


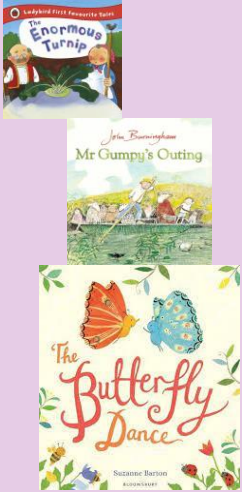




## Shirley Warren Primary School Reading Spine 2023- 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>						
Topic	Fabulous Feelings / Once upon a Time/ Awesome Autumn	Bright Lights/ The Magic of 3! / Jingle Bells	Wonderful Winter / Let's Celebrate!	Food Glorious Food! / Spring is in the Air / Hippity Hoppity: Easter is on It's Way!	Fabulous Farms / Rumble in the Jungle	Sunny Summer / Under the Sea / Farewell Friends
						
Book Theme	Feelings Traditional Tales Seasons	Celebrations Traditional Tales	Seasons Festivals	Healthy Eating Growing Seasons	Animals	Seasons Feelings and changes
Other supporting books	-Colour Monster - How Do You Feel?	- Diwali (Celebrate the World) -We are Going on a Pumpkin Hunt - Remembrance Day - That's Not my Santa	-Good morning Little Robin - Odd Dog Out - Shark in the dark	-We're Going on an Egg Hunt	-The Most Exciting Eid -A Day on the Farm with the Hungry Caterpillar	- Let's have a Picnic - Barry the Fish with Fingers - Tiddler - Ruby's Worry
<b>Year R</b>						

Topic	<b>Marvellous Me!</b>  <b>People Who Help Us</b>	<b>Winter Wonderland</b>	<b>Castles and Knights</b>  <b>Dinosaurs</b>	<b>How Does Your Garden Grow</b>	<b>Superheroes</b>	<b>AHOY There!</b>
<b>Text Driver(s)</b>						
<b>Key Writing Outcomes</b>	<p><b>Labelling</b> A = Other Year R Class P = Getting to know each other</p> <p><b>Invitation</b> A = Parents P = invited to our 'Little Glow Festival'</p> <p><b>Letter</b> A = Father Christmas P = presents</p>	<p><b>Instructions/Recipe</b> A = Cookery club P = Explaining how to make Pumpkin Soup</p> <p><b>Invitation</b> A = Parents P = invited to our 'Little Glow Festival'</p> <p><b>Letter</b> A = Father Christmas P = presents</p>	<p><b>Recount</b> A = Mrs Newton P = telling about our trip to the castle</p> <p><b>Recipe - How to Grow a Dinosaur</b> A = Children who like dinosaurs P = Ingredients list and how to grow your own dinosaur</p> <p><b>Recount</b> A = KS1/ Mr Kelly P = telling about egg on playground</p>	<p><b>Narrative - retell</b> <b>Enormous Turnip</b> A = Nursery P = Sharing stories</p> <p><b>How to look after plants</b> A = Parents P = How to look after seeds when they take them home</p>	<p><b>Character description - Wanted Poster</b> A = School P = Looking for the Evil Pea</p> <p><b>Speech Bubbles</b> A = Library P = Make a class comic for the library</p>	<p><b>Postcards</b> A = Family P = Share the journey as snail / whale</p> <p><b>Message in a bottle</b> A = Office staff P = So office can call for help</p>
<b>Book Theme</b>	Friendship	Respect	Journey	Change	Heroism	Bravery

<p><b>Other Supporting Books</b></p>	<p>Traditional Tales The Colour Monster Goes to School That's Not My....series SuperDuper You What Makes Me a Me Mog and the Vee Ee Tee Charlie the Firefighter Selection of Little People, Big Dreams books</p>	<p>The Best Diwali Ever The Christmas story The Gingerbread Man Ten Little Christmas Elves</p>	<p>Princess and the Pea Zog and the Flying Doctors The Knight who Wouldn't fight The Castle the King Built How to Grow a Dinosaur Dear Dinosaur Dinosaurs and all that rubbish</p>	<p>Olivers Vegetables The Enormous Turnip Old McDonald Little Red Hen Mr Grumpy's Outing The Tiny Seed</p>	<p>Supertato Superworm Traction Man Evil Pea Rules Avocado Baby Zim, Zam, Zoom (poetry)</p>	<p>Sharing a Shell Snail and the Whale Ocean non-fiction texts One Tiny Turtle  Never Mess with a Pirate Princess Pirates love Underpants</p>
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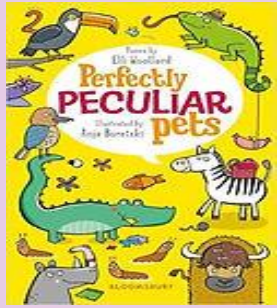
Year 1

Topic	Up the Beanstalk	Our School and Local Area	Terrific Toys	Down on the Farm	The Great Fire of London	Coast to Coast
<p><b>Text Driver(s) /Key Texts</b></p>						
<p><b>Key Writing Outcomes</b></p>	<p><b>Character description of a giant</b> P= to help the reader imagine the giant A= the other Yr 1 class <b>Information leaflet</b> P= to help their family identify common plants,</p>	<p><b>Instructions</b> P= to help the Jolly Postman find his way to our classroom A= The Jolly Postman <b>Christmas Letters to familiar fairy tale characters</b></p>	<p><b>Information Fact Files on toys</b> P= to compare toys then and now A= children in Yr 2 <b>Narrative - plot</b> <b>The Lost Toy</b> P= to entertain</p>	<p><b>Recount - personal recount of the trip to the farm.</b> P= to share how much they enjoyed the events on the trip A=Mrs Newton and school governors</p>	<p><b>Recount of the events of the Great Fire of London</b> A= people interested in history P= To retell <b>A diary entry in role as the Baker Boy</b> A= themselves</p>	<p><b>The Life of Grace Darling</b> P= to record the key events in the life of a significant person A = Historians <b>Narrative - plot</b> <b>A Rescue at Sea</b></p>


	<p>flowers and trees. A = parents and siblings</p>	<p>P= to explain what gifts they are sending for Christmas and why A= JACK, GL, BB, BBW, LRRH  Poetry- Fireworks</p>	<p>A= Parents</p>	<p><b>Retelling</b> P= to entertain A = assembly audience</p>	<p>P = to capture thoughts and feelings</p>	<p>P= to entertain A= Parents</p>
<p><b>Writing Skills- SPaG</b></p>	<p>Punctuate sentences with a capital letter and a full stop. Separate words with spaces. Use capital letters for proper nouns and the personal pronoun 'I' Combine words to make sentences</p>					
		<ul style="list-style-type: none"> <li>● Introduce singular and plural</li> <li>● Use regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</li> <li>● Join words and clauses using 'and'.</li> <li>● Add suffixes to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).</li> </ul>	<ul style="list-style-type: none"> <li>● Use the prefix un- to change the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].</li> <li>● Adding -er and -est to adjectives where no change is needed to the root word.</li> </ul>	<ul style="list-style-type: none"> <li>● Begin to punctuate sentences with a question mark</li> <li>● Adding the suffixes -s and -es to words (plural of nouns and the third person singular of verbs) e.g. the turret <u>reaches</u> up to the sky.</li> </ul>	<ul style="list-style-type: none"> <li>● Begin to punctuate sentences with an exclamation mark and question mark.</li> <li>● Adding the suffixes -s and -es to words (plural of nouns and the third person singular of verbs) e.g. the stable shelters the horses from the cold)</li> </ul>	
<p><b>Writing Skills- Composition</b></p>	<p>Orally rehearse sentences for their own writing Draw on what they have read and listened to Reread aloud what they have written</p>					
	<p>Labelling Write Key words that are phonetically plausible. Write simple sentences</p>	<p>Sequencing sentences to form short narratives</p>	<p>Sequencing sentences to form short narratives Discuss what they have written with their teacher</p>	<p>Sequencing sentences to form short narratives Discuss what they have written with their teacher and other pupils Read their writing out loud clearly enough to be heard by their peers and their teacher</p>		



<b>Books for Guided Reading</b>	Fully-decodable books					
<b>Key Decoding Skills</b>	<p>Apply phonic knowledge to decode words            Speedily read all 40+ letters/groups for 40+ phonemes            Read accurately by blending taught GPC            Read common suffixes (-s, -es, -ing, -ed, etc)            Read multisyllable words containing taught GPC's            Read contractions and understanding use of apostrophe            Read aloud phonetically decodable texts</p>					
<b>Key Reading Skills</b>	<ul style="list-style-type: none"> <li>● Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>● Link what they read or hear read to their own experiences.</li> <li>● Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>● Recognising and joining in with predictable phrases</li> <li>● Discussing word meanings, linking new meanings to those already known</li> <li>● Drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>● Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>● Link what they read or hear read to their own experiences</li> <li>● Learning to appreciate rhymes and poems and to recite some by heart</li> <li>● Discussing work meanings, linking new meanings to those already known</li> <li>● Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>● Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>● Making inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>● Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>● Link what they read or hear read to their own experiences</li> <li>● Discussing work meanings, linking new meanings to those already known</li> <li>● Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>● Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>● Making inferences on the basis of what is being said and done</li> <li>● Predicting what might happen on the basis of</li> </ul>	<ul style="list-style-type: none"> <li>● Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>● Link what they read or hear read to their own experiences.</li> <li>● Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>● Recognising and joining in with predictable phrases</li> <li>● Discussing work meanings, linking new meanings to those already known</li> <li>● Drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>● Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>● Discussing work meanings, linking new meanings to those already known</li> <li>● Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>● Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>● Making inferences on the basis of what is being said and done</li> <li>● Predicting what might happen on the basis of what has been read so far</li> <li>● Participate in discussion about what</li> </ul>	<ul style="list-style-type: none"> <li>● Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>● Discussing work meanings, linking new meanings to those already known</li> <li>● Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>● Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>● Making inferences on the basis of what is being said and done</li> <li>● Predicting what might happen on the basis of what has been read so far</li> <li>● Participate in discussion about what</li> </ul>

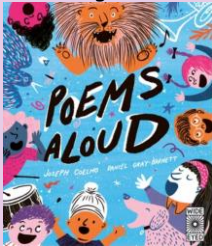
	<ul style="list-style-type: none"> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• Making inferences on the basis of what is being said and done</li> <li>• Predicting what might happen on the basis of what has been read so far</li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• Explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>• Predicting what might happen on the basis of what has been read so far</li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• Explain clearly their understanding of what is read to them</li> </ul>	<p>what has been read so far</p> <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>• Explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• Making inferences on the basis of what is being said and done</li> <li>• Predicting what might happen on the basis of what has been read so far</li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• Explain clearly their understanding of what is read to them</li> </ul>	<p>is read to them, taking turns and listening to what others say</p> <ul style="list-style-type: none"> <li>• Explain clearly their understanding of what is read to them</li> </ul>	<p>is read to them, taking turns and listening to what others say</p> <ul style="list-style-type: none"> <li>• Explain clearly their understanding of what is read to them</li> </ul>
Other Supporting Books	The Curious Garden Jim and the beanstalk Giants	Martha Maps it Out The Jolly Christmas Postman	Terrific Toys Dogger Lost at the Toy Museum	A Cultivated Wolf Cluck O' Clock The Little Red Hen Click, Clack, Moo 	The Baker's Boy and the Great Fire of London	Katie Morag Island Stories Seaside Stroll Grace Darling The Storm Whale
Year 2						
Topic	What? Where? Why?	Savannah Safari	Florence Nightingale	Enchanted Forest	Journey of a Lifetime (Titanic)	The Sixties

<p><b>Text Driver(s) /Key Texts</b></p>						
<p><b>Key Writing Outcomes</b></p>	<p><b>Letter</b> A = LRR's Mum P = To inform of the journey <b>Diary as the wolf</b> A = himself/year 1 P = to tell the wolves version of the truth <b>Instructions</b> A= each other P = to find a way through the forest</p>	<p><b>Narrative - A postcard home</b> A = parent P= to inform about Africa <b>Narrative- write own Tinga Tale</b> A= year 1/animal lovers P= To entertain <b>Non fiction Information leaflet</b> A= Tourists to Africa P= To inform and entertain</p>	<p><b>A letter In role as Florence Nightingale</b> A= Florence's parents P= To reflect on personal experiences in character <b>A non-chronological report about Florence Nightingale</b> A= To Inform P= Interested parties <b>A diary entry in role as Florence</b> A= themselves P = to reflect on own thoughts and feelings  Poetry- EASTER</p>	<p><b>Descriptive Writing Character Description</b> A= parents P= to describe, inform and entertain <b>Setting description- creating their own world</b> A= parents P= to describe, inform and entertain <b>Instructions- how to get out of the Enchanted Wood</b> A= Silky the fairy P= to instruct</p>	<p><b>Recount of trip to the Sea City museum</b> A= Year 3 pupils P= to inform about their trip <b>Letter A recount of the events of the sinking of the Titanic</b> A = Newspaper readers P = To inform of the events <b>A diary entry from someone on the Titanic</b> A - self P = to share thought and feelings</p>	<p><b>Narrative- an alien breaking into school</b> A= Year 5 P= to entertain <b>News Report/script to be filmed</b> A= the general public P= to inform about the moon landing <b>A day in the life of a 1960s child</b> A= parents P= to inform  Poetry - CHRISTMAS</p>
<p><b>Writing Skills- SpaG</b></p>	<p>Apply phonics skills in writing Spell Year 1 and 2 Common Exception Words Capital letters at the beginning of sentences, Proper Nouns ( people, places, days) and personal pronoun I Full stops Develop fluent, legible handwriting Form letters correctly starting and finishing in the right place and write in a consistent size Finger spaces Correct capital letters, full stops and spellings Proofread for spelling, punctuation and grammar errors, independently making simple revisions to their writing</p>					<p>Use sentences with different forms: statement, question, exclamation, command Use some features of written Standard English</p>


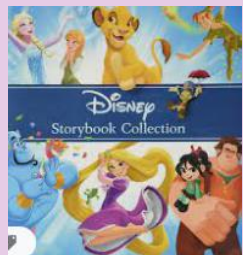
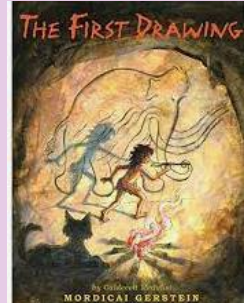
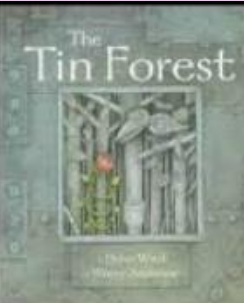
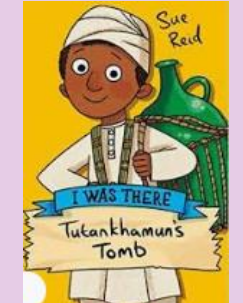

	<ul style="list-style-type: none"> <li>● Consolidate Year 1 punctuation and grammar.</li> <li>● Recap joining words and clauses using 'and'. Introduce or, and, but</li> <li>● Recap plural noun suffixes -s or -es.</li> <li>● Recap adding suffixes to verbs where no change is needed in the spelling of root words</li> <li>● Recap the prefix un- to change the meaning of verbs and adjectives</li> <li>● Teach word classes- verb, adjective, nouns</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce commas to separate items in a list</li> <li>● Introduce apostrophes - to mark omission</li> <li>● Add suffixes to spell longer words: -ful, -less</li> <li>● Write using some expanded noun phrases to describe and specify [for example, the blue butterfly].</li> <li>● Correct use of tense (Past and present) including the progressive form</li> </ul>	<ul style="list-style-type: none"> <li>● Use apostrophes to mark singular possession in nouns [for example, the girl's name].</li> <li>● Contractions (can't, didn't, hasn't, couldn't, it's, I'll)</li> <li>● Teach subordination (using: when, if, that, or because) within writing.</li> <li>● Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it.</li> <li>● Write sentences with different forms: question, statement, command, exclamation.</li> <li>● Add suffixes to spell longer words: -ment, -ness</li> <li>● Revisit expanded noun phrases to describe and specify.</li> </ul>	<ul style="list-style-type: none"> <li>● Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter.</li> <li>● Add suffixes to spell longer words: -ly</li> <li>● Revisit use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</li> <li>● Use expanded noun phrases to describe and specify</li> <li>● Adding -es to nouns and verbs ending in -y.</li> </ul>	<ul style="list-style-type: none"> <li>● Use words ending in -tion</li> <li>● Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.</li> </ul>	<p>Consolidate all Year 2 learning</p>
<p><b>Writing Skills-Composition</b></p>	<p>Compose sentence orally before writing            Plan what they want to write by writing down ideas and/or keywords, including vocabulary            Sequence ideas logically and coherently            Write for different purposes            Choose language with a growing awareness of the reader in mind            Reread orally what they have written            Edit and improve coherence, including correct and consistent use of tense and SPaG            Evaluate their writing with the teacher and other pupils</p>					
<p><b>Books for Guided Reading</b></p>	<p>Fully decodable books</p>	<p>Fully decodable books</p>				



						
<p><b>Key Decoding Skills</b></p>	<p>Secure phonics decoding until reading is fluent            Read accurately by blending, including alternative sounds for graphemes            Read multisyllable words containing these graphemes            Read common suffixes            Read exception words, noting unusual correspondences            Read most words quickly and accurately without overt sounding and blending</p>					
<p><b>Key Reading Skills</b></p>	<ul style="list-style-type: none"> <li>Secure phonic decoding until reading is fluent</li> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>Discussing favourite words and phrases</li> <li>Discussing sequence of events in books and how items of information are related</li> <li>Drawing on what they already know or on</li> </ul>	<ul style="list-style-type: none"> <li>Secure phonic decoding until reading is fluent</li> <li>Recognising simple recurring literary language in stories and poetry</li> <li>Continuing to build up a repertoire of poems learnt by heart</li> <li>Discussing and clarifying the meaning of words, linking new meanings to known vocabulary</li> <li>Drawing on what they already know or on</li> </ul>	<ul style="list-style-type: none"> <li>Secure phonic decoding until reading is fluent</li> <li>Discussing favourite words and phrases</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Making inferences on the basis of what is being said and done</li> <li>Predicting what might happen on the basis of what has been read so far.</li> <li>Participate in discussion about books and poems</li> </ul>	<ul style="list-style-type: none"> <li>Secure phonic decoding until reading is fluent</li> <li>Continuing to build up a repertoire of poems learnt by heart</li> <li>Discussing and clarifying the meaning of words, linking new meanings to known vocabulary</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Making inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>Secure phonic decoding until reading is fluent</li> <li>Recognising simple recurring literary language in stories and poetry</li> <li>Discussing and clarifying the meaning of words, linking new meanings to known vocabulary</li> <li>Discussing sequence of events in books and how items of information are related</li> <li>Drawing on what they already know or on</li> </ul>	<ul style="list-style-type: none"> <li>Secure phonic decoding until reading is fluent</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>Making inferences on the basis of what is being said and done</li> </ul>

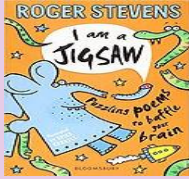
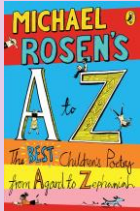
	<p>background information and vocabulary</p> <ul style="list-style-type: none"> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• Predicting what might happen on the basis of what has been read so far.</li> <li>• Participate in discussion about books and poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	<p>background information and vocabulary</p> <ul style="list-style-type: none"> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• Being introduced to non-fiction books that are structured in different ways</li> <li>• Participate in discussion about books and poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	<p>and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <ul style="list-style-type: none"> <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>• Being introduced to non-fiction books that are structured in different ways</li> <li>• Participate in discussion about books and poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	<p>background information and vocabulary</p> <ul style="list-style-type: none"> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• Being introduced to non-fiction books that are structured in different ways</li> <li>• Participate in discussion about books and poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	
<p><b>Other Supporting Books</b></p>	<p>What Colour Is the Wind by Anne Herbauts One Day on our Blue Planet in the antarctic by Ella Bailey Magic Train Ride - Barefoot Books (music Link) Inside the Villains by Coltilde Perrin</p>	<p>Little Red Hood by Marjolaine Leray A River by Max Martin Immi by Karin Littlewood On the way home by Jill Murphy</p>	<p>The Way Back Home by Oliver Jeffers Britta Teckenrup- Bee The Wolf's Story: What Really Happened to Little Red Riding Hood by Toby Forward Tad Tadpole's Promise by Benji davies</p>	<p>Matilda by Roald Dahl Little Red: A Fizzingly Good Yarn by Lyn Roberts The Rhythm of the Rain by Graham Baker Smith Ice trap Shakleton's Incredible Journey by Meredith Hooper</p>	<p>Tidy by Emily Gravett Walk With a Wolf by Jenni Howker The Great Water Cycle Adventure by Kat Barnham</p> 	<p>Song lyrics from 1960's bands Tiger who came to Tea</p>
<b>Year 3</b>						
<b>Theme</b>	<b>Extreme Earth</b>	<b>Disney</b>	<b>The Prehistoric World</b>	<b>Brilliant Britain</b>	<b>Furious Pharaohs</b>	<b>Food glorious food</b>

<p><b>Text Driver(s)/ Key Texts</b></p>				  <p>Patron Saints</p>								
<p><b>Key Writing Outcomes</b></p>	<p><b>Narrative</b> A.= our families P = to entertain</p> <p><b>Poetry</b> A.= Koala and Panda class P = to express emotion</p>	<p><b>Persuasive Letter</b> A = Mrs Newton P = to persuade Mrs Newton to let us watch a Disney film in the hall</p> <p><b>Disney leaflets</b> A = anyone who wants to go to Disney P = to inform</p> <p><b>Setting description</b> A = Aladdin P = to entertain and inform</p>	<p><b>Portal story</b> A.= children who enjoy adventure stories P = to entertain</p> <p><b>Letter</b> A= trip/visitor P= to recount the trip and thank</p> <p><b>Diary</b> P=. themselves P = recount personal events</p>	<p><b>Non-chronological report</b> A = visitors to London P = to inform</p> <p><b>Instructions</b> A = anyone you wants to grow a plant P = to instruct</p> <p><b>Narrative</b> A = year 2 P = to entertain</p>	<p><b>Adventure story</b> A= our families P = to entertain</p> <p><b>Diary</b> A = ourselves P = to remember and express emotion</p> <p><b>Leaflet about embalming</b> A = anyone interested in Ancient Egypt P = to inform</p>	<p><b>Newspaper Report</b> A= Readers P = To inform</p> <p><b>A review</b> A= potential customers P = to report and recommend</p> <p><b>Letter</b> A = our parents P = to invite them to our cafe</p>						
<p><b>Writing Skills- SpaG</b></p>	<p>Use sentences with different forms: question, statement, command, exclamation.</p>						<ul style="list-style-type: none"> <li>Recap and consolidate Year 2 learning</li> <li>Secure understanding of coordination and subordination.</li> <li>New prefixes: 'in-', 'dis-', 'mis-', 're-'</li> <li>Use the correct form of 'a' or 'an'</li> </ul>	<ul style="list-style-type: none"> <li>Use paragraphs as a way to group related material.</li> <li>Teach headings and sub-headings to aid presentation</li> <li>Express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</li> </ul>	<ul style="list-style-type: none"> <li>Introduce inverted commas to punctuate direct speech</li> <li>Express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</li> </ul>	<ul style="list-style-type: none"> <li>Use headings and sub-headings to aid presentation</li> <li>Express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</li> </ul>	<ul style="list-style-type: none"> <li>Use headings and sub-headings to aid presentation</li> <li>Use of the present perfect form of verbs in contrast to the past tense</li> <li>Suffix '-ly' with root words ending in 'le' and 'ic'</li> <li>Previously taught suffixes</li> </ul>	<ul style="list-style-type: none"> <li>Word families based on common words (solve, solution, dissolve, insoluble)</li> </ul>

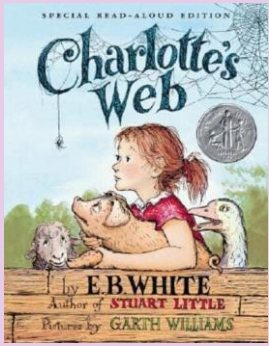
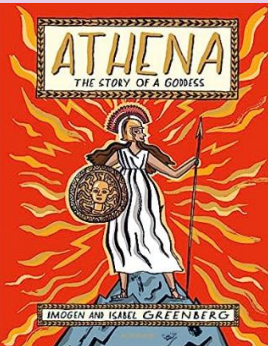

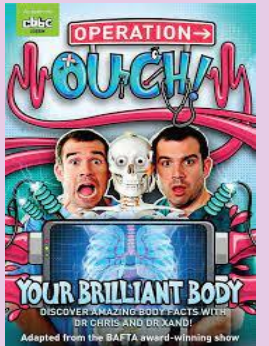
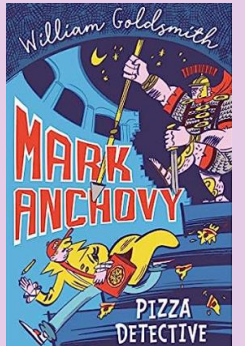
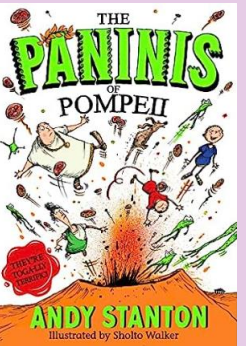
		<p>prepositions [for example, before, after, during, in, because of]</p>	<ul style="list-style-type: none"> <li>• Extending sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• Use the present perfect form of verbs in contrast to the past tense [for example, He has gone out to play contrasted with He went out to play]</li> <li>• Prefixes: 'sub-', 'inter-', 'super-', 'auto-', 'anti'</li> <li>• Suffix '-ation'.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue working on extending sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• Use of the present perfect form of verbs in contrast to the past tense</li> <li>• Prefixes: 'in-', 'un-', 'il-', 'im-', 'ir-'</li> <li>• Suffix: '-or/ous'</li> </ul>		
<p><b>Writing Skills-Composition</b></p>	<p>Progressively build a varied and rich vocabulary and an increasing range of sentence structure. Fully plan and orally rehearse what will be written. Re-read writing to check for sense. Utilise a variety of sentence types and organise into paragraphs with headings/subheadings if appropriate. In narratives, create settings, characters and plot. Ensure consistent use of tense throughout writing. Make sure all punctuation is correct, including speech punctuation and apostrophes. Apply our phonetic knowledge and known spellings to writing. Continually seeking to improve their writing and edit their work to improve consistency and the impact on the reader.</p>					
<p><b>Books for Guided Reading</b></p>						
<p><b>Key Decoding Skills</b></p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.</p>					



<p style="text-align: center;"><b>Key Reading Skills</b></p>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, play, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Identifying themes and convention in a wide range of books</li> <li>• Preparing poems and play scripts to read aloud and to perform</li> <li>• Recognise some different forms of poetry</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying these with evidence</li> <li>• Predicting what might happen from details stated of implied</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Identifying how language, structure and presentation contribute to meaning</li> <li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, play, non-fiction and reference books or textbooks</li> <li>• Increasing familiarity with a wide range of books and retelling some of these orally</li> <li>• Identifying themes and convention in a wide range of books</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying these with evidence</li> <li>• Predicting what might happen from details stated of implied</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Identifying how language, structure and presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, play, non-fiction and reference books or textbooks</li> <li>• Identifying themes and convention in a wide range of books</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying these with evidence</li> <li>• Predicting what might happen from details stated of implied</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Identifying how language, structure and presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, play, non-fiction and reference books or textbooks</li> <li>• Identifying themes and convention in a wide range of books</li> <li>• Recognise some different forms of poetry</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying these with evidence</li> <li>• Predicting what might happen from details stated of implied</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Identifying how language, structure and presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction</li> <li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, play, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Identifying themes and convention in a wide range of books</li> <li>• Preparing poems and play scripts to read aloud and to perform</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying these with evidence</li> <li>• Predicting what might happen from details stated of implied</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Identifying how language, structure and presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, play, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a 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	and listening to what others say			and listening to what others say	<ul style="list-style-type: none"> <li>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</li> </ul>	they can read for themselves, taking turns and listening to what others say
<b>Other</b>	<p>Egyptian Cinderella by Shirley Climo</p> <p>Range of non-fiction on Ancient Egypt</p>	<p>A range of Disney books</p> 		<p>Here comes Frankie-Tim Hopgood (music link)</p> <p>Range of non-fiction books on the UK and flowering plants</p> 		
<b>Year 4</b>						
<b>Topic</b>	<b>Deadly 60</b>	<b>The Greeks</b>	<b>Water Pollution</b>	<b>Operation Ouch</b>	<b>Italy</b>	<b>Empowering Emperors</b>

<p><b>Text Driver(s) Key Texts</b></p>						
<p><b>Key Writing Outcomes</b></p>	<p><b>Factfile</b> A= the class P = to gather information <b>Persuasive Narrative</b> A = Australian embassy P = To inform <b>Letter</b> A= Steve Backshall P = to inform</p>	<p><b>Character description of mythical beast</b> A =peers P= to describe <b>Narrative- write own myth</b> A= another year group P = to entertain <b>Comparison</b> A= Year 6 P= to inform</p>	<p><b>Persuasive Writing</b> A= peers P= persuade <b>Balance argument</b> A= Supermarket P= to present facts <b>Poetry (Haiku/Cinquain/shape)</b> A= KS1 p= to entertain</p>	<p><b>Fact File/information text</b> A= Year 4 P= gather information to inform <b>Narrative</b> A = the parents P = to entertain <b>Diary</b> A= each other P = to inform and entertain</p>	<p><b>Non-chronological report</b> A= class P= to inform <b>Information text/travel guide (advert/brochure)</b> A= class P= to inform/persuade <b>Comparison/report</b> A=Year 6 P= to inform</p>	<p><b>Newspaper report</b> A = readers P - to inform with facts <b>Recount of Roman day/trip</b> A= each other P = to retell <b>Narrative - action scene</b> A = for each other to perform p= to entertain</p>
<p><b>Writing Skills- SpaG</b></p>	<p>Use sentences with different forms: question, statement, command, exclamation. Organise writing appropriately using paragraphs, headings and sub- headings. Extend the range of sentences with more than one clause by using a wider range of conjunctions; because, if, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>					
<ul style="list-style-type: none"> <li>Consolidate Year 3 punctuation and grammar</li> <li>Standard English verb inflections [I did vs. I done]</li> <li>Use appropriate choice of pronoun or noun to create cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Use fronted adverbials [for example, Later that day, I heard the bad news.]</li> <li>Use commas after fronted adverbials</li> <li>Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The</li> </ul>	<ul style="list-style-type: none"> <li>Use Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I</li> <li>Use noun phrases expanded by the addition of adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> </ul>	<ul style="list-style-type: none"> <li>Understand the grammatical difference between plural and possessive –s</li> <li>Possessive apostrophe with plurals</li> <li>Prefixes: 'anti-' and 'inter-' Suffix '-ation'</li> </ul>	<ul style="list-style-type: none"> <li>To show an understanding of the features of persuasive writing</li> <li>Recognise some different form of poetry [e.g. free verse, narrative poetry]</li> <li>Suffix: '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally'</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate and recap all Year 3 / 4 SPaG as needed</li> <li>Ensure that pupils are secure in their understanding of Year 3 and 4 curriculum in preparation for Year 5</li> </ul>	

		<p>conductor shouted, "Sit down!"</p> <ul style="list-style-type: none"> <li>• Prefixes: 'in-', 'il-', 'im-' and 'ir-'</li> <li>• Suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')</li> <li>• Possessive apostrophe with singular proper nouns (<i>Cyprus's population</i>)</li> </ul>			<ul style="list-style-type: none"> <li>• Suffix: '-ous' (<i>poisonous, outrageous</i>)</li> <li>• Revisit: Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'.</li> </ul> <p>Focus where needed</p>	
<p><b>Writing Skills- Composition</b></p>	<p>Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas.</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Proofread for spelling and punctuation errors.</p> <p>Evaluate and edit by assessing the effectiveness of their own and other's writing and suggesting improvements- proposing changes to grammar and vocabulary to improve consistently, including the accurate use of pronouns in sentences.</p> <p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>In narratives, create settings, characters and plot.</p>					
<p><b>Books for Guided Reading</b></p>						
<p><b>Key Decoding Skills</b></p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, notings between spellings and sound wand where these occur in the word the unusual correspondence</p>					




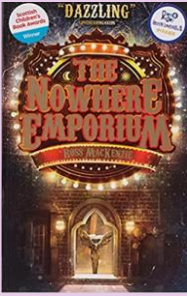
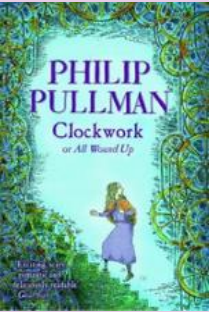



<p style="text-align: center;"><b>Key Reading Skills</b></p>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Identifying themes and convention in a wide range of books</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying these with evidence</li> <li>• Predicting what might happen from details stated of implied</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Increasing familiarity with a wide range of books and retelling some of these orally</li> <li>• Identifying themes and convention in a wide range of books</li> <li>• Preparing poems and play scripts to read aloud and to perform</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying these with evidence</li> 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presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Increasing familiarity with a wide range of books and retelling some of these orally</li> <li>• Identifying themes and convention in a wide range of books</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying these with evidence</li> <li>• Predicting what might happen from details stated of implied</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Identifying themes and convention in a wide range of books</li> <li>• Recognise some different forms of poetry</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• Identifying how language, structure and presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of purposes#</li> <li>• Identifying themes and convention in a wide range of books</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying 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<p><b>Other Supportin g Books</b></p>		<p>Helping Hercules Everything Mythology</p>				
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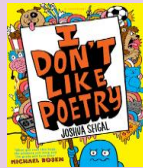
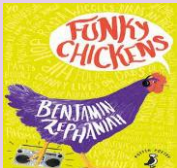
**Year 5**

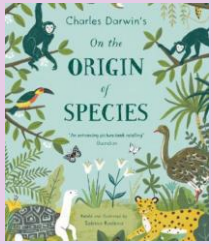
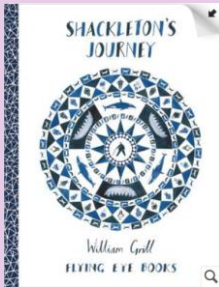


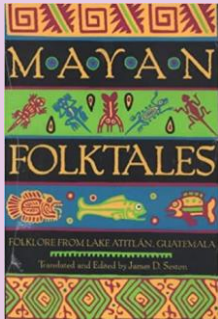
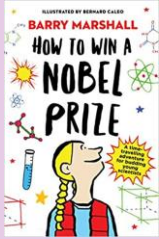
<p><b>Topic</b></p>	<p><b>Rainforests</b></p>	<p><b>Vikings and Anglo-Saxons</b></p>	<p><b>Victorians</b></p>	<p><b>Space</b></p>	<p><b>Animals and Humans</b></p>	<p><b>London to Rio</b></p>
<p><b>Text Driver(s)/ Key Texts</b></p>						
<p><b>Key Writing Outcomes</b></p>	<p><b>Narrative- setting description</b> A= Parents/carers P= To entertain <b>Explanation</b> A - Travellers P- explaining how to survive <b>Diary entry</b> A = themselves as the explorer P = to reflect on own emotions</p>	<p><b>Narrative - Action Scene</b> A = each other as playwrights P= to inform and entertain <b>Chronological Report</b> A= parents P= to inform <b>Setting Description</b> A= each other P= to describe and entertain</p>	<p><b>Newspaper report</b> A = workhouse P = To complain about the standards of work <b>Diary entry</b> A = selves P = To retain memories <b>Poetry</b> A = parents P = To entertain</p>	<p><b>Character Description</b> A = the reader P - introduce characters. Extended narrative A = Younger year groups P = To entertain and educate <b>Letter</b> A- Future readers P- to inform what our world is like <b>Biography of an astronaut</b> A- Year 6</p>	<p><b>Setting description</b> A = Our friends P = To allow the reader to visualise the setting <b>Non-chronological report</b> A = animal lovers P = To inform the reader about yellow spotted lizards <b>Travel brochure</b> A = parents of naughty boys P = To persuade parents</p>	<p><b>Missing Persons News broadcast report</b> A= The nation P= to find a missing person <b>Comparison email</b> A= Paola (from Brazil) P= to inform of similarities and differences <b>Extended narrative</b> A= Younger year groups P= to entertain</p>

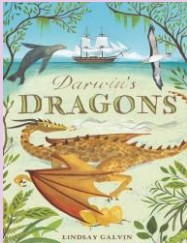

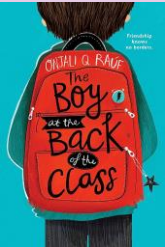

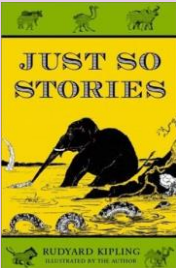

				P- To inform and inspire	to send their children to the camp	
<b>Writing Skills- PaG</b>	<p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.            Using a wide range of devices to build cohesion within and across paragraphs.            Use further organisational and presentational devices to structure text and to guide the reader.            Ensure the consistent and correct use of tense throughout a piece of writing.            Ensure correct subject and verb agreement when using singular and plural.            Use a thesaurus.</p>					
	<ul style="list-style-type: none"> <li>Consolidate Year 4 punctuation and grammar</li> <li>Prefix: con-</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen perform</li> </ul>	<ul style="list-style-type: none"> <li>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>Using modal verbs or adverbs to indicate degrees of possibility</li> <li>Convert nouns or adjectives into verbs</li> <li>Use the perfect form of verbs to mark relationships of time and cause</li> </ul>	<ul style="list-style-type: none"> <li>Use devices to build cohesion, including adverbials of time, place and number</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li>Using modal verbs or adverbs to indicate degrees of possibility</li> <li>Using commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<ul style="list-style-type: none"> <li>Use devices to build cohesion, including adverbials of time, please and number</li> <li>Use brackets, dashes or commas to indicate parenthesis.</li> <li>Convert nouns or adjectives into verbs</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>Using modal verbs or adverbs to indicate degrees of possibility</li> <li>Using commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<ul style="list-style-type: none"> <li>Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must].</li> <li>Using modal verbs or adverbs to indicate degrees of possibility</li> <li>Using commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<ul style="list-style-type: none"> <li>Recap KS2 SPaG skills</li> <li>Use devices to build cohesion, including adverbials of time, please and number</li> <li>Using modal verbs or adverbs to indicate degrees of possibility</li> <li>Using commas to clarify meaning or avoid ambiguity in writing</li> </ul>
<b>Writing Skills- Composition</b>	<p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.            Precising longer passages.            Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their writing.            Note and develop grammar and vocabulary, understanding how such choices can change and enhance meaning.            Assess the effectiveness of their own and others' writing- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>					

	<p>Distinguish between the language of speech and writing and choose the appropriate register.          Proofread for spelling and punctuation errors.          Perform their own competitions, using appropriate intonation, volume and movement so that meaning is clear.</p>					
<p><b>Books for Guided Reading</b></p>						
<p><b>Key Decoding Skills</b></p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>					
<p><b>Key Reading Skills</b></p>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non fiction and reference books/text books</li> <li>Making comparisons within and across books</li> <li>Identifying and discussing different themes and conventions in and across a wide range of writing</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Summarise the main ideas drawn from more than one paragraph, identifying lay details to support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non fiction and reference books/text books</li> <li>Increasing their familiarity with a wide range of books - literary heritage</li> <li>Identifying and discussing different themes and conventions in and across a wide range of writing</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Summarise the main ideas drawn from more than one paragraph,</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non fiction and reference books/text books</li> <li>Reading books that structured in different ways and reading for different purposes</li> <li>Identifying and discussing different themes and conventions in and across a wide range of writing</li> <li>Learning a wider range of poetry by heart, preparing poems to read aloud and perform</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non fiction and reference books/text books</li> <li>Identifying and discussing different themes and conventions in and across a wide range of writing</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Summarise the main ideas drawn from more than one paragraph, identifying lay details to support the main ideas</li> <li>Drawing inferences such as inferring characters'</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non fiction and reference books/text books</li> <li>Increasing their familiarity with a wide range of books - literary heritage</li> <li>Identifying and discussing different themes and conventions in and across a wide range of writing</li> <li>Learning a wider range of poetry by heart, preparing poems to read aloud and perform</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non fiction and reference books/text books</li> <li>Reading books that structured in different ways and reading for different purposes</li> <li>Making comparisons within and across books</li> <li>Increasing their familiarity with a wide range of books - other cultures</li> <li>Identifying and discussing different themes and conventions in and across a wide range of writing</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul>



	<ul style="list-style-type: none"> <li>• Drawing inferences such a inferring characters' feelings, thoughts and motives from their actions and justify with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Participate in discussions about books, building on their own and others' ideas</li> <li>• Explain their understanding of what they have read</li> <li>• Provide reasoned justifications for their views</li> </ul>	<p>identifying lay details to support the main ideas</p> <ul style="list-style-type: none"> <li>• Drawing inferences such a inferring characters' feelings, thoughts and motives from their actions and justify with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Discuss and evaluate how authors use language including figurative language considering the impact on the reader</li> <li>• Participate in discussions about books, building on their own and others' ideas</li> <li>• Explain their understanding of what they have read</li> <li>• Provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>• Asking questions to improve their understanding</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying lay details to support the main ideas</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justify with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Identify how language structure and presentation contribute to meaning</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Participate in discussions about books, building on their own and others' ideas</li> <li>• Explain their understanding of what they have read</li> <li>• Provide reasoned justifications for their views</li> </ul>	<p>feelings, thoughts and motives from their actions and justify with evidence</p> <ul style="list-style-type: none"> <li>• Predicting what might happen from details stated and implied</li> <li>• Participate in discussions about books, building on their own and others' ideas</li> <li>• Explain their understanding of what they have read</li> <li>• Provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>• Asking questions to improve their understanding</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying lay details to support the main ideas</li> <li>• Drawing inferences such a inferring characters' feelings, thoughts and motives from their actions and justify with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Discuss and evaluate how authors use language including figurative language considering the impact on the reader</li> <li>• Recommend books that they have read to their peers giving reasons for choices</li> <li>• Participate in discussions about books, building on their own and others' ideas</li> <li>• Explain their understanding of what they have read, including through formal</li> <li>• Provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>• Asking questions to improve their understanding</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying lay details to support the main ideas</li> <li>• Drawing inferences such a inferring characters' feelings, thoughts and motives from their actions and justify with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Identify how language structure and presentation contribute to meaning</li> <li>• Distinguish between statements of fact and opinion</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Participate in discussions about books, building on their own and others' ideas</li> <li>• Explain their understanding of what they have read, including through formal</li> <li>• Provide reasoned justifications for their views</li> </ul>
Other						Fiesta Feminina

Topic	Darwin Discoveries	Frozen Worlds	Waterways to the World	I'm glad it wasn't me!	Mysterious Myans	Keep an open mind
Text Driver(s)/ Key Texts						
Key Writing Outcomes	<p><b>Descriptive</b> A= captain of the Beagle P= to inform about the Galapagos Island</p> <p><b>Writing/Atmospheric</b> A= Syms' daughter P= to entertain the reader</p> <p><b>Non-Chronological report</b> A= the world P= to inform the world</p> <p><b>Persuasion</b> A= potential travellers to the Galapagos Island P= persuading people to visit</p> <p><b>Diary</b> A= themselves P= to reflect on Scientific findings</p>	<p><b>Biography</b> A= Year 5 pupils P= to describe the life of an explorer</p> <p><b>Persuasion</b> A= everyone P= to persuade others to be more responsible</p> <p><b>Explanation</b> A= Year 3 and 4 pupils P= to describe and compare</p> <p><b>Letter</b> A= Shackleton's family P= to explain what happened</p> <p><b>Narrative</b> A= each other P= to entertain the reader</p>	<p><b>Descriptive diary recount</b> A= Cherry's family P= to tell them what happened to her</p> <p><b>Narrative- ending</b> A= ourselves P= rewrite the ending to change the mood</p> <p><b>Non-chronological report</b> A= people interested in immigration P= to inform them about immigration</p> <p><b>Balanced argument</b> A= to the travellers P= to help make a decision to travel or not travel</p> <p><b>News article</b> A= local people P= to inform them about pollution and their responsibility</p>	<p><b>Narrative</b> A= each other P= to entertain the reader</p> <p><b>Explanation</b> A= a younger sibling P= to explain what evacuation is</p> <p><b>Letter</b> A= Parents P= to let them know what it is like where they are</p> <p><b>Diary</b> A= themselves P= to reflect on own thoughts and feelings</p> <p><b>Poetry</b> A= School and parents P= to entertain and perform</p>	<p><b>Instructions</b> A= SLT &amp; Governors P= To instruct how to transform cacao to chocolate</p> <p><b>Descriptive Setting</b> A= Victorian book of Mayans P= To describe the Mayan lifestyle to people from the past</p> <p><b>Narrative Dialogue in the style of Just So Stories</b> A= Younger children P= To explain how animals came to be</p> <p><b>Explanation/ Significance of Mayan Culture</b> A=Book Publisher P= To write and sell a book about Mayans</p>	<p><b>Non-chronological report (Marconi)</b> A= Children in Year 6 P= Information for science collection</p> <p><b>Explanation</b> A= Younger children P= To explain how a torch works</p> <p><b>Letter/Email</b> A= Barry Marshall P= To thank him for the book and explain how it has inspired them</p> <p><b>Diary (Marie Curie)</b> A= Self P= to reflect on scientific findings</p> <p><b>Narrative</b> A= Year 5 P= to entertain</p> <p><b>Persuasion/Fleming</b> A= Medical sceptics P= To persuade them of the benefits of antibiotics</p>
Writing Skills-	<p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Use a wide range of devices to build cohesion within and across paragraphs. Use further organisational and presentational devices to structure text and to guide the reader. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural, distinguish between the language of speech and writing and choose the appropriate register.</p>					

<p><b>SpaG</b></p>	<p>Use a thesaurus. Understand differences in formal and informal language. Use further cohesive devices such as grammatical connections and adverbials.</p>					
	<ul style="list-style-type: none"> <li>Consolidate Year 5 SPaG</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>Use modal verbs or adverbs to indicate degrees of possibility</li> </ul>	<ul style="list-style-type: none"> <li>Indicate degrees of possibility using adverbs or modal verbs</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>Use colons, semi-colons or dashes to mark boundaries between independent clauses</li> <li>Use of ellipsis</li> <li>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</li> </ul>	<ul style="list-style-type: none"> <li>Indicate degrees of possibility using adverbs or modal verbs</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>Use a colon to introduce a list</li> <li>Use hyphens to avoid ambiguity in writing</li> <li>Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</li> <li>Punctuate bullet points consistently</li> <li>Use colons, semi-colons or dashes to mark boundaries between independent clauses</li> </ul>	<ul style="list-style-type: none"> <li>Indicate degrees of possibility using adverbs or modal verbs</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing, including subjunctive forms</li> <li>Understand how words are related by meaning as synonyms and antonyms [for example, big, large, little]</li> <li>Use colons, semi-colons or dashes to mark boundaries between independent clauses</li> </ul>	<p>Recap, revise and consolidate all KS2 SPaG and writing skills.</p>	
<p><b>Writing Skills-Composition</b></p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. Note and develop initial ideas, draw on reading and research where necessary. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Precising longer passages. Assessing the effectiveness of their own and others' writing- propose changes to vocabulary, grammar and punctuation to enhance meaning. Proofread for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume and movement so that so that meaning is clear.</p>					
<p><b>Books for Guided Reading</b></p>						



<b>Key Decoding Skills</b>	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.						
<b>Key Reading Skills</b>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non fiction and reference books/text books</li> <li>Reading books that structured in different ways and reading for different purposes</li> <li>Identifying and discussing different themes and conventions in and across a wide range of writing</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Summarise the main ideas drawn from more than one paragraph, identifying lay details to support the main ideas</li> <li>Drawing inferences such a inferring characters' feelings, thoughts and motives from their actions and justify with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Retrieve, record and present information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Increasing their familiarity with a wide range of books - other cultures and traditions</li> <li>Identifying and discussing different themes and conventions in and across a wide range of writing</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Summarise the main ideas drawn from more than one paragraph, identifying lay details to support the main ideas</li> <li>Drawing inferences such a inferring characters' feelings, thoughts and motives from their actions and justify with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Retrieve, record and present information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Making comparisons within and across books</li> <li>Identifying and discussing different themes and conventions in and across a wide range of writing</li> <li>Identify how language structure and presentation contribute to meaning</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Summarise the main ideas drawn from more than one paragraph, identifying lay details to support the main ideas</li> <li>Drawing inferences such a inferring characters' feelings, thoughts and motives from their actions and justify with evidence</li> <li>Predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>Increasing their familiarity with a wide range of books - traditional stories</li> <li>Identifying and discussing different themes and conventions in and across a wide range of writing</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Summarise the main ideas drawn from more than one paragraph, identifying lay details to support the main ideas</li> <li>Drawing inferences such a inferring characters' feelings, thoughts and motives from their actions and justify with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Learning a wider range of poetry by heart,</li> </ul>	<ul style="list-style-type: none"> <li>Making comparisons within and across books</li> <li>Increasing their familiarity with a wide range of books -myths legends and traditional stories.</li> <li>Identifying and discussing different themes and conventions in and across a wide range of writing</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Summarise the main ideas drawn from more than one paragraph, identifying lay details to support the main ideas</li> <li>Drawing inferences such a inferring characters' feelings, thoughts and motives from their actions and justify with evidence</li> <li>Predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>Increasing their familiarity with a wide range of books - literary heritage</li> <li>Identifying and discussing different themes and conventions in and across a wide range of writing</li> <li>Learning a wider range of poetry by heart, preparing poems to read aloud and perform</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Summarise the main ideas drawn from more than one paragraph, identifying lay details to support the main ideas</li> <li>Drawing inferences such a inferring characters' feelings, thoughts and motives from their actions and justify with evidence</li> </ul>	



	<ul style="list-style-type: none"> <li>• Predicting what might happen from details stated and implied</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Participate in discussions about books, building on their own and others' ideas</li> <li>• Explain their understanding of what they have read</li> <li>• Provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussions about books, building on their own and others' ideas</li> <li>• Explain their understanding of what they have read</li> <li>• Provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and evaluate how authors use language including figurative language considering the impact on the reader</li> <li>• Distinguish between statements of fact and opinion</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Participate in discussions about books, building on their own and others' ideas</li> <li>• Explain their understanding of what they have read</li> <li>• Provide reasoned justifications for their views</li> </ul>	<p>preparing poems to read aloud and perform</p> <ul style="list-style-type: none"> <li>• Discuss and evaluate how authors use language including figurative language considering the impact on the reader</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Participate in discussions about books, building on their own and others' ideas</li> <li>• Explain their understanding of what they have read</li> <li>• Provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how language structure and presentation contribute to meaning</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Recommend books that they have read to their peers giving reasons for choices</li> <li>• Participate in discussions about books, building on their own and others' ideas</li> <li>• Explain their understanding of what they have read, including through formal presentations and debates</li> <li>• Provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>• Predicting what might happen from details stated and implied</li> <li>• Discuss and evaluate how authors use language including figurative language considering the impact on the reader.</li> <li>• Distinguish between statements of fact and opinion</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Participate in discussions about books, building on their own and others' ideas</li> <li>• Explain their understanding of what they have read, including through formal presentations and debates</li> <li>• Provide reasoned justifications for their views</li> </ul>
<p>Other</p>			 			