co-ordinating Conjunction</b>	A word which joins two equal clauses: <b>but and yet</b>
<b>Subordinating Conjunction</b>	A word linking a main and subordinate clause: <b>while because</b>



## SPELLING

Children in Year 3/4 should be taught to spell:

Common Exception Words	Apostrophe Words	Prefix Words	Suffix Words
accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion (ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women	Possession (plural) Children's men's girls' babies'	dis~, mis~, re~, in~, il~, im~, sub~, auto~, anti~, ir~, inter~, super~	~ssion ~ian ~ous  -ally, ~ing, ~ed, ~er, ~tion, ~sion, ~ation
	Alternatives	Homophones	
	<ul style="list-style-type: none"> <li>~sure, ~ture, ~cher endings, e.g. measure, creature, teacher</li> <li>ch sounding k, e.g. echo</li> <li>ch sounding sh, e.g. chef</li> <li>gue sounding g, e.g. league</li> <li>que sounding k, e.g. unique</li> <li>sc sounding s, e.g. scheme</li> </ul>	Teach a range:- <ul style="list-style-type: none"> <li>ai / a_e – pail, pale</li> <li>ee / ea – meet, meat</li> <li>3 way homophones: there / their / they're buy / by / bye heal / heel / he'll</li> <li>i / y – die / dye</li> <li>i_e / igh – side / sighed</li> <li>oa / ow – groan / grown</li> </ul>	

## HANDWRITING

Children should use their handwriting skills to:

- use the diagonal and horizontal strokes that are needed to join letters;
  - increase the fluency, legibility, consistency and quality of their handwriting through regular practice;
  - continue to encourage correct pencil/pen grip and posture when writing;
  - use joined up handwriting throughout independent writing.
- Ensure the needs of left-handed children are considered.

### Diagonal joiners without ascenders

*ai ee ie ea er in  
aw uo ig air*

### Diagonal joiners with ascenders

*al ot sh ch mb  
ed*

### Horizontal joiners without ascenders

*oa oo oi ou or  
vu ra fi wo wa*

### Horizontal joiners from ascenders

*kn ly hi ki lo la  
ta ti lo ha di do*

## RULES TO BE TAUGHT TO SUPPORT SPELLING IN YEAR 4

In most cases:

- Adding 'ing', 'ed', 'er', 'en', 'ation'.**  
If the word has more than one syllable and the second syllable is stressed, then double the consonant;  
e.g. forgotten, forgetting, beginner, beginning - stressed  
Gardener, limitation - unstressed

### Plurals

- Nouns that end with vowel + o add s, e.g. toes
- Nouns that end with consonant + o add e.g. echoes;

In most cases just add the suffix ~ous to the root word where the root ends in 'our' drop the 'u' and add 'ous' e.g. humorous.

- words ending in 'sure', 'ture', - if it sounds 'zur' then 'sure' should be used, e.g. measure. If it sounds like 'chur' then 'ture' should be used e.g. picture;
- ~ssion should be used if the root ends in 'ss' or 'mit', e.g. admission;
- ~cian should be used if the root ends in 'c' or 'cs', e.g. musician.

# TEACH IT: COMPOSITION

# YEAR 4

## WRITING SKILLS

### Grammar

Children should be taught to:

- understand the difference between plural and possessive 's';
- use the standard English form for verb inflections, e.g. We were/We was, I did/I done.

Extend sentence structures and aid cohesion through:

- use of fronted adverbials e.g. 'Later that day';
- use of expanded noun phrases e.g. 'the dog', 'the loud dog with sharp teeth';

- use a or an according to whether the next word begins with a consonant or vowel.

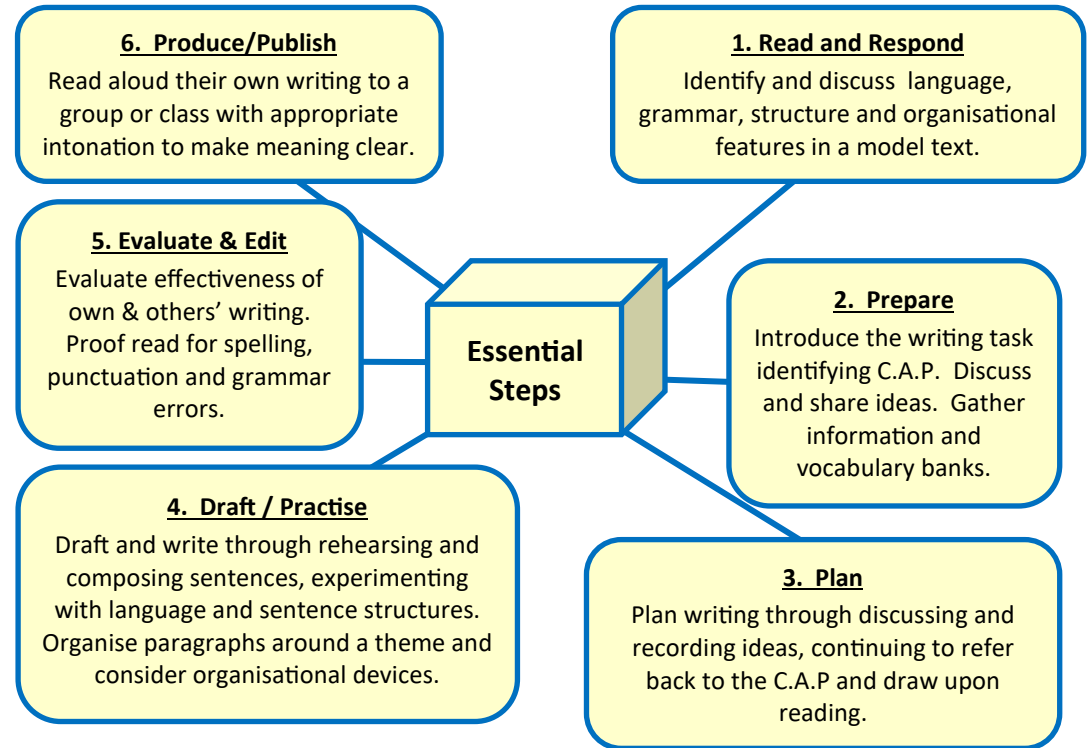
Extend sentence structures through:

- use of conjunctions, prepositions and adverbs to express time, place and cause;
- use of perfect form of verbs instead of simple past e.g. He has gone out.

### Punctuation

- Use of commas after a fronted adverbial.
- Use of comma after a reporting clause in direct speech.
- Use of inverted commas to punctuate direct speech in narrative.
- Use of the possessive apostrophe for singular and plural nouns.

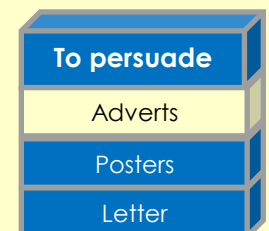
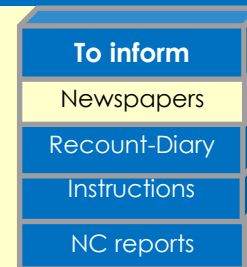
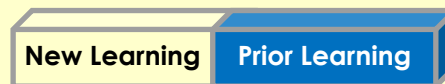
## WRITING PROCESS



## WRITING PURPOSE

Children should know that there are different purposes for writing.

In Year 4 children should focus on three of these. They should be given opportunity to read and write texts which inform, entertain or persuade.



Children should be taught the importance of context, audience and purpose through:

- selecting language for the particular affect it has on the reader, e.g. persuade, inform, engage, evoke emotion;
- building cohesion within and across sentences through: appropriate choice of nouns; to introduce the subject/object and pronouns to reference back; use of paragraphs to organise ideas around a theme and use of fronted adverbials, conjunctions and prepositions to clarify;
- beginning to experiment with an informal style, as well as formal, which may include contracted form, vernacular language and direct addresses to the reader.



# APPLY IT: TO ENTERTAIN

YEAR 4

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

## STORY WRITING

Children should be taught to:

### Structure & Organisation

- create a title for their story;
- include a beginning which introduces the character or setting;
- include a build up which hints at what is going to happen next;
- include a dilemma which introduces the problem;
- include a resolution where the problem is solved;
- include an ending which details the characters' feelings and what will happen next;
- organise writing into paragraphs which follow and flow;

### Grammatical features

- use the tense consistently (past or present);
- use a wide range of conjunctions to express, time, place and manner;
- decide whether to use first or third person and use it consistently;
- use direct speech to advance the action;

### Language features

- use pronouns to avoid repetition;
- use expanded noun phrases to aid cohesion;
- use fronted adverbials to detail where, when and how;
- use adverbs and adjectives to create detailed

## POETRY

Children should be taught to explore and experience a range of poetry. Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience.

**They should be given the opportunity to plan, write and perform poetry.**

**Children should be taught to read, write and perform:**

### Kenning Poems

- create a list of words and ideas to describe the object;
- select the most powerful vocabulary;
- create compound words (using the selected vocabulary); which will describe the object of the poem;
- avoid using the object's name.

For example:

#### The Sea

life-giver  
whale-road  
blue-abyss

**Pupils should also experience a range of poetry through the reading curriculum.**

## DESCRIPTIONS

Children should be taught to:

### Structure & Organisation

- introduce the character, setting or object to the reader;
- describe their/its appearance (distinctive features), personality, actions, thoughts and feelings;

### Grammatical features

- use the tense consistently (past or present);
- use a wide range of conjunctions to link ideas;
- use subordinate clauses to add detail and context;
- use the third person;

### Language features

- use adjectives, adverbs and prepositions to paint a clear picture for the reader;
- use figurative language to add detail and description;
- use show not tell techniques, encouraging the reader to make inferences;
- use fronted adverbials to detail where and where, when and how;
- use pronouns to avoid repetition;
- use expanded noun phrases to aid cohesion and add detail.

# APPLY IT: TO INFORM

## YEAR 4

Children should be taught to write to inform effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

NON-CHRONOLOGICAL REPORT	NEWSPAPER ARTICLE	INSTRUCTIONS	RECOUNT - DIARY	WIDER CURRICULUM EXPLANATIONS
<p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>include a heading to introduce the topic;</li> <li>include an introduction to outline the topic;</li> <li>include sub-headings to organise sections of information and to aid cohesion;</li> <li>use paragraphs to organise related information;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use third person;</li> <li>use mainly present tense;</li> <li>include some use of perfect tense;</li> <li>use a range of conjunctions to aid cohesion;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use technical vocabulary to demonstrate factual knowledge;</li> <li>use specific names of people or places;</li> <li>use statistics to inform;</li> <li>use pronouns to refer back to the subject;</li> <li>use noun phrases to avoid repetition;</li> <li>use noun phrases, adverbs and prepositions to provide specific, factual detail.</li> </ul>	<p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>include a short, catchy headline;</li> <li>include a byline with who is reporting;</li> <li>organise the article in two columns;</li> <li>may include an image with caption;</li> <li>begin with an introduction which summarises the report (5Ws);</li> <li>use paragraphs to sequence the events;</li> <li>close with a final comment about the article;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>include witness statements through direct and reported speech;</li> <li>use past tense;</li> <li>use third person;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use specific names of people or places;</li> <li>use emotive vocabulary to convey and evoke response;</li> <li>use noun phrases to avoid repetition;</li> <li>use pronouns to refer back to the subject;</li> <li>avoid overly detailed descriptions.</li> </ul>	<p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>include a title which outlines what the instructions are for, "How to...";</li> <li>organise the instructions into clear sections - opening statement, list of equipment, numbered steps, closing sentence;</li> <li>keep the sentences concise so the reader can follow the steps easily;</li> <li>use numbered steps to give clarity;</li> <li>end with a closing statement which may include warnings and/or top tips;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use second person;</li> <li>use adverbs to direct how the action should be completed;</li> <li>use imperative verbs to indicate importance;</li> <li>use conjunctions to illustrate the sequence;</li> <li>use mainly present tense;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use determiners to give precision and quantify;</li> <li>use technical/subject specific language for clarity;</li> <li>use noun phrases and pronouns to avoid repetition.</li> </ul>	<p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>include a date the diary was written;</li> <li>express what type of day it has been ;</li> <li>organise the main body into paragraphs;</li> <li>organise the information chronologically;</li> <li>include only relevant/significant events or information;</li> <li>include a closing reflection;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use mainly past tense;</li> <li>use first person address;</li> <li>include time and sequence conjunctions;</li> <li>use adverbs of time;</li> <li>consider the effectiveness of a rhetorical question;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use emotive language to emphasise feelings and reveal thoughts;</li> <li>use pronouns to avoid the repetition of proper nouns;</li> <li>include opinions as well as facts;</li> <li>use personal pronouns.</li> </ul>	<p><b>Children should be taught how to write short, high-quality explanations across the wider curriculum such as:</b></p> <ul style="list-style-type: none"> <li>Explaining parts of a process in Science;</li> <li>Explaining how something works in DT;</li> <li>Answering questions in History or Geography.</li> </ul> <p><b>In Year 4 children should be taught to include:</b></p> <ul style="list-style-type: none"> <li>Technical language for the subject</li> <li>Factual, grammatically correct sentences</li> <li>Conjunctions such as 'if', 'when', 'because' 'although' for subordination.</li> <li>Questions to organise content</li> <li>Mainly present tense</li> <li>Adverbs, prepositions and conjunctions to express time, cause and place.</li> <li>Expanded noun phrases</li> </ul> <p><b>Please note that children should not be expected to include all of these features all of the time. The emphasis should be on instructing them how to write clearly and coherently, in order to demonstrate their understanding.</b></p>

# APPLY IT: TO PERSUADE

YEAR 4

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

## ADVERT

Children should be taught to:

### Structure & Organisation

- include a heading;
- include sub-headings;
- consider how best to make the advert visually appealing (colour, bullet points, diagrams, images, font, size);
- create a catchy tagline to advertise the product;
- include a promise of a bargain/offer;

### Grammatical features

- use imperative verbs to convey importance;
- use inverted commas for direct quotes/endorsements;
- use exclamatory sentences to emphasise;
- include a rhetorical question;
- include positive statistics;

### Language features

- use subject specific vocabulary;
- avoid detailed descriptions;
- use comparisons and exaggeration (better than...);
- use alliteration for effect;
- use noun phrases to avoid repetition;
- use language which appeals to the senses;
- use comparative and superlative adjectives.

## LETTER

Children should be taught to:

### Structure & Organisation

- include a sender and recipient's address;
- include the date the letter was written;
- begin the letter with 'Dear...';
- inform the recipient of the purpose of the letter and how the writer is feeling (I am excited to inform you/saddened to tell you/happy to announce);
- present facts and information clearly;
- close by stating what you would like to happen next;

### Grammatical features

- use mainly past tense;
- use first person address;
- add a rhetorical question to cause the reader to consider the writer's view;
- use subordinating conjunctions to express cause and effect;

### Language features

- use Sir/Madam if the recipient is unknown;
- use 'faithfully' to close if the recipient is unknown, 'sincerely' when known;
- include only relevant information;
- use emotive language to stress feelings;
- use pronouns to avoid the repetition of proper nouns.

## POSTERS

Children should be taught to:

### Structure & Organisation

- include a heading;
- consider how best to make the poster visually appealing (boxes, colour, bullet points, diagrams, images, font, size);
- focus upon the key message and ensure this is clearly written on the poster;

### Grammatical features

- use imperative verbs to convey importance;
- use inverted commas for direct quotes/endorsements;
- use exclamatory sentences to emphasise;

### Language features

- use subject specific vocabulary;
- avoid detailed descriptions;
- use comparisons (better than...);
- use alliteration for effect;
- use noun phrases to avoid repetition;
- use comparatives and superlative adjectives.



# YEAR 5

# READING CURRICULUM



# YEAR 5/6 KNOW IT!

PREFIXES	
bi	two
aqua	water
tele	far off
aero	involving air
micro	small
photo	using light
tri	three
pre	before
post	after
de	opposite of
co	joint
pro	ahead
<b>Y3/4</b>	Please refer to Y3/4 'Know It' for prior learning.

ROOTS/ROOT WORDS	
dict	to say
convene	come or bring together
response	a reaction to something
determine	make a strong decision
commend	to praise
sign	to mark
exist	to live
<b>vary</b>	to change

SUFFIXES	
ology	study of
er	belonging
able/ible	able to
ship	character/skill
ance/ancy	the action of
ence/ency	the quality of
ify	to make
ate	the process of
ive	the nature of
cian	the skill of
ist	one who does
<b>Y3/4</b>	Please refer to Y3/4 'Know It' for prior learning.

available	existence	aggressive	photograph	microscope
avail-of use able-able to	exist-to live ence-the quality of	aggress-to attack ive-nature of	photo-using light graph-to write	micro-small scope-range
<b>available</b> -able to be of use	<b>existence</b> -the quality of living	<b>aggressive</b> -an attacking nature	<b>photograph</b> -to write with light	<b>microscope</b> -an instrument to view a small range.

New Learning Prior Learning



## DECODING &amp; WORD RECOGNITION

## Children should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and understand the meaning of new words that they meet;
- be fluent at word reading, in order to further develop their comprehension skills and knowledge of vocabulary.

## GRAMMAR, STRUCTURE &amp; LAYOUT

## Children should be taught to deepen their understanding of texts they read independently through:

- identifying how language, structure and presentation contribute to meaning;
- reading books that are structured in different ways.

## GRAMMATICAL FEATURES

- Identify, through reading, how grammar can be adapted to match context, audience and purpose and begin to discuss the effect this has on the text as a whole and on the reader.

For example, varying verb tense:

- \* use of progressive tense to build tension in a suspense story;
- \* use of perfect tense to achieve a more formal tone;
- \* use of present tense in non-narrative to ensure the text remains relevant.

or verb choices:

- \* use of modals to suggest possibility or probability;
- \* use of imperatives for emphasis.

- Explain how tense relates to text and structure.

## COMPREHENSION

## Children should be taught to deepen their understanding of texts they read independently through:

- making comparisons within and across books for example, being shown how to compare characters, settings, themes and other aspects of what they have read;
- checking that the text makes sense to them and discussing their understanding;
- asking questions to improve their understanding of the text;
- identifying themes and conventions in a wide range of writing.

Children should be taught how to frame their written responses to a range of comprehension question including finding evidence from different points in the text to include in their answer. The use of PEE (Point; Explain; Evidence) is one example of this.

## RETRIEVAL

- Distinguish between statements of fact and opinion.
- Consolidate and secure skimming and scanning skills to look through longer pieces of text and locate key words/dates/facts/information/sections.
- Sequence increasing amounts of text e.g. across several pages or a chapter.

## SUMMARISING

- Summarising the main events or significant ideas from more than one paragraph both orally and in note-form.

## INFERENCE

- Justify inferences with evidence including their own views.
- Answer questions related to cause and effect.
- Make more detailed prediction about what might happen from details stated and implied.
- Explain characters possible feelings, thoughts and motives from their actions.

## VOCABULARY

## Children should be taught to deepen their understanding of texts they read independently through:

- discussing and evaluating how authors use language, including figurative language, considering the impact on the reader;
- identifying different types of language within a text e.g. subject-specific, archaic, vernacular, emotive, persuasive etc., discussing its use and impact on the text as a whole, as well as the reader;
- explaining the meaning of words in context;
- expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet.

## EXPLORE, TEACH, PRACTISE

Children should be taught to expand their vocabulary through:

- exploring the finer meanings of words through looking at words associated with others (not synonyms) to show different connotations depending on context;
- exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings;
- generating word lists linked to stories, topics, synonyms etc.;
- being explicitly taught the meaning and correct pronunciation of new words.

For example,

- \* seeing how it is used in context
- \* finding clues within the word to define word meaning.
- \* finding clues within the context to infer the word meaning
- \* discussing examples seen or heard before
- \* making connections with word class.
- \* using dictionary skills in order to check the meaning.

## Broader Curriculum Objectives

## Fluency &amp; Intonation

- Apply their growing knowledge of root words, prefixes and suffixes to read loud new words that they meet.
- Learn a wider range of poetry by heart.
- Prepare play scripts and poems to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

## Response to Text

- Identify how language, structure and presentation contribute to meaning.
- Recommend books that they have read, giving reasons for their choices.
- Continue to read and discuss an increasingly wide range of texts.
- Discuss and evaluate how authors use language and the impact it has on the reader.
- Distinguish between fact and opinion.
- Explain and discuss their understanding of what has been read, maintaining focus and using notes where necessary.
- Participate in discussions about texts, building on their own and others' ideas and challenging views courteously. Provide reasoned justification for views.

## PRIOR LEARNING YEAR 4

- Recite whole poems with growing awareness of the listener.
- Sight read automatically a wide range of exception words.
- Read most words within age-appropriate texts, accurately and with speedy recognition.
- Read unfamiliar words by saying syllables and using knowledge of prefixes, roots and suffixes.
- Read a range of age-appropriate texts independently and with ease.
- Develop stamina as a reader, reading for longer periods of time and coping with more demanding texts.
- Read aloud a familiar text at a flowing pace, pausing to attend to more complex punctuation, including where commas create phrasing within sentences.
- Use punctuation to support meaning including, multi-clause sentences.
- Use effective intonation, stress and expression that indicate comprehension.
- Show awareness of when to change emphasis and tone.
- Read both silently and aloud to others.

## PRIOR LEARNING YEAR 4

- Develop confidence and gather experience from a wider range of texts through listening, reading and discussing, in order to build positive attitudes towards reading.
- Identify and discuss how language, paragraph structure and layout contribute to meaning.
- Discuss and identify authors' perspective.
- Evaluate the accuracy of texts on the same topic or texts that present differing points of view or information.
- Discuss why words have been chosen and the effect these have on the reader.
- Discuss how the use of antonyms, synonyms and common idiomatic language enhances meaning and interest within texts.
- Recognise the presentation of fact and opinion within texts and discuss the effect this has on the reader.
- Discuss the term bias and develop awareness of when authors may present a bias view or information.

- Read aloud a wider range of age-appropriate poetry with accuracy and at a reasonable speaking pace.
- Read some Y5/6 exception words with automaticity.
- Read unfamiliar words by saying syllables and using knowledge of prefixes, roots and suffixes.
- Read most words in age-appropriate books effortlessly and work out how to pronounce unfamiliar written words with increased automaticity.
- Prepare readings using appropriate intonation to show understanding.
- Know when to change emphasis and tone when reading aloud.
- Vary pace according to purpose, audience and authorial intent.
- Notice more sophisticated punctuation e.g. of parenthesis and use expression accordingly.
- Read aloud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression.
- Read silently and then discuss what they have read.

- Extend their familiarity with texts to modern fiction and fiction from our literary heritages; continue to read a range of texts from different cultures.
- Evaluate a text for relevance to purpose and audience.
- Discuss how language in texts serves different purpose e.g. the different ways that descriptive language is used in informative texts compared with persuasive texts.
- Discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader.
- Show further understanding of a wider range of figurative language features e.g. metaphor and personification.
- Recommend books for peers in detail.
- Explain how authors use evidence and supporting detail in text.

## Broader Curriculum Objectives

## Literal Understanding and Retrieval

- Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet.
- Check that the book makes sense to them; discuss their understanding and the meaning of new words in context.
- Ask questions to improve understanding.
- Retrieve and record information from fiction and non-fiction.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

## Inference

- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
- Predict what might happen from details stated and implied.

## PRIOR LEARNING YEAR 4

- Retrieve information from texts of increasing length.
- Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas.
- Skim a whole text to select which paragraph/section is most likely to contain the answer.
- Scan the paragraph/section to retrieve the information needed.
- Find and copy specific words or phrases from a text to answer retrieval questions accurately.
- Use the text to support answers including finding relevant quotes.
- Identify and summarise the main ideas drawn from whole paragraphs, chapters or texts.
- Ask questions to develop understanding.
- Take information from diagrams, flow charts and forms where it is presented graphically.
- Identify key information from within a text; make notes using organisational devices, in order to carry out research linked to the wider curriculum.

## PRIOR LEARNING YEAR 4

- Identify themes within a text, as well as across different texts read e.g. Can you think of another text with a similar theme? How do their plots differ?
- Ask and answer questions to infer a character's feelings, thoughts or motives from their stated actions e.g. **Q:** How did the crowd feel about the girl's behaviour? How do you know that they found it annoying?
- Begin to consider the possible meaning of words, phrases and sentences within a text e.g. **Q:** *Mr Bunn wondered if there might be more to life than his beloved bakery.* What does this tell us? (Multiple choice options can scaffold learning at this point).
- Identify words and phrases within longer paragraphs that show similar meaning or effect e.g. **Q:** Copy one phrase within the paragraph that shows that the zoo is open all year round-*our gates are never closed.* **Q:** Find and copy two words that give the effect that the garden was magical.
- Use detail from the text, as well as relevant prior knowledge, to form predictions and justify them.
- Evaluate the accuracy/relevance or predictions based on what is read next.

- Retrieve key details and specific/precise words or phrases to accurately answer questions.
- Skim, scan and read before and after to retrieve information.
- Discuss understanding and explore the meaning of increasingly challenging vocabulary, within the context of the text.
- Summarise and make connections between main ideas or themes from across paragraphs, chapters or an entire text.
- Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument.
- Begin to find quotations from across a whole text to support answers.
- Ask specific and relevant questions which develop and deepen understanding.
- Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.
- Retrieve, record and present information from a range of non-fiction texts, to support wider curriculum research.

- Identify themes within and across books, summarise the main ideas and make comparisons using references from both points e.g. *In the 'Wreck of the Zanzibar', Billy left home in a selfish way, because he wanted an adventure, whereas in the Who Let the Gods Out, Elliott had to leave home and free the prisoner, as he felt it was the only way to help Virgo and his mum.*
- Draw inferences more independently, both as they read and after completion of a chapter, section of text or book using textual evidence as a familiar exercise e.g. **Q:** How would you describe the character of Macbeth at the end of the first chapter? How would you describe his character by the end of the book? How has he changed? **Q:** Using evidence from the text, explain why the Strait of Malacca was often used as a hideout.
- Understand what is implied about characters and make judgements about their motivations and attitudes from dialogue and description.
- Consider the possible meanings of words, phrases and sentences within a text, including where there is more than one possibility e.g. **Q:** *'the warmth in Dad's hand'* This description can have two meanings. What are they?
- Identify specific words and phrases from within and across paragraphs that show particular meaning or effect **Q:** The boys feelings change a particularly points in the text, find and copy one phrase from each paragraph that show his feelings have altered.
- Use figurative as well as literal language to infer meaning.
- Support predictions with relevant explanation and evidence from the text.

# APPLY IT

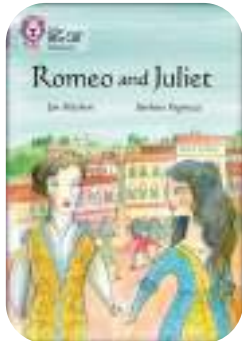
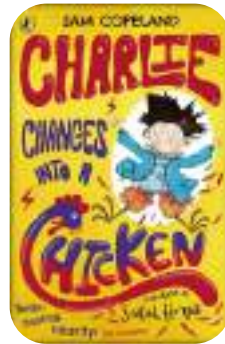
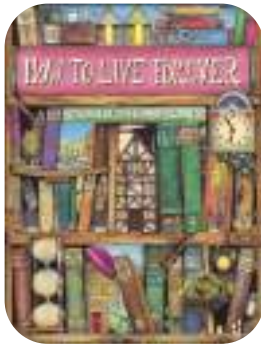
Pupils should be able to apply their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, to support their increasing fluency as readers, their ability as writers, and their comprehension.

READING FOR PURPOSE	READING FOR PLEASURE	READING FOR/WITH AN AUDIENCE
<p>Children should use their reading skills to:</p>	<p>Children should develop a love of reading through:</p>	<p>Children should be given opportunity to:</p>
<ul style="list-style-type: none"> <li>• familiarise themselves with a range of different text types including their specific use of grammar, language and structure, in order to apply this within their own writing;</li> <li>• retrieve, record and present information from non-fiction, and including note form;</li> <li>• select relevant information in reference books including the use of contents and index to locate information;</li> <li>• research topics of interest to develop their knowledge and/or in preparation for class experiences;</li> <li>• <b>read for a range of purposes;</b></li> <li>• <b>further develop knowledge and skills in reading non-fiction about a wide range of subjects.</b></li> </ul>	<ul style="list-style-type: none"> <li>• increasing familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions;</li> <li>• reading and discussing an increasingly wide range of fiction, poetry, plays, non-fictions and reference books;</li> <li>• recommending books that they have read to their peers, giving reasons for their choices;</li> <li>• learning a wider range of poetry by heart;</li> <li>• exploring different types of figurative language e.g. similes, metaphors and personification;</li> <li>• <b>listening to whole books by authors they may not choose themselves.</b></li> </ul>	<ul style="list-style-type: none"> <li>• prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience;</li> <li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously;</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary;</li> <li>• discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.</li> </ul>

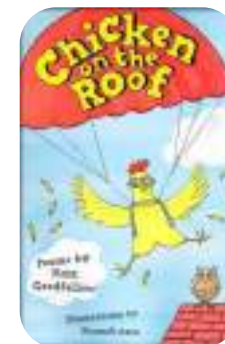
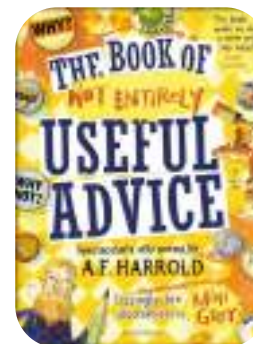
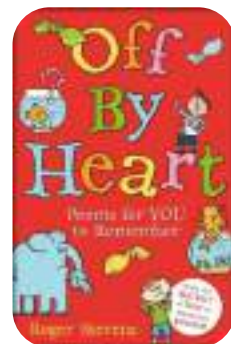
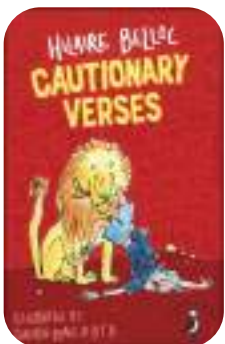


# CLASS READS

YEAR 5



# POETRY





# YEAR 5

# WRITING CURRICULUM

KNOW IT!

TEACH IT!

APPLY IT!

# KNOW IT

## YEAR 5

### TENSE

<b>Past Progressive</b>	A continuing action that was happening
<b>Past Perfect</b>	Indicates that an action was completed before something else. <i>The plane had left by the time I got to the</i>
<b>Progressive Tense</b>	An ongoing action. <i>'I am writing.'</i>
<b>Perfect Tense</b>	Uses has/had/have to refer to a completed action. <i>'I have been writing.'</i>
<b>Tense</b>	A verb form which indicates time.

New Learning Prior Learning

### WORD CLASS

<b>Personal Pronoun</b>	Replaces the name of a person.
<b>Relative Pronoun</b>	A word which can introduce a relative clause. <i>who, whom, whose, that, which</i>
<b>Possessive Pronoun</b>	A pronoun which indicates possession. <i>mine, yours, his</i>
<b>Modal Verb</b>	A verb that expresses degrees of possibility or necessity.
<b>Co-ordinating Conjunction</b>	A word which joins two equal clauses: <i>but and yet</i>
<b>Fronted Adverbial</b>	An adverb/adverbial at the front of the sentence <u>before the verb</u> . <i>carefully,</i>
<b>Determiner</b>	A word used to define the noun. <i>all, few, many</i>
<b>Comparative</b>	An adjective which compares two nouns e.g. bigger, deeper.
<b>Superlative</b>	An adjective which compares 3+ nouns e.g. rich, richer, richest.

### SENTENCE STRUCTURE

<b>Cohesive device</b>	Words and markers used to link the text and aid understanding.
<b>Relative Clause</b>	A type of subordinate clause which begins with a relative pronoun.
<b>Reporting Clause</b>	Use in direct speech to explain who is speaking and how it's being spoken
<b>Subordinate Clause</b>	Extends the main clause. Cannot stand alone as a sentence. <i>The boy wrote a story, as there was a competition.</i>

### SPELLING

<b>Synonym</b>	A word which carries a similar meaning to another.
<b>Antonym</b>	A word which carries an opposite meaning to another.
<b>Stressed</b>	A syllable within a word given greater emphasis.
<b>Unstressed</b>	Letters which are not easy to hear within a word.
<b>Exceptions</b>	Those spellings which do not follow a given rule/pattern.
<b>Near Homophones</b>	<i>bury/berry, accept/except</i>

### PUNCTUATION

<b>Parenthesis</b>	Word/phrase inserted to add explanation or asides - demarcated with either ( ) , -
<b>Bracket ( )</b>	Pair of punctuation marks surrounding word/figures.
<b>Dash -</b>	Indicates a range or a pause.
<b>Commas</b>	Used to avoid ambiguity or clarify meaning.
<b>Commas</b>	After a reporting clause.
<b>Commas</b>	Used after a fronted adverbial.



### SPELLING

Children in Year 5/6 should be taught to spell:

Common Exception Words	Word Endings	Suffix Words
Accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience*, conscious*, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht.	<ul style="list-style-type: none"> <li>Endings which sound like 'shus' spelt like ~cious or ~tious.</li> <li>Endings which sound like 'shl' ~cial, ~tial.</li> </ul>	~ant, ~ance/~ancy ~ent, ~ence/~ency ~able, ~ible ~ably, ~ibly
	~ sure, ~ture, ~cher ~gue, ~que	~ssion ~cian ~ous
accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women	<b>Letter Strings</b> <ul style="list-style-type: none"> <li>Word containing the letter string ~ough. ought, brought, thought, cough, though, dough, through, thorough, plough</li> </ul>	<b>Homophones</b> <ul style="list-style-type: none"> <li>Homophones and other words that are often confused for example, advice/advise device/devise licence/license practice/practise</li> </ul>

### RULES TO BE TAUGHT TO SUPPORT SPELLING IN YEAR 5

- In most cases:
- if the root words ends in ~ce the 'sh' sound is usually spelt as ~c e.g. vice-vicious, grace-gracious, space-spacious;
  - use ~cial after a vowel letter and ~tial after a consonant letter e.g. official, special, partial, essential;
  - when spelling homophones such as practice/practise, device/devise, licence/license, nouns end in ~ce and verbs end in ~se;
  - if it sounds like 'zur' then 'sure' should be used e.g. measure; if it sounds like 'chur' then 'ture' should be used e.g. picture.

### HANDWRITING

Children should use their handwriting skills to:

Write legibly, fluently and with increasing speed by:

- choosing which shape letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters;
- choosing the writing implement that is best suited for the task.

Ensure the needs of left-handed children are considered.

*a i e e i e e a e r i n*

*a w u o i g a i r*

Diagonal joiners without ascenders

*a l o t s h c h m b  
e d*

Diagonal joiners with ascenders

*o a s o s i o u o r*

*n u r a f i w o w a*

Horizontal joiners without ascenders

*k n l y h i k i l o l a*










*t a t i l o h a d i d o*

Horizontal joiners from ascenders





## WRITING SKILLS

### Grammar

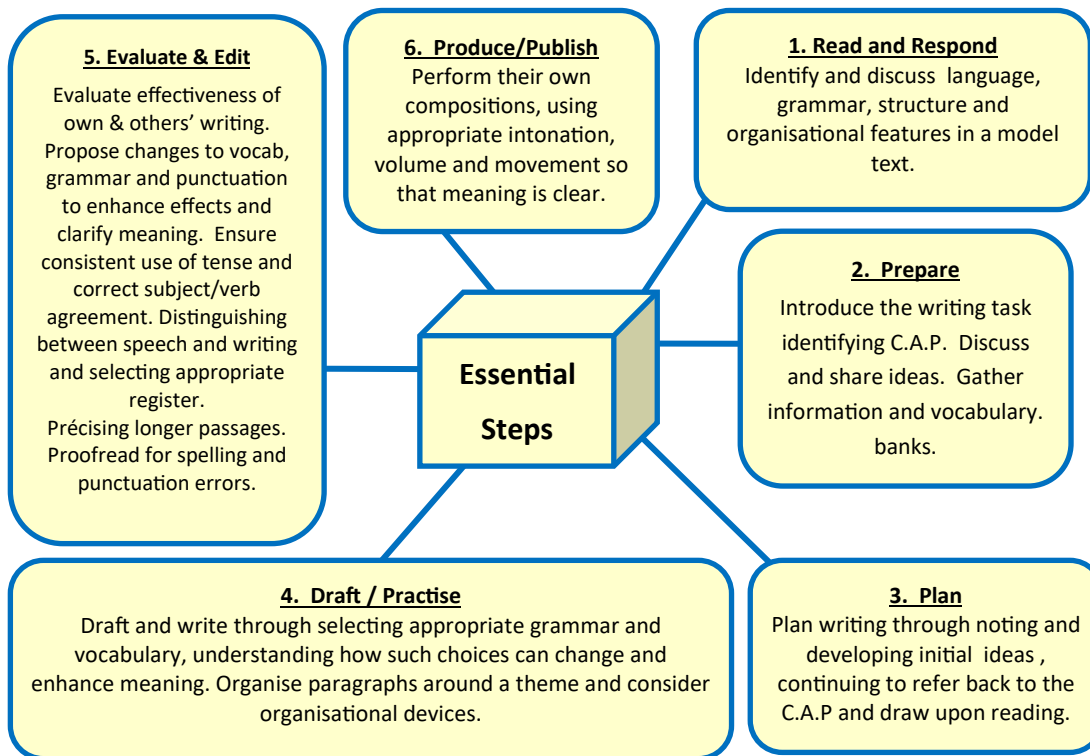
#### Children should be taught to:

-  convert nouns or adjectives into verbs using suffixes.
- Extend sentence structures and aid cohesion through:
  -  linking ideas across paragraphs using adverbials of time, place and number;
  -  use of tense to reference back or ahead, e.g. he had seen her before;
  -  use of relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun;
  -  indicating degrees of possibility using adverbs or modal verbs;
-  understand the difference between plural and possessive 's';
-  use the standard English form for verb inflections, e.g. We were/We was, I did/I done.
- Extend sentence structures and aid cohesion through:
  -  use of fronted adverbials e.g. 'Later that day';
  -  use of expanded noun phrases e.g. 'the dog', 'the loud dog with sharp teeth'.

### Punctuation

-  use of brackets, dashes or commas to indicate parenthesis;
-  use of commas to clarify meaning or avoid ambiguity;
-  use of commas after a fronted adverbial;
-  use of comma after a reporting clause in direct speech.

## WRITING PROCESS



## WRITING PURPOSE

Children should know that there are different purposes for writing. In Year 5 children should focus on all four of these. They should be given opportunity to read and write texts which inform, entertain, persuade or discuss.

**To inform**

- Procedures
- Historical Account
- Newspapers
- Non-Chronological Reports

**To entertain**




- Poetry
- Description
- Story Writing

**To persuade**

- Speech
- Letter

**To discuss**

- Discussion

- Children should be taught the importance of context, audience and purpose through:
-  developing use of language and selecting word choices for clarity, effect on reader and/or context;
  -  selecting from a wide range of taught cohesive devices to develop flow and aid the reader, e.g. use of nouns/pronouns to reference back. Use of adverbials, conjunctions and prepositions and use of paragraphs and other organisational features;
  -  selecting an appropriately formal or informal tone through use of taught language and grammar, see table.

Formal	Informal
Context specific vocabulary	Personal tone
Avoid contracted form	Direct Addresses
Perfect Tense	Vernacular Language
	Contracted Form



# APPLY IT

# YEAR 5

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

## TO ENTERTAIN

### STORY WRITING

Children should be taught to:

#### Structure & Organisation

- create a title which hints at the theme;
- include a beginning which introduces the character, setting and atmosphere;
- include a build up which hints at what is going to happen next;
- include a dilemma which introduces the problem;
- include a resolution where the problem is solved;
- include an ending which details the characters' feelings and what will happen next;
- organise writing into paragraphs;
- use a range of cohesive devices to aid flow;

#### Grammatical features

- use the tense consistently (past or present);
- use a wide range of conjunctions to express, time, place and manner;
- consistently maintain first or third person (may use 2nd person addresses to the reader);
- use fronted adverbials to detail time/place ;
- use expanded noun phrases to add detail;
- use direct speech/reported speech to advance the action and/or aid characterisation;

#### Language features

- use pronouns to avoid repetition;
- use fronted adverbials to detail where, when and how.

### POETRY

Children should be taught to explore and experience a range of poetry. Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience.

**They should be given the opportunity to plan, write and perform poetry.**

**Children should be taught to read, write and perform:**

#### Haiku

- contains 3 lines;
- the first line has 5 syllables;
- the second line has 7 syllables;
- the third line has 5 syllables;
- choose vocabulary for effect.

Haikus tend to link to nature and natural phenomena. For example:

Frozen Kingdom;  
Ice crystals clinging;  
Branches glimmer in the sun;  
Winter's masterpiece.

Pupils should also experience a range of poetry through the reading curriculum.

### DESCRIPTION

Children should be taught to:

#### Structure & Organisation

- introduce the character, setting or object to the reader;
- describe unusual and distinctive features;
- ensure features are described in a logical and cohesive order;

#### Grammatical features

- use the third person;
- use the tense consistently (past or present);
- use a wide range of conjunctions to link ideas;
- use subordinate clauses, in varied positions, to add detail and context;
- use fronted adverbials to detail time/place;
- use pronouns to refer back to subject/object;

#### Language features

- use precise adjectives, adverbs and prepositions to create atmosphere and effect;
- use figurative language to add detail and description;
- use show not tell techniques, encouraging the reader to make inferences;
- use pronouns to avoid repetition;
- use expanded noun phrases to aid cohesion and add detail.

# APPLY IT: TO INFORM

YEAR 5

Children should be taught to write to inform effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

<u>NON-CHRONOLOGICAL REPORT</u>	<u>NEWSPAPER ARTICLE</u>	<u>PROCEDURAL</u>	<u>RECOUNT- HISTORICAL ACCOUNT</u>	<u>WIDER CURRICULUM EXPLANATIONS</u>
<p>Children should be taught to:</p> <p><b>Structure &amp; Organisation</b></p> <ul style="list-style-type: none"> <li>include a heading;</li> <li>include an introduction to outline the topic;</li> <li>include sub-headings;</li> <li>use paragraphs to organise the information;</li> <li>make organisational decisions about how the report should look;</li> </ul> <p><b>Grammatical features</b></p> <ul style="list-style-type: none"> <li>use third person;</li> <li>use mainly present tense;</li> <li>include some use of the perfect tense;</li> <li>use a range of conjunctions, in varied positions, to aid cohesion;</li> </ul> <p><b>Language features</b></p> <ul style="list-style-type: none"> <li>maintain a suitably formal tone;</li> <li>use technical vocabulary to demonstrate factual knowledge;</li> <li>use specific names of people or places;</li> <li>use statistics to inform;</li> <li>use noun phrases, adverbs and prepositions to provide specific, factual detail.</li> <li>use pronouns to refer back to the subject;</li> <li>use noun phrases to avoid repetition;</li> <li>use a range of determiners.</li> </ul>	<p>Children should be taught to:</p> <p><b>Structure &amp; Organisation</b></p> <ul style="list-style-type: none"> <li>include a short, catchy headline (may include a pun/wordplay if appropriate);</li> <li>include a by-line with who is reporting;</li> <li>organise the article into columns;</li> <li>may include an image with caption;</li> <li>begin with an introduction which summarises the report (5Ws);</li> <li>use paragraphs to sequence the events;</li> <li>close with a final comment/recommendation linked to the article;</li> </ul> <p><b>Grammatical features</b></p> <ul style="list-style-type: none"> <li>include witness statements through direct and reported speech;</li> <li>include a reporting clause for direct speech;</li> <li>use past tense;</li> <li>use third person;</li> <li>use relative clauses to add further detail;</li> <li>use of determiners to open paragraphs;</li> </ul> <p><b>Language features</b></p> <ul style="list-style-type: none"> <li>use specific names of people or places;</li> <li>use emotive vocabulary to convey and evoke response;</li> <li>use noun phrases to avoid repetition;</li> <li>use pronouns to refer back to the subject;</li> <li>present relevant information concisely.</li> </ul>	<p>Children should be taught to:</p> <p><b>Structure &amp; Organisation</b></p> <ul style="list-style-type: none"> <li>include a title which states the purpose, usually 'How to..';</li> <li>include a statement which outlines the end goal/aim;</li> <li>keep the sentences concise so the reader can follow the steps easily;</li> <li>use numbered steps to give clarity;</li> <li>end with a closing statement which may include warnings and/or top tips;</li> <li>include diagrams where appropriate;</li> </ul> <p><b>Grammatical features</b></p> <ul style="list-style-type: none"> <li>use second person;</li> <li>use present tense;</li> <li>use adverbs to indicate time and place;</li> <li>use imperative verbs to indicate importance;</li> <li>use conjunctions to illustrate the sequence;</li> </ul> <p><b>Language features</b></p> <ul style="list-style-type: none"> <li>use determiners to give precision and quantify;</li> <li>use technical/subject specific language for clarity;</li> <li>use noun phrases and pronouns to avoid repetition;</li> <li>use cautionary language to emphasise.</li> </ul>	<p>Children should be taught to:</p> <p><b>Structure &amp; Organisation</b></p> <ul style="list-style-type: none"> <li>state whose viewpoint the account is written from;</li> <li>include relevant/significant factual information;</li> <li>provide brief introductory outline of the event;</li> <li>follow on with chronologically ordered paragraphs detailing events;</li> <li>conclude with a summing up e.g. impact of the event; personal statement of feeling or opinion;</li> </ul> <p><b>Grammatical features</b></p> <ul style="list-style-type: none"> <li>use the third or first person;</li> <li>use the tense consistently (past or present);</li> <li>use a wide range of conjunctions to link ideas;</li> <li>use subordinate clauses, in varied positions, to add detail and context;</li> <li>use fronted adverbials to detail time/ place;</li> <li>use relative clauses to provide additional useful detail;</li> </ul> <p><b>Language features</b></p> <ul style="list-style-type: none"> <li>use precise adjectives, adverbs and prepositions to clarify or evoke response;</li> <li>use pronouns to avoid repetition and reference back;</li> <li>use expanded noun phrases to aid cohesion and add further detail;</li> <li>use context specific language.</li> </ul>	<p>Children should be taught how to write short sequences of high-quality explanations across the wider curriculum such as:</p> <ul style="list-style-type: none"> <li>Explaining parts of a process in Science;</li> <li>Explaining how something works in DT;</li> <li>Explaining phenomenon in Geography;</li> <li>Answering questions across all subjects.</li> </ul> <p><b>In Year 5 children should be taught to include:</b></p> <ul style="list-style-type: none"> <li>Technical language for the subject</li> <li>Concise, factually accurate and grammatically correct sentences</li> <li>Utilise a range of conjunctions to achieve coordination and subordination.</li> <li>Questions and bullets to organise content</li> <li>Mainly present tense</li> <li>Adverbs, prepositions and conjunctions to express time, cause and place.</li> <li>Parenthesis to add further detail or rename a noun.</li> <li>Modal Verbs</li> </ul> <p><b>Please note that children should not be expected to include all of these features all of the time. The emphasis should be on instructing them how to write clearly and coherently, in order to demonstrate their understanding of the wider curriculum.</b></p>

# APPLY IT

YEAR 5

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

## TO PERSUADE

## TO DISCUSS

<u>SPEECH</u>	<u>LETTER</u>	<u>DISCUSSION</u>
<p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"><li>include an opening which outlines the topic;</li><li>elaborate upon points in the main body;</li><li>use examples and evidence, including statistics, to support points made;</li><li>include a conclusion which links back to the opening;</li></ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"><li>use mainly present tense;</li><li>add a rhetorical question to cause the reader to consider the writer's view and to draw them in;</li><li>use subordinating conjunctions to express cause and effect;</li><li>use modal verbs to indicate necessity;</li><li>present opinions as facts;</li></ul> <p><u>Language features</u></p> <ul style="list-style-type: none"><li>use emotive language to emphasise feelings;</li><li>use technical vocabulary to convey knowledge and expertise;</li><li>use the power of three for effect;</li><li>use pronouns to avoid the repetition of proper nouns;</li><li>use cautionary language for emphasis and to draw in the audience.</li></ul>	<p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"><li>include a sender and recipient's address;</li><li>include the date the letter was written;</li><li>begin the letter with 'Dear...';</li><li>inform the recipient of the purpose of the letter and how the writer is feeling</li><li><i>(I am excited to inform you/saddened to tell you/happy to announce);</i></li><li>present facts and information clearly within logically ordered paragraphs;</li><li>include only relevant/significant information;</li><li>close by stating what you would like to happen next;</li></ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"><li>use mainly past tense;</li><li>use first person address;</li><li>add a rhetorical question to cause the reader to consider the writer's view and to draw them in;</li><li>use subordinating conjunctions to express cause and effect;</li><li>use modal verbs to indicate necessity;</li></ul> <p><u>Language features</u></p> <ul style="list-style-type: none"><li>use Sir/Madam if the recipient is unknown;</li><li>use 'faithfully' to close if the recipient is unknown, 'sincerely' when know;</li><li>use emotive language to stress feelings;</li><li>use pronouns to avoid the repetition of proper nouns.</li><li>use cautionary language for emphasis and to draw in the reader.</li></ul>	<p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"><li>include a clear title which states the discussion topic (often a question);</li><li>include an opening paragraph which summarises the discussion;</li><li>use paragraphs to outline arguments for and against;</li><li>use examples and evidence, including statistics, to support points made;</li><li>include a conclusion which outlines the writer's position;</li></ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"><li>use third person consistently;</li><li>use mainly present tense;</li><li>use subordinating conjunctions to aid cohesion and express cause and effect;</li><li>use adverbials to link ideas/opinion;</li></ul> <p><u>Language features</u></p> <ul style="list-style-type: none"><li>use emotive language to emphasise opinion and evoke response;</li><li>use technical vocabulary to convey knowledge and expertise;</li><li>use pronouns to avoid the repetition of proper nouns.</li></ul>



MARTON MANOR  
PRIMARY SCHOOL

**YEAR 6**

# **READING CURRICULUM**

**KNOW IT!**

**TEACH IT!**

**APPLY IT!**

# YEAR 5/6 KNOW IT!

PREFIXES	
bi	two
aqua	water
tele	far off
aero	involving air
micro	small
photo	using light
tri	three
pre	before
post	after
de	opposite of
co	joint
pro	ahead
<b>Y3/4</b>	Please refer to Y3/4 'Know It' for prior learning.

ROOTS/ROOT WORDS	
dict	to say
convene	come or bring together
response	a reaction to something
determine	make a strong decision
commend	to praise
sign	to mark
exist	to live
<b>vary</b>	<b>to change</b>

SUFFIXES	
ology	study of
er	belonging
able/ible	able to
ship	character/skill
ance/ancy	the action of
ence/ency	the quality of
ify	to make
ate	the process of
ive	the nature of
cian	the skill of
ist	one who does
<b>Y3/4</b>	Please refer to Y3/4 'Know It' for prior learning.

available	existence	aggressive	photograph	microscope
avail-of use able-able to	exist-to live ence-the quality of	aggress-to attack ive-nature of	photo-using light graph-to write	micro-small scope-range
<b>available</b> -able to be of	<b>existence</b> -the quality of	<b>aggressive</b> -an attacking	<b>photograph</b> -to write with	<b>microscope</b> -an instrument

New Learning Prior Learning



## DECODING &amp; WORD RECOGNITION

## Children should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and understand the meaning of new words that they meet;
- be fluent at word reading, in order to further develop their comprehension skills and knowledge of vocabulary.

## GRAMMAR, STRUCTURE &amp; LAYOUT

## Children should be taught to deepen their understanding of texts they read independently through:

- identifying how language, structure and presentation contribute to meaning;
- reading books that are structured in different ways.

## GRAMMATICAL FEATURES

- Identify, through reading, how grammar can be adapted to match context, audience and purpose and begin to discuss the effect this has on the text as a whole and on the reader.

## For example, varying verb tense:

- \* use of progressive tense to build tension in a suspense story;
- \* use of perfect tense to achieve a more formal tone;
- \* use of present tense in non-narrative to ensure the text remains relevant.

## or verb choices:

- \* use of modals to suggest possibility or probability;
- \* use of imperatives for emphasis.

## or sentence structures:

- \* Shorter fragments of sentences for emphasis;
- \* Use of rhetorical questions to engage reader;
- \* Repetitive use of same sentence structure for emphasis;
- \* use of passive voice to shift emphasis/achieve formality.

## COMPREHENSION

## Children should be taught to deepen their understanding of texts they read independently through:

- making accurate and appropriate comparisons within and across books for example, being shown how to compare characters, settings, themes and other aspects of what they have read;
- checking that the text makes sense to them and discussing their understanding;
- asking questions to improve their understanding of the text;
- identifying themes and conventions in a wide range of writing.

Children should be taught how to frame their written responses to a range of comprehension question including finding evidence from different points in the text to include in their answer. The use of PEE (Point; Explain; Evidence) is one example of this.

## RETRIEVAL

- Secure skimming and scanning skills to look through longer pieces of text and locate key words/dates/facts/information/ sections.
- Sequence increasing amounts of text e.g. across several pages or a chapter.
- Distinguish between statements of fact and opinion.
- Answer questions related to cause and effect.

## SUMMARISING

- Summarising the main events or significant ideas from more than one paragraph both orally and in note-form.

## INFERENCE

- Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.
- Make more detailed prediction about what might happen from details stated and implied.

## VOCABULARY

## Children should be taught to deepen their understanding of texts they read independently through:

- identifying, discussing and evaluating the effect of language, including figurative, e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; use of personification;
- expanding their vocabulary through applying growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet;
- identifying different types of language within a text e.g. subject-specific, archaic, vernacular, emotive, persuasive etc. Discussing its use and impact on the text as a whole as well as the reader.

## EXPLORE, TEACH, PRACTISE

## Children should be taught to expand their vocabulary through:

- exploring links with known words through identifying prefixes, suffixes, synonyms, antonyms and root word meanings;
- exploring the finer meanings of words through looking at words associated with others (not synonyms) to show different connotations depending on context;
- being explicitly taught the meaning and correct pronunciation of new words.

## For example,

- \* seeing how it is used in context
- \* finding clues within the word to define word meaning.
- \* finding clues within the context to infer the word meaning
- \* discussing examples seen or heard before
- \* making connections with word class.
- \* using dictionary skills in order to check the meaning.

## Broader Curriculum Objectives

## Fluency &amp; Intonation

- Apply their growing knowledge of root words, prefixes and suffixes to read loud new words that they meet.
- Learn a wider range of poetry by heart.
- Prepare play scripts and poems to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

## Response to Text

- Identify how language, structure and presentation contribute to meaning.
- Recommend books that they have read, giving reasons for their choices.
- Continue to read and discuss an increasingly wide range of texts.
- Discuss and evaluate how authors use language and the impact it has on the reader.
- Distinguish between fact and opinion.
- Explain and discuss their understanding of what has been read, maintaining focus and using notes where necessary.
- Participate in discussions about texts, building on their own and others' ideas and challenging views courteously.

## PRIOR LEARNING YEAR 5

- Read a loud a wider range of age-appropriate poetry with accuracy and at a reasonable speaking pace.
- Read some Y5/6 exception words with automaticity.
- Read unfamiliar words by saying syllables and using knowledge of prefixes, roots and suffixes.
- Read most words in age-appropriate books effortlessly and work out how to pronounce unfamiliar written words with increased automaticity.
- Prepare readings using appropriate intonation to show understanding.
- Know when to change emphasis and tone when reading aloud.
- Vary pace according to purpose, audience and authorial intent.
- Notice more sophisticated punctuation e.g. of parenthesis and use expression accordingly.
- Read a loud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression.
- Read silently and then discuss what they have read.

## PRIOR LEARNING YEAR 5

- Extend their familiarity with texts to modern fiction and fiction from our literary heritages; continue to read a range of texts from different cultures.
- Evaluate a text for relevance to purpose and audience.
- Discuss how language in texts serves different purpose e.g. the different ways that descriptive language is used in informative texts compared with persuasive texts.
- Discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader .
- Show further understanding of a wider range of figurative language features e.g. metaphor and personification.
- Recommend books for peers in detail.
- Explain how authors use evidence and supporting detail in text.

- Learn and recite a wider range of poems.
- Read age-appropriate texts fluently and with confidence.
- Read unfamiliar words by saying syllables and using knowledge of prefixes, roots and suffixes.
- Read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.
- Notice and respond to punctuation and phrasing when reading aloud.
- Gain, maintain and monitor the interest of the listener.
- Read a wide range of exception words and similar words that appear in texts with automaticity.
- Integrate pausing, intonation, phrasing and rate, consistently and automatically.

- Listen to texts read to them for longer periods of time and sustain their reading of longer more challenging texts.
- Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader.
- Comment on what they have read and compare this to what they expected to read e.g. in relation to events, ideas etc.
- As they read, identify, mark and annotate extracts which they think are significant.
- Contribute constructively to discussion about reading, responding to and building on the views of others.
- Comment critically, orally, in writing and using graphics where necessary to support them, on the impact of books they have read.

## Broader Curriculum Objectives

## Literal Understanding and Retrieval

- Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet.
- Check that the book makes sense to them; discuss their understanding and the meaning of new words in context.
- Ask questions to improve understanding.
- Retrieve and record information from fiction and non-fiction.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Provide reasoned justification for views.

## Inference

- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
- Predict what might happen from details stated and implied.

## PRIOR LEARNING YEAR 5

- Retrieve key details and specific/precise words or phrases to accurately answer questions.
- Skim, scan and read before and after to retrieve information.
- Discuss understanding and explore the meaning of increasingly challenging vocabulary, within the context of the text.
- Summarise and make connections between main ideas or themes from across paragraphs, chapters or an entire text.
- Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument.
- Begin to find quotations from across a whole text to support answers.
- Ask specific and relevant questions which develop and deepen understanding.
- Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.
- Retrieve, record and present information from a range of non-fiction texts, to support wider curriculum research.

## PRIOR LEARNING YEAR 5

- Identify themes within and across books, summarise the main ideas and make comparisons using references from both points.
- Draw inferences more independently, both as they read and after completion of a chapter, section of text or book using textual evidence as a familiar exercise e
- Understand what is implied about characters and make judgements about their motivations and attitudes from dialogue and description.
- Consider the possible meanings of words, phrases and sentences within a text, including where there is more than one possibility.
- Identify specific words and phrases from within and across paragraphs that show particular meaning or effect
- Use figurative as well as literal language to infer meaning.
- Support predictions with relevant explanation and evidence from the text.

- Independently locate information and provide reasoned justifications for views.
- Retrieve and summarise details to support opinions and predictions.
- Develop accuracy when answering 'find and copy' questions through having clarity about what is to be copied and the exact amount; scanning the text for the question language/ synonyms or pronouns and reading around the word or groups of words, to ensure that the correct information is copied.
- Routinely find accurate quotations/evidence from a whole text.
- Use skimming, scanning, reading around the text and text marking to support answers to questions, which require analysis.
- Generate own questions to follow a line of enquiry and make appropriate notes when researching.
- Summarise information from across a text, linking information by analysing and evaluating ideas between sections of the text.
- Make comparisons across different books in terms of key themes, characters or plot developments.
- Retrieve information from texts and evaluate its reliability and usefulness.

- Understand how a writer develops themes, ideas or points of view over a text.
- Make comparisons and draw contrasts between different elements of a text and across texts.
- Comment critically on how a writer uses language to simply ideas, attitudes and points of view.
- Understand what is implied about characters through the way they are presented, including through the use of a narrative voice, explaining how this influences the readers' view of characters.
- Discuss how characters change and develop through text by drawing inferences based on indirect clues.
- Make predictions, discussing the reason behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text.
- Confirm and modify predictions in light of new information.
- Identify the hints and suggestions that writers make through their words and phrases and the associations that these evoke.
- Ask questions to clarify and explore their understanding of what is implied in the text.
- Find examples of figurative language and how this impacts the reader and contributes to meaning

# APPLY IT

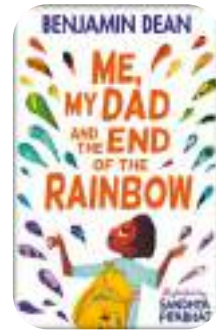
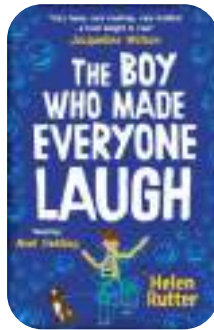
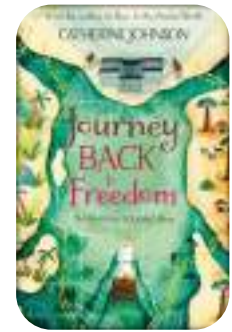
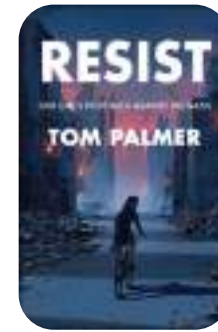
Pupils should be able to apply their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, to support their increasing fluency as readers, their ability as writers, and their comprehension.

READING FOR PURPOSE	READING FOR PLEASURE	READING FOR/WITH AN AUDIENCE
Children should use their reading skills to:	Children should develop a love of reading through:	Children should be given opportunity to:
<ul style="list-style-type: none"> <li>• <b>Read for a range of purposes</b>, learning a range of subject-specific vocabulary.</li> <li>• <b>Familiarise themselves with a range of different text types including their specific use of grammar, language and structure, in order to apply this within their own writing;</b></li> <li>• <b>Retrieve, record and present information from non-fiction, including note form;</b></li> <li>• <b>Select relevant information in reference books including the use of contents and index to locate information;</b></li> <li>• <b>Research topics of interest to develop their knowledge and/or in preparation for class experiences;</b></li> <li>• <b>further develop knowledge and skills in reading non-fiction about a wide range of subjects.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Frequently reading a wide range of texts both fiction and non-fiction;</b></li> <li>• <b>Increasing familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions;</b></li> <li>• <b>Reading and discussing an increasingly wide range of fiction, poetry, plays, non-fictions and reference books;</b></li> <li>• <b>Listening to whole books by authors they may not choose themselves;</b></li> <li>• <b>Recommending books that they have read to their peers, giving reasons for their choices;</b></li> <li>• <b>Learning a wider range of poetry by heart;</b></li> <li>• <b>Exploring different types of figurative language e.g. similes, metaphors and personification.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience;</b></li> <li>• <b>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously;</b></li> <li>• <b>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary;</b></li> <li>• <b>discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.</b></li> </ul>

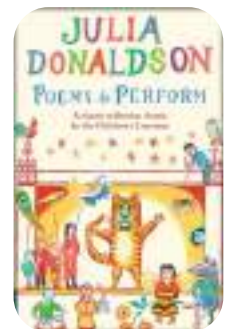
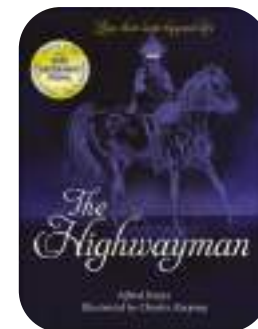


# CLASS READS

YEAR 6



# POETRY





**YEAR 6**

# **WRITING CURRICULUM**



# KNOW IT

## YEAR 6

### SPELLING

<b>Hyphenated Words</b>	When a hyphen is used to avoid ambiguity. <i>Recover, re-cover</i>
<b>Synonym</b>	A word which carries a similar meaning to another.
<b>Antonym</b>	A word which carries an opposite meaning to another.

New Learning Prior Learning

### PUNCTUATION

<b>Ellipsis ...</b>	A series of dots, usually three indicating the omission of words.
<b>Hyphen -</b>	A mark used with compound words or to join a prefix to a root word where the prefix ends in a vowel and the root word begins with one.
<b>Colon :</b>	Used to precede lists, quotes and explanations.
<b>Semi-colon ;</b>	Links two independent clauses which are related.
<b>Bullet Points •</b>	Used to separate items in a list; should be punctuated consistently.
<b>Parenthesis</b>	Word/phrase inserted to add explanation or asides - demarcated with either ( ) “ ”
<b>Bracket ( )</b>	Pair of punctuation marks surrounding word/figures
<b>Dash -</b>	Indicates a range or a pause.
<b>Commas</b>	Used to avoid ambiguity or clarify meaning.

### SENTENCE STRUCTURE

<b>Passive</b>	When the subject undergoes the action.
<b>Active</b>	When the subject performs the action.
<b>Phrase</b>	A groups of words which is part of, rather than the whole of, a sentence.
<b>Cohesive device</b>	Words and markers used to link the text and aid understanding.
<b>Relative Clause</b>	A type of subordinate clause which begins with a relative pronoun.
<b>Reporting Clause</b>	Use in direct speech to explain who is speaking and how it's being spoken.
<b>Subordinate Clause</b>	Extends the main clause. Cannot stand alone as a sentence. <b>The boy wrote a story, as there was a competition.</b>

### WORD CLASS

<b>Subjunctive</b>	Relating to the mood of verbs; expressing what is imagined, wished or possible.
<b>Indefinite Article</b>	A determiner referencing a non-specific noun: <b>a, an.</b>
<b>Definite article</b>	A determiner referencing a specific noun. The only definite article is 'the'.
<b>Auxiliary</b>	Verbs used to form the tense and mood of other verbs: <b>have, be, do</b>
<b>Relative Pronoun</b>	A word which can introduce a relative clause: <b>who, whom, whose, that, which</b>
<b>Personal Pronoun</b>	Replaces the name of a person.
<b>Modal Verb</b>	A verb that expresses degrees of possibility or necessity.

### TENSE

Tenses	Past	Present	Future
Simple	I <u>did</u> my chores.	I <u>do</u> my chores.	I <u>will do</u> my chores.
Progressive	I <u>was doing</u> my chores.	I <u>am doing</u> my chores.	I <u>will be doing</u> my chores.
Perfect Simple	I <u>had done</u> my chores.	I <u>have done</u> my chores.	I <u>will have done</u> my chores.
Perfect Progressive	I <u>had been doing</u> my chores.	I <u>have been doing</u> my chores.	I will have been doing my chores.



SPELLING			HANDWRITING
Children in Year 5/6 should be taught to spell:			Children should use their handwriting skills to:
<p><b>Common Exception Words</b></p> <p>Accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience*, conscious*, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht.</p>	<p><b>Word Endings</b></p> <ul style="list-style-type: none"> <li>Endings which sound like 'shus' spelt like ~cious or ~tious.</li> <li>Endings which sound like 'shl' ~cial, ~tial.</li> </ul>	<p><b>Suffix Words</b></p> <ul style="list-style-type: none"> <li>Add suffixes beginning with vowel letters to words ending in ~fer e.g. referring, referred. Referral etc.</li> </ul>	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters;</li> <li>choosing the writing implement that is best suited for the task.</li> </ul> <p><i>ai ee ie ea er in</i></p> <p><i>aw uo ig air</i></p> <p><u>Diagonal joiners without ascenders</u></p> <p><i>al ot sh ch mb ed</i></p> <p><u>Diagonal joiners with ascenders</u></p> <p><i>oa oo oi ou or</i></p> <p><i>vu ra fi wo wa</i></p> <p><u>Horizontal joiners without ascenders</u></p> <p><i>kn ly hi ki lo la</i></p> <p><i>ta ti lo ha di do</i></p> <p><u>Horizontal joiners from ascenders</u></p>
	<p><b>Silent Letters</b></p> <ul style="list-style-type: none"> <li>Words with silent letters e.g. doubt, island, lamb, solemn, thistle, knight.</li> </ul>	<p><b>Letter Strings</b></p> <ul style="list-style-type: none"> <li>Word containing the letter string ~ough.</li> </ul>	
<p>accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women</p>	<p><b>Alternatives</b></p> <ul style="list-style-type: none"> <li>Words with the 'ee' sound spelt ei after c e.g. deceive, conceive, receive etc.</li> </ul>		








## RULES TO BE TAUGHT TO SUPPORT SPELLING IN YEAR 6

- In most cases:
- the r is doubled if the ~fer is still stressed when the ending is added e.g. referring, referred, referral. The r is not doubled if the ~fer is no longer stressed e.g. reference, referee, preference, transference;
  - the 'i before e except after c' rule applies to words where the sound spelt by ei is 'ee' e.g. deceive, conceive, receive, perceive, ceiling etc;
  - if the root words ends in ~ce the 'sh' sound is usually spelt as ~c e.g. vice-vicious, grace-gracious, space-spacious;
  - use ~cial after a vowel letter and ~tial after a consonant letter e.g. official, special, partial, essential;
  - when spelling homophones such as practice/practise, device/devise, licence/license, nouns end in ~ce and verbs end in ~se.





## WRITING SKILLS

### Grammar

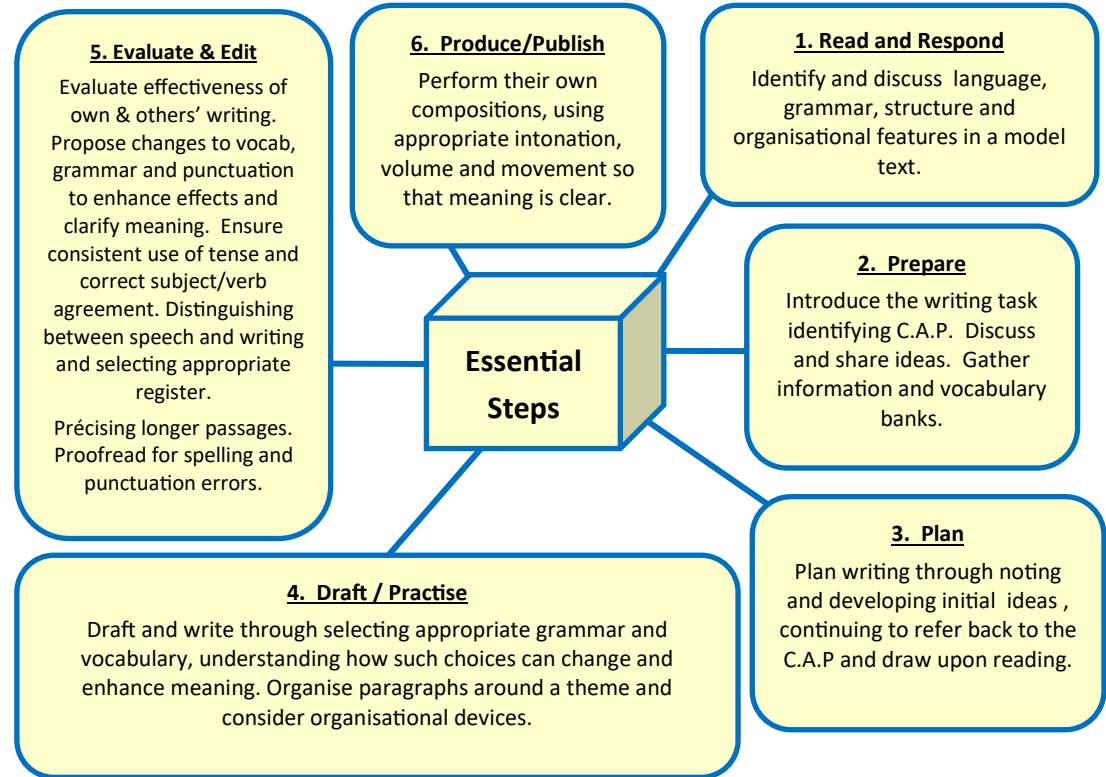
Children should be taught to:

-  use the passive voice to affect the presentation of information in a sentence.
- Extend sentence structures and aid cohesion through:
  -  linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, use of adverbials such as *on the other hand, in contrast*), ellipsis and layout devices such as headings, columns, bullets etc.;
  -  convert nouns or adjectives into verbs using suffixes.
  - Extend sentence structures and aid cohesion through:
    -  linking ideas across paragraphs using adverbials of time, place and number;
    -  use of tense to reference back or ahead, e.g. he had seen her before;
    -  use of relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun.
    -  Indicating degrees of possibility using adverbs or modal verbs.

### Punctuation

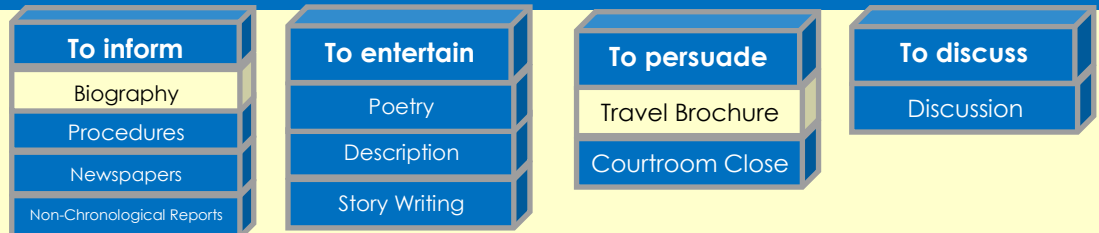
-  use of a semi-colon, colon and dash to mark the boundary between independent clauses;
-  use of the colon to introduce a list and use of semi-colons within lists;
-  use of hyphens to avoid ambiguity e.g. *recover versus re-cover*;
-  use of brackets, dashes or commas to indicate parenthesis.

## WRITING PROCESS






## WRITING PURPOSE

Children should know that there are different purposes for writing. In Year 6 children should focus on all four of these. They should be given opportunity to read and write texts which inform, entertain, persuade or discuss.



Children should be taught the importance of context, audience and purpose through:

-  showing awareness of language and grammar typical of informal speech and that appropriate for formal speech and writing;
-  developing use of language and selecting word choices for clarity, effect on reader and/or context;
-  selecting an appropriately formal or informal tone through use of taught language and grammar, see table-

Formal	Informal
Use of the subjunctive or passive form	Question Tags
Context specific vocabulary	Direct Addresses
Avoid contracted form	Vernacular Language
Perfect Tense	Contracted Form



# APPLY IT

YEAR 6

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

## TO ENTERTAIN

### STORY WRITING

Children should be taught to:

#### Structure & Organisation

- create a title which hints at the theme;
- include a beginning which introduces the character, setting, atmosphere - this may also take the form of a flashback/flash-forward;
- include a build up which hints at what is going to happen next;
- include a dilemma which introduces the problem;
- include a resolution where the problem is solved;
- include an ending which details the characters' feelings and ties together the threads of detail;
- organise writing into paragraphs;
- use a range of cohesive devices to aid flow;

#### Grammatical features

- select the correct tense and apply consistently (may vary);
- use a wide range of conjunctions to express, time, place and manner in varying positions;
- consistently maintain first or third person (may use second person to address the reader);
- use fronted adverbials to detail time/place;
- use expanded noun phrases to add detail;
- use multi-clause sentences for detail and single clause for effect;
- use direct speech/reported speech to advance the action and/or aid characterisation;

#### Language features

- use pronouns to avoid repetition and refer back;
- select vocabulary that matches the level of formality required.

### POETRY

Children should be taught to: explore and experience a range of poetry. Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience.

They should be given the opportunity to plan, write and perform poetry.

#### Imagery

Children should be taught to:

- use figurative language to describe the subject;
- draw upon all senses to create a sensory experience for the reader including onomatopoeia;
- use precise and emotive vocabulary;
- choose whether to use rhyme.

An example of a poem which uses imagery is William Wordsworth's classic 1804 poem -

*I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.*

Pupils should also experience a range of poetry through the reading curriculum.

### DESCRIPTION

Children should be taught to:

#### Structure & Organisation

- introduce the character, setting or object to the reader;
- describe unusual and distinctive features;

#### Grammatical features

- use the third person;
- use the tense consistently (past or present);
- use a wide range of conjunctions to link ideas;
- use subordinate clauses, in varied positions, to add detail and context;
- use fronted adverbials to detail time/place;
- use pronouns to refer back to subject/object;

#### Language features

- use increasingly precise adjectives, adverbs and prepositions to create atmosphere and for effect.
- use figurative language to add detail and description;
- use show not tell techniques, encouraging the reader to make inferences;
- use pronouns to avoid repetition;
- use expanded noun phrases to aid cohesion and add detail;
- use the power of three for effective repetition.

# APPLY IT: TO INFORM

# YEAR 6

Children should be taught to write to inform effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

<u>NON-CHRONOLOGICAL REPORT</u>	<u>RECOUNT DIARY</u>	<u>PROCEDURAL</u>	<u>BIOGRAPHY</u>	<u>WIDER CURRICULUM EXPLANATIONS</u>
<p><b>Children should be taught to:</b></p> <p><b>Structure &amp; Organisation</b></p> <ul style="list-style-type: none"> <li>include a heading;</li> <li>include an introduction to outline the topic;</li> <li>include sub-headings;</li> <li>use paragraphs to organise the information logically;</li> <li>make organisational decisions about how the report should look. This may include fact boxes, bullet pointed lists, diagrams;</li> </ul> <p><b>Grammatical features</b></p> <ul style="list-style-type: none"> <li>use third person;</li> <li>use mainly present tense;</li> <li>include some use of the perfect tense;</li> <li>use a range of conjunctions, in varied positions, to aid cohesion;</li> <li>use modal verbs to indicate degrees of possibility;</li> </ul> <p><b>Language features</b></p> <ul style="list-style-type: none"> <li>select appropriate vocabulary which matches the required level of formality;</li> <li>use technical vocabulary to demonstrate factual knowledge;</li> <li>use specific names of people or places;</li> <li>use statistics to inform;</li> <li>use noun phrases, adverbs and prepositions to provide specific, factual detail.</li> <li>use pronouns to refer back to the subject;</li> <li>use noun phrases and a variety of determiners to avoid repetition.</li> </ul>	<p><b>Children should be taught to:</b></p> <p><b>Structure &amp; Organisation</b></p> <ul style="list-style-type: none"> <li>include an opening which provides context and details feelings about the day/event;</li> <li>organise the main body chronologically;</li> <li>include only relevant/significant events and information;</li> <li>include a closing paragraph which reveals the writer's feeling, hopes/fears for the future;</li> </ul> <p><b>Grammatical features</b></p> <ul style="list-style-type: none"> <li>consistently use past tense although the present tense may be used for the opening and closing;</li> <li>use first person consistently throughout;</li> <li>include a range of conjunctions to aid cohesion;</li> <li>use a full range of adverbials in varied positions;</li> <li>use modal verbs to indicate degrees of possibility;</li> <li>use the subjunctive mood to indicate hopes and desires;</li> <li>use direct addresses such as question tags to draw the reader in;</li> </ul> <p><b>Language features</b></p> <ul style="list-style-type: none"> <li>select appropriate vocabulary which matches the required level of formality;</li> <li>use precise and emotive vocabulary to reveal the writer's innermost thoughts and feelings;</li> <li>use pronouns to refer back.</li> </ul>	<p><b>Children should be taught to:</b></p> <p><b>Structure &amp; Organisation</b></p> <ul style="list-style-type: none"> <li>include a title which states the purpose;</li> <li>include a statement which outlines the end goal/aim;</li> <li>include an ingredients/resource/equipment list (may be bulleted);</li> <li>keep the sentences concise so the reader can follow the steps/method easily;</li> <li>use numbered or clearly logical steps to give clarity;</li> <li>end with a closing statement which may include warnings and/or top tips;</li> <li>include diagrams where appropriate;</li> </ul> <p><b>Grammatical features</b></p> <ul style="list-style-type: none"> <li>use second person;</li> <li>use present tense;</li> <li>use adverbs to indicate time and place;</li> <li>use of preposition to provide specific detail;</li> <li>use imperative verbs to indicate importance;</li> <li>use conjunctions to illustrate the sequence;</li> <li>use causal conjunctions;</li> <li>use modal verbs to indicate degrees of possibility;</li> </ul> <p><b>Language features</b></p> <ul style="list-style-type: none"> <li>use determiners to aid precision;</li> <li>use technical/subject specific language;</li> <li>use noun phrases and pronouns to avoid repetition;</li> <li>select appropriate vocabulary which matches the required level of formality;</li> <li>use cautionary language for emphasis.</li> </ul>	<p><b>Children should be taught to:</b></p> <p><b>Structure &amp; Organisation</b></p> <ul style="list-style-type: none"> <li>include an opening which introduces the person and why they are significant;</li> <li>organise paragraphs around key events chronologically in the person's life;</li> <li>Include a closing paragraph which outlines what the future may hold or why this person will be remembered;</li> </ul> <p><b>Grammatical features</b></p> <ul style="list-style-type: none"> <li>use past tense;</li> <li>use third person;</li> <li>use adverbs to indicate time and place;</li> <li>use relative clauses to add further detail;</li> <li>use a range of conjunctions, in varied positions, to aid cohesion;</li> <li>use formal sentence structures to achieve impersonal tone;</li> </ul> <p><b>Language features</b></p> <ul style="list-style-type: none"> <li>use specific names of people or places;</li> <li>use noun phrases to avoid repetition;</li> <li>use pronouns to refer back to the subject;</li> <li>use emotive vocabulary to convey and provoke feelings about the person life;</li> <li>use passive and active voice;</li> <li>use subject-specific/context-linked vocabulary for authenticity;</li> <li>use formal language to achieve impersonal tone.</li> </ul>	<p><b>Children should be taught how to write short sequences of high-quality explanations across the wider curriculum such as:</b></p> <ul style="list-style-type: none"> <li>Explaining parts of a process in Science;</li> <li>Explaining how something works in DT;</li> <li>Explaining phenomenon in Geography;</li> <li>Answering questions across all subjects.</li> </ul> <p><b>In Year 6 children should be taught to include:</b></p> <ul style="list-style-type: none"> <li>Technical language for the subject</li> <li>Concise, factually accurate and grammatically correct sentences</li> <li>A range of conjunctions to achieve coordination and subordination.</li> <li>Questions and bullets to organise content</li> <li>Mainly present tense</li> <li>Adverbs, prepositions and conjunctions to express time, cause and place.</li> <li>Parenthesis to add further detail or rename a noun.</li> <li>Modal Verbs</li> <li>Passive Voice</li> </ul> <p><b>Please note that children should not be expected to include all of these features all of the time. The emphasis should be on instructing them how to write clearly and coherently, in order to demonstrate their understanding.</b></p>

# APPLY IT

YEAR 6

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

## TO PERSUADE

## TO DISCUSS

### COURT ROOM - CLOSING ARGUMENT

Children should be taught to:

#### Structure & Organisation

- include an opening which summarises the issue;
- include a main body which includes logically organised paragraphs;
- provide example and evidence for each point made;
- include a conclusion which indicates opinion and directly appeals to the reader;

#### Grammatical features

- use past and present tense appropriately;
- use second person to address the reader (the jury);
- add a rhetorical question to cause the reader to consider the writer's view and to draw them in;
- use subordinating conjunctions to express cause and effect;
- use modal verbs to indicate necessity;
- use subjunctive mood to express wish/desire/hope;

#### Language features

- use precise emotive language to emphasise feelings;
- use technical vocabulary to convey knowledge and expertise;
- use the power of three for effect;
- use pronouns to avoid the repetition of proper nouns;
- use active and passive voice;
- use direct appeal to the reader;
- use cautionary language to warn/emphasise.

### TRAVEL BROCHURE

Children should be taught to:

#### Structure & Organisation

- include an opening sentence which outlines the desirability of the destination;
- use sub-headings/fact boxes to organise information;
- select information to appeal to audience;
- include images and slogans/taglines;
- include a conclusion which reiterates why the reader should visit;

#### Grammatical features

- use present tense;
- use of 2nd person pronoun 'you' to address the reader;
- use a rhetorical question to draw the reader in;
- use modal verbs to emphasise importance (should, must, ought);
- use imperatives to indicate importance;

#### Language features

- maintain an appropriately informal style to connect with the reader;
- use subject specific vocabulary to convey knowledge/expertise;
- use expanded noun phrases to add detail;
- use repetition to emphasise desirability;
- use the power of three to describe.

### DISCUSSION

Children should be taught to:

#### Structure & Organisation

- include a clear title which states the discussion topic (often a question);
- include an opening paragraph which summarises the discussion;
- use paragraphs to outline arguments for and against;
- Use examples and evidence to support each point including some use of statistics;
- include a conclusion which outlines the writer's position;

#### Grammatical features

- use third person consistently;
- use mainly present tense;
- use subordinating conjunctions to aid cohesion and express cause and effect;
- use adverbials to link ideas/opinion;

#### Language features

- use emotive language to emphasise points;
- use technical vocabulary to convey knowledge and expertise;
- use pronouns to avoid the repetition of proper nouns;
- select appropriate vocabulary which matches the required level of formality;
- use passive and active voice;
- use language of possibility and probability to speculate.