

Ravensdale Junior School

English Curriculum 2020 - 2021



Year 3

Writing Genres

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 (4 weeks)	Summer 2
Settling, assessment and baseline (SATS KS1 tests) (1week) SPaG Week (1wk) Familiar settings New boy Traditional tales	Time slip story Scarab beetle Traditional tales fairy stories - Nutcracker (settings) Poetry Christmas / Bonfire	Stories from Another Culture- Anansi the Spider 1st Person Recount – Derby Museum	Narrative Story – (good verses evil story) Rumpelstiltskin (character description) Instructions Monster recipes -. Or terrible Tudor recipes Poetry Grandparents Poems	Report Our school Adventure and Mystery, Adventure at Sandy Cove	Myths and Legends Robin Hood - link to east midlands – Nottingham / Derby Narrative

Class Readers / Shared Reading (Not all texts are used)

The Hodgeheg
 The Owl Who Was Afraid of the Dark
 Captain Spikes Adventure and other Pirate Stories
 Cinderella
 The Three Billy Goats Gruff
 George's Marvellous Medicine (**Roald Dahl**)
 Lighthouse Keepers Breakfast

Tutankhamun (Non-Fiction Book)

Year 3 Reading

Know the letter names and sounds of the alphabet.

Use knowledge of alphabet to locate information in dictionaries.

Know whether the text read is present or past tense.

Select appropriate words in cloze procedures.

Can use speech marks as an indication of change of voice when reading out aloud.

Can comment on the way non-fiction text is organised.

I can predict what might happen in a story based on what the writer says and suggests.

I have read fairy stories, myths and legends and can tell other people about them.

I can recognise rhyme and alliteration in poetry.

I can ask questions to improve my understanding of a text.

I can identify and summarise the main ideas a paragraph in a text.

I can pick out and write down information from non-fiction texts.

I can discuss the meaning of words in context.

I can write a book review and say why I would or would not recommend a book to someone else.

Writing – Spelling, Grammar and Punctuation Overview

<h2>Year 3</h2>				
<h3>Spelling</h3>				
To be able to spell the 100 most common words.			See list	
To be able to spell the statutory words for lower school – year 3 words.			See list for Year 3 statutory words	
<h3>Following the No Nonsense Spelling Scheme</h3>				
Term 1 Autumn	Term 2 Spring	Term 3 Summer	<h3>Headstart</h3>	
<p>Revisit Common exception words from Year 2</p> <p>Prefixes and suffixes Revise prefix ‘un’. New prefixes: ‘pre-’, ‘dis-’, ‘mis-’, ‘re-’. Revise suffixes from Year 2: ‘-s’, ‘-es’, ‘-ed’, ‘-ing’, ‘-er’</p> <p>Rare GPCs The /eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ The /j/ sound spelt ‘y’ Words ending with the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘-que’ (French in origin)</p> <p>Homophones <i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Focus: checking after writing the spelling of KS1 common exception or tricky words.</p>	<p>Revisit Strategies at the point of writing. Suffixes from Year 2 (‘-ness’ and ‘-ful’, with a consonant before)</p> <p>Prefixes and suffixes Prefixes: ‘sub-’, ‘tele-’, ‘super-’, ‘auto-’ Suffixes ‘less’ and ‘ly’</p> <p>Rare GPCs The /tʃ/ sound spelt ‘ch’ (mostly French in origin) The /k/ sound spelt ‘ch’ (Greek in origin)</p> <p>Homophones <i>here/hear, knot/not, meat/meet</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Revise proofreading routines</p>	<p>Revisit Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2</p> <p>Prefixes and suffixes Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’ Previously taught suffixes</p> <p>Rare GPCs The /j/ sound spelt ‘y’ other than at the end of words (<i>gym, myth</i>) The /u/ sound spelt ‘ou’ (<i>young, touch</i>)</p> <p>Homophones <i>heel/heal/he’ll, plain/plane, groan/grown, rain/rein/reign</i></p> <p>Apostrophe Revise contractions from Year 2</p> <p>Proofreading Proofread own writing for misspellings of personal spelling list words.</p>	<p>Add prefixes to make new words. E.g. <u>dis</u>approve <u>re</u>write</p>	<p>Chapter 3 13 - 16</p>

Grammar Key learning	Examples	Headstart
To be able to classify words: adjectives, adverbs, nouns, verbs, pronouns		
To write verbs in the present perfect, simple past and irregular past tense. To use the term "verb" appropriately and to understand the function of verbs in sentences through: <ul style="list-style-type: none"> • Noticing that sentences cannot make sense without them • Collecting and classifying examples of verbs from own reading and own knowledge e.g. <i>run, chase, sprint; eat, consume, gobble</i> To understand the differences between verbs in the 1 st , 2 nd , and 3 rd person, e.g. I/we do, you do, he/she/does, they do, through <ul style="list-style-type: none"> • Collecting and categorising examples and noting the differences between the singular and plural persons • Discussing the purposes for which each can be used • Relating to different types of text, e.g. 1st person for diaries and personal letters, 2nd person for instructions and directions, 3rd person for narrative, recounts • Experimenting with transforming sentences and noting which words need to be changed 	We are - we were He is - he was	Chapter 1 25 – 28 Chapter 3 - 25 – 28 (present perfect) Chapter 2 25 – 28 (irregular past) Bk 2 sheet 20 (irregular past)
To write compound sentences using coordinating conjunctions.	and but so	Chapter 1 5 - 8
To write sentences with a main and subordinate clause, using a range of subordinating conjunctions and relative pronouns.	When, if, because	Chapter 1 5 – 8 Chapter 3 29 -32
Choose interesting adjectives to describe nouns, Use comparative and superlative adjectives. To use the term "adjective" appropriately and to understand the function of adjectives in sentences through: <ul style="list-style-type: none"> • Identifying adjectives in shared reading • Discussing and defining what they have in common i.e. words which qualify nouns • Experimenting with deleting and substituting adjectives and noting the effects on meaning • Collecting and classifying adjectives, e.g. for colours, sizes, moods Experimenting with the impact of different adjectives through shared writing		Chapter 1 13 -16 Chapter 3 37 – 40 (comparative and superlative)
To use pronouns. To use the term "pronoun" appropriately and to understand the function of pronouns in sentences through: <ul style="list-style-type: none"> • noticing in speech and reading how they stand in place of nouns; • substituting pronouns for common and proper nouns in own writing; • distinguishing personal pronouns, e.g. <i>I, you, him, it</i> and possessive pronouns, e.g. <i>my, yours, hers</i>; • distinguishing the 1st, 2nd, 3rd person forms of pronouns e.g. <i>I, me, we; you; she, her, them</i> investigating the contexts and purposes for using pronouns in different persons, linked to previous term's work on 1st and 3rd person; investigating how pronouns are used to mark gender: <i>he, she, they, etc.</i> , To be able to identify and use possessive pronouns.	he she it they his theirs mine	Chapter 3 21 - 24
To use time conjunctions	When then once first	Chapter 1 21 – 24 Book 2 sheet 10
To use prepositions to explain where things are or happen.		

To start a sentence with a fronted adverbial – ending with a comma.		Chapter 3 9 - 12
To write adverbs to describe actions.		
To be able to select synonyms.		Chapter 2 13 – 16 (synonyms for verbs) Chapter 3 33 – 36 (synonyms for said)
To use similes.	As cold as ice....	
To organise writing in paragraphs – indenting each new paragraph (without leaving a blank line).	INDENT – leave a space – not a blank line	
To understand the difference between singular and plural forms. To extend knowledge and understanding of pluralisation through <ul style="list-style-type: none"> recognising the use of singular and plural forms in speech and through shared writing transforming sentences from singular to plural and vice versa, noting which words have to change and which do not understanding the term "collective noun" and collecting examples - experimenting with inventing other collective nouns noticing which nouns can be pluralized and which cannot, e.g. trousers, rain	Baby babies	
Punctuation		
Key learning	Examples	Headstart
Punctuate sentences accurately with capital letters and full stops.		Chapter 1 1 – 4
To use capitals for proper nouns.		Book 2 sheet 1
To use question marks for questions and exclamation marks	? !	Chapter 1 9 – 12 Chapter 3 1 - 4
To write commas in a list and after fronted adverbials. To use the term "comma" appropriately and to understand the function of commas in sentences through: <ul style="list-style-type: none"> noting where commas occur in reading and discussing their functions in helping the reader to become aware of the use of commas in marking grammatical boundaries within sentences 		Chapter 3 5 - 8
To write apostrophes for contractions.	can't won't we'll	
To write apostrophes which show possession with both singular and plural nouns.	The car's engine. The girls' coats.	Chapter 3 17 - 20
To use inverted commas for direct speech when the reporting clause is at the end of the sentence. To understand the basic conventions of speech punctuation through: <ul style="list-style-type: none"> identifying inverted commas in reading 		

<ul style="list-style-type: none"> • beginning to use inverted commas in own writing • using capital letters to mark the start of direct speech • to use the term "inverted commas" • beginning to use inverted commas and other dialogue punctuation appropriately in writing and to use the conventions which mark boundaries between spoken words and the rest of the sentence (reporting clauses). 		
<h2>Editing</h2>		
<p>To edit writing and make improvements by:</p> <ul style="list-style-type: none"> * changing vocabulary choices * adding more detailed description or information * swapping clauses in some sentences * making sure the punctuation is correct * correcting spellings. 		
<p>SPaG terminology – Year 1 – 3 Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant, vowel, inverted commas, subject, synonym, active, bullet points, pronoun</p>		

Year 4

Writing Genres

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fables The Boy who Cried Wolf Narrative Setting description – Journey to the Centre of the Earth Poetry	Narrative Fantasy story – Riley Explanation The Shirt Machine Poetry	Non Chronological Reports Cats Myths and Legends Romulus and Remus	Instructions How to please your teacher. Narrative Dialogue opener – George’s Marvellous Medicine Poetry	Recount – Biography David Walliams	Persuasive adverts Prformance Poetry

Class Readers / Shared Reading

(Not all texts are used in one year)

The Lion, Witch and the Wardrobe
 Journey to the Centre of the Earth
 The Butterfly Lion
 Tuesday (David Wiesner)
 Grandpa Chatterji

Year 4 Reading

I have listened to and discussed fiction, plays, poetry and non-fiction books.

I can predict what might happen in a story based on what the writer says and suggests.

I can discuss the meaning of words in context.

I can write a book review and say why I would or would not recommend a book to someone else.

I can recognise different poetic forms.

Writing - Spelling, Grammar and Punctuation Overview

Year 4				
Spelling		Key learning To follow the No Nonsense Spelling Scheme		
To be able to spell the 100 most common words.				See list
To be able to spell the statutory words for lower school – year 3 and 4 words.				See year 4 list. (also year 3 list)
To be able to spell homophones (in addition to the scheme below)				Their there they're To too two Where were wear
Term 1 Autumn	Term 2 Spring	Term 3 Summer	Headstart	
Revisit Strategies at the point of writing: Have a go Rare GPCs Revise: <ul style="list-style-type: none"> • The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' • The /tʃ/ sound spelt 'ch' • The /u/ sound spelt 'ou' (all from Year 3) Word endings: Words ending /ʊr/ (<i>treasure, measure</i>) Prefixes and Suffixes <ul style="list-style-type: none"> • Prefixes 'in-', 'il-', 'im-' and 'ir-' • Adding suffixes beginning with vowel 	Revisit Year 3 rare GPCs Rare GPCs The /g/ sound spelt 'gu' Word endings Words ending /tʃə/ spelt 'ture' (<i>creature, furniture</i>) Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (<i>invention, comprehension, expression, magician</i>) Prefixes and Suffixes Prefixes 'anti-' and 'inter-' Suffix '-ation'	Revisit Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed. Rare GPCs Words with the /s/ sound spelt 'sc' (Latin in origin) Word endings Endings that sound like /ʃən/ spelt '-sion' (<i>division, confusion</i>) Prefixes and Suffixes Suffix '-ly'. Teach the exceptions, E.G: 'y' changed to 'i', 'le' ending changed to 'ly', 'ic', ending changed to '-ally'	To write words with prefixes and suffixes. E.g. unlucky, unluckily	Chapter 3 p17 - p20 Book 2 sheet 34

<p>letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')</p> <p>Homophones <i>peace/piece, main/mane, fair/fare</i></p> <p>Apostrophe Possessive apostrophe with singular proper nouns (<i>Cyprus's population</i>)</p> <p>Proofreading Teach proofreading strategies</p>	<p>Homophones <i>scene/seen, male/mail, bawl/ball</i></p> <p>Apostrophe Revise contractions from Year 2 Possessive apostrophe with plurals</p> <p>Proofreading Model how to use various strategies in proofreading, including using a dictionary.</p>	<p>Suffix '-ous' (<i>poisonous, outrageous</i>)</p> <p>Homophones <i>whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</i></p> <p>Apostrophe - Apostrophe for possession, including singular and plural Revise contractions from Year 2 and plural apostrophe rules</p> <p>Proofreading Check writing for misspelt words that are on the Years 3 and 4 word list.</p>		
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<h1>Grammar</h1> <h2>Key learning</h2>	<h2>Examples</h2>	<h2>Headstart</h2>
To be able to classify words: adjectives, adverbs, nouns, verbs, pronouns.		Book 2 sheet 45
To write questions.	?	Chapter 2 p29 - p32 (statements into questions) Book 2 sheet 26
To recognise the subject and object in sentences		Chapter 3 p29 - p32 Book 2 sheet 37
To write compound sentences with a variety of conjunctions	so then unless before although	Chapter 1 p5 – p8 Book 2 sheet 2
To use sentences with a main and subordinate clause (including starting with a subordinate clause), using a range of subordinating conjunctions.	if, because, while, although, etc	Chapter 1 p5 – 8 Ch 2 p 5 – 8 Ch 3 p13 - 16
<p>Choose interesting adjectives to describe nouns. Use regular and irregular comparative and superlative adjectives.</p> <p>To use the term "adjective" appropriately and to understand the function of adjectives in sentences through:</p> <ul style="list-style-type: none"> Identifying adjectives in shared reading Discussing and defining what they have in common i.e. words which qualify nouns Experimenting with deleting and substituting adjectives and noting the effects on meaning Collecting and classifying adjectives, e.g. for colours, sizes, moods <p>Experimenting with the impact of different adjectives through shared writing</p>		Chapter 2 p9 - p12 (paired adjectives) Chapter 3 37 – 40 (comparative and superlative) Book 2 sheets 41 and 42
To organise writing in paragraphs – indenting each new paragraph (without leaving a blank line).		Book 2 sheet 43
To write verbs in the present perfect, simple past, irregular past tense and past perfect – including auxiliary verbs	We are - we were	Chapter 1 p25 – 28

<p>To use the term "verb" appropriately and to understand the function of verbs in sentences through:</p> <ul style="list-style-type: none"> • Noticing that sentences cannot make sense without them • Collecting and classifying examples of verbs from own reading and own knowledge e.g. <i>run, chase, sprint; eat, consume, gobble</i> <p>To understand the differences between verbs in the 1st, 2nd, and 3rd person, e.g. I/we do, you do, he/she/does, they do, through</p> <ul style="list-style-type: none"> • Collecting and categorising examples and noting the differences between the singular and plural persons • Discussing the purposes for which each can be used • Relating to different types of text, e.g. 1st person for diaries and personal letters, 2nd person for instructions and directions, 3rd person for narrative, recounts • Experimenting with transforming sentences and noting which words need to be changed 	<p>He is - he was I had eaten...</p>	<p>Chapter 1 p29 – 32 (auxiliary verbs) Chapter 3 p9 -12 (present perfect, past perfect)</p> <p>Book 2 sheet 7 32</p>
<p>To use present and past progressive verb tenses.</p>	<p>She is running... She was running...</p>	<p>Book 2 sheet 8</p>
<p>To use pronouns to avoid repetition and to show possession</p>	<p>He she they it Hers his theirs its</p>	<p>Chapter 1 p21 – 24 (instead of nouns) Book 2 sheet 6</p>
<p>To use time conjunctions</p>	<p>When then once first</p>	<p>Chapter 1 p17 – 20 Book 2 sheet 5</p>
<p>To use prepositions to explain where things are or happen.</p>	<p>On in beside opposite near</p>	<p>Chapter 1 p13 – 16 Book 2 sheet 25</p>
<p>To start sentences with a fronted adverbial and end with a comma.</p> <p>To use the term "comma" appropriately and to understand the function of commas in sentences through:</p> <ul style="list-style-type: none"> • noting where commas occur in reading and discussing their functions in helping the reader • to become aware of the use of commas in marking grammatical boundaries within sentences. 		<p>Chapter 2 p33 – 36 Book 2 p28</p>
<p>To use direct and reported speech (see punctuation)</p>		
<p>To use adverbs to describe verbs.</p>	<p>Cautiously gently silently</p>	<p>Chapter 1 p37 – 40 Chapter 2 p37 - p40 (not ending in ly) Book 2 sheet 29</p>
<p>To write sentences with embedded clauses including the use of relative pronouns – who, which, or that.</p>		<p>Chapter 2 p13 – 16 Book 2 sheet 21</p>
<p>To recognise and write abstract nouns.</p>	<p>Beauty of Felt sympathy</p>	<p>Chapter 2 p17 – 20 Book 2 sheet 20 and 22</p>
<p>To start sentences with an 'ing' verb.</p>	<p>Running up the hill, ...</p>	
<p>To be able to select synonyms (and understand antonyms).</p>		<p>Chapter 2 p1 – p4 (synonyms for verbs)</p>

		Chapter 3 p5 - p8 (synonyms for big) Book 2 sheet 16 and 31
To use similes.		
To understand the difference between singular and plural forms of nouns To extend knowledge and understanding of pluralisation through <ul style="list-style-type: none"> recognising the use of singular and plural forms in speech and through shared writing transforming sentences from singular to plural and vice versa, noting which words have to change and which do not understanding the term "collective noun" and collecting examples - experimenting with inventing other collective nouns noticing which nouns can be pluralized and which cannot, e.g. trousers, rain	elf elves man men	Chapter 3 p25 - -28 (regular and irregular plurals) Book 2 36
To recognise and use standard English		Book 2 10 11 12
Punctuation		
Key learning	Examples	Headstart
Punctuate sentences accurately with capital letters, full stops and commas.		Chapter 1 p2 - p4
I can use question and exclamation marks correctly.	? !	Chapter 1 p9- p12 Book 2 sheet 3
I can use commas in a list.	, , ,	
To use capitals for proper nouns.		Book 2 sheet 1
To write commas in a list and after fronted adverbials. To use the term "comma" appropriately and to understand the function of commas in sentences through: <ul style="list-style-type: none"> noting where commas occur in reading and discussing their functions in helping the reader to become aware of the use of commas in marking grammatical boundaries within sentences. 	,	Chapter 3 p5 - p8
To write apostrophes for contractions.	can't won't we'll	Chapter 3 p21 -p24 Book 2 sheet 35 (39 40)
To write apostrophes which show possession with both singular and plural nouns.	The car's engine. The girls' coats.	Chapter 3 p33 - p36 Book 2 sheet 38 (39 40)
To use inverted commas for direct speech when the reporting clause is at the start or the end of the sentence. To understand the basic conventions of speech punctuation through: <ul style="list-style-type: none"> identifying inverted commas in reading beginning to use inverted commas in own writing using capital letters to mark the start of direct speech to use the term "inverted commas" beginning to use inverted commas and other dialogue punctuation appropriately in writing and to use the conventions which mark boundaries between spoken words and the rest of the sentence (reporting clauses). 	"We are going to play a game," insisted Tom.	Chapter 1 p33 - p36 Book 2 sheet 13 (direct speech) Sheet 14 (reported speech)

Editing

To edit writing and make improvements by:

- * changing vocabulary choices
- * adding more detailed description or information
- * swapping clauses in some sentences
- * making sure the punctuation is correct
- * correcting spellings.

SPaG terminology –

Determiner, pronoun, possessive pronoun, adverbial, parenthesis, relative pronoun, , bracket, ellipsis

Year 5

Writing Genres

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science Fiction The War of the Worlds Non-Chronological Reports Earth and Space	Historical Fiction Christmas Carol	Information Reports Manchester Ridgeback Myths and Legends Beowolf / Greek Myths?	Discussion – (Arguments) Aliens	Explanations Life Cycles	Adventure Poetry – The Highwayman

Class Readers / Shared Reading (Not all texts are used)

Children of Winter
 War of the Worlds
 Christmas Carol (*Charles Dickens – fiction from our literary heritage*)
 Stormbreaker
 Theseus and the Minotaur (and other Greek myths and legends)
 Street Child

Year 5 Reading

I have read and discussed fiction, poetry, plays and non-fiction books.

I have learnt a range of poetry by heart.

I can discuss books I have read and challenge other people's views politely.

I can use notes to explain, discuss and present what I have read.

I can tell the difference between statements of facts and statements of opinion.

I can comment on the author's use of language and explain the impact on the reader.

I can identify how language, structure and presentation affect meaning.

I can pick out, write down and present information for non-fiction texts.

I can identify and summarise the main ideas from several paragraphs in a text, and give evidence to back up these ideas.

Know some acceptable abbreviations used in books, e.g. anon, etc

I can identify bias in persuasive writing, articles and advertisements.

Be able to make inferences.

I understand that two people may have different perspectives on the same event, whether in history or in the news.

Be able to recognise features common to different text

I can identify the writer's use of language

Writing – Spelling, Grammar and Punctuation Overview

Year 5

Spelling To follow the No Nonsense Spelling Scheme

To be able to spell the statutory words for upper school – year 5 words and those for lower school

Words from the Year 5 list.

To spell words with silent letters

Gnome, thumb

Term 1 Autumn NNS

Term 2 Spring NNS

Term 3 Summer NNS

Headstart

Revisit
Strategies at the point of writing: Have a go - Plurals (adding ‘-s’, ‘-es’ and ‘-ies’)
Apostrophe for contraction and possession
Rare GPCs
Words with ‘silent’ letters
Morphology/ Etymology
Use spelling journals to record helpful etymological notes on curious or difficult words
Word endings
Words with the letter string ‘-ough’
Words ending in ‘-able’ and ‘-ible’
Homophones
isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed
Hyphen
Use of the hyphen (*co-ordinate, co-operate*)
Dictionary
Use of a dictionary to support teaching of word roots, derivations and spelling patterns.
Proofreading Focus on checking words from personal / class spelling lists.

Revisit
Strategies at the point of writing: Have a go Apostrophe for possession
Rare GPCs
Teach words with rare GPCs from the Year 5 and 6 word list (*bruise, guarantee, queue, immediately, vehicle, yacht*)
Words with the /i:/ sound spelt ‘ei’ after ‘c’ (*receive, ceiling*)
Morphology/ Etymology
Teach extension of base words using word matrices.
Word endings
Words ending in ‘-ably’ and ‘-ibly’
Revise words ending in ‘-able’ and ‘-ible’
Homophones
altar/alter, led/lead, steal/steel
Dictionary
Use a dictionary to create collections of words with common roots
Proofreading
Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)

Revisit
Strategies at the point of writing: Have a go A range of strategies for learning words
Homophones
(cereal/serial, father/farther, guessed/guest, morning/mourning, who’s/whose)
Suffixes
Problem suffixes
Dictionary
Teach use of dictionary to check words, referring to the first three or four letters
Proofreading
Check writing for misspelt words that are on the Years 5 word list
Morphology/ Etymology
Teach morphemic and etymological strategies to be used when learning specific words

To write words with prefixes and suffixes
E.G. unlucky
unluckily

Book 1 ch 3 p13 – 16 (suffixes)
Ch3 p21 – 24 (prefixes)

Grammar and Punctuation Key learning	Examples	Headstart
To be able to classify words: adjectives, adverbs, nouns, verbs, pronouns, possessive pronouns		
To recognise the subject and object in sentences	The cat (subject) played with the ball (object).	
To use co-ordinating conjunctions.	So, and, but, as, yet	Book 1 ch1 p21 – 24 Book 2 sheet 9
To use sentences with a main and subordinate clause, using a range of subordinating conjunctions. To open sentences with subordinate clauses (including conditional sentences) ending with a comma.	If then unless because, while, although, etc	Book 1 ch1 p25 – 28 Book 2 sheet 10
To start sentences with fronted adverbials ending with a comma. To use the term "comma" appropriately and to understand the function of commas in sentences through: <ul style="list-style-type: none"> • noting where commas occur in reading and discussing their functions in helping the reader • to become aware of the use of commas in marking grammatical boundaries within sentences. 		Book 1 ch2 p 21 – 24 Book 2 sheet 20 and 21
To write commas in a list and after fronted adverbials and subordinate clauses. To use the term "comma" appropriately and to understand the function of commas in sentences through: <ul style="list-style-type: none"> • noting where commas occur in reading and discussing their functions in helping the reader • to become aware of the use of commas in marking grammatical boundaries within sentences. 		Book 2 sheet 4 (commas in a list)
Choose interesting adjectives to describe nouns. Use regular and irregular comparative and superlative adjectives. To use the term "adjective" appropriately and to understand the function of adjectives in sentences through: <ul style="list-style-type: none"> • Identifying adjectives in shared reading • Discussing and defining what they have in common i.e. words which qualify nouns • Experimenting with deleting and substituting adjectives and noting the effects on meaning Experimenting with the impact of different adjectives through shared writing		
To use hyphens in some compound adjectives.	Bad-tempered, red-haired.	Book 1 ch2 P17 – 20 Book 2 sheet 19

To organise writing in paragraphs – indenting each new paragraph (without leaving a blank line) to indicate changes in mood, setting, character, action.		
To use a semi-colon to separate clauses.		Book 1 ch1 p37 - 40
To use colons to introduce a list or add extra information.		Book 1 ch1 p9 – 12 Book 2 sheet 5
To use similes and metaphors.		
To recognise and write passive sentences.	The car was driven by the crazy cat.	Book 1 ch1 p33 – 36 Book 2 sheet 12
To use parenthesis using both commas, dashes and brackets (and for subordinate clauses).		Book 1 ch3 p1 – 4 (brackets) Book 2 sheet 26 (brackets) Book 2 sheet 33 (commas) Book 1 ch3 p25 – 28 (commas) Book 1 ch3 p29 – 32 (dashes) Book 2 sheet 34 (dashes)
To use relative clauses beginning with relative pronouns ‘who’, ‘which’, ‘where’, ‘whose’ or ‘that’.		Book 1 ch1 p29 – 32 Book 2 sheet 11
To start sentences with an ‘ing’ verb.	Running up the hill, Tom felt the wind in his hair.	
To use personification.		
To use the reporting clause at the beginning, middle or the end when writing direct speech and use inverted commas correctly.	“We are going to play a game,” insisted Tom.	Book 1 ch1 p1 – 4 Book 2 sheet 3
To write indirect speech (reported speech).	Sally said that she had a lot of homework.	Book 1 ch3 p5 – 8 Book 2 sheet 27
To choose powerful verbs, interesting adjectives and adverbs (exciting vocabulary!)	Adverbs = Cautiously gently silently	Book 1 ch3 p9 -12 (adverbs) Book 2 sheet 28 (adverbs)
To use modal verbs to show degrees of possibility. To use modal adverbs.	Could, should, might would have, will	Book 1 ch1 p13 – 16 Book 1 ch1 p17 - 20
To use expanded noun phrases to show complicated and detailed information.		Book 1 ch3 – p37 – 40

		Book 2 sheet 39,, 40, 41 and 42
To use both the present and past perfect tense	has been, have been. had been	Book 1 ch2 p1 – 4 Book 2 sheet 14
To use imperative verbs.		Book 1 ch2 p13 - 16
To recognise the subjunctive form.	If I were you....	Book 1 ch2 p33 – 36 Book 2 sheet 24
To be able to select synonyms (and understand antonyms).		Book 1 ch3 p33 – 36 (synonyms) Book 2 sheets, 35 (synonyms), 36,37 (antonyms)
To use bullet points.		Book 1 ch2 p37 – 40 Book 2 sheet 25
To recognise and use standard English		Book 2 sheet 52, 53, 54.
To write apostrophes for contractions and possessions with both singular and plural nouns.	can't won't we'll The car's engine. The girls' coats.	Book 1 ch2 p9-12
To use prepositions including prepositions of time.		Book 1 ch2 p5 – 8 (time prepositions) Book 2 sheet 15 (time)
To use the first and third person.		Book 1 ch2 p29 - 32

Editing

To edit writing and make improvements by:

- * changing vocabulary choices
- * adding more detailed description or information
- * swapping clauses in some sentences
- * making sure the punctuation is correct
- * correcting spellings.

SPaG terminology

Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, passive, active, antonym, object, colon, semi-colon, subjunctive

Year 6

Writing Genres

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narrative Science Fiction – Alien Landing Biographies Emmeline Pankhurst Lightning Copperhead	Non-Fiction Diary writing Explanation Poetry – using metaphors	Narrative Finding story with magic. ‘Magic Moments’ Non-Fiction Letter of Persuasion	Non-Fiction Balanced arguments Narrative Ghost story	SATs Revision (Reading and SPaG) Poetry	Non-Fiction Newspaper reports.

Class Readers / Shared Reading (Not all texts are used each year)

Goodnight Mr Tom
 Macbeth (fiction from our literary heritage)
 Arabian Nights
 Kensuke’s Kingdom
 Lost Thing
 Invaders in the Vegetable Patch
 Holes
 Moondial

Year 6 Reading

I have read and discussed fiction, poetry, plays and non-fiction books.

I have learnt a range of poetry by heart.

I can discuss books I have read and challenge other people's views politely.

I can use notes to explain, discuss and present what I have read.

I can tell the difference between statements of facts and statements of opinion.

I can comment on the author's use of language and explain the impact on the reader.

I can identify how language, structure and presentation affect meaning.

I can pick out, write down and present information for non-fiction texts.

I can provide evidence to support inference

Be able to use context to explain the meaning of unfamiliar words

I understand how the meaning of sentences is shaped by punctuation, phrase length, word order and conjunctions.

I understand that the pace of reading can add to the excitement, suspense or atmosphere.

Writing – Spelling, Grammar and Punctuation Overview

Year 6

Spelling (inc. understanding of how to change words into different categories)

To follow the No Nonsense Spelling Scheme (*The 3 terms should be covered before SATs*)

To be able to spell the statutory words for upper school – year 5 and 6 words.

Words from the Year 5 and 6 list.

Term 1 Autumn

Term 2 Spring

Term 3 Summer

Headstart

Revisit

Strategies at the point of writing:

Have a go

Words ending ‘-able/ably’, ‘-ible/ibly’

Rare GPCs

Revise words with the /i:/ sound spelt

‘ei’ after ‘c’.

Prefixes and Suffixes

Adding suffixes beginning with vowel letters

to words ending in ‘-fer’.

Word endings

Endings that sound like /ous/ spelt ‘-cious’ or

‘-tious’ (*precious, ambitious*)

Homophones

advice/advise, device/devise,

licence/license,

practice/practise,

prophecy/prophesy

Proofreading

Proofreading in smaller chunks – sentences and paragraphs.

Revisit

Words containing the letter string ‘-ough’

Prefixes and Suffixes

Generating words from prefixes and suffixes

Word endings

The /ʔəəl/ sound, words ending ‘-tial’ and ‘-cial’

(*official, special, artificial, partial, confidential, essential*)

Homophones

compliment/complement,

desert/dessert,

principal/principle,

profit/prophet,

stationery/stationary

All homophones from KS2

Proofreading

Proofreading someone else’s writing.

Revisit

Spelling strategies at the point of writing

Rare GPCs

Revise words with rare GPCs from the Years

5 and 6 word list (*bruise,*

guarantee, queue,

immediately, vehicle, yacht)

Word endings

Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-

ence’/‘-ency’

Homophones and near

homophones

draft/draught, dissent/descent,

precede/proceed,

wary/weary

Proofreading

Embedding proofreading strategies when reviewing own writing independently.

Prefixes for verbs

Book 1 ch2 p29 – 32
Book 2 sheet 21

Prefixes for adjectives

Book 1 ch3 p29 – 32
Book 2 sheet 39

Suffixes (change nouns and verbs into adjectives)

Book 2 sheet 40

Grammar and Punctuation

Key learning

Examples

Headstart

Revision of all PaG taught in year 3 – 5 (below is mostly a repeat of Year 5)

To be able to classify words: adjectives, adverbs, nouns, verbs, pronouns, possessive pronouns

To be able to classify nouns. (common : concrete, collective, abstract, compound; proper, pronouns)

Book 1 ch1 p1 – 4
Book 2 sheet 2
Book 1 ch2 p25 – 28
(implied relative pronouns)
Book 2 sheet 20 (implied relative pronouns)

To use adverbs and adverbial phrases

Book 1 ch2 p13 – 16
Book 1 ch 3 p25 – 28
(certainty, degree, place)
Book 1 ch3 p36 – 40
(adverbs without ly ending)
Book 2 sheet 17, 37, 43

To write commas in a list and after fronted adverbials and subordinate clauses.

Book 1 ch3 p9 – 12 (to clarify meaning – covers other targets for commas)
Book 2 sheet 31

To start sentences with verbs.

Book 1 ch1 p21 – 24
Book 2 sheet 7

To be able to identify the subject and object in a sentence.

Book 1 ch3 p13 - 16
Book 2 sheet 32

Choose interesting adjectives to describe nouns. Use modifying and coordinating adjectives.

A modifying adjective gives more detail about the adjective it is paired with.

Soft, red towel (co-ordinating)
deep red towel (modifying)

Book 1 ch1 p9 – 12
Book 2 sheet 4

To use co-ordinating and subordinating conjunctions.

So, and, but, as, yet (co-ordinating)
If then unless

Book 1 ch1 p5 – 8
Book 2 sheet 3

	because, while, although (subordinating)	
To know when to use a commas before a conjunction.		Book 1 ch1 p13 – 16 Boo 2 sheet 5
To use hyphens in some compound adjectives.	Bad-tempered, red-haired.	
To organise writing in paragraphs – indenting each new paragraph (without leaving a blank line) to indicate changes in mood, setting, character, action.		Book 1 ch2 p21 – 24 Book 2 sheet 19
To use a semi-colon to separate clauses. To use colons.		Book 1 ch1 p29 – 32 (use with clauses) Book 2 sheet 9
To use similes, metaphors and personification. (composition)		
To recognise and write passive sentences.	The car was driven by the crazy cat.	Book 1 ch2 p5 – 8 (passive voice) Book 2 sheet 15 (passive)
To use parenthesis using both commas, dashes and brackets (and for subordinate clauses).		Book 1 ch1 p25 – 28 Book 2 sheet 8
To use relative clauses beginning with relative pronouns ‘who’, ‘which’, ‘where’, ‘whose’ or ‘that’.		Book 1 ch1 p 37 – 40 Book 2 sheet 13
To start sentences with an ‘ing’ verb.	Running up the hill, Tom felt the wind in his hair.	
To use the reporting clause at the beginning, middle or the end when writing direct speech and use inverted commas correctly.	“We are going to play a game,” insisted Tom.	Book 1 ch 1 p33 – 36 Book 2 sheet 11, 12 Book 2 sheet 30 (reported into direct)
To write indirect speech (reported speech).	Sally said that she had a lot of homework.	Book 1 ch3 p5 – 8 Book 2 sheet 29

To choose powerful verbs, interesting adjectives and adverbs (exciting vocabulary!)	Adverbs = Cautiously gently silently	
To use modal verbs to show degrees of possibility. To use modal adverbs.	Could, should, might would have, will	Book 1 ch1 p17 – 20 (possibility) Book 1 ch2 p17 20 (degrees of politeness) Book 2 sheet 6,18,
To use expanded noun phrases to show complicated and detailed information.		Book 1 ch2 p1 – 4 Book 2 sheet 14
To use both the present and past perfect tense	has been, have been. had been	Book 1 ch2 p9 – 12 (past perfect) Book 2 sheet 16 (past perfect)
To use imperative verbs.		Book 2 sheet 49
To recognise the subjunctive form.	If I were you....	Book1 ch3 p1 – 4 Book 2 sheet 26
To be able to select synonyms (and understand antonyms).		Book 1 ch3 p17 – 20 Book 2 sheet 33 (synonyms) Book 2 sheet 34, 35 (antonyms)
To use bullet points.		Book 2 sheet 44, 45
To recognise and use standard English		Book 1 ch2 p37 – 40 Book 2 sheet 24
To write apostrophes for contractions and possessions with both singular and plural nouns.	can't won't we'll The car's engine. The girls' coats.	Book 1 ch3 p21 – 24 Book 2 sheet 36
To use prepositions including prepositions of time.		Book 1 ch2 p33 – 36 Book 2 sheet 22
To use ellipses		Book 1 ch3 p33 – 36 (omitting words) Book 2 sheet 41 (omitting words)

Editing

To edit writing and make improvements by:

- * changing vocabulary choices
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SPaG terminology – Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, passive, active, antonym, object, colon, semi-colon, subjunctive, ellipses

Handwriting

Handwriting is taught using the Martin Harvey Scheme. The expectation is the same in each year group. Children are taught to hold their pencils with the correct grip – the pencil resting in the ‘pencil bed’. Pupils are reminded to sit correctly with both feet on the floor and sitting back in their chair and both hands on the table. Joined writing is taught from the start of Year 3. Handwriting books with lined paper are used in Year 3 and 4. High expectations of handwriting and presentation are made clear by teachers and children may be asked to rewrite some of their work to show improvements.

Spoken Language

Year 3 and 4

Listen and respond appropriately to adults and my peers.

Ask relevant questions to increase my understanding and knowledge.

Use new words learnt.

Explain and justify own answers, arguments and opinions.

Describe, explain and narrate for different purposes, including expressing feelings.

Pay attention and take part in conversations with others, staying on topic as well as making and responding to comments.

Use talking to describe ideas, explain things and to explore my imagination.

Speak clearly and fluently, increasing using Standard English.

Take part in discussions, presentations, performances, role play, improvisations and debates.

Choose and use appropriate expression (e.g. formal or informal speaking) to communicate effectively.

Year 5 and 6

Listen and respond appropriately to adults and other people the same age.

Ask relevant questions to increase understanding and knowledge

Use different ways to expand vocabulary. (Thesaurus, magpie, listening to others)

Explain and justify own answers, arguments and opinions.

Describe, explain and narrate for different purposes in a structured way, including expressing feelings.

Pay attention and take part in conversations with others, staying on topic and making and responding to comments.

Listen and respond appropriately to adults and other people the same age.

Ask relevant questions to increase understanding and knowledge

Use different ways to expand vocabulary. (thesaurus, magpie, listening to others)

Explain and justify own answers, arguments and opinions.

Text/Genre Overview 2019 - 2020

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 8 weeks
Year 3	<p>Settling, assessment and baseline (SATS KS1 tests) (1week) SPaG Week (1wk)</p> <p>Familiar settings New boy</p> <p>Traditional tales</p>	<p>Time slip story Scarab beetle</p> <p>Traditional tales fairy stories - Nutcracker (settings)</p> <p>Poetry Christmas / Bonfire (1 week)</p>	<p>Stories from Another Culture- Anansi the Spider</p> <p>1st Person Recount – Derby Museum</p>	<p>Narrative Story – (good verses evil story) Rumpelstiltskin (character description) Instructions Monster recipes -. Or terrible Tudor recipes Poetry Grandparents Poems</p>	<p>Report Our school</p> <p>Adventure and Mystery, Adventure at Sandy Cove</p>	<p>Myths and Legends Robin Hood - link to east midlands – Nottingham / Derby</p> <p>Narrative</p>
Year 4	<p>Narrative Setting description – Journey to the Centre of the Earth</p> <p>Narrative Fantasy story – Riley</p>	<p>Explanation Tidy Bedroom</p> <p>Poetry</p>	<p>Historical Story Romulus and Remus</p> <p>Diary</p>	<p>Narrative Dialogue narrative – George’s Marvellous Medicine</p> <p>Poetry</p>	<p>Fables</p> <p>Non-Chronological Report. Animals</p>	<p>Persuasive Letters</p> <p>Performance Poetry</p>
Year 5	<p>Science Fiction The War of the Worlds</p> <p>Non-Chronological Reports Earth and Space</p>	<p>Historical Fiction Christmas Carol</p>	<p>Information Reports Manchester Ridgeback</p> <p>Myths and Legends Beowolf / Greek Myths?</p>	<p>Discussion – (Arguments) Aliens</p>	<p>Explanations Life Cycles</p>	<p>Adventure</p> <p>Poetry – The Highwayman</p>
Year 6	<p>SPag and Speakwell</p> <p>Narrative - Sciene Fiction/ chilling story Fowler’s Yard</p>	<p>Diary Writing Link with WW11 in topic. Diary of an evacuee.</p> <p>Non-Fiction – Letters (WWII) Poetry – using metaphors</p>	<p>Narrative Alien Landing (Or) The Gas Mask</p> <p>Balanced Arguments Fair Trade</p>	<p>Non Chronological Reports Plastic</p> <p>SATs revision – reading and SPaG</p>	<p>SATs Revision (Reading and SPaG)</p> <p>Narrative – Finding Story The Magic Bag</p>	<p>Drama – Year 6 Play</p>

