

Rood End Primary School English curriculum map 2022-23 and 2023-24

Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Super Duper You by Sophy Henn 	Little Red Hen – Ladybird First favourite tales 	On the Way Home by Jill Murphy 	Traction Man by Mini Grey 	Three Little Pigs – Traditional Tale 	The lighthouse keeper's lunch by Ronda & David Armitage 
(Have a mystery bag – share secret bag of info to work out who items in bag belong to, e.g. Mrs Peach, Miss Deboo) Audience: teacher/adult in setting Purpose: to generate sentences to inform Text Outcome: factual sentences about themselves	A re-telling of the story Audience: your family and peers Purpose: to tell them a traditional tale Outcome: story re-tell orally and some sentences to accompany pictures from the story	Innovation on original story Audience: Peers Purpose: to entertain Outcome: a simple innovated narrative based on original: On the Way to School	Audience: Mini Grey! Purpose: to describe Outcome: a character description (a different action figure/super hero)	Audience: Reception children Purpose: to entertain Outcome: Innovated version of the story	Audience: readers Purpose: to entertain Outcome: Innovated version of original
GPS links to be taught: <i>Oral rehearsal of simple sentences.</i> <i>Use of personal pronoun I.</i> <i>Capital letter to start sentence.</i> <i>Present tense verbs (being/having/doing), e.g.</i>	GPS links to be taught: <i>Capital letters & full stops to start and end sentences.</i> <i>Past tense verbs -ed suffix</i> <i>Noun phrases, e.g. The little red hen; the sleepy</i>	GPS links to be taught: <i>Capital letters and full stops to start and end sentences.</i> <i>Past tense verbs -ed suffix.</i> <i>Noun phrases, e.g. a huge crocodile, a fierce lion etc.</i>	GPS links to be taught: <i>Capital letters and full stops to start and end sentences.</i> <i>Present tense verbs</i>	GPS links to be taught: <i>Capital letters and full stops to start and end sentences.</i> <i>Past tense verbs -ed suffix</i> <i>Noun phrases, e.g. a fierce wolf</i>	GPS links to be taught: <i>Capital letters and full stops to start and end sentences.</i> <i>Capital letters for days of the week and for people's names, On Monday Mrs</i>

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<p><i>I am 5; I have a brother; I play football.</i> <i>Finger spaces.</i> <i>Noun phrases – adjective + noun, e.g. I have blue eyes.</i></p>	<p><i>cat; the lazy dog; the noisy duck etc.</i> <i>Use of 'and' to join clauses, e.g. She cooked the meals and washed the dishes, etc.</i> <i>Reinforce use of s and -es for plural nouns, e.g. meals, dishes etc.</i> <i>.</i></p>	<p><i>Use of 'and' to join clauses, e.g. It had big ears and huge teeth.</i> <i>Adverbials of time e.g. first, next, after that, finally etc.</i></p>	<p><i>Adjectives for personality, e.g. brave, strong, adventurous etc..</i> <i>Oral rehearsal of use of 'and' to join words and clauses, e.g. He is brave and strong.</i></p>	<p><i>Introduce b 'but' to join clauses, e.g. He huffed and he puffed but...</i> <i>Comparative and superlative adjectives with -est suffix, e.g. He built the strongest house, etc.</i> <i>Similes, e.g. As strong as a lion; They shook like jelly, etc.</i> <i>Prefix -un, e.g unhappy</i></p>	<p><i>Grinling...; on Tuesday Mr Grinling.. etc.</i> <i>Use of question marks and exclamation marks.</i> <i>Use of 'and', 'but', 'so' to join clauses.</i> <i>Use of time adverbials to sequence events, e.g. Early next morning; then; in the afternoon, etc.</i> <i>Noun phrases, e.g. delicious iced tea biscuits, etc.</i></p>
<p>Incidental writing along the journey</p> <ul style="list-style-type: none"> • Captions • Labels 	<p>Incidental writing along the journey</p> <ul style="list-style-type: none"> • Story maps • Captions • Labels • Descriptions 	<p>Incidental writing along the journey</p> <ul style="list-style-type: none"> • Story map • Labels • Descriptions 	<p>Incidental writing along the journey</p> <ul style="list-style-type: none"> • Captions • List writing – items found in your hero's pocket • Thought & speech bubbles for characters • 	<p>Incidental writing along the journey</p> <ul style="list-style-type: none"> • Labels of materials for houses etc. • Character description of the wolf 	<p>Incidental writing along the journey</p> <ul style="list-style-type: none"> • Descriptions of items in picnic hamper • Thought and speech bubbles for the seagulls/ Hamish the cat • Note to lighthouse keeper of other ideas to stop the seagulls

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<p>Families, families, families by Suzanne & Max Lang</p> 	<p>We're going on a lion hunt by David Axtell</p> 	<p>The Very Hungry Caterpillar by Eric Carle</p> 	<p>Toys in the Past</p> 	<p>Examples of instruction texts</p> 	<p>Meerkat Mail by Emily Gravett</p> 
<p>Non-fiction Share pictures of familiar families to discuss, e.g. Peppa Pig, Mickey & Minnie mouse Audience: classmates Purpose: to tell us about your family Outcome: sentences to inform</p>	<p>Non-fiction (Information text on one of the animals) Audience: peers Purpose: to inform Outcome: simple information text</p>	<p>Audience: Reception children Purpose: to tell them your new story Outcome: Story innovation</p>	<p>Non-fiction Audience: Peers Purpose: to inform Outcome: Information text on toys from the past</p>	<p>Non fiction Audience: Peers Purpose: To instruct Outcome: Instructions on how to build a windmill (if want to link to DT) OR how to draw a particular animal etc</p>	<p>Audience: Family/friends Purpose: To recount Outcome: Postcard/letter recount trip to Weston Super-Mare</p>
<p>GPS links to be taught: <i>Reinforce GPS as above plus use of 3rd person, e.g. He has brown hair. Capital letter for names of people.</i></p>	<p>GPS links to be taught: <i>Capital letters and full stops to start and end sentences. Use of present tense Subject/verb agreement, e.g. Lions have sharp teeth. Reinforce use of 'and' to join ideas, e.g. Lions have sharp teeth and claws. Noun suffix -s and -es for plurals.</i></p>	<p>GPS links to be taught: <i>Capital letters and full stops to start and end sentences Capital letters for days of the week Past tense verbs -ed suffix Noun phrases – juicy grapes, crunchy apples etc. Precise nouns, e.g. grapes, pears etc. Plural s and -es for nouns Use of -er suffix, e.g. closer and closer; louder and louder.</i></p>	<p>GPS links to be taught: <i>Capital letters and full stops to start and end sentences. Past tense verbs -ed suffix Introduce use of question mark in introduction, e.g. What did children play with? Plurals for nouns</i></p>	<p>GPS links to be taught: <i>Capital letters and full stops to start and end sentences. Imperative verbs Adverbials of time to sequence, e.g. First, next etc. Introduce use of -ly adverbs where appropriate, e.g. carefully Introduce use of exclamation mark for warning</i></p>	<p>GPS links to be taught: <i>Capital letters and full stops to start and end sentences. Use of ! and ? Use of personal pronoun I Past tense verbs Noun phrases Comparatives and superlatives, e.g. greatest day ever</i></p>

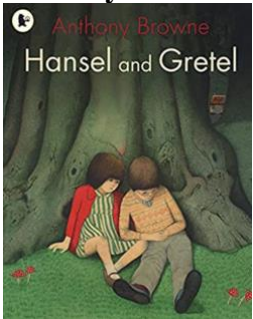

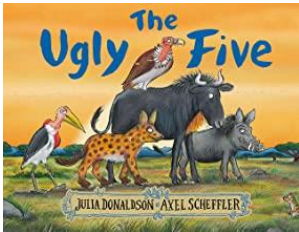


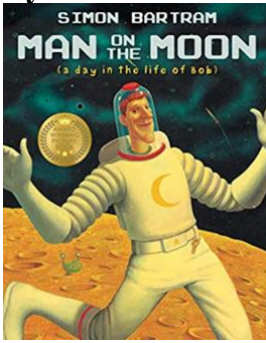
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		<i>Adverbials of time, e.g. Next morning; suddenly; then, etc. Prepositions of place, e.g. along the path; through the wood; behind a tree, etc. Introduce use of question mark, e.g. Where are you going?</i>		<i>Use of and & but & because to join clauses.</i>	<i>Adverbials of time to sequence, e.g. First, next etc.</i>
Incidental writing along the journey <ul style="list-style-type: none"> Captions Labels 	Incidental writing along the journey <ul style="list-style-type: none"> Descriptions Lists Captions 	Incidental writing along the journey <ul style="list-style-type: none"> List of things in food basket Labels 	Incidental writing along the journey <ul style="list-style-type: none"> Descriptions of toys 	Incidental writing along the journey <ul style="list-style-type: none"> Labels Captions 	Incidental writing along the journey <ul style="list-style-type: none"> Setting description
Additional texts Non-fiction books linked to people Tiger Who Came to Tea Owl Babies	Additional texts Non-fiction books linked to wider animals Gingerbread Man Mr Gumpy's Outing	Additional texts Jill Murphy books: Just one of those days, Peace at Last Enormous Turnip	Additional texts Information texts on other topics I'm a shark – Bob Shea I don't like koala – Sean Farrell Clips from Toy Story	Additional texts Traditional tales: Goldilocks, Billy Goats Gruff, Red Riding Hood Examples of instructions	Additional texts Other books in the lighthouse Keeper's series A new home for a pirate
Reading skills within English sequence Retrieve information from fictional texts. Giving opinions.	Reading skills within English sequence Re-tell the story. Predicting. Simple retrieval from non-fiction.	Reading skills within English sequence Re-tell the story. Retrieve information from fictional texts. Giving opinions. Sequence events.	Reading skills within English sequence Simple inferences about a character. Predicting. Simple retrieval from non-fiction. Text	Reading skills within English sequence Re-tell the story. Simple inferences about a character. Text organisation – instructions.	Reading skills within English sequence Re-tell the story. Predicting. Sequencing events.

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			organisation – factual books.		
Spellings (linked to Little Wandle) /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each Review Tricky Words Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	Spellings (linked to Little Wandle) /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw New Tricky Words their people oh your Mr Mrs Ms ask* could would should our house mouse water want	Spellings (linked to Little Wandle) /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup New Tricky Words any many again who whole where two school call different thought through friend work	Spellings (linked to Little Wandle) /ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor New Tricky Words once laugh because eye	Spellings (linked to Little Wandle) Phonics screening check review – no new GPCs or tricky words Consolidation and filling gaps from assessments	Spellings (linked to Little Wandle) /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more New Tricky Words busy beautiful pretty hour move improve parents shoe

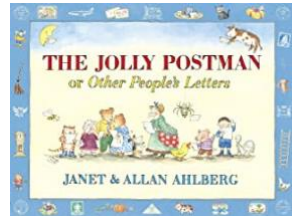

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Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hansel & Gretel by Antony Browne 	The Polar Express by Chris Van Allsburg 	The Ugly five by Julia Donaldson 	Grandad's island by Benji Davies 	The selfish giant by Oscar Wilde – illustrated version – Alexis Deacon 	Man on the moon by Simon Bartram 
narrative (embellished re-tell – setting and character description – up to witch appearing) Audience: children Purpose: to entertain Outcome: embellished re-telling	narrative (setting description – woven through narrative, seen through eyes of character) Audience: reader Purpose: to describe Outcome: description of journey to the pole	Audience: young readers Purpose: to recount Outcome: Writing in role as one of the characters	narrative (sea – storm scene – arrival on island) Audience: reader Purpose: to describe Outcome: setting description	Persuasive letter Audience: The giant Purpose: to persuade Outcome: a letter	(diary entry – What a day! I had to keep those guests amused by doing my somersaults...) Audience: fellow astronauts Purpose: to recount Outcome: diary entry
GPS links to be taught: Reinforce consistently accurate use of punctuation from Y1, i.e. capital letters to start sentences and for proper nouns; full stops to end sentences; use of ? and !	GPS links to be taught: Reinforce consistently accurate use of punctuation from Y1, i.e. capital letters to start sentences and for proper nouns; full stops to end sentences; use of ? and ! Noun phrases with similes, e.g. hot cocoa as thick and	GPS links to be taught: Reinforce consistently accurate use of punctuation from Y1, i.e. capital letters to start sentences and for proper nouns; full stops to end sentences; use of ? and ! Use of commas to separate items in a list, e.g. I stared at	GPS links to be taught: Reinforce consistently accurate use of punctuation from Y1, i.e. capital letters to start sentences and for proper nouns; full stops to end sentences; use of ? and ! Use of commas to separate items in a list, e.g. They	GPS links to be taught: Reinforce consistently accurate use of punctuation from Y1, i.e. capital letters to start sentences and for proper nouns; full stops to end sentences; use of ? and ! Use of commas to separate items in a list, e.g. I love	GPS links to be taught: Reinforce consistently accurate use of punctuation from Y1, i.e. capital letters to start sentences and for proper nouns; full stops to end sentences; use of ? and ! Exclamatory sentence, e.g. What a day I've had!

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<p><i>Noun phrases, e.g. withered tree; black eyes like marbles</i></p> <p><i>Past tense verbs</i></p> <p><i>Use of wider range of adverbials for time, e.g. At daybreak; At midday; and place (where?), e.g. deep in the forest.</i></p> <p><i>Reinforce use of and, but, so to join clauses and encourage use of wider range of conjunctions, e.g. when, as, because</i></p>	<p><i>rich as melted chocolate bars.</i></p> <p><i>Powerful verb choices, e.g. flickered, raced, thundered, pranced, paced, marched, etc.</i></p> <p><i>Expand range of adverbials for place (where?), e.g. through forests; over peaks.</i></p> <p><i>Use of commas to separate items in a list, e.g. hot chocolate, marshmallows and whipped cream.</i></p> <p><i>Use of -ly adverbs, e.g. cautiously, quietly, quickly</i></p> <p><i>Reinforce use of and, but, so to join clauses and encourage use of wider range of conjunctions, e.g. when, as, because</i></p>	<p><i>the lions, hyenas and flamingos</i></p> <p><i>Noun phrases for effect, e.g. spindly legs, chunky chest</i></p> <p><i>Use of past tense, including past progressive, e.g. I was walking through the jungle when...</i></p> <p><i>Use of wider range of adverbials for time, e.g. By evening...two days later and place (where?), e.g. from branch to branch; across the river</i></p> <p><i>Vocabulary to describe emotions</i></p> <p><i>Reinforce use of and, but, so to join clauses and encourage use of wider range of conjunctions, e.g. when, if, as, because</i></p> <p><i>Adding suffixes, e.g. helpless; careless; grateful; thankful</i></p>	<p><i>saw parrots, macaws and monkeys.</i></p> <p><i>Use of precise nouns, e.g. vines, shack, macaws, etc.</i></p> <p><i>Noun phrases, e.g. enormous waves</i></p> <p><i>Powerful verbs, e.g. lurched, boomed, chugged, churned, prised etc.</i></p> <p><i>Use of adverbials for place (where?), e.g. in the distance; on the horizon; above the boat; across the sky</i></p> <p><i>Reinforce use of and, but, so to join clauses and encourage use of wider range of conjunctions, e.g. when, if, as, because</i></p> <p><i>Adding suffixes, e.g. amazement; beautiful; Comparative and superlative adjectives, e.g. the waves were higher than the boat; the angriest sea he had ever seen.</i></p>	<p><i>watching sparrows, robins and magpies hopping from branch-to-branch</i></p> <p><i>Precise nouns, e.g. daffodils, tulips, snowdrops</i></p> <p><i>Use of first person I/we</i></p> <p><i>Use of range of verb tenses including present progressive, e.g. I am writing to ask/persuade...</i></p> <p><i>NB: Avoid contracted form if this is a formal letter.</i></p> <p><i>Comparative and superlative adjectives, e.g. Your garden is the most beautiful in the neighbourhood; Your garden is the largest on the road; Your garden is bigger than ours, etc.</i></p> <p><i>Expanded noun phrases.</i></p> <p><i>Use of suffixes, e.g. wonderful, beautiful, amazement, abruptly, carefully etc.</i></p>	<p><i>Use of first person</i></p> <p><i>Range of verb tenses, including past progressive, e.g. As I was cleaning the crater, I thought I heard...</i></p> <p><i>Reinforce use of and, but, so to join clauses and encourage use of wider range of conjunctions, e.g. when, if, as, because</i></p> <p><i>Range of adverbials of time to sequence events.</i></p> <p><i>Range of adverbials of place (where?), e.g. in the craters; on the surface; across the night sky etc.</i></p> <p><i>Range of suffixes, e.g. amusement, thoroughly, thoughtless, colourful</i></p> <p><i>Use of apostrophe for contracted form, e.g. I can't believe that people think aliens are real!</i></p> <p><i>Use of compound words, e.g. moonlight, sunlight</i></p>
<p>Incidental writing</p> <p>Character description – wanted poster for witch</p>	<p>Incidental writing</p> <p>Menu</p> <p>Letter to parents explaining where he is going</p>	<p>Incidental writing</p> <p>Completion of speech and thought bubbles to show range of sentence types</p>	<p>Incidental writing</p> <p>Short list poem with contrasting verses for calm/angry sea – see Descriptosaurus</p>		<p>Incidental writing along the journey</p> <p>Job application – responding to job advert to become an astronaut</p> <p>Joke book – question marks and exclamation marks, capital letters for proper nouns</p> <p>Invitation/</p>

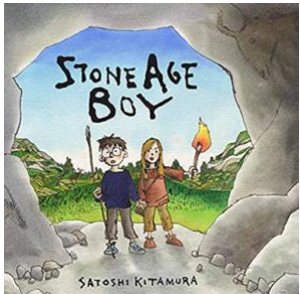

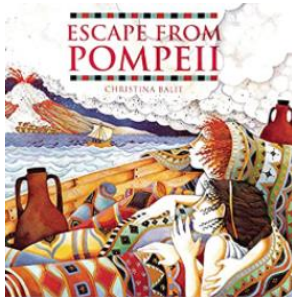
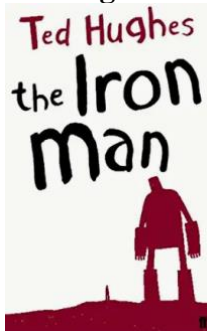
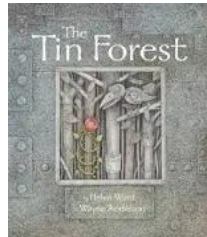
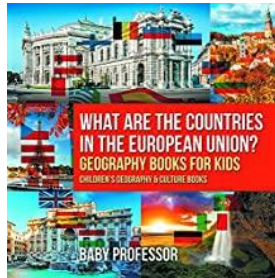
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					poster/menu - for alien moon party Aliens who's who? – character profile Postcard – from moon tourist
Recipe books for Children 	Information books on castles and examples of recount letters 	Information books on countries 	Letters from characters 	Poems on seasons 	
Audience: Readers of the book Purpose: To instruct Outcome: Pull-out instructions on how to make a food from the gingerbread house, e.g. jelly sweet, peppermint cream etc	Audience: a friend/Y1 children/parents Purpose: to recount Outcome: Letter/diary to be showcased on website	Audience: Peers Purpose: to inform Outcome: NC report linked to Kenya	(letter to boy from Grandad or vice versa – hot seat first) Audience: boy/Grandad Purpose: to empathise Outcome: a letter	Poem Audience: Peers Purpose: to entertain Outcome: Poems on a theme	
GPS links to be taught: <i>As above plus...</i> Imperative verbs Bullet points for ingredients Commas for lists Adverbials of time to sequence steps -ly adverbs for precision, e.g. carefully etc.,	GPS links to be taught: <i>As above plus...</i> Use of past tense verbs including past progressive, e.g. I was looking forward to seeing what a castle was like inside. Use of apostrophe for contracted form, e.g. I couldn't believe my eyes... Comparative and superlative, e.g. the	GPS links to be taught: <i>As above plus...</i> Use of present tense Subject specific vocabulary Headings and subheadings Use of -ly adverbs as sentence starters (with control!) Noun phrases Range if sentence types Apostrophes for possession, e.g. Kenya's coastline is...	GPS links to be taught: <i>As above plus...</i> Use of first person I Use of range of verb tenses including present progressive, e.g. As I'm writing this, I 'm remembering... .. Use of apostrophe for contracted form, e.g. I'll never forget you; I won't ... etc.	GPS links to be taught: Noun phrases Verb choice for effect Commas in lists Similes Alliteration Personification Onomatopoeia Wider range of suffixes, e.g wonderful, beautiful	

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	<i>thickest walls I have ever seen</i> <i>Commas in a list, e.g. armour, swords and cannons</i> <i>Apostrophe for possession, e.g. The castle's walls were huge.</i> <i>Precise noun phrases with some subject specific vocabulary</i> <i>Exclamatory sentence, e.g. What a fantastic day we had at Dudley Castle!</i>		<i>Wider range of suffixes, e.g. saddest, helpless, wonderful, happiness etc.</i>		
Incidental writing along the journey Commands using imperative verbs Informal lists of equipment/ingredients	Incidental writing along the journey Description of part of the castle.	Incidental writing along the journey Factual paragraph about an aspect of Kenya.	Incidental writing along the journey Questions to ask the boy or grandad.	Incidental writing along the journey Descriptive lines using similes and alliteration.	
Reading Skills Vocabulary Retrieval Inference Text organisation (recipes)	Reading Skills Inferences Text organisation (factual books) Retrieval of information from non-fiction	Reading Skills Opinions of the characters Predictions Text organisation (factual books) Retrieval of information from non-fiction	Reading Skills Inferences – character's feelings Predictions Justifying opinions Author's language – create feelings	Reading Skills Staff determine reading skills based on gaps in assessments.	Reading Skills Inferences – character's feelings Ordering events Retrieval from fiction
Spellings Phase 5 Review Phase 3 and additional urgent phase 2 for lowest attaining pupils		Spellings Little Wandle Bridge to Spelling	Spellings Little Wandle 20 week programme to cover the Year 2 spelling requirements.		

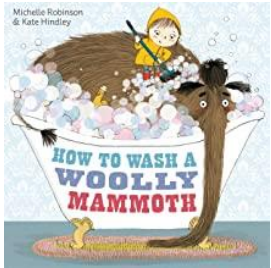

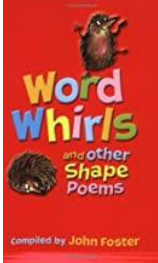

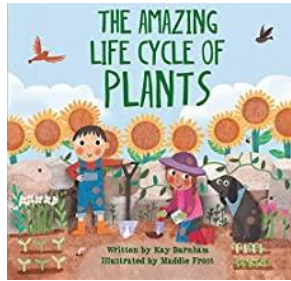

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Year 3					
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<p>Stone Age Boy by Satoshi Kimamura</p> 	<p>King Who Banned the Dark by Emily Haworth-Boot</p> 	<p>Escape from Pompeii – Christina Balit</p> 	<p>Iron Man by Ted Hughes</p> 	<p>The Tin Forest by Helen Ward</p> 	<p>Examples of non-fiction books on countries</p> 
<p>characterisation and setting Audience: peers Purpose: to recount Outcome: <i>Diary entry</i></p>	<p>Formal persuasive letter Audience: the king Purpose: to persuade Outcome: <i>a letter</i> to the king outlining reasons why banning the dark is not a good idea</p>	<p>Narrative – historical fiction action scene fleeing from a disaster Audience: young readers Purpose: to entertain Outcome: <i>short story to include dialogue</i></p>	<p><i>(opening–change to something else stood on the cliff– teach various ways of opening a story, e.g. dialogue, setting description, action etc – chn choose a way to write their opening, then try another.)</i> Audience: young readers Purpose: to entertain Outcome: <i>alternative openings</i></p>	<p>Narrative Audience: Peers/publisher Purpose: To narrate Outcome: <i>Narrative with a focus on setting description</i></p>	<p>Nc report Audience: Young readers Purpose: To inform and compare Outcome: <i>NC report</i></p>

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<p>GPS links to be taught:</p> <p><i>Conjunctions to express time: before, after, when, while</i> <i>Prepositions to express time: At ____, In the evening, On Tuesday</i> <i>An or a rules</i> <i>Inverted commas to open and close speech</i></p>	<p>GPS links to be taught:</p> <p><i>Write sentences containing more than one clause using conjunctions such as when, if, because, although...</i> <i>Adverbs to express cause: otherwise, nevertheless, for this reason, as a result, furthermore...</i> <i>Prefixes to form new words: auto-, mis-, anti-</i></p>	<p>GPS links to be taught:</p> <p><i>Inverted commas to open and close speech</i> <i>An or a rules</i> <i>Write sentences containing more than one clause using conjunctions such as when, if, because, although...</i></p>	<p>GPS links to be taught:</p> <p><i>Inverted commas to open and close speech</i> <i>An or a rules</i> <i>Write sentences containing more than one clause using conjunctions such as when, if, because, although...</i> <i>Conjunctions to express time: before, after, when, while</i></p>	<p>GPS links to be taught:</p> <p><i>Inverted commas to open and close speech</i> <i>An or a rules</i> <i>Write sentences containing more than one clause using conjunctions such as when, if, because, although...</i> <i>Conjunctions to express time: before, after, when, while</i></p>	<p>GPS links to be taught:</p> <p><i>An or a rules</i> <i>Prepositions to express time: At ____, In __AD,</i> <i>Conjunctions to express time: before, after, when, while</i> <i>Write sentences containing more than one clause using conjunctions such as when, if, because, although...</i></p>
<p>Incidental writing along the journey</p> <ul style="list-style-type: none"> Dialogue - Boy meets Om, part where she's pointing at him – fill in speech bubbles, 'burst' them and write dialogue 	<p>Incidental writing along the journey</p> <p>List reasons why banning the dark is not a good idea and formulate points into sentences. Extend with the King's viewpoint.</p>	<p>Incidental writing along the journey</p> <p>Description of the disaster. Dialogue between two characters conveying their emotions.</p>	<p>Incidental writing along the journey</p> <p>Variation in openings – dialogue, action, description ...</p>	<p>Incidental writing along the journey</p> <p>Contrasting setting description of the forest to convey a different mood.</p>	<p>Incidental writing along the journey</p> <p>Practice paragraph on an aspect of chosen country.</p>

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between the two characters.					
How to Wash a Woolly Mammoth by Michelle Robinson 	Visual Literacy: Dangle (see Literacy Shed) 	Shape poems 	Examples of news broadcasts 	Examples of non-fiction books on plants 	The Promise by Nicola Davies 
Audience: young readers Purpose: to instruct Outcome: Write instructions for a different animal	Narrative Audience: peers Purpose: to narrate Outcome: to retell the story – ending to differ	Poetry shape/list poem on natural disaster, e.g. fire, volcano etc – focus on vocabulary-natural disaster vocab) Audience: young readers Purpose: to describe Outcome: poem	News broadcast – farmers reporting that their tractors have chunks of metal taken out of them etc...) Audience: general public Purpose: to inform Outcome: news broadcast	Explanation of life cycles of a plant, e.g. dandelion Audience: young readers Purpose: to explain Outcome: simple explanation	poetry (contrast poem – one verse = city – ugly and barren; one verse = the beautiful landscape – focus on precise nouns) Audience: young readers Purpose: to describe Outcome: descriptive poem
GPS links to be taught: <i>An or a rule</i> <i>Conjunctions to express time: before, after, when, while</i>	GPS links to be taught: <i>Write sentences containing more than one clause using conjunctions such as when, if, because, although...</i> <i>Inverted commas to open and close speech</i>	GPS links to be taught: <i>Prefixes to form new words: auto-, mis-, anti-</i> <i>An or a rule</i>	GPS links to be taught: <i>Conjunctions to express time: before, after, when, while</i> <i>Write sentences containing more than one clause using conjunctions such as</i>	GPS links to be taught: <i>Conjunctions to express time: before, after, when, while</i> <i>Adverbs to express cause: otherwise, nevertheless, for this reason, as a result, furthermore...</i>	GPS links to be taught: <i>Prefixes to form new words: auto-, mis-, anti-</i> <i>An or a rule</i>


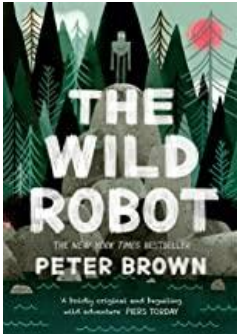

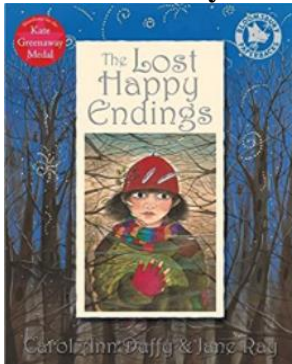
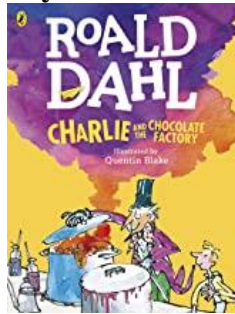

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			<i>when, if, because, although...</i>		
Incidental writing along the journey Sentences using imperative verbs. Equipment lists.	Incidental writing along the journey Using the visual clip – write the opening as it occurs onscreen.	Incidental writing along the journey Formulate a glossary of vocabulary associated with the natural disaster poem.	Incidental writing along the journey Interview between farmers and reporters. Question and answer format.	Incidental writing along the journey Annotated diagram of the process.	Incidental writing along the journey Descriptive paragraph on the landscape. Use ideas to formulate poem.
Additional texts Genre links for comprehension – Bold = Literacy Shed text Shoot like Robin Hood – summary Krag and the Beast -retrieval	Additional texts Genre links for comprehension – Bold = Literacy Shed text Persuasive letters The Wave – Letter - inference Man wreathed in seaweed – Vocab	Additional texts Genre links for comprehension – Bold = Literacy Shed text Romulus and Remus (summary) A Discovery (vocab)	Additional texts Genre links for comprehension – Bold = Literacy Shed text News clips – justify opinion and sequence Tremor (narrative) - inference	Additional texts Genre links for comprehension – Bold = Literacy Shed text Food explanation – retrieval Little Green Turtle – vocabulary Further explanatory texts	Additional texts Genre links for comprehension – Bold = Literacy Shed text Non chron reports on wider themes Smallest County – Retrieval
Reading Skills Make inferences about a character. Justifying opinions. Summary	Reading Skills Author’s use of language (persuasive language in letters) Vocabulary Making predictions – ending to events.	Reading Skills Make inferences about a character/events. Author’s use of language to create excitement. Comparing poems on a theme.	Reading Skills Retrieve information from openings. Justifying opinions. Sequencing events (news reports)	Reading Skills Make inferences about a setting. Author’s use of language to create an effect.	Reading Skills Retrieval Summarising factual information. Comparing poems on a theme. Summarising.

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	Inference	Summarising		Retrieve information from non-fiction books. Vocabulary	
Spellings Prefix dis and un Contracted apostrophes Adding suffixes beginning with vowel letters to words of more than one syllable – forgetting, preferred, gardening	Spellings Prefix mis and in Y (i sound) myth, gym Homophones	Spellings Prefix tele, sub Ch (s sound) brochure, chef Suffix -ing, ed, less	Spellings Suffix -ness and -ful Prefix super, auto	Spellings Contracted apostrophes Suffix -ly with root words ending in le and ic	Spellings ou – young, touch, trouble, country Homophones

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Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vulgar the Viking by Odin Redbeard 	Wild Robot by Peter Brown 	Iron Wolf by Ted Hughes 	The lost happy endings by Carol Ann Duffy 	Charlie & the Chocolate Factory by Roald Dahl 	Author study: Roald Dahl 
Narrative Audience: Peers Purpose: To entertain Outcome: New event for the story with a focus on characterisation (to include dialogue)	Narrative Audience: Peers Purpose: To describe Outcome: To write an effective opening chapter with a character in a setting	Poetry Audience: young readers Purpose: to entertain Outcome: write a descriptive poem	Narrative – suspense scene Audience: readers Purpose: to entertain Outcome: write a suspense scene for the book where Job encounters a new character	Narrative Audience: Young readers Purpose: To entertain Outcome: Write a new event in the story (with focus on character in setting, pace to move story on and to include dialogue)	Non fiction Audience: Roald Dahl fans Purpose: To inform Outcome: Fact file/biography of Roald Dahl
GPS links to be taught: <i>Punctuate speech.</i> <i>Describe nouns in detail: long, wooden boat</i>	GPS links to be taught: <i>Punctuate speech.</i> <i>Describe nouns in detail: long, wooden boat</i>	GPS links to be taught: <i>Describe nouns in detail: cold, leathery skin</i>	GPS links to be taught: <i>Punctuate speech.</i> <i>Describe nouns in detail: long, wooden boat</i>	GPS links to be taught: <i>Punctuate speech.</i> <i>Describe nouns in detail: sweet, succulent chocolate</i>	GPS links to be taught: <i>Fronted adverbials with commas – At the age of nine,</i> <i>Formal style</i>

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<i>Fronted adverbials with commas – Later that day, ...</i>	<i>Fronted adverbials with commas – Later that day, ... Nouns and pronouns to avoid repetition – <u>robot</u> walked forwards and <u>it</u> ...</i>		<i>Fronted adverbials with commas – Later that day, ...</i>	<i>Fronted adverbials with commas – Later that day, ... <u>Charlie</u> walked into the factory and <u>he</u> ...</i>	
Incidental writing along the journey Character description.	Incidental writing along the journey Using pictorial stimulus, record descriptive phrases to convey mood and action.	Incidental writing along the journey	Incidental writing along the journey Suspense-based sentences using ideas from Descriptosaurus.	Incidental writing along the journey Using film footage, describe an existing scene from the factory.	Incidental writing along the journey Practice paragraph recounting an aspect of Roald Dahl's life.
Examples of newspapers 	Examples of travel brochures 	How to Train Your Dragon by Cressida Cowell 	Examples of information texts 	Examples of food adverts 	Revolting Rhymes by Roald Dahl 
Outcome: Newspaper recount Audience: Young readers Purpose: To recount Outcome: Newspaper report	Audience: Young readers Purpose: To inform and persuade Outcome: Information/travel brochure	Narrative Audience: Young readers Purpose: To entertain Outcome: Write a new event for the story with a focus on action	Audience: Young readers Purpose: To inform Outcome: NC report on Mayans	Audience: Peers Purpose: To persuade Outcome: Advert for a new Willy Wonka product	Poetry Audience: Peers Purpose: To entertain Outcome: Annotation of poems for

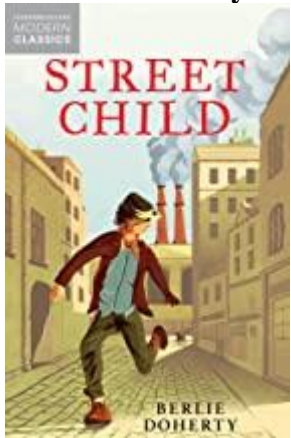
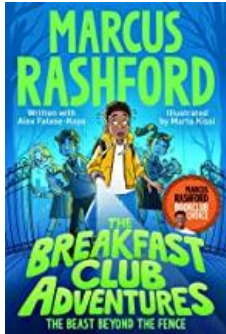




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					effective performance!
GPS links to be taught: <i>Fronted adverbials with commas – At the start of the day, Formal style Punctuate speech (quotes) Describe nouns in detail</i>	GPS links to be taught: <i>Fronted adverbials with commas – Inside the attraction, Before visiting, Formal style Describe nouns in detail golden, sandy beach</i>	GPS links to be taught: <i>Punctuate speech. Describe nouns in detail: long, wooden boat Fronted adverbials with commas – Later that day, ... Describe nouns in detail: cold, leathery skin</i>	GPS links to be taught: <i>Formal style Describe nouns in detail: long, wooden boat Fronted adverbials with commas – At the start of the century, ...</i>	GPS links to be taught: <i>Describe nouns in detail: sweet, succulent chocolate Nouns and pronouns to avoid repetition</i>	GPS links to be taught: <i>Describe nouns in detail</i>
Incidental writing along the journey Write a lead paragraph from visual stimulus incorporating x5Ws.	Incidental writing along the journey Postcard account of chosen location.	Incidental writing along the journey Dialogue between two characters reacting to the action.	Incidental writing along the journey Practice paragraph writing about an aspect of Mayan civilization.	Incidental writing along the journey Persuasive sentences based on an existing product/advert.	Incidental writing along the journey
Additional texts Genre links for comprehension – Bold = Literacy Shed text Violent Volcano newspaper – vocab Riding the Waves (narrative) – vocab First News articles	Additional texts Genre links for comprehension – Bold = Literacy Shed text Spain – info text – retrieval Delivery Bot – Narrative – inference	Additional texts Genre links for comprehension – Bold = Literacy Shed text Why do dragons make great pets? – Inference Descriptive poems	Additional texts Genre links for comprehension – Bold = Literacy Shed text Spain info text – Retrieval Information texts linked to topic Sacrifice (narrative) Summary	Additional texts Genre links for comprehension – Bold = Literacy Shed text Contrasting Roald Dahl text extracts Various adverts – visual and written form	Additional texts Genre links for comprehension – Bold = Literacy Shed text Roald Dahl info text - Summary Contrasting Roald Dahl text extracts

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Reading Skills Inferences about a character. Vocabulary Retrieving information from newspaper articles.	Reading Skills Inference Predicting. Author's use of language to persuade.	Reading Skills Justifying opinions and identifying themes of poems. Author's use of language to create excitement. Drawing inferences about characters and settings.	Reading Skills Author's use of language to create suspense. Predicting based on text and summary. Retrieve facts from information texts.	Reading Skills Inferences about a character and justifying opinions. Sequencing events in fantasy story. Author's use of language – persuasive techniques.	Reading Skills Compare themes and characters. Retrieve facts from biographies and offer opinions. Summary
Spellings Prefixes – in, il, im and ir sure letter string – measure, pleasure ture letter string – creature, nature	Spellings ei, eigh, ey Suffixes – ing, -er Homophones and near homophones	Spellings Suffixes -en, -ed Prefix anti and inter gue and que	Spellings sc letter string – science, scene, crescent Homophones Ch digraph – chalet, brochure, machine	Spellings Suffix -ous, Adding suffix ly to words ending in y, le, ic	Spellings Word endings: -cian, -sion, -tion, -ssion

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Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Street Child by Berlie Doherty</p> 	<p>Breakfast Club Adventures by Marcus Rashford</p> 	<p>Percy Jackson & The Lightning Thief by Rick Riordan</p> 	<p>Link to National Space Museum Visit</p> 	<p>The Explorer by Katherine Rundell</p> 	<p>Rainforest Poetry Examples of poems linked to the environment, e.g. Missing</p> 
<p>narrative Audience: peers Purpose: to entertain Outcome: a new scene within the book (focus on character within the setting and dialogue to show characterisation)</p>	<p>Narrative Audience: Peers Purpose: To entertain Outcome: A mystery story based in a modern setting with a focus on plot</p>	<p>Narrative Audience: young readers Purpose: to entertain Outcome: A new event with a focus on action in the style of the author</p>	<p>Audience: Peers/visitors Purpose: To inform/persuade/recount Outcome: Recount of trip/ brochure for the attraction / thank you letter to centre/script for radio advert/ information pack for visitors – <u>element of choice</u></p>	<p>Narrative Audience: Young readers Purpose: To entertain Outcome: A new event for one of the characters with a focus on suspense/action</p>	<p>Poetry Audience: Peers Purpose: To entertain Outcome: To write a poem linked to planet Earth</p>
<p>GPS links to be taught: <i>Brackets, dashes, commas to create explanation. The workhouse (constructed in</i></p>	<p>GPS links to be taught: <i>Brackets, dashes, commas to create explanation. Marcus – being loyal to</i></p>	<p>GPS links to be taught: <i>Brackets, dashes, commas to create explanation.</i></p>	<p>GPS links to be taught: <i>Brackets, dashes, commas to create explanation.</i></p>	<p>GPS links to be taught: <i>Brackets, dashes, commas to create explanation.</i></p>	<p>GPS links to be taught: <i>Nouns or adjectives into verbs – ate, -ise, ify</i></p>

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<p>1805) had appalling conditions. <i>Relative clauses:</i> Jim, who was still only a child, had to work gruelling hours. <i>Word structures in paragraphs:</i> then, after that, firstly.. <i>Time phrases for cohesion:</i> later, afterwards...</p>	<p>his friends – was reluctant to join the BCI. <i>Relative clauses:</i> The hideout, which seemed well concealed, had been damaged. <i>Word structures in paragraphs:</i> then, after that, firstly.. <i>Time phrases for cohesion:</i> later, afterwards...</p>	<p><i>Relative clauses containing:</i> who, which, where, when, that, with. <i>Word structures in paragraphs:</i> then, after that, firstly.. <i>Time phrases for cohesion:</i> later, afterwards...</p>	<p><i>Modal verbs:</i> You <u>might</u> want to visit the ... <i>Nouns or adjectives into verbs</i> – ate, -ise, -ify <i>Commas to clarify meaning:</i> In the café you can eat chocolate, doughnuts and cookies. <i>In the café you can eat chocolate doughnuts and cookies.</i></p>	<p><i>Relative clauses containing:</i> who, which, where, when, that, with. <i>Word structures in paragraphs:</i> then, after that, firstly.. <i>Time phrases for cohesion:</i> later, afterwards...</p>	
<p>Incidental writing along the journey</p> <p>Diary account of the central character conveying emotions.</p>	<p>Incidental writing along the journey</p> <p>Setting description to create tension for the reader.</p>	<p>Incidental writing along the journey</p> <p>Character description of Percy Jackson.</p>	<p>Incidental writing along the journey</p> <p>Thank you letter based on first-hand experience of the trip.</p>	<p>Incidental writing along the journey</p> <p>Setting description – rainforest.</p>	<p>Incidental writing along the journey</p>
<p>Examples of formal and informal instructions</p> 	<p>Information on Marcus</p>  <p>Rashford/examples of biographies</p>	<p>Examples of information texts</p> 		<p>Examples of formal persuasive letters</p> 	<p>Examples of information texts – Deadly 60</p> 
<p>Non fiction Instructions Audience: Peers Purpose: To instruct Outcome: Set of instructions (A guide to survive the workhouse – formal and informal)</p>	<p>Non fiction Recount Audience: Peers Purpose: To recount/inform Outcome: Biography</p>	<p>Non fiction Information text Audience: Percy Jackson fans Purpose: To inform Outcome: A guide to Greek mythological creatures</p>		<p>Non fiction Persuasive letter Audience: Government dept Purpose: To persuade/inform Outcome: A formal persuasive letter</p>	<p>Non fiction Information Text Audience: Young viewers Purpose: To inform Outcome: Information leaflets on dangerous</p>

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Could also link to DT				linked to deforestation	rainforest animals to accompany the series
GPS links to be taught: <i>Brackets, dashes, commas to create explanation.</i> <i>Relative clauses containing: who, which, where, when, that, with.</i> <i>Modal verbs to give certainty: will, must, shall</i>	GPS links to be taught: <i>Brackets, dashes, commas to create explanation.</i> <i>Relative clauses containing: who, which, where, when, that, with.</i>	GPS links to be taught: <i>Brackets, dashes, commas to create explanation.</i> <i>Relative clauses containing: who, which, where, when, that, with.</i> <i>Nouns or adjectives into verbs – ate, -ise, ify</i>		GPS links to be taught: <i>Modal verbs to indicate certainty: You <u>will</u> take this seriously.</i> <i>Cohesive openers to link paragraphs: firstly, secondly,</i>	GPS links to be taught: <i>Brackets, dashes, commas to create explanation.</i> <i>Relative clauses containing: who, which, where, when, that, with.</i> <i>Modal verbs to indicate how the animal might respond.</i>
Incidental writing along the journey Interview characters in the workhouse.	Incidental writing along the journey Practice paragraph on aspect of Marcus' life.	Incidental writing along the journey Information based on a contrasting mythical creature.	Incidental writing along the journey	Incidental writing along the journey Persuasive letter based on an informal target audience.	Incidental writing along the journey Practice informative paragraph based on a contrasting animal.
Additional texts – Bold = Literacy Shed text Genre links for comprehension Far From Home – sequel to Street Child Instructions (formal /informal) Escape Workhouse - inference	Additional texts – Bold = Literacy Shed text Genre links for comprehension You are a Champion - Marcus Rashford John Charles – retrieval	Additional texts – Bold = Literacy Shed text Genre links for comprehension Books in the Percy Jackson series Trojan Horse – inference	Additional texts – Bold = Literacy Shed text Genre links for comprehension Webpages linked to other visitor attractions	Additional texts – Bold = Literacy Shed text Genre links for comprehension Journey to River Sea Persuasive letters Letter home - Vocab	Additional texts – Bold = Literacy Shed text Genre links for comprehension Environmental poems Information texts Types of rainforest - retrieval
Reading Skills	Reading Skills	Reading Skills	Reading Skills Facts and opinions.	Reading Skills	Reading Skills

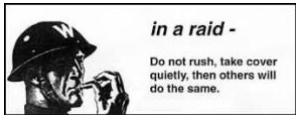



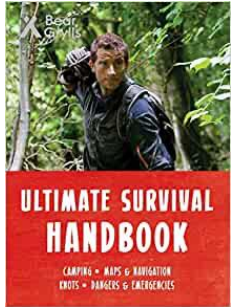
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Justifying opinions with references to the text. Inference. Retrieval of information (formal instructions).	Author's use of language (mystery). Comparing events. Facts and opinions and ordering events and retrieval (biographies).	Inference – reference to evidence. Author's use of language (create excitement) Retrieval of information (information texts)	Retrieval of information.	Inference – reference to evidence. Vocabulary Summarising events. Facts and opinions (persuasive letters)	Comparing poems and identifying themes. Retrieval of information and justifying opinions (information texts).
Spellings ough letter string silent letters Word endings: able and ible Homophones	Spellings Plurals -s, -es, -ies Contracted apostrophe Prefix revision	Spellings Word endings: -able, ible ably, -ibly Homophones cious or tious	Spellings Ie and ei words Homophones Fer – double r – referring, preferred	Spellings Prefix pre, non Suffix cial and tial	Spellings Suffix -ous, -ies, -es ation, ance ent, ence, ency

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Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
When the Sky Falls by Phil Earle 	When the sky falls by Phil Earle 	Clockwork by Philip Pullman 	Harry Potter 	The House with Chicken Legs by Sophie Anderson 	Kensuke's Kingdom by Michael Morpurgo 
Narrative Audience: young readers Purpose: to narrate Outcome: New event when main character (Joseph) encounters new character on arrival with a focus on character within the setting and use of dialogue.	Narrative Audience: peers Purpose: to narrate Outcome: a new event in the book showing suspense and action	Narrative Audience: Peers Purpose: To entertain Outcome: Write a short suspense story	Narrative Audience: Harry Potter fans Purpose: to entertain Outcome: a new event or continuation with interaction between characters and setting	Narrative Audience: Purpose: Outcome: <u>To be negotiated with Y6 staff based on writing evidence requirements</u>	Narrative Audience: Young readers Purpose: To recount Outcome: Michael's journal – writing in role describing settings, feelings and events
GPS links to be taught: <i>Semi-colons and colons to separate clauses.</i>	GPS links to be taught: <i>Use of the ellipse – for suspense. Waiting ... waiting for their fate to be revealed.</i>	GPS links to be taught: <i>Use of the ellipse – for suspense. It dripped slowly... slowly... until it stopped dead.</i>	GPS links to be taught: <i>Semi-colons and colons to separate clauses.</i>	GPS links to be taught:	GPS links to be taught: <i>Synonyms and antonyms linked to emotions. Repetition of words to convey emotion.</i>

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Expanded noun phrases: the stern-looking figure with a disfigured face	Semi-colons and colons to separate clauses.	Expanded noun phrases: the evil sinister creature Hyphens for clarity man- eating figure not man eating figure. Synonyms and antonyms	Expanded noun phrases The isolated figure with a protruding spine Synonyms and antonyms		Active and passive: Michael threw a stone into the ocean. The stone was thrown by Michael.
Incidental writing along the journey Character description.	Incidental writing along the journey Setting description conveying suspense and tension.	Incidental writing along the journey Diary account – recounting receiving the figure. Action description of a figure coming to life.	Incidental writing along the journey Dialogue between characters conveying emotions.	Incidental writing along the journey	Incidental writing along the journey Setting description of the location.
Radio broadcasts 	Biographies or newspaper reports 	Examples of brochures 	Formalised letters 		Survival guides 
Non fiction Instructional text (Government guidance – what to do in an air raid) Audience: citizens Purpose: to instruct/inform Outcome: persuasive leaflet/script for radio broadcast	Non Fiction Recount Audience: Young readers Purpose: To recount Outcome: Newspaper report OR biography of WW2 significant figure	Non Fiction Persuasion Audience: Pupil choice Purpose: To persuade/inform Outcome: Persuasive brochure linked to destinations in N. America	Non fiction Dumbledore's letter Audience: Harry Potter Purpose: To inform Outcome: Invitation to attend Hogwarts		Non Fiction Survival guide Audience: Young explorers Purpose: To inform/instruct Outcome: A survival guide to surviving on a desert island

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<p>GPS links to be taught: <i>Formal voice (no contracted forms)</i> <i>Expansion after the noun to convey information concisely</i> <i>Appropriate conjunctions, e.g. results in, in order to, this allows, due to etc</i> <i>Colons for a list and bullet points.</i> <i>Structure work with headings subheadings, bullets, columns, tables.</i> <i>Formalised vocabulary.</i></p>	<p>GPS links to be taught: <i>Active and passive: Churchill led the nation. The nation was led by Churchill.</i> <i>Formal voice (no contracted forms)</i> <i>Structure work with headings subheadings, bullets, columns, tables.</i></p>	<p>GPS links to be taught: <i>Colons and semi-colons</i> <i>Synonyms linked to emotive language: amazing/awesome</i> <i>Colons for a list and bullet points.</i> <i>Repetition for emphasis.</i> <i>Active and passive.</i></p>	<p>GPS links to be taught: <i>Formal voice (no contracted forms)</i> <i>Expansion after the noun to convey information concisely</i> <i>Appropriate conjunctions, e.g. results in, in order to, this allows, due to etc</i> <i>Synonyms and antonyms linked to emotive language: delighted/pleased or disillusioned by</i> <i>Cohesive phrases – on the other hand, in contrast, as a consequence ...</i> <i>Formalised vocabulary.</i></p>		<p>GPS links to be taught: <i>Colons for a list and bullet points.</i> <i>Cohesive phrases – on the other hand, in contrast, as a consequence ...</i> <i>Hyphens for clarity man-eating shark not man eating shark.</i> <i>Structure work with headings subheadings, bullets, columns, tables.</i></p>
<p>Incidental writing along the journey Description of an air raid using multi-sensory imagery.</p>	<p>Incidental writing along the journey Diagrammatic timeline of events based on historical figure.</p>	<p>Incidental writing along the journey Post card from location using positive language.</p>	<p>Incidental writing along the journey Formulating reasoning as to why contract should be accepted. For and against.</p>		<p>Incidental writing along the journey Formulate an annotated map of the island.</p>
<p>Additional texts – Bold = Literacy Shed text Genre links for comprehension</p> <p>Carries War Goodnight Mr Tom How to survive – summary Water Tower – Inference</p>	<p>Additional texts – Bold = Literacy Shed text Genre links for comprehension</p> <p>Carries War Goodnight Mr Tom Scarecrows – Vocab Greta Thunberg – Retrieval</p>	<p>Additional texts – Bold = Literacy Shed text Genre links for comprehension Frankenstein Girl in Locked Room Travel brochures – inc webpage materials</p>	<p>Additional texts – Bold = Literacy Shed text Genre links for comprehension</p> <p>Formal letters Harry Potter extracts House in the Hill (fantasy) - inference</p>		<p>Additional texts – Bold = Literacy Shed text Genre links for comprehension</p> <p>Butterfly lion Brightstorm The Boat – inference</p>

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Reading Skills Justify opinions of characters and inference Summary Ordering events and retrieving information (instructional)	Reading Skills Comparing texts with similar WW2 theme. Vocabulary Justifying opinions and retrieval (biographies).	Reading Skills Author's use of language (horror). Predicting events in horror genre. Facts and opinions (persuasive brochures)	Reading Skills Ordering events and author's use of language (fantasy) Summarising letters. Inference – justifying opinions.	Reading Skills Determined by staff based on SATs assessments.	Reading Skills Predicting Inference – justifying opinions Identify themes
Spellings Word endings: able, ably, ible, ibly Use of the hyphen Silent letters	Spellings Homophones Word endings: cious, tious I before e except after c	Spellings ough letter string Word endings: ance, ant, ancy Word endings: cial, tial	Spellings Homophones Prefix revision Use of the hyphen Silent letters – solemn, island, doubt, knight	Spellings Revision based on assessments	