

Objectives in green= extended outcomes. Focus on these objectives more in Year B if pupils remain in the same class.

**SGS Pegasus Literacy curriculum**



Robins

Year A

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Early Learning Goals and EYFS Areas of Learning:</b></p> <p><u>Communication and Language:</u>                      - Introduce PECs                      - Introduce Grid Player</p> <p><u>Building relationships:</u>                      - Work and play cooperatively and take turns with others through games and Lego groups</p> <p><u>Literacy:</u>                      - Introduce colourful semantics                      - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary                      - Anticipate key events in stories                      - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Books used:                      Brown Bear and Owl Babies</p>	<p><b>Focus: Traditional tale (cumulative tale)</b></p> <p><b>Text: The Enormous Turnip</b></p> <p><b>Communication and Language</b>  <u>Listening, Attention and Understanding:</u>                      -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p><u>Speaking:</u>                      -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><b>Literacy</b>  <u>Comprehension:</u>                      - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own</p>	<p><b>Focus: Warning Story</b></p> <p><b>Text: Baby Mouse</b></p> <p><b>Communication and Language</b>  <u>Listening, Attention and Understanding:</u>                      -Continue to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p><u>Speaking:</u>                      -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><b>Literacy</b>  <u>Comprehension:</u>                      -Continue to demonstrate understanding of what has been read to them by retelling stories and</p>	<p><b>Focus: Journey story</b></p> <p><b>Text: Take a Walk Little Bear (linked to We're Going on Bear Hunt)</b></p> <p><b>Literacy</b>  <u>Comprehension:</u>                      - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><u>Writing:</u>                      -Write recognisable letters, most of which are correctly formed.</p>	<p><b>Focus: Cumulative tale</b></p> <p><b>Little Red Hen</b></p> <p><b>Communication and Language</b>  <u>Speaking:</u>                      - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p><b>Literacy</b>  <u>Writing:</u>                      -Write recognisable letters, most of which are correctly formed.                      - Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	

For pupils accessing phonics lessons or interventions, use spellings following the order of the Sounds Write Scheme instead of National Curriculum spellings.

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	words and recently introduced vocabulary.	narratives using their own words and recently introduced vocabulary.		
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## Year B

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Early Learning Goals and EYFS Areas of Learning:</b></p> <p><u>Communication and Language:</u></p> <ul style="list-style-type: none"> <li>- Introduce PECs</li> <li>- Introduce Grid Player</li> </ul> <p><u>Building relationships:</u></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others through games and Lego groups</li> </ul> <p><u>Literacy:</u></p> <ul style="list-style-type: none"> <li>- Introduce colourful semantics</li> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>- Anticipate key events in stories</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p>Books used: We're Going on A Bear Hunt and The Very Hungry Caterpillar.</p>	<p><b>Focus: Journey story</b></p> <p><b>Text: The Gingerbread Man</b></p> <p><b>Communication and Language</b></p> <p><u>Listening, Attention and Understanding:</u></p> <ul style="list-style-type: none"> <li>-Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> </ul> <p><u>Speaking:</u></p> <ul style="list-style-type: none"> <li>-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul> <p><b>Literacy</b></p> <p><u>Comprehension:</u></p>	<p><b>Focus: Defeat the monster</b></p> <p><b>Text: The Three Billy Goats Gruff</b></p> <p><b>Communication and Language</b></p> <p><u>Listening, Attention and Understanding:</u></p> <ul style="list-style-type: none"> <li>-Continue to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> </ul> <p><u>Speaking:</u></p> <ul style="list-style-type: none"> <li>-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul> <p><b>Literacy</b></p>	<p><b>Text: Journey story</b></p> <p><b>Sleepy Bumblebee (read alongside The Very Busy Bee)</b></p> <p><b>Literacy</b></p> <p><u>Comprehension:</u></p> <ul style="list-style-type: none"> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>-Write recognisable letters, most of which are correctly formed.</li> </ul>	<p><b>Focus: Cumulative tale</b></p> <p><b>Text: Stuck in the Mud (read alongside Stuck in the Mud by Sally-Anne Peek)</b></p> <p><b>Communication and Language</b></p> <p><u>Speaking:</u></p> <ul style="list-style-type: none"> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul> <p><b>Literacy</b></p> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>-Write recognisable letters, most of which are correctly formed.</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul>	

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	- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	<u>Comprehension:</u> -Continue to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.		
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## Scarlet Ibis

### Year A

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Focus: Traditional (cumulative) tale</b></p> <p><b>Text: The Enormous Turnip</b></p> <p><b>Communication and Language</b> <u>Listening, Attention and Understanding:</u> -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p><b>Literacy</b> <u>Comprehension:</u></p>	<p><b>Focus: Warning Story</b></p> <p><b>Text: Baby Mouse (read alongside Such a Little Mouse by Alice Schertle)</b></p> <p><b>Communication and Language</b> <u>Listening, Attention and Understanding:</u> - Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><u>Speaking:</u> Offer explanations for why things might happen, making use of recently</p>	<p><b>Focus: Journey story</b></p> <p><b>Text: Take a Walk Little Bear (linked to We're Going on Bear Hunt)</b></p> <p><b>Communication and Language</b> <u>Listening, Attention and Understanding:</u> - Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><u>Speaking:</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p><b>Focus: Cumulative tale</b></p> <p><b>Little Red Hen</b></p> <p><b>Communication and Language</b> <u>Listening, Attention and Understanding:</u> - Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><u>Speaking:</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p><b>Focus: Losing tale</b></p> <p><b>Text: Owl Babies</b></p> <p><b>Communication and Language</b> <u>Speaking:</u> - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><b>Literacy</b> <u>Writing:</u></p>	<p><b>Focus: Rags to riches tale</b></p> <p><b>Text: Love Monster</b></p> <p><b>Communication and Language</b> <u>Speaking:</u> - Continue to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><b>Literacy</b> <u>Writing:</u></p>

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<p>-Continue to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p><u>Writing:</u> - Spell words by identifying sounds in them and representing the sounds with a letter or letters. <b>Follow order within the Sounds Write Scheme.</b></p>	<p>introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p><b>Literacy</b> <u>Comprehension:</u> - Anticipate – where appropriate – key events in stories.</p> <p><u>Writing:</u> - Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p><b>Literacy</b> <u>Writing:</u> - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.</p>	<p>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><b>Literacy</b> <u>Comprehension:</u> - Anticipate – where appropriate – key events in stories.</p> <p><u>Writing:</u> - Write simple phrases and sentences that can be read by others. -Spell words containing each of the 40+ phonemes already taught.</p>	<p>- Write simple phrases and sentences that can be read by others.</p> <p>Year 1 National Curriculum: -Combine words to make sentences (simple sentences.) -Leave spaces between words. -Spell words containing each of the 40+ phonemes already taught.</p>	<p>- Continue to write simple phrases and sentences that can be read by others.</p> <p>Year 1 National Curriculum: -Combine words to make sentences (simple sentences.) -Leave spaces between words. -Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>
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Year B

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Focus: Journey story</b></p> <p><b>Text: The Gingerbread Man</b></p> <p><b>Communication and Language</b> <u>Listening, Attention and Understanding:</u> -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p><b>Literacy</b> <u>Comprehension:</u> -Continue to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p><u>Writing:</u> - Spell words by identifying sounds in them and representing the sounds with a letter or</p>	<p><b>Focus: Defeating story</b></p> <p><b>Text: The Three Billy Goats Gruff</b></p> <p><b>Communication and Language</b> <u>Listening, Attention and Understanding:</u> - Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><u>Speaking:</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p><b>Literacy</b> <u>Comprehension:</u> - Anticipate – where appropriate – key events in stories.</p> <p><u>Writing:</u> - Spell words by identifying sounds in them and</p>	<p><b>Text: Journey story</b></p> <p><b>Sleepy Bumblebee (read alongside The Very Busy Bee)</b></p> <p><b>Communication and Language</b> <u>Listening, Attention and Understanding:</u> - Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><u>Speaking:</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p><b>Literacy</b> <u>Writing:</u> - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.</p>	<p><b>Focus: Cumulative tale</b></p> <p><b>Text: Stuck in the Mud (read alongside Stuck in the Mud by Sally-Anne Peek)</b></p> <p><b>Communication and Language</b> <u>Listening, Attention and Understanding:</u> - Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><u>Speaking:</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><b>Literacy</b> <u>Comprehension:</u> - Anticipate – where appropriate – key events in stories.</p>	<p><b>Focus:</b></p> <p><b>Text: Shhh! We Have a Plan</b></p> <p><b>Communication and Language</b> <u>Speaking:</u> - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><b>Literacy</b> <u>Writing:</u> - Write simple phrases and sentences that can be read by others.</p> <p>Year 1 National Curriculum: -Combine words to make sentences (simple sentences.) -Leave spaces between words. -Spell words containing each of the 40+</p>	<p><b>Focus:</b></p> <p><b>Text: Elmer</b></p> <p><b>Communication and Language</b> <u>Speaking:</u> - Continue to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><b>Literacy</b> <u>Writing:</u> - Continue to write simple phrases and sentences that can be read by others.</p> <p>Year 1 National Curriculum: -Combine words to make sentences (simple sentences.) -Leave spaces between words.</p>

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letters. <b>Follow order within the Sounds Write Scheme.</b>	representing the sounds with a letter or letters.		<u>Writing:</u> - Write simple phrases and sentences that can be read by others. -Spell words containing each of the 40+ phonemes already taught.	phonemes already taught.	-Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
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## Puffin

### Year A

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Outcome: Defeat the baddie story</b></p> <p><b>Focus: Character</b></p> <p><b>Text: Hansel and Gretel Ladybird version</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. -Recognise and join in with predictable phrases.</p> <p><u>Writing- composition:</u> - Say out loud what they are going to write about.</p> <p><u>Writing- vocabulary, grammar, punctuation and spelling:</u> -Combine words to make sentences (simple sentences.) -Leave spaces between words.</p>	<p><b>Outcome: Finding story</b></p> <p><b>Focus: Setting</b></p> <p><b>Text: The Storm Whale by Benji Davies</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - Discuss word meanings, linking new meanings to those already known.</p> <p><u>Writing- composition:</u> -Compose a sentence orally before writing it. -Sequence sentences to form short narratives.</p> <p><u>Writing- vocabulary, grammar, punctuation and spelling:</u> -Begin to punctuate sentences using a capital letter and a full stop. -Using noun phrases. -Use adjectives to describe.</p>	<p><b>Outcome: Finding story</b></p> <p><b>Focus: Full narrative</b></p> <p><b>Text: Lost and Found by Oliver Jeffers</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Discuss the significance of the title and events. -Predict what might happen on the basis of what has been read so far.</p> <p><u>Writing- composition:</u> -Sequence sentences to form short narratives. -Re-read what they have written to check that it makes sense.</p> <p><u>Writing- vocabulary, grammar, punctuation and spelling:</u> -Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (sentence types.) -Apostrophes to mark where letters are missing in spelling</p>	<p><b>Outcome: Non-fiction report on penguins</b></p> <p><b>Focus: Non-fiction organisational features</b></p> <p><b>Text: Linked to Lost and Found</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. - Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p><u>Writing- composition:</u> -Read their writing aloud, clearly enough to be heard by their peers and the teacher. -Compose a sentence orally before writing it.</p> <p><u>Writing- vocabulary, grammar, punctuation and spelling:</u></p>	<p><b>Outcome: Wishing tale</b></p> <p><b>Focus: Story from a different culture</b></p> <p><b>Text: Possum Magic</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Participate in discussion about what is read to them, taking turns and listening to what others say. -Explain clearly their understanding of what is read to them.</p> <p><u>Writing- composition:</u> -Re-read what they have written to check that it makes sense. -Discuss what they have written with the teacher or other pupils.</p> <p><u>Writing- vocabulary, grammar, punctuation and spelling:</u> Use prefixes and suffixes:</p>	<p><b>Outcome: Meeting story</b></p> <p><b>Focus: Full narrative</b></p> <p><b>Text: Pirates Next Door</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Making inferences on the basis of what is being said and done. -Check that the text makes sense to them as they read, and correcting inaccurate reading.</p> <p><u>Writing- composition:</u> -Discuss what they have written with the teacher or other pupils. -Write for different purposes. -Proofread to check for errors in spelling, grammar and punctuation.</p> <p><u>Writing- vocabulary, grammar, punctuation and spelling:</u> Use prefixes and suffixes:</p>

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<p>-Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. -Spell words containing each of the 40+ phonemes already taught. <b>Follow order within the Sounds Write Scheme.</b> -<b>Spell common exception words following Sounds Write Scheme.</b></p>		<p>and to mark singular possession in nouns.</p>	<p>-Join words and joining clauses using 'and' (including other conjunctions to build compound sentences.) -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>-Use the spelling rule for adding <b>-s or -es</b> (cats/dogs/boxes/glasses) -Use <b>-ing, -ed and -er</b> to verbs where no change is needed in the spelling of root words (buzzing/jumped/hunter). -Use commas to separate items in a list.</p>	<p>-Use the prefix <b>un-</b> (unhappy, unfair, undo) -Use <b>-er and -est</b> to adjectives (quicker/quickest).</p>
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Year B

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Outcome: Defeating tale</b></p> <p><b>Focus: Character</b></p> <p><b>Text: Jack and The Beanstalk</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. -Recognise and join in with predictable phrases.</p> <p><u>Writing- composition:</u> - Say out loud what they are going to write about.</p> <p><u>Writing- vocabulary, grammar, punctuation and spelling:</u> -Combine words to make sentences (simple sentences.) -Leave spaces between words. -Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p><b>Outcome: Defeating tale</b></p> <p><b>Focus: Character</b></p> <p><b>Text: The Lighthouse Keeper's Lunch</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - Discuss word meanings, linking new meanings to those already known.</p> <p><u>Writing- composition:</u> -Compose a sentence orally before writing it. -Sequence sentences to form short narratives.</p> <p><u>Writing- vocabulary, grammar, punctuation and spelling:</u> -Begin to punctuate sentences using a capital letter and a full stop.</p> <p>-Using noun phrases. -Use adjectives to describe.</p>	<p><b>Outcome: Journey story</b></p> <p><b>Focus: Setting</b></p> <p><b>Text: Meerkat Mail</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Discuss the significance of the title and events. -Predict what might happen on the basis of what has been read so far.</p> <p><u>Writing- composition:</u> -Sequence sentences to form short narratives. -Re-read what they have written to check that it makes sense.</p> <p><u>Writing- vocabulary, grammar, punctuation and spelling:</u> -Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (sentence types.) -Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p>	<p><b>Outcome: Non-fiction report on meerkats</b></p> <p><b>Focus: Non-fiction organisational features</b></p> <p><b>Text: Linked Meerkat Mail</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. - Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p><u>Writing- composition:</u> -Read their writing aloud, clearly enough to be heard by their peers and the teacher. -Compose a sentence orally before writing it.</p> <p><u>Writing- vocabulary, grammar, punctuation and spelling:</u> -Join words and joining clauses using 'and'</p>	<p><b>Outcome: Journey story</b></p> <p><b>Focus: Setting- Story from a different culture</b></p> <p><b>Text: Handa's Surprise</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Participate in discussion about what is read to them, taking turns and listening to what others say. -Explain clearly their understanding of what is read to them.</p> <p><u>Writing- composition:</u> -Re-read what they have written to check that it makes sense. -Discuss what they have written with the teacher or other pupils.</p> <p><u>Writing- vocabulary, grammar, punctuation and spelling:</u> Use prefixes and suffixes:</p>	<p><b>Outcome: Meeting tale story</b></p> <p><b>Focus: Full narrative</b></p> <p><b>Text: Billy and the Pirates (BAME lead)</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Making inferences on the basis of what is being said and done. -Check that the text makes sense to them as they read, and correcting inaccurate reading.</p> <p><u>Writing- composition:</u> -Discuss what they have written with the teacher or other pupils. -Write for different purposes. -Proofread to check for errors in spelling, grammar and punctuation.</p> <p><u>Writing- vocabulary, grammar, punctuation and spelling:</u> Use prefixes and suffixes: -Use the prefix <b>un-</b> (unlock, undo)</p>

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<p>-Spell words containing each of the 40+ phonemes already taught. <b>Follow order within the Sounds Write Scheme.</b>  <b>-Spell common exception words following Sounds Write Scheme.</b></p>			<p>(including other conjunctions to build compound sentences.)          -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>-Use the spelling rule for adding <b>-s or -es</b> (rabbits/frogs/foxes/watches)          -Use <b>-ing, -ed and -er</b> to verbs where no change is needed in the spelling of root words (flying/cooked/runner).          -Use <b>commas to separate items in a list.</b></p>	<p>-Use <b>-er and -est</b> to adjectives (faster/fastest).</p>
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Sparrow  
Year A

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Outcome: Defeat the baddie</b></p> <p><b>Focus: Character</b></p> <p><b>Text: Hansel and Gretel by Bethan Woollvin</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Become increasingly familiar with key stories, fairy stories, traditional tales <b>myths and legends, and retelling some of these orally.</b> -Recognise simple recurring literary language in stories and poetry. -Identify main ideas drawn from more than 1 paragraph and summarising these.</p> <p><u>Writing- composition:</u> -Plan or say out loud what they are going to write about. -Write for different purposes.</p>	<p><b>Outcome: Character change</b></p> <p><b>Focus: Setting</b></p> <p><b>Text: It Fell from the Sky</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Discuss and clarify the meanings of words, linking new meanings to known vocabulary -Discuss their favourite words and phrases. -Discuss words and phrases that capture the reader's interest and imagination.</p> <p><u>Writing- composition:</u> -Write down ideas and/or key words, including new vocabulary. -Discuss and record ideas.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Use expanded noun phrases to describe and</p>	<p><b>Outcome: Meeting story</b></p> <p><b>Focus: Character</b></p> <p><b>Text: The Egg by M.P. Robertson</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Discuss the sequence of events in books and how items of information are related. - Predict what might happen on the basis of what has been read so far.</p> <p><u>Writing- composition:</u> -Encapsulate what they want to say, sentence by sentence. -Compose and rehearse sentences orally (including dialogue). -In narratives, create characters.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Use co-ordination (using or, and, or but) to create compound sentences.</p> <p><u>Spelling:</u></p>	<p><b>Outcome: Cumulative tale</b></p> <p><b>Focus: Setting</b></p> <p><b>Text: Varmints by Helen Ward</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -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. -Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p><u>Writing- composition:</u> -Evaluate their writing with the teacher and other pupils. -Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u></p>	<p><b>Outcome: Instructions on How to Look After/ Catch a Varmint</b></p> <p><b>Focus: Non-fiction organisational features</b></p> <p>Text: Linked to Varmints</p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Be introduced to non-fiction books that are structured in different ways. -Draw on what they already know or on background information and vocabulary provided by the teacher. -Retrieve and record information from non-fiction.</p> <p><u>Writing- composition:</u> -Proofread to check for errors in spelling, grammar and punctuation. - In non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p>	<p><b>Outcome: Overcoming fears story</b></p> <p><b>Focus: Feelings/ emotions- full narrative</b></p> <p><b>Text: The Dark by Lemony Snickett</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Check that the text makes sense to them as they read, and correcting inaccurate reading. -Make inferences based on what is said and done. -Answer and ask questions. -Ask questions to improve their understanding of a text.</p> <p><u>Writing- composition:</u> -Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Use the present and past tenses correctly and consistently, including the progressive form.</p>

For pupils accessing phonics lessons or interventions, use spellings following the order of the Sounds Write Scheme instead of National Curriculum spellings.

Objectives in green= extended outcomes. Focus on these objectives more in Year B if pupils remain in the same class.

<p>-Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Write sentences with different forms: statement, question, exclamation, command. -Learn how to use familiar punctuation correctly including , including full stops, capital letters, exclamation marks, question marks.</p> <p><u>Spelling:</u> -Words ending in le/el/al/il (table/ travel/metal/ fossil). <b>-Common exception words:</b> door, floor, poor, because, find, kind, mind, behind.</p>	<p>specify [for example, the blue butterfly]. -Learn how to use new punctuation correctly including commas for lists and apostrophes for contracted forms and the possessive (singular).</p> <p><u>Spelling:</u> -Contractions (can't/ didn't). -Words with al making an or sound (ball/walk/talk). <b>-Common exception words:</b> child, children, wild, climb, most, only, both.</p>	<p>- Words ending in y making an l sound (fly, cry, reply). -Changing y to ie before es (flies, babies) <b>-Common exception words:</b> old, cold, gold, hold, told, every, everybody, even.</p>	<p>-Use subordination (using when, if, that, or because) to create complex sentences. - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.</p> <p><u>Spelling:</u> -Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it (copier/copying). -Words ending in –tion (station, fiction, motion). <b>-Common exception words:</b> great, break, steak, pretty, beautiful, after, fast, last.</p>	<p><u>Writing- vocabulary, grammar and punctuation:</u> - Use some features of written Standard English. -Use of the suffixes er/ est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs. -Form adjectives using suffixes such as ful/ less. -Use conjunctions, adverbs and prepositions to express time and cause.</p> <p><u>Spelling:</u> -The suffixes –ment, –ness, –ful , –less and –ly -Adding the endings – ing, –ed, –er, –est and –y to words ending in –e (nicer/nicest). <b>-Common exception words:</b> past, father, class, grass, pass, plant, path, bath.</p>	<p>-Use the present perfect form of verbs in contrast to the past tense.</p> <p><u>Spelling:</u> -Words with -dge and -ge (badge/edge/huge) -Words with the g/j sound (giant, magic, jar) <b>-Common exception words:</b> hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money.</p>
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Objectives in green= extended outcomes. Focus on these objectives more in Year B if pupils remain in the same class.

Year B

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Outcome: Traditional tale (from a different culture)</b></p> <p><b>Focus: Character</b></p> <p><b>Text: Usborne Stories from Around the World- Baba Yaga</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Become increasingly familiar with key stories, fairy stories, traditional tales <b>myths and legends, and retelling some of these orally.</b> -Recognise simple recurring literary language in stories and poetry. <b>-Identify main ideas drawn from more than 1 paragraph and summarising these.</b></p> <p><u>Writing- composition:</u> -Plan or say out loud what they are going to write about. -Write for different purposes. <b>-Discuss writing similar to that which they are</b></p>	<p><b>Outcome: Character change</b></p> <p><b>Focus: Character</b></p> <p><b>Text: The Night Gardener by The Fan Brothers</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Discuss and clarify the meanings of words, linking new meanings to known vocabulary -Discuss their favourite words and phrases. <b>-Discuss words and phrases that capture the reader's interest and imagination.</b></p> <p><u>Writing- composition:</u> -Write down ideas and/or key words, including new vocabulary. <b>-Discuss and record ideas.</b></p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Use expanded noun phrases to describe and</p>	<p><b>Outcome: Journey story</b></p> <p><b>Focus: Setting</b></p> <p><b>Text: The Dragon Machine by Helen Ward</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Discuss the sequence of events in books and how items of information are related. - Predict what might happen on the basis of what has been read so far.</p> <p><u>Writing- composition:</u> -Encapsulate what they want to say, sentence by sentence. <b>-Compose and rehearse sentences orally.</b> <b>-In narratives, create characters.</b></p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Use co-ordination (using or, and, or but) to create compound sentences.</p> <p><u>Spelling:</u> - Words ending in y making an I sound (dry/ July) -Changing y to ie before es (copies/carries).</p>	<p><b>Outcome:</b></p> <p><b>Focus: Setting</b></p> <p><b>Text: The Emerald Forest by Catherine Ward</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -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. -Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p><u>Writing- composition:</u> -Evaluate their writing with the teacher and other pupils. -Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Use subordination (using when, if, that, or because) to create complex sentences.</p>	<p><b>Outcome: Instructions on How to Look After an Orangutan</b></p> <p><b>Focus: Non-fiction organisational features</b></p> <p><b>Text: Linked to The Emerald Forest by Catherine Ward</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Be introduced to non-fiction books that are structured in different ways. -Draw on what they already know or on background information and vocabulary provided by the teacher. <b>-Retrieve and record information from non-fiction.</b></p> <p><u>Writing- composition:</u> -Proofread to check for errors in spelling, grammar and punctuation. <b>- In non-narrative material, using simple organisational devices [for</b></p>	<p><b>Outcome: Overcoming fears story</b></p> <p><b>Focus: Feelings/ emotions- full narrative</b></p> <p><b>Text: Black Dog by Levi Pinfold</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Check that the text makes sense to them as they read, and correcting inaccurate reading. -Make inferences based on what is said and done. -Answer and ask questions. <b>-Ask questions to improve their understanding of a text.</b></p> <p><u>Writing- composition:</u> -Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Use the present and past tenses correctly and consistently, including the progressive form.</p>

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<p>planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Write sentences with different forms: statement, question, exclamation, command. -Learn how to use familiar punctuation correctly including , including full stops, capital letters, exclamation marks, question marks.</p> <p><u>Spelling:</u> -Different words ending in le/el/al/il (apple/tunnel/ animal/ pencil).</p>	<p>specify [for example, the blue butterfly]. -Learn how to use new punctuation correctly including commas for lists and apostrophes for contracted forms and the possessive (singular).</p> <p><u>Spelling:</u> -Recap on contractions (can't/ didn't/ isn't/ it'll). -Words with al making an or sound (all/ always/ call).</p>		<p>- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.</p> <p><u>Spelling:</u> -Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it (happier/happiest) -Words ending in –tion (station, fiction, motion).</p>	<p>example, headings and sub-headings].</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> - Use some features of written Standard English. -Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs. -Form adjectives using suffixes such as –ful, –less. -Use conjunctions, adverbs and prepositions to express time and cause.</p> <p><u>Spelling:</u> -The suffixes –ment, –ness, –ful, –less and –ly -Adding the endings – ing, –ed, –er, –est and –y to words ending in –e (hiking/hiker).</p>	<p>-Use the present perfect form of verbs in contrast to the past tense.</p> <p><u>Spelling:</u> -Words with -dge and -ge (badger/bridge/charge) -Words with the g/j sound (gem, giraffe, jog)</p>
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For pupils accessing phonics lessons or interventions, use spellings following the order of the Sounds Write Scheme instead of National Curriculum spellings.

Objectives in green= extended outcomes. Focus on these objectives more in Year B if pupils remain in the same class.  
Golden Eagle

Year A

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Outcome: Defeat the baddie</b></p> <p><b>Focus: Character</b></p> <p><b>Text: Hansel and Gretel by Anthony Browne</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Become increasingly familiar with key stories, fairy stories, traditional tales myths and legends, and retelling some of these orally. -Identify main ideas drawn from more than 1 paragraph and summarising these. <b>-Make comparisons within and across books.</b></p> <p><u>Writing- composition:</u> -Discuss and record ideas. -Compose and rehearse sentences orally (including dialogue). -In narratives, create characters.</p>	<p><b>Outcome: Journey story</b></p> <p><b>Focus: Setting</b></p> <p><b>Text: Coming Home by Michael Morpurgo</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Discuss words and phrases that capture the reader's interest and imagination. -Check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.</p> <p><u>Writing- composition:</u> -Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -Proofread for spelling and punctuation errors.</p>	<p><b>Outcome: Suspense story- escape</b></p> <p><b>Focus: Full narrative</b></p> <p><b>Text: Escape from Pompeii by Christina Balit</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predict what might happen from details stated and implied.</p> <p><u>Writing- composition:</u> -In narratives, create settings, characters and plot. -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><b>Outcome: Character change story</b></p> <p><b>Focus: Character</b></p> <p><b>Text: The Barnabus Project by Eric Fan</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> - Identify themes and conventions in a wide range of books. -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.</p> <p><u>Writing- composition:</u> -Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Indicate possession by using the possessive apostrophe with plural nouns.</p>	<p><b>Outcome: Information report on made up animal</b></p> <p><b>Focus: Non-fiction organisational features</b></p> <p><b>Text: Based on The Barnabus Project/ Flanimals</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Identify how language, structure, and presentation contribute to meaning. -Retrieve and record information from non-fiction.</p> <p><u>Writing- composition:</u> -In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <b>-Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</b></p>	<p><b>Outcome: Rags to riches story</b></p> <p><b>Focus: Shakespeare-setting</b></p> <p><b>Text: The Tempest</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Use dictionaries to check the meaning of words that they have read.</p> <p><u>Writing- composition:</u> -Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. -Assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Begin to punctuate direct speech.</p> <p><u>Spelling:</u> Suffixes-</p>

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<p>-Consider how authors have developed characters.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Use familiar and new punctuation correctly including commas for lists and apostrophes for contracted forms and the possessive (singular). -Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. - Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p><u>Spelling:</u> -Words beginning with a silent k and g (know/ gnaw). -Words beginning with a silent w (write/wrong). -Words with an ir sound spelt or (word/work). -Words with an or sound spelt ar (warm/war).</p>	<p><u>Writing- vocabulary, grammar and punctuation:</u> - Introduce prepositions (in front of, next to, between.) -Use conjunctions (when, so, because), adverbs (then, next, soon) and prepositions (before, after) to express time and cause.</p> <p><u>Spelling:</u> -Homophones (their/there/they're) -Near homophones (quite/quiet).</p>	<p><u>Writing- vocabulary, grammar and punctuation:</u> -Use fronted adverbials and commas after fronted adverbials. -Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</p> <p><u>Spelling:</u> -Words with an l sound spelt y (gym/myth/Egypt). -Words ending in -sure/-ture/-er (measure/creature/ richer) -Words ending in -sion (division/invasion)</p>	<p>-Form nouns by adding prefixes eg super- auto- and anti-.</p> <p><u>Spelling:</u> Prefixes- -In -Un -Dis -Mis -Super -Anti -Auto</p> <p>(unhappy/ disagree/ misbehave/superhero/ antiseptic/ autograph)</p>	<p>-Identify the audience for and purpose of the writing.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. -Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must].</p> <p><u>Spelling:</u> Prefixes- -Inter -Re -Sub (international/ redo/ subheading)</p> <p>Suffixes- -ation -ly -ous (information/ sadly/ dangerous/ enormous/serious).</p>	<p>-tion -ssion -sion -cian</p> <p>(invention/ discussion/ extension/ mathematician)</p>
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Year B

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Outcome: Traditional tale</b></p> <p><b>Focus:</b></p> <p><b>Text: The Three Wishes OR Little Red by Bethan Woollvin</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Become increasingly familiar with key stories, fairy stories, traditional tales myths and legends, and retelling some of these orally. -Identify main ideas drawn from more than 1 paragraph and summarising these. <b>-Make comparisons within and across books.</b></p> <p><u>Writing- composition:</u> -Discuss and record ideas. -Compose and rehearse sentences orally (including dialogue). -In narratives, create characters. <b>-Consider how authors have developed characters.</b></p>	<p><b>Outcome: Suspense</b></p> <p><b>Focus: Setting</b></p> <p><b>Text: Into the Forest by Anthony Browne</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Discuss words and phrases that capture the reader's interest and imagination. -Check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.</p> <p><u>Writing- composition:</u> -Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -Proofread for spelling and punctuation errors.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u></p>	<p><b>Outcome:</b></p> <p><b>Focus: Feelings/emotions</b></p> <p><b>Text: Last: The Story of a White Rhino by Nicola Davies</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Predict what might happen from details stated and implied.</p> <p><u>Writing- composition:</u> -In narratives, create settings, characters and plot. -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><u>Writing- vocabulary, grammar and punctuation:</u></p>	<p><b>Outcome:</b></p> <p><b>Focus: Character</b></p> <p><b>Text: The Trouble With Dragons by Debi Gilori</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> - Identify themes and conventions in a wide range of books. -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.</p> <p><u>Writing- composition:</u> -Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Indicate possession by using the possessive apostrophe with plural nouns.</p>	<p><b>Outcome: Information report on a dragon</b></p> <p><b>Focus: Non-fiction organisational features</b></p> <p><b>Text: Based on The Trouble With Dragons</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Identify how language, structure, and presentation contribute to meaning. -Retrieve and record information from non-fiction.</p> <p><u>Writing- composition:</u> -In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <b>-Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</b> <b>-Identify the audience for and purpose of the writing.</b></p>	<p><b>Outcome: Defeating the baddie story</b></p> <p><b>Focus: Shakespeare-Character</b></p> <p><b>Text: MacBeth</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Use dictionaries to check the meaning of words that they have read.</p> <p><u>Writing- composition:</u> -Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. -Assess the effectiveness of their own and others' writing and suggesting improvements.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Begin to punctuate direct speech.</p> <p><u>Spelling:</u> Suffixes- -tion -ssion</p>

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<p><u>Writing- vocabulary, grammar and punctuation:</u> -Use familiar and new punctuation correctly including commas for lists and apostrophes for contracted forms and the possessive (singular). -Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. - Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p><u>Spelling:</u> -Words beginning with a silent k and g (knock/ knife/ gnat). -Words beginning with a silent w (wrote/wrap).</p>	<p>- Introduce prepositions (in front of, next to, between.) -Use conjunctions (when, so, because), adverbs (then, next, soon) and prepositions (before, after) to express time and cause.</p> <p><u>Spellings:</u> -Recap on homophones and near homophones.</p>	<p>-Use fronted adverbials and commas after fronted adverbials. <b>-Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</b></p> <p><u>Spelling:</u> -Different words with an l sound spelt y (mystery/ pyramid). -Different words ending in -sure/-ture/-er (treasure/ picture/ teacher) -Words ending in -sion (decision/ television)</p>	<p>-Form nouns by adding prefixes eg super- auto- and anti-.</p> <p><u>Spelling:</u> Prefixes- -In -Un -Dis -Mis -Super -Anti -Auto</p> <p>(undo/ disobey/ mislead/supermarket/ antisocial/ autobiography)</p>	<p><u>Writing- vocabulary, grammar and punctuation:</u> -Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. <b>-Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must].</b></p> <p><u>Spelling:</u> Prefixes- -Inter -Re -Sub (international/ redo/ subheading)</p> <p>Suffixes- -ation -ly -ous (preparation/ finally/ poisonous/ jealous/ famous/curious).</p>	<p>-sion -cian</p> <p>(injection/ expression/ tension/ electrician)</p>
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For pupils accessing phonics lessons or interventions, use spellings following the order of the Sounds Write Scheme instead of National Curriculum spellings.

Objectives in green= extended outcomes. Focus on these objectives more in Year B if pupils remain in the same class.

Wagtail

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year A</b>					
<p><b>Outcome: Fable</b></p> <p><b>Text: How the Tortoise got his Shell</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> - Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. - Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</p> <p><u>Writing- composition:</u> - Note and develop initial ideas. -Ensure the consistent and correct use of tense throughout a piece of writing. -Proofread for spelling and punctuation errors.</p>	<p><b>Outcome: Warning story</b></p> <p><b>Text: Kassim and the Hungry Fox</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Discuss and evaluate how authors use language, considering the impact on the reader.</p> <p><u>Writing- composition:</u> -Use a range of devices to build cohesion (adverbs- then, after that/ fronted adverbials). -Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</p> <p><u>Writing- vocabulary, grammar and punctuation:</u></p>	<p><b>Outcome: Rags to riches story</b></p> <p><b>Text: The Story of Pirate Tom</b></p> <p><b>Read alongside: Rat Island or How to Be A Pirate</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> - Make comparisons within and across books. -Explain and discuss their understanding of what they have read.</p> <p><u>Writing- composition:</u> -Consider how authors have developed characters. -Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Use commas to clarify. -Use relative clauses beginning with who,</p>	<p><b>Outcome:</b></p> <p><b>Text: The Wild Robot by Peter Brown</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Participate in discussions about books that are read to them. -Identify and discuss themes and conventions in and across a wide range of writing.</p> <p><u>Writing- composition:</u> -Describe characters and integrating dialogue to convey character and advance the action. -Make comparisons within and across books.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Develop use of inverted commas to punctuate direct speech.</p> <p><u>Spelling:</u> -Words ending in -cial and -tial (official/ special)</p>	<p><b>Outcome: Non-fiction instructions on How to Look After a Robot</b></p> <p><b>Text: Linked to The Wild Robot</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Identify how language, structure and presentation contribute to meaning. -Retrieve, record and present information from non-fiction.</p> <p><u>Writing- composition:</u> -Identify the audience for and purpose of the writing. -Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. -Assess the effectiveness of their own and others' writing.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Use modal verbs (should/ must/could). -Recognise vocabulary and structures that are</p>	<p><b>Outcome: Full narrative-suspense</b></p> <p><b>Text: The Forest</b></p> <p><b>Read alongside: The Ghost Eye Tree</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Predict what might happen from details stated and implied. -Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p><u>Writing- composition:</u> -Describe settings and atmosphere and integrating dialogue to convey character and advance the action. -Consider how authors have developed settings. -Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u></p>

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Objectives in green= extended outcomes. Focus on these objectives more in Year B if pupils remain in the same class.

<p><u>Writing- vocabulary, grammar and punctuation:</u> -Recap on familiar punctuation. -Use expanded noun phrases.</p> <p><u>Spelling:</u> -Recap on prefixes: -In -Un -Dis -Mis -Super -Anti -Auto -Inter -Re -Sub</p>	<p>-Recap on prepositions and prepositional phrases. -Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p><u>Spelling:</u> -Recap on homophones and near homophones.</p>	<p>which, where, when, whose.</p> <p><u>Spelling:</u> -Words ending in -ant, -ance/-ancy, -ent, -ence/-ency (observant/ observance/ expectant/ expectance/ independent/ independence)</p>		<p>appropriate for formal writing. -Punctuate bullet points consistently.</p> <p><u>Spellings:</u> -Words ending in able and ible (adorable/ tolerable/ enjoyable/ forcible/ terrible/ sensible).</p>	<p>-Use adverbs to indicate degrees of possibility (might, may, perhaps.)</p> <p><u>Spellings:</u> -Words ending in ably and ibly (adorably/ forcibly/ horribly/ terribly/sensibly).</p>
<b>Year B</b>					
<p><b>Outcome: Fable</b></p> <p><b>Text: The Papaya That Spoke</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> - Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from</p>	<p><b>Outcome: Warning story</b></p> <p><b>Text: Kassim and the Greedy Pirate's Treasure</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Discuss and evaluate how authors use language, considering the impact on the reader.</p> <p><u>Writing- composition:</u></p>	<p><b>Outcome: Rags to riches story</b></p> <p><b>Text: The Story of Billy the Brave Knight</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> - Make comparisons within and across books. -Explain and discuss their understanding of what they have read.</p> <p><u>Writing- composition:</u></p>	<p><b>Outcome:</b></p> <p><b>Text: Beegu by Alexis Deacon</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Participate in discussions about books that are read to them. -Identify and discuss themes and conventions in and across a wide range of writing.</p> <p><u>Writing- composition:</u></p>	<p><b>Outcome: Non-fiction instructions on How to Look After an Alien</b></p> <p><b>Text: Linked to Beegu</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Identify how language, structure and presentation contribute to meaning. -Retrieve, record and present information from non-fiction.</p> <p><u>Writing- composition:</u></p>	<p><b>Outcome: Full narrative-suspense</b></p> <p><b>Text: The Empty School</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Predict what might happen from details stated and implied. -Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>

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Objectives in green= extended outcomes. Focus on these objectives more in Year B if pupils remain in the same class.

<p>other cultures and traditions. - Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</p> <p><u>Writing- composition:</u> - Note and develop initial ideas. -Ensure the consistent and correct use of tense throughout a piece of writing. -Proofread for spelling and punctuation errors.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Recap on familiar punctuation. -Use expanded noun phrases. -Across the year- develop understanding of new punctuation:</p> <ul style="list-style-type: none"> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> </ul>	<p>-Use a range of devices to build cohesion (adverbs-then, after that/ fronted adverbials). -Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Recap on prepositions and prepositional phrases. -Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p><u>Spelling:</u> -Recap on homophones and near homophones using different words eg blew/blue.</p>	<p>-Consider how authors have developed characters. -Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Use commas to clarify. -Use relative clauses beginning with who, which, where, when, whose.</p> <p><u>Spelling:</u> -Words ending in -ant, -ance/-ancy, -ent, -ence/-ency (innocent/ innocence/ assistant/ assistance)</p>	<p>-Describe characters and integrating dialogue to convey character and advance the action. -Make comparisons within and across books.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Develop use of inverted commas to punctuate direct speech.</p> <p><u>Spelling:</u> -Words ending in -cial and -tial (essential/confidential).</p>	<p>-Identify the audience for and purpose of the writing. -Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. -Assess the effectiveness of their own and others' writing.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Use modal verbs (should/ must/could). -Recognise vocabulary and structures that are appropriate for formal writing. -Punctuate bullet points consistently.</p> <p><u>Spellings:</u> -Words ending in able and ible (considerable/ changeable/ reliable/ understandable)</p>	<p><u>Writing- composition:</u> -Describe settings and atmosphere and integrating dialogue to convey character and advance the action. -Consider how authors have developed settings. -Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Use adverbs to indicate degrees of possibility (might, may, perhaps.)</p> <p><u>Spellings:</u> -Words ending in ably and ibly (possibly/ incredibly/ visibly/noticeably).</p>
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Objectives in green= extended outcomes. Focus on these objectives more in Year B if pupils remain in the same class.

<ul style="list-style-type: none"><li>• using semicolons, colons or dashes to mark boundaries between independent clauses</li><li>• using a colon to introduce a list</li></ul> <p><u>Spelling:</u> -Recap on prefixes: -In -Un -Dis -Mis -Super -Anti -Auto -Inter -Re -Sub</p>					
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For pupils accessing phonics lessons or interventions, use spellings following the order of the Sounds Write Scheme instead of National Curriculum spellings.



Objectives in green= extended outcomes. Focus on these objectives more in Year B if pupils remain in the same class.

Penguin

Term 1	Term 2	Term 3	Term 4	Term 5 (transition to the KS3 curriculum)	Term 6 (transition to the KS3 curriculum)
<b>Year A</b>					
<p><b>Outcome: Defeat the baddie</b></p> <p><b>Focus: Character</b></p> <p><b>Text: Hansel and Gretel by Neil Gaiman</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> - Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. -<b>Make critical comparisons within and across books.</b> -<b>Study plot and characterisation and the effect of this.</b></p> <p><u>Writing- composition:</u> - Note and develop initial ideas. -Proofread for spelling and punctuation errors.</p>	<p><b>Outcome: Poetry</b></p> <p><b>Text: Dragon’s Wood</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Learn a wider range of poetry by heart. -Prepare poems to read aloud and to perform.</p> <p><u>Writing- composition:</u> -Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Use expanded noun phrases to convey complicated information concisely.</p>	<p><b>Outcome: Full narrative- suspense</b></p> <p><b>Text: The Graveyard</b></p> <p><b>Read alongside: The Graveyard Book by Neil Gaiman</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Make inferences and referring to evidence in the text.</p> <p><u>Writing- composition:</u> -Consider how authors have developed settings. -Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Use passive verbs to affect the presentation of information in a sentence.</p>	<p><b>Outcome: Portal story</b></p> <p><b>Text: Door in a wall</b></p> <p><b>Read alongside Minpins by Roald Dahl</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Study setting and the effect of this.</p> <p><u>Writing- composition:</u> -Use a wide range of devices to build cohesion within and across paragraphs.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Use adverbs to indicate degrees of possibility. -Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly].</p>	<p><b>Outcome: Non-fiction information text on the place from their portal story</b></p> <p><b>Text: linked to portal story</b></p> <p><b>Read alongside Minpins by Roald Dahl</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.</p> <p><u>Writing- composition:</u> -Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. -Consider how their writing reflects the audiences and purposes for which it was intended.</p>	<p><b>Outcome: Warning story (Myth/ legend)</b></p> <p><b>Text: Pandora’s Box</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Identify and discuss themes and conventions in and across a wide range of writing. -Learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.</p> <p><u>Writing- composition:</u> -Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. -Amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u></p>

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Objectives in green= extended outcomes. Focus on these objectives more in Year B if pupils remain in the same class.

<p>-Consider how authors have developed characters.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Recap on relative clauses beginning with who, which, where, when, whose.</p> <p><u>Spelling:</u> -Words ending in -cious and -tious (vicious/ cautious/ delicious/ suspicious/ malicious)</p>	<p><u>Spelling:</u> -Year 5/6 homophones (father/farther/ guessed/guest).</p>	<p><u>Spelling:</u> -Words containing ough (bought/enough/ tough/cough)</p>	<p><u>Spelling:</u> -Words with silent letters (doubt/island/lamb/knight).</p>	<p><u>Writing- vocabulary, grammar and punctuation:</u> -Use brackets, dashes or commas to indicate parenthesis.  -Recap on using Standard English in their own writing.</p> <p><u>Spelling:</u> -Words including hyphens (co-ordinate/ co-operate).</p>	<p>-Study the effectiveness and impact of the grammatical features of the texts they read.</p> <p><u>Spelling:</u> -l before e except after c where words are spelt ei. (deceive, conceive, receive, perceive, ceiling and the exceptions – protein, caffeine, seize).</p>
<b>Year B</b>					
<p><b>Outcome: Defeating story</b></p> <p><b>Focus: Character</b></p> <p><b>Text: Beowulf</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> - Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p>	<p><b>Outcome: Warning story</b></p> <p><b>Text: Kassim and the Greedy Dragon</b></p> <p><b>Read alongside: How to Train Your Dragon</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Study characterisation and the effect of this.</p> <p><u>Writing- composition:</u> -Perform their own compositions, using appropriate intonation,</p>	<p><b>Outcome: Full narrative- suspense</b></p> <p><b>Text: The Abandoned Mansion</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Make inferences and referring to evidence in the text.</p> <p><u>Writing- composition:</u> -Consider how authors have developed settings. -Select appropriate grammar and vocabulary, understanding how such</p>	<p><b>Outcome: Portal story</b></p> <p><b>Text: Through a tunnel</b></p> <p><b>Read alongside: The Tunnel by Anthony Browne</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Study setting and the effect of this.</p> <p><u>Writing- composition:</u> -Use a wide range of devices to build cohesion within and across paragraphs.</p>	<p><b>Outcome: Non-fiction information text on the place from their portal story</b></p> <p><b>Text: linked to portal story</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.</p> <p><u>Writing- composition:</u> -Identify the audience for and purpose of the writing,</p>	<p><b>Outcome: Warning story (Myth/ legend)</b></p> <p><b>Text: Icarus</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Identify and discuss themes and conventions in and across a wide range of writing.  -Learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.</p> <p><u>Writing- composition:</u></p>

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Objectives in green= extended outcomes. Focus on these objectives more in Year B if pupils remain in the same class.

<p>-Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p><b>-Make critical comparisons within and across books.</b></p> <p><b>-Study plot and characterisation and the effect of this.</b></p> <p><u>Writing- composition:</u> - Note and develop initial ideas. -Proofread for spelling and punctuation errors. -Consider how authors have developed characters.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Recap on relative clauses beginning with who, which, where, when, whose.</p> <p><u>Spelling:</u> -Words ending in -cious and -tious (infectious/nutritious/ambitious)</p>	<p>volume, and movement so that meaning is clear.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Use expanded noun phrases to convey complicated information concisely.</p> <p><u>Spelling:</u> -Further Year 5/6 homophones.</p>	<p>choices can change and enhance meaning.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Use passive verbs to affect the presentation of information in a sentence.</p> <p><u>Spelling:</u> -Words containing ough (fought/brought/ rough/ enough)</p>	<p><u>Writing- vocabulary, grammar and punctuation:</u> -Use adverbs to indicate degrees of possibility. -Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly].</p> <p><u>Spelling:</u> -Words with silent letters (doubt/island/lamb/knight).</p>	<p>selecting the appropriate form and using other similar writing as models for their own. -Consider how their writing reflects the audiences and purposes for which it was intended.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Use brackets, dashes or commas to indicate parenthesis. -Recap on using Standard English in their own writing.</p> <p><u>Spelling:</u> -Words including hyphens</p>	<p>-Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.</p> <p>-Amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Study the effectiveness and impact of the grammatical features of the texts they read.</p> <p><u>Spelling:</u> -l before e except after c where words are spelt ei.</p>
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For pupils accessing phonics lessons or interventions, use spellings following the order of the Sounds Write Scheme instead of National Curriculum spellings.



Objectives in green= extended outcomes. Focus on these objectives more in Year B if pupils remain in the same class.  
Wren and Kestrel (pathway to GCSE or Functional Skills)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year A</b>					
<p><b>Focus: Reading as a reader- Character</b> Deep exploration of a model.</p> <p><b>Text: The Great Kapok Tree</b></p> <p><b>Read alongside: Journey to the River Sea by Iva Ibbotson</b></p> <p><b>For pupils accessing Functional Skills- Build in non-fiction opportunities linked to deforestation.</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Read a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. -Studying setting, plot, and characterisation, and the effects of these.</p>	<p><b>Focus: Writing as a writer- character development</b></p> <p><b>Text: The Great Kapok Tree (shortened text to three characters)</b></p> <p><b>Read alongside: Journey to the River Sea by Iva Ibbotson</b></p> <p><b>For pupils accessing Functional Skills- Build in non-fiction opportunities linked to deforestation.</b></p> <p><b>National Curriculum</b> <u>Writing:</u> -Draw on knowledge of literary devices from their reading and listening to enhance the impact of their writing. -Amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.</p>	<p><b>Focus: Reading as a reader- Setting and atmosphere</b></p> <p>Deep exploration of a model.</p> <p><b>Text: Ice Forest OR Lucy Through the Wardrobe</b></p> <p><b>Read alongside: Wolf Brother or The Lion, The Witch and The Wardrobe.</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries. -Make inferences and referring to evidence in the text. -Knowing how language, including figurative language, vocabulary</p>	<p><b>Focus: Writing as a writer- setting and atmosphere</b></p> <p><b>Text: Ice Forest OR Lucy Through the Wardrobe</b></p> <p><b>Read alongside: Wolf Brother or The Lion, The Witch and The Wardrobe.</b></p> <p><b>National Curriculum</b> <u>Writing:</u> -Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Study the effectiveness and impact of the grammatical features of the texts they read. -Use semicolons, colons or dashes to mark boundaries</p>	<p><b>Focus: Reading as a reader- Persuasion</b></p> <p><b>Text: Letter about plastic pollution (link back to deforestation issues from Term 1 and 2 and The Great Kapok Tree.</b></p> <p><b>National Curriculum</b> <u>Reading- comprehension:</u> -Reread books encountered earlier to increase familiarity with them and provide a basis for making comparisons. -Know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension. -Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. -Make critical comparisons across texts.</p>	<p><b>Focus: Writing as a writer- writing to persuade</b></p> <p><b>Text: Writing a letter to persuade someone eg change something about the school (not real life to prevent having to learn facts)</b></p> <p><b>National Curriculum</b> <u>Writing:</u> -Write for a wide range of purposes and audiences. -Summarise and organise material, and supporting ideas and arguments with any necessary factual detail. -Consider how their writing reflects the audiences and purposes for which it was intended.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Know and understand the differences between spoken and written language, including differences associated with formal and</p>

For pupils accessing phonics lessons or interventions, use spellings following the order of the Sounds Write Scheme instead of National Curriculum spellings.



Objectives in green= extended outcomes. Focus on these objectives more in Year B if pupils remain in the same class.

<p>-Study a range of authors, including at least 2 authors in depth each year (Iva Ibbotson and Michelle Paver or C.S.Lewis).</p> <p><u>Spoken English:</u> -Give short speeches and presentations, expressing their own ideas and keeping to the point.</p>	<p><u>Writing- vocabulary, grammar and punctuation:</u> -Use hyphens to avoid ambiguity. -Link ideas across paragraphs using a wider range of cohesive devices.</p>	<p>choice and grammar presents meaning. -Studying setting, plot, and characterisation, and the effects of these.</p> <p><u>Spoken English:</u> -Give short speeches and presentations, expressing their own ideas and keeping to the point. -Use Standard English confidently in a range of formal and informal contexts, including classroom discussion.</p>	<p>between independent clauses [for example, It's raining; I'm fed up].</p>	<p><u>Spoken English:</u> -Participate in formal debates and structured discussions, summarising and/or building on what has been said.</p>	<p>informal registers, and between Standard English and other varieties of English. -Use Standard English confidently in their own writing and speech. -Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] -Use brackets, dashes or commas to indicate parenthesis. -Use a colon to introduce a list.</p>
<b>Year B</b>					
<p><b>Focus: Reading as a reader- Character</b></p> <p>Deep exploration of a model.</p> <p>Text: The Stranger</p> <p>For pupils accessing Functional Skills-</p> <p>Build in non-fiction opportunities.</p> <p>National Curriculum Reading- comprehension:</p>	<p><b>Focus: Writing as a writer- character development</b></p> <p>Text: The Stranger (shortened)</p> <p>For pupils accessing Functional Skills-</p> <p>Build in non-fiction opportunities.</p> <p>National Curriculum Writing:</p>	<p><b>Focus: Reading as a reader- Character</b></p> <p>Deep exploration of a model.</p> <p>Text: The Tunnel by Anthony Browne</p> <p>National Curriculum Reading- comprehension: -Learn new vocabulary, relating it explicitly to known vocabulary and understanding it with</p>	<p><b>Focus: Writing as a writer- character development</b></p> <p>Text: The Tunnel (shortened)</p> <p>National Curriculum Writing: -Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.</p>	<p><b>Focus: Reading as a reader- Persuasion</b></p> <p>Text: Advert based on Grandpa's Teeth- Model Text: Dazzling Demon Dentures (<i>not real life to prevent having to learn facts</i>)</p> <p>National Curriculum Reading- comprehension: -Reread books encountered earlier to increase familiarity with them and provide a</p>	<p><b>Focus: Writing as a writer- writing to persuade</b></p> <p>Text: Writing an advert eg to advertise teeth for another character (<i>not real life to prevent having to learn facts</i>).</p> <p>National Curriculum Writing: -Write for a wide range of purposes and audiences. -Summarise and organise material, and supporting</p>

For pupils accessing phonics lessons or interventions, use spellings following the order of the Sounds Write Scheme instead of National Curriculum spellings.



Objectives in green= extended outcomes. Focus on these objectives more in Year B if pupils remain in the same class.

<p>-Read a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.</p> <p>-Studying setting, plot, and characterisation, and the effects of these.</p> <p>-Study a range of authors, including at least 2 authors in depth each year (Chris Van Allsburg and Anthony Browne.)</p> <p><u>Spoken English:</u> -Give short speeches and presentations, expressing their own ideas and keeping to the point.</p>	<p>-Draw on knowledge of literary devices from their reading and listening to enhance the impact of their writing.</p> <p>-Amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Use hyphens to avoid ambiguity.</p> <p>-Link ideas across paragraphs using a wider range of cohesive devices.</p>	<p>the help of context and dictionaries.</p> <p>-Make inferences and referring to evidence in the text.</p> <p>-Knowing how language, including figurative language, vocabulary choice and grammar presents meaning.</p> <p>-Studying setting, plot, and characterisation, and the effects of these.</p> <p><u>Spoken English:</u> -Give short speeches and presentations, expressing their own ideas and keeping to the point.</p> <p>-Use Standard English confidently in a range of formal and informal contexts, including classroom discussion.</p>	<p><u>Writing- vocabulary, grammar and punctuation:</u> -Study the effectiveness and impact of the grammatical features of the texts they read.</p> <p>-Use semicolons, colons or dashes to mark boundaries between independent clauses [for example, It's raining; I'm fed up].</p>	<p>basis for making comparisons.</p> <p>-Know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.</p> <p>-Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.</p> <p>-Make critical comparisons across texts.</p> <p><u>Spoken English:</u> -Participate in formal debates and structured discussions, summarising and/or building on what has been said.</p>	<p>ideas and arguments with any necessary factual detail.</p> <p>-Consider how their writing reflects the audiences and purposes for which it was intended.</p> <p><u>Writing- vocabulary, grammar and punctuation:</u> -Know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.</p> <p>-Use Standard English confidently in their own writing and speech.</p> <p>-Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>-Use brackets, dashes or commas to indicate parenthesis.</p> <p>-Use a colon to introduce a list.</p>
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