

Kibworth CE Primary School

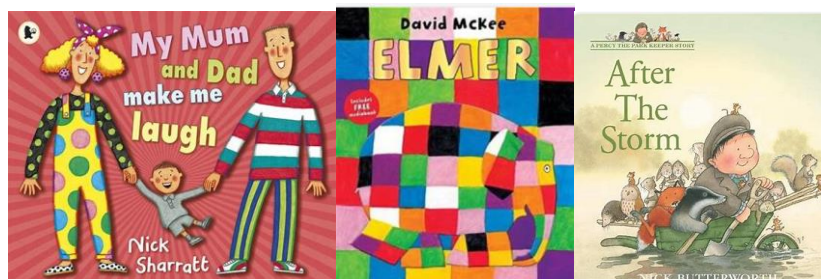


Literacy Overviews

EYFS Literacy Overview

Autumn 1

1. My Mum and Dad Make Me Laugh
2. Elmer
3. After the Storm



Text Type:1. Story- narrative

Purpose: To entertain

Text Type:2. Story - narrative

Purpose: To entertain

Text Type:3. Story - narrative

Purpose: To entertain

Writing/ Fine Motor

- Use some of their print and letter knowledge in their early writing.
 - Write some or all of their name.
- Use a comfortable grip with good control when holding pens and pencils.

Reading

Develop their phonological awareness so that they can:

- spot and suggest rhymes
- Count or clap syllables in a word
- Recognise more words with the same initial sound Engage in extended conversations about stories, learning new vocabulary
- Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the name of the different parts of a book, page sequencing.

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
 - Understand 'why' questions

Autumn 2

1. We're Going on a Bear Hunt

2. The Gruffalo



Text Type:1. Story- narrative

Purpose: To entertain

Text Type:2. Story - narrative

Purpose: To entertain

Writing/ Fine Motor

- Use some of their print and letter knowledge in their early writing.
 - Write some or all of their name.
- Use a comfortable grip with good control when holding pens and pencils.
 - Hears and writes the initial sound in words.
- Independently segments the sounds in words to write a cvc word.
 - Begins to form lowercase letters correctly.

Reading

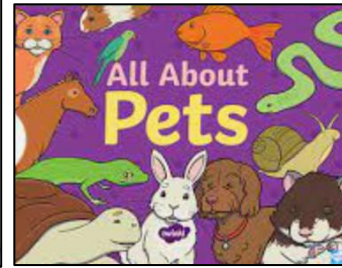
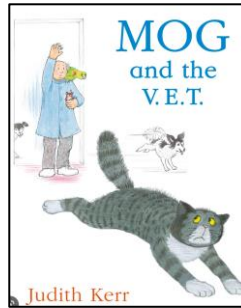
- Oral blending and segmenting of CVC words.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
 - To continue to learn/read phase 2 HF and tricky words

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
 - Understand 'why' questions
- Listen to and talk about stories to build familiarity and understanding.
 - Recall and talk about event characters and events in familiar stories

Spring 1

1. All About Pets
2. The Mog at the V.E.T



Text Type:1. Non-fiction

Purpose: To inform

Text Type:2. Story - narrative

Purpose: To entertain

Writing/ Fine Motor

- Independently segments the sounds in words to write a cvc word.
- Forms lowercase letters correctly and begins to form capital letters.
- Begins to write simple sentences using a capital letter, finger spaces and a full stop.

Reading

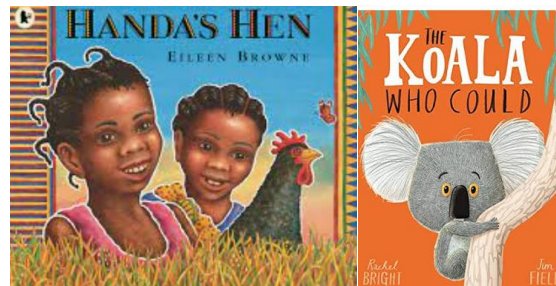
- Oral blending and segmenting of CVC words.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
 - To continue to learn/read phase 2 and 3 HF and tricky words
- Begins to read simple sentences. (Decoding some words and reading some words by sight)

Communication and Language

- Understand 'why' questions
 - Listen to and talk about stories to build familiarity and understanding.
 - Recall and talk about event characters and events in familiar stories.
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Spring 2

1. Handa's Hen
2. The Koala Who Could



Text Type:1. Story- narrative

Purpose: To entertain

Text Type:2. Story - narrative

Purpose: To entertain

Writing/ Fine Motor

- Independently segments the sounds in words to write a cvc word.
- Forms lowercase letters correctly and begins to form capital letters.
- Begins to write simple sentences using a capital letter, finger spaces and a full stop.

Reading

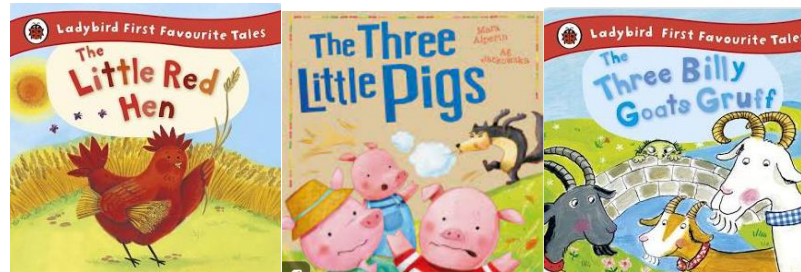
- Oral blending and segmenting of CVC words.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
 - To continue to learn/read phase 3 HF and tricky words
- Begins to read simple sentences. (Decoding some words and reading some words by sight)

Communication and Language

- Understand 'why' questions
 - Listen to and talk about stories to build familiarity and understanding.
 - Recall and talk about event characters and events in familiar stories.
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Summer 1

1. The Little Red Hen
2. The Three Little Pigs
3. The Three Billy Goats Gruff



Text Type:1. Story- narrative

Purpose: To entertain

Text Type:2. Story - narrative

Purpose: To entertain

Text Type:3. Story - narrative

Purpose: To entertain

Writing/ Fine Motor

- Independently segments the sounds in words to write a cvc word.
- Forms lowercase letters correctly and begins to form capital letters correctly.
- Begins to write simple sentences using a capital letter, finger spaces and a full stop.
 - Can read their work back to others and begins to correct their mistakes.

Reading

- Oral blending and segmenting of CVC words.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
 - To continue to learn/read phase 3 and 4 HF and tricky words
- Reads simple sentences with more independence (Decoding some words and reading some words by sight)

- Read a range of books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Communication and Language

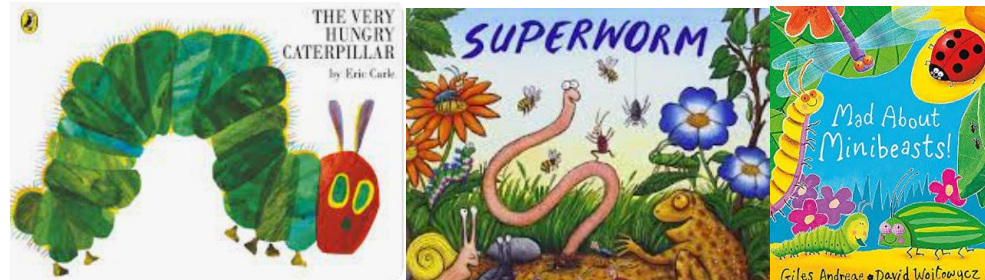
- Understand 'why' questions
 - Listen to and talk about stories to build familiarity and understanding.
 - Recall and talk about event characters and events in familiar stories.
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

Summer 2

1. The Very Hungry Caterpillar

2. Super Worm

3. Mad About Minibeasts



Text Type:1. Story- narrative

Purpose: To entertain

Text Type:2. Story - narrative

Purpose: To entertain

Text Type:3. Non-Fiction

Purpose: To inform

Writing/ Fine Motor

- Independently segments the sounds in words to write a cvc word.
- Forms lowercase letters correctly and begins to form capital letters correctly.
- Begins to write simple sentences using a capital letter, finger spaces and a full stop.
 - Can read their work back to others and begins to correct their mistakes.

Reading

- Oral blending and segmenting of CVC words.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

- To continue to learn/read phase 3 and 4 HF and tricky words
- Reads simple sentences with more independence (Decoding some words and reading some words by sight)
- Read a range of books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

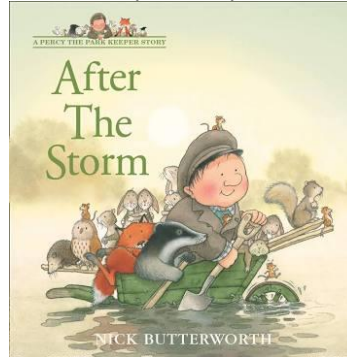
Communication and Language

- Understand 'why' questions
- Listen to and talk about stories to build familiarity and understanding.
- Recall and talk about event characters and events in familiar stories.
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

Year 1 Literacy Overview

Autumn 1

Core text: *After the storm* (Percy the park keeper) By Nick Butterworth



Text Type: Story - narrative

Purpose: To entertain

Writing consolidation

ELG writing end of expectations: write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter/letters.

Write simple phrases and sentences that can be read by others.

Writing

I can identify capital letters.

I can form capital letters and lower case letters correctly.

I can write simple sentences using capital letters in the correct place.

I can use my phonics to segment words to spell.

Autumn 1 Grammar

Leaving spaces between words.

Using a capital letter at the start of a sentence and for names of places, people and the personal pronoun I.

Autumn 1 Spelling Little Wandle

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

Reading

Lots of emphasis on speaking and listening through story times.

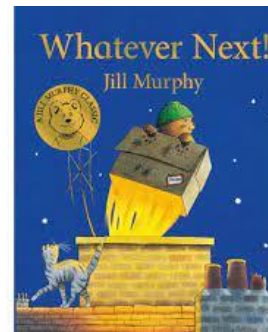
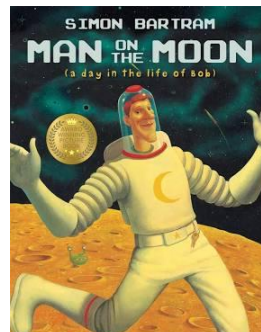
Applying their phonic knowledge to decode words.

Reading some common exception words.

Reading practice sessions (Little Wandle phonics) x3 times a week - x3 sessions focusing on decoding, prosody and comprehension.

Autumn 2

- Core text: 1. Man on the moon by Simon Bartram**
2. Whatever next by Jill Murphy



Text Type:1. Story - narrative	Text Type:1. Story - narrative	
Purpose: To entertain	Purpose: To entertain	
Unit focus: linking sentences using "and"	Unit focus: linking sentences using "and"	
Writing Consolidation	Writing Consolidation	
Use of capital letters and full stops. Spelling of tricky words. Handwriting.	Use of capital letters and full stops. Spelling of tricky words. Handwriting.	
Writing	Writing	
I can join clauses using "and". I can write sentences using capital letters and full stops in the correct places. I am beginning to sequence sentences to form short narratives.	I can join clauses using "and". I can write sentences using capital letters and full stops in the correct places. I am starting to use time connectives in my story writing. I am beginning to sequence sentences to form short narratives.	
Autumn 2 Grammar	Autumn 2 Spelling Little Wandle	
Unit taught on nouns and verbs. How to use and to join two sentences.	their people oh your Mr Mrs Ms ask* could would should our house mouse water want	

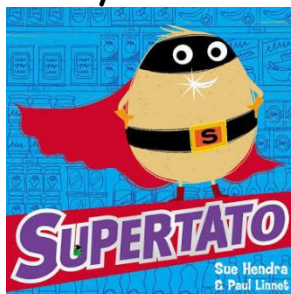
Capital letter and full stop continued.

Reading

respond speedily with the correct sound to graphemes (letters or groups of letters)
read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
Reading practice sessions (Little Wandle phonics) x3 times a week - x3 sessions focusing on decoding, prosody and comprehension.

Spring 1

Core text: Supertato by Sue Hendra and Paul Linnett



Text Type: Story - narrative

Purpose: To entertain

Unit focus: Linking sentences to form a narrative

Writing consolidation

Use of capital letters and full stops.
Spelling of tricky words.
Handwriting.

Using "and" to join sentences.

Writing

I can use a question mark in my writing.

I can sequence sentences to form a short narrative which include capital letters and full stops in the correct place.

Spring 1 Grammar

Unit on what a question mark is and how we use them. Children will write question marks to a superhero.

Spring 1 Spelling Little Wandle

any many again

who whole where two

school call different

thought through friend work

Reading

respond speedily with the correct sound to graphemes (letters or groups of letters)

read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Reading practice sessions (Little Wandle phonics) x3 times a week - x3 sessions focusing on decoding, prosody and comprehension.

read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

Spring 2

Core text: traditional tales - Little red riding hood and Hansel and Gretel



Non-fiction leaflet on a woodland creature

Text Type: Story - narrative

Purpose: To entertain and to inform

Unit focus: Linking sentences to form a narrative
To write sentences with capital letters, full stops and the joining word and to create a non-fiction leaflet.

Writing consolidation

I can sequence sentences to form a short narrative which include capital letters and full stops in the correct place.

Using "and" to join two sentences together.

Writing

I can sequence sentences to form a short narrative which include capital letters and full stops in the correct place.

I can write sentences with capital letters, full stops and the joining word and to create a non-fiction leaflet.

Spring 2 Grammar

Prefix - un

Adding s and es to words.

Spring 2 Spelling Little Wandle

Once, laugh, because, eye

Reading

Using phonic knowledge to read facts about different woodland creatures to use in my non-fiction leaflet.

respond speedily with the correct sound to graphemes (letters or groups of letters)

read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Reading practice sessions (Little Wandle phonics) x3 times a week - x3 sessions focusing on decoding, prosody and comprehension.

read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

Comprehension - drawing on background knowledge and vocabulary.

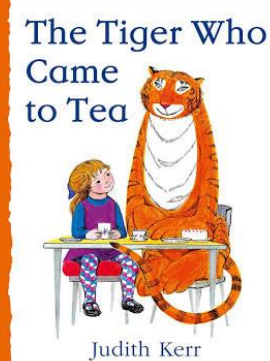
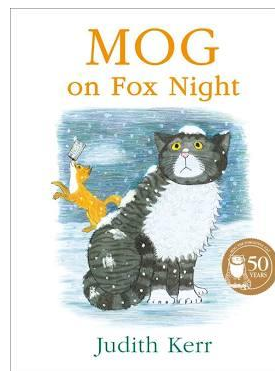
Making inferences based on what is being said/done.

Making clear predictions.

Summer 1

Core text: Mog on fox night by Judith Kerr

The tiger who came to tea by Judith Kerr



Text Type: story - narrative

Purpose: To entertain

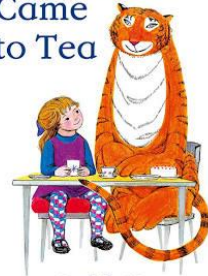
Text type: story - narrative

Purpose: To entertain

Unit focus: Linking sentences to form a narrative	Unit focus: Linking sentences to form a narrative
Writing consolidation	
Adding un and s and es to words. Narrative skills	
Writing	
I can re-write a narrative using key features from the story. I can use and consistently to join sentences together.	
Summer 1 Grammar/spellings	
Spelling days of the week.	
Reading	
respond speedily with the correct sound to graphemes (letters or groups of letters)	
read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	
read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	
Reading practice sessions (Little Wandle phonics) x3 times a week - x3 sessions focusing on decoding, prosody and comprehension.	
read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	
Comprehension - drawing on background knowledge and vocabulary.	
Making inferences based on what is being said/done.	
Making clear predictions.	

Summer 2
Core text: The tiger who came to tea by Judith Kerr continued Non-fiction poster of an animal

The Tiger Who
Came
to Tea



Judith Kerr

Text Type: Story - narrative

Purpose: To entertain/to inform

Unit focus: Linking sentences to form a narrative
To create a non-fiction poster on an animal

Writing consolidation

Adding un and s and es to words.
Narrative skills

Writing

I can write a recount of the trip that includes key features.

I can use my reading skills to retrieve information about animals that I can use in my writing.

I can re-write a narrative using key features from the story.

I can use and consistently to join sentences together.

Summer 2 Grammar

Summer 2 Spelling

Consolidation of all grammar taught.

busy beautiful pretty hour

move improve parents shoe

Reading

respond speedily with the correct sound to graphemes (letters or groups of letters)

read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Reading practice sessions (Little Wandle phonics) x3 times a week - x3 sessions focusing on decoding, prosody and comprehension.

read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

Comprehension - drawing on background knowledge and vocabulary.

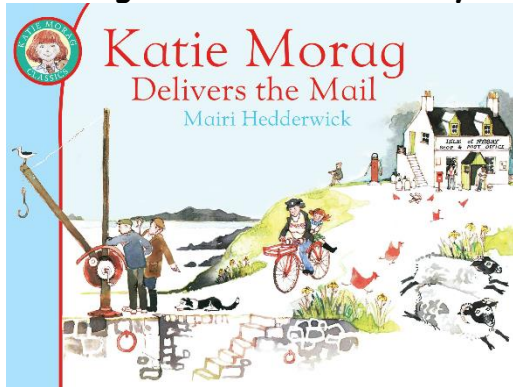
Making inferences based on what is being said/done.

Making clear predictions.

Year 2 Literacy Overview

Autumn 1

Core text: Katie Morag Delivers The Mail by Mairi Hedderwick



Core text: Kibworth Street Detective Walk

Text Type: Narrative - Story

Text Type: Information Booklet

Purpose: To Entertain

Purpose: To Inform

Unit focus: Capital Letters and Full Stops (Recap from Year 1)

Unit focus: Use of 'and' and proper nouns

Writing consolidation

Writing consolidation

I can use capital letters consistently
I can use full stops to demarcate sentences

I can consistently use capital letters
I can use full stops to demarcate sentences

Writing

Writing

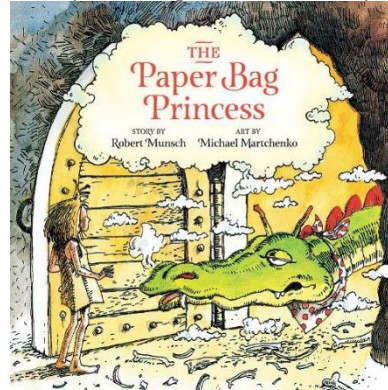
I am able to orally rehearse structured sentences or sequences of sentences.
I can punctuate the start of sentences with capital letters
I can use capital letters for proper nouns (names, places) and 'I'
I can punctuate the ends of sentences with full stops
I can write narratives about personal experiences and those of others, both real and fictional
I can evaluate my own writing independently, with friends and with an adult.

I can identify key aspects of non-fiction texts
I can write for different purposes, including real events.
I can link simple sentences using 'and'
I can use capital letters for proper nouns (names, places) and 'I'
I am able to orally rehearse structured sentences or sequences of sentences.
I can evaluate my own writing independently, with friends and with an adult.

Autumn 1 Grammar	Autumn 1 Spelling
<p>I use capital letters for names of people, places, days of the week and the personal pronoun 'I'.</p> <p>I can demarcate sentences with full stops.</p> <p>I can proof-read to check and correct mistakes in spelling, grammar and punctuation</p>	<p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p> <p>The /s/ sound spelt c before e, i and y</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>The /r/ sound spelt wr at the beginning of words</p> <p>The /aɪ/ sound spelt y at the end of words</p> <p>The /ɔ:/ sound spelt a before l and ll</p> <p>The /ʌ/ sound spelt o</p> <p>The /i:/ sound spelt ey</p> <p>The /ʒ/ sound spelt s</p>
Reading	
<p>I can use prior knowledge, including context and vocabulary, to understand texts.</p> <p>I can discuss the sequence of events in books and how they relate to each other.</p> <p>I can re-read fluently to focus on the understanding of the text.</p> <p>I can talk about and give an opinion on a range of texts.</p> <p>I can answer and ask questions about the text.</p> <p>I can make predictions based on what I have read.</p> <p>I can draw (simple) inferences from illustrations, events, characters' actions and speech.</p>	

Autumn 2

Core text: The Paper Bag Princess by Robert Munsch

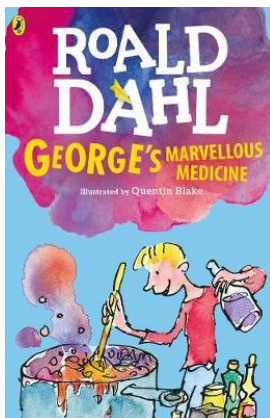


Text Type: Narrative - Story	Text Type: Non-fiction Poster (All about castles)
Purpose: To Entertain	Purpose: To Inform
Unit focus: Use of past tense and co-ordinating conjunctions	Unit focus: Use of subordinating conjunctions
Writing consolidation	Writing consolidation
I use capital letters for names of people, places, days of the week and the personal pronoun 'I'. I can demarcate sentences with full stops.	I can consistently use capital letter and full stops in the correct place I can use co-ordinating conjunctions I consistently use the present tense and past tense correctly
Writing	Writing
I can recognise and use irregular past tense verbs I can add the suffix -ed correctly to write verbs in the past tense I can use the progressive forms of verbs in the past tense. I can consistently use the past tense correctly. I can write narratives about personal experiences and those of others, both real and fictional I can evaluate my own writing independently, with friends or an adult. I can proof-read to check for errors in spelling, grammar and punctuation.	I understand what a subordinate conjunction is I understand and can identify main and subordinate clauses I can use subordinate conjunctions within sentences I can write for different purposes, including real events. I can evaluate my own writing independently, with friends and with an adult. I can proof-read to check for errors in spelling, grammar and punctuation. I can plan and discuss the content of writing and record my ideas.

I can plan and discuss the content of writing and record my ideas.	
Autumn 2 Grammar	Autumn 2 Spelling
<p>I can use co-ordination.</p> <p>I can use the progressive forms of verbs in the present/past tense.</p> <p>I consistently use the present tense and past tense correctly</p> <p>I can use subordination</p> <p>I consistently use the present tense and past tense correctly</p>	<p>Revision from Y1 - Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>Revision from Y1 - Adding -er and -est to adjectives where no change is needed to the root word</p> <p>Adding the endings -ing, -ed, -er, -est and -y to words ending in e with a consonant before it</p>
Reading	
<p>I can use prior knowledge, including context and vocabulary, to understand texts.</p> <p>I can answer and ask questions about the text.</p> <p>I can identify key aspects of a text</p> <p>I can read most suitable books accurately, showing fluency and confidence.</p> <p>I can retrieve information from the text</p> <p>I can read most suitable books accurately, showing fluency and confidence.</p> <p>I can draw (simple) inferences from illustrations, events, characters' actions and speech.</p> <p>I can retell stories, including fairy stories and traditional tales.</p> <p>I can discuss the sequence of events in books and how they relate to each other.</p>	

Spring 1

Core text: *George's Marvellous Medicine* by Roald Dahl



Text Type: Narrative - Innovated Chapter	Text Type: Instructions	Text Type: Poem
Purpose: To Entertain	Purpose: To inform	Purpose: To Entertain
Unit focus: Varied punctuation - exclamation and question marks	Unit focus: Commas in list	Unit focus: Use of expanded noun phrases
Writing consolidation	Writing consolidation	Writing consolidation
I can use co-ordinating conjunctions I can use subordinating conjunctions I consistently use the present tense and past tense correctly	I consistently use the present tense and past tense correctly I understand the features of non-fiction texts	I can use commas in a list I consistently use the present tense and past tense correctly
Writing	Writing	Writing
I understand that sentences have different forms: statement, question, exclamations I can identify and use statements, questions and exclamations I can use question marks to punctuate questions I can use exclamation marks correctly	I can use commas to correctly separate items in a list I am able to orally rehearse structured sentences or sequences of sentences I can apply the features of non-fiction texts (instructions) in my writing	I can write down ideas and/or key words, including new vocabulary I can recognise simple recurring literary language in stories and poetry I can understand the word classes noun, verb, adjective and give my own examples

<p>I can plan and discuss the content of writing and record my ideas</p> <p>I can write a descriptive narrative</p> <p>I can edit my work to check for errors and make improvements</p>	<p>I can plan and discuss the content of writing and record my ideas</p>	<p>I can write a descriptive poem using expanded noun phrases</p> <p>I can recite some poems by heart, with appropriate intonation.</p> <p>I can talk about my favourite words and phrases in stories and poems.</p>
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Spring 1 Grammar	Spring 1 Spelling
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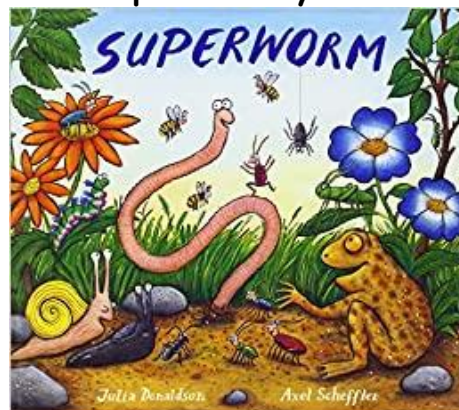
<p>I know what a verb is</p> <p>I know what a noun is</p> <p>I know what an adjective is</p> <p>I know what an expanded noun phrase is</p> <p>I can identify imperative verbs and commands</p>	<p>Revision from Y1 - Adding -s and -es to words (plural of nouns and the third person singular of verbs)</p> <p>Adding -es to nouns and verbs ending in y</p> <p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</p> <p>The suffixes -ment, -ness, -ful, -less and -ly</p>
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Reading

<p>I can join in discussion about books; taking turns and listening to what others say</p> <p>I can answer and ask relevant questions about a text</p> <p>I can predict what might happen using what I have read so far</p> <p>I understand the features of non-fiction texts (instructions)</p> <p>I can make inferences on the basis of what is being said and done</p> <p>I can recognise simple recurring literary language in stories and poetry</p>

Spring 2

Core text: Superworm by Julia Donaldson



Text Type: Narrative - Story

Text Type: Minibeast Fact Files

Purpose: To Entertain

Purpose: To Inform

Unit focus: Apostrophes for possession

Unit focus: Appropriate vocabulary and style of writing

Writing consolidation

Writing consolidation

I can use subordinating conjunctions

Writing

Writing

I can use subordinating conjunctions to add more detail and extend sentences

I can apply subordinating conjunctions in my writing

I understand what an apostrophe is

I can identify and explain where an apostrophe is used for singular possession

I can use an apostrophe to show singular possession in my writing

I can plan and discuss the content of writing and record my ideas

I can write a coherent narrative

I can identify which language is appropriate or not appropriate when writing to inform

I can consistently use the present tense

I can orally rehearse informative sentences

I can write informative sentences (demarcating with capital letters and full stops)

I can identify topic specific vocabulary

I can write a non-fiction fact-file applying my knowledge of appropriate language

Spring 2 Grammar

Spring 2 Spelling

I understand what an apostrophe is

I can understand the word classes noun, verb, adjective and give my own examples

Words ending in tion

The /l/ or /əl/ sound spelt le at the end of words

The /l/ or /əl/ sound spelt el at the end of words

The /l/ or /əl/ sound spelt al at the end of words

Words ending il

The /ɜ:/ sound spelt or after w

The /ɔ:/ sound spelt ar after w

Reading

I can join in discussion about books; taking turns and listening to what others say

I can discuss and clarify the meanings of words, linking new meanings to vocabulary

I can recognise when the present tense is being used

I can draw on knowledge of vocabulary to understand new texts

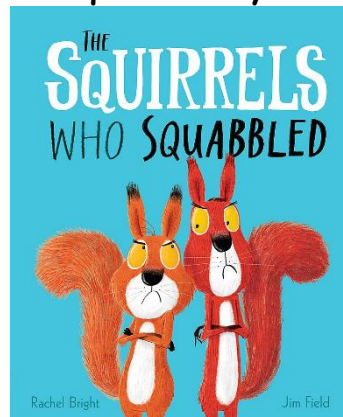
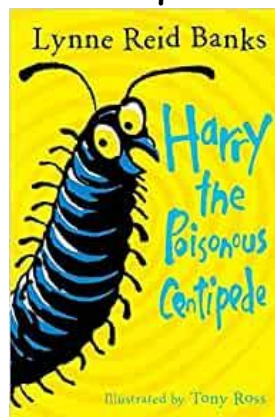
I can retrieve information from non-fiction texts

I can proof read my work to edit and correct mistakes

Summer 1

Core text: Harry the Poisonous Centipede by Lynne Reid Banks

Core text: The Squirrels Who Squabbled by Rachel Bright



Text Type: Narrative - Story

Text Type: Narrative - Story

Purpose: To Entertain

Purpose: To Entertain

Unit focus: Co-ordinating and subordinating conjunctions

Unit focus: Year 2 consolidation of skills

Writing consolidation

Writing consolidation

Writing

Writing

I can use coordinating conjunctions to link clauses
 I can use subordinating conjunctions to add more detail
 I can apply coordinating conjunctions in my writing
 I can apply subordinating conjunctions in my writing
 I can spot where conjunctions have not been used or have been used incorrectly
 I can recognise where words have been repeated and make improvements
 I can plan and discuss the content of my writing and record my ideas

I can use expanded noun phrases
 I use question marks and exclamation marks correctly
 I can plan and discuss the content of writing and record my ideas
 I can write narratives about personal experiences and those of others, both real and fictional
 I can proof-read to check for errors in spelling, grammar and punctuation

Summer 1 Grammar

Summer 1 Spelling

I can use expanded noun phrases
 I use question marks and exclamation marks correctly
 I can proof-read to check for errors in spelling, grammar and punctuation

Apostrophes for contractions
 The possessive apostrophe (singular nouns)
 Recap of Phase 6 and any spelling rules

Reading

I can use prior knowledge to understand texts
 I can discuss and clarify the meanings of words, linking new meanings to vocabulary
 I can talk about my favourite words and phrases in stories and poems.

Summer 2

Core text: Non-Fiction Text about Explorers. David Attenborough and Bessie Coleman

Sir David Attenborough

Sir David Attenborough is a natural history TV presenter and is famous for introducing generalists to the world's furry and feathered friends. He is widely known for his very soft voice, which many people try to copy. His TV shows have helped people learn lots about animals and their environments for over 60 years!

His Early Life
 Attenborough loved to collect fossils and stones when he was a little boy. He studied zoology at university so he could learn all about animals and their habitats.

Television
 In 1952, many people did not have a TV but Attenborough got a job at the BBC. He started to make TV shows about animals. The first TV show was called 'Animal Footprints'. He talked about the colours and patterns of many amazing animals. In 1979, Attenborough made a show called 'Life on Earth'. It was very popular. Since then, he has written and presented many more shows. Luckily, he made 'Blue Planet 2', which showed people how awful plastic pollution is for our world.

Cultural Impact
 He has gained many awards throughout his career and holds the prestigious Lifetime Achievement Award. David Attenborough has also been knighted, had a special room off his name and had a studio dedicated to him at the Natural History Museum in London. The studio holds many events such as a 3D virtual reality experience into the Deep Barrow Reef. You can explore beneath the waves and into the world's longest coral reef. Since the launch of 'Zoo Quest' in 1994, to the recent 'Planet Earth' series, he has reviewed almost all aspects of life on Earth.

Quotes
 "I just wish the world was twice as big and half of it was still unexplored!"
 David Attenborough.
 "The question is, are we happy to suppose that our grandchildren may never be able to see an elephant except in a picture book?" David Attenborough.
 "David has affected the lives of people and wildlife for many years. With his amazing amount of knowledge, his achievement is to recommend life, wildlife and human life to the people of this Earth." Bill Oddie.



Born
 7th May, 1918
 Bournemouth, London

Education
 He holds a degree in Natural Sciences from Cambridge University

Interesting Fact
 David Attenborough has brought the world to our doorsteps. It is estimated 60 million people have watched 'Life on Earth'.

Bessie Coleman

Bessie Coleman was the first Black and the first Native American female pilot. She performed flying tricks that always won her applause. Bessie had nicknames, such as 'Browe Bessie' and 'Queen Bess'.

Her Early Life
 Bessie was born in Texas, USA. Her father wanted the family to move away as he was tired of Black people being treated unfairly because of the colour of their skin. Bessie's mother didn't want to go so she stayed in Texas with Bessie and her brothers and sisters. Bessie grew up helping her mother pick cotton and doing the washing to earn money. By the age of 18, Bessie had saved up enough money to go to university.

Her Dream
 When she was 23, Bessie went to live with her brothers in Chicago, USA. Her brothers went away to fight in the First World War. They came home and told Bessie what it was like fighting in France. They told her that French women could learn how to fly airplanes and this made Bessie want to become a pilot.

Becoming A Pilot
 Bessie wrote to different flight schools across the USA but they wouldn't let her study to become a pilot because she was a Black woman. She remembered when her brothers had told her, so she started learning how to speak French and applied to study at a French flight school. Bessie travelled to France and was awarded her pilot's licence in 1921. This meant that she had achieved her dream of becoming a pilot. To help her to save up for her own plane, she gave speeches to people about being a pilot and showed films of her flying tricks.

Standing Up For Her Beliefs
 In 1925, she became the first Black female pilot to perform an airshow.
 In 1925, Bessie went back to Texas to perform an airshow to a big audience in a stadium. At that time, Black people were treated with less respect because of the colour of their skin. This meant that before the show, Black people would have to go through a separate entrance to White people. Bessie said she would not perform unless there was just one entrance for everyone to use. The stadium managers agreed to this but said the Black people still had to sit in a different area to White people. Bessie performed the show and many people loved that she had stood up for what she believed in.



Born
 26th January, 1892
 Texas, USA

Died
 30th April 1926

Family
 Bessie had 12 siblings

Interesting Fact
 She wanted to be a flight instructor. Black people, to do high and work hard to achieve their goals.

Text Type: Non-Fiction Poster

Purpose: To Inform

Unit focus: Consolidate all non-fiction Year 2 writing skills

Writing consolidation

KS1 skills and consolidation

Writing

I can make simple additions and improvements to writing
I can consistently use the past tense
I can write informative sentences (demarcating with capital letters and full stops)
I can write to inform (information poster)
I can proof-read my work to edit and correct mistakes

Summer 2 Grammar

KS1 grammar skills


Summer 2 Spelling

Apostrophes for contractions
The possessive apostrophe (singular nouns)
Recap of Phase 6 and spelling rules

Reading

I can draw on knowledge of vocabulary to understand new texts
I can retrieve information from non-fiction texts
I can evaluate writing with a partner and an adult

Year 3 Literacy Overview

Autumn 1	
Scrumdiddlyumptious	
Core text: Charlie and the Chocolate Factory - Roald Dahl	
Text type: Narrative	Text type: Persuasive letter
Purpose: To entertain	Purpose: To persuade
Unit focus: Word class and simple sentences. Compound sentences (Year 2 conjunctions).	Unit focus: Sentence types, complex sentences (Year 2 conjunctions).
Writing consolidation	Writing consolidation
Y2- I know how to use a range of word classes. Y2- I know how to use co-ordinating conjunctions.	Y2- I know how to use a range of sentence types and punctuate them correctly. Y2- I know how to use subordinating conjunctions.
Writing	Writing
To know how to use a range of word classes within my writing. To know how to use a range of co-ordinating conjunctions (Y2). To know what makes a compound sentence. To know that new paragraphs need to be used to put my ideas in order. To know how to write a narrative with a clear structure, setting, characters and plot.	To know how to use a range of subordinating conjunctions (Y2). To know how to make a complex sentence. To know how to use persuasive techniques within my writing. To know how to structure my writing for a range of text types. To know how to proof-read my work.
Autumn 1 Grammar	Autumn 1 Spelling
Y2 - I know and can identify different word classes (noun, adjective, verb and adverb). Y2- I know a range of sentence types and can punctuate them correctly. To know the difference between first and third person.	Words from statutory word list. Adding suffixes ed/ing. Adding suffixes er/est. Rare GPCS ei
Reading	
Know the main idea from a paragraph. To know how to read with intonation. To know how to retrieve information from a fiction text.	

Autumn 2

Tribal Tales

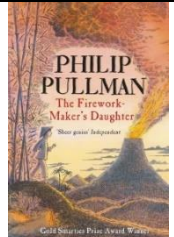
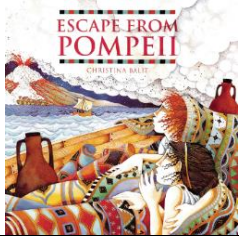
Core text: Stone Age Boy - Satoshi Katamura
The Wild Way Home - Sophie Kirtley



Spring 1

Tremors

Core text: The Firework Maker's Daughter - Philip Pullman
Escape from Pompeii - Christina Balit



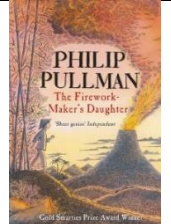
<p>Text Type: Poem</p>	<p>Text type: Diary</p>
<p>Purpose: To entertain</p>	<p>Purpose: To inform</p>
<p>Unit focus: Prepositions and adverbs (time, cause, place).</p>	<p>Unit focus: Time, cause and place conjunctions.</p>
<p>Writing consolidation</p>	<p>Writing consolidation</p>
<p>I know how to use compound and complex sentences. I know how to proof-read my work. I know how to edit and improve my work. I know the purpose of my writing.</p>	<p>I know how to use prepositions and adverbs to show time, cause and place. I know how to use a range of subordinating conjunctions. I know how to proof read my work. I know how to edit and improve my work. I know the purpose of my writing. I know how to use a variety of time openers.</p>
<p>Writing</p>	<p>Writing</p>
<p>To know what and adverb is as how to use it. To know what a prepositions is and how to use it. To know how to use prepositions and adverbs to show time, cause or place. To know how to structure my writing for a range of text types.</p>	<p>To know how to use conjunctions to show time, cause or place. To know how to structure my writing for a range of text types. To know how to use a variety of long and short sentences.</p>
<p>Spring 1 Grammar</p>	<p>Spring 1 Spelling</p>
<p>I know how to punctuate speech correctly within my writing. I know and can identify a range of word classes. To know how to use first person</p>	<p>Words from statutory word list. Adding suffixes ment, ness, less, ful, ly Adding prefixes sub, tele Words with the /s/ sound as ch</p>
<p>Reading</p>	
<p>Know how to recognise interesting vocabulary within a text and explains why this is effective. Know how to explain, in simple terms, the effect the word has on a reader. Know how to use dictionaries to check the meaning of unfamiliar words.</p>	

Know how to use text before and after the unknown word to make a sensible guess about meaning.
Know how to identify how structure, and presentation contribute to the meaning of texts.

Spring 2

Tremors

Core text: The Firework Maker's Daughter - Philip Pullman



Text Type: Persuasive advert

Purpose: To persuade

Unit focus: Persuasive devices

Writing consolidation

I know how to use conjunctions to show time, cause and place.

I know how to proof-read my work.

I know how to edit and improve my work.

I know the purpose of my writing.

Writing

To know how to punctuate speech correctly.

To know how to structure my writing for a range of text types.

To know how to use imperative verbs.

To know how to use rhetorical questions.

Spring 2 Grammar

I know how to punctuate speech correctly within my writing.

I know and can identify a range of word classes.

To know how to use imperative verbs.

Spring 2 Spelling

Words from statutory word list.

Adding prefixes super, auto.

Works with the /k/ sound spelt ch

Reading

Know how to draw straightforward inferences such as inferring characters' feelings, thoughts and motives from their actions.

Know how to apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

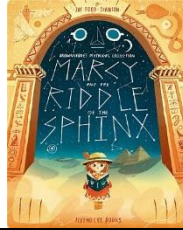
Know how to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

·Know how to attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Summer 1

Walk Like an Egyptian

Core text: Marcy and the Riddle of the Sphinx - Joe Todd Stanton

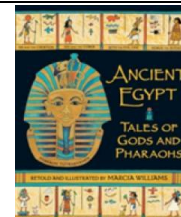


Know how to make a simple and sensible prediction about what might happen from details stated.
When prompted, justifies the prediction based on what has happened so far.

Summer 2

Walk Like an Egyptian

Core text: Ancient Egypt - Marcia Williams



Text type: Newspaper

Purpose: To inform

Unit focus: Non-fiction writing using headings etc alongside conjunctions and speech.

Writing consolidation

I know how to use headings, subheadings and paragraphs.

I know how to proof-read and edit my work.

I know the purpose of my writing.

To know how to write in chronological order.

I know how to punctuate speech correctly within my writing.

I know how to show time, cause and place using a range of conjunctions, prepositions and adverbs.

Writing

I know how to structure my writing for a range of text types.

Summer 2 Grammar

I know the perfect form of verbs.

Yr 2 - I know and can identify different word classes.

Y2- I know a range of sentence types and can punctuate them correctly.

To know how to write in past tense

TO know how to write in third person.

Summer 2 Spelling

The /[^]/ sound spelg ou

Spellings from statutory list

Homophones

Reading

Know that non-fiction books are structured in different ways and be able to use them effectively.

Know information can be found in non-fiction features such as diagrams, photos, captions, labels and charts as well as in the main text and use these features to find answers to questions.

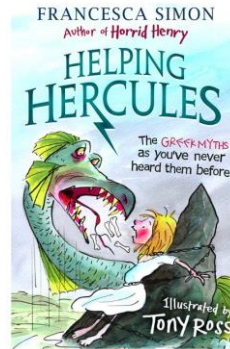
Know how to identify how structure, and presentation contribute to the meaning of texts.

Consolidating all Year 3 reading skills

Year 4 Literacy Overview

Autumn 1

Core Text: Helping Hercules by Francesca Simon



Text Type: Letter

Text Type: Diary

Purpose: To inform

Purpose: To inform

Unit Focus: Sentence construction

Unit Focus: Fronted adverbials

Autumn 1

Autumn 1

Writing consolidation

Writing consolidation

I know how to compose sentences using a wider range of structures (Y3)
I know how to a range of sentences with more than one clause by using a range of conjunctions. (Y3)

I know how to express time, place and cause using adverbs (Y3)

Writing

Writing

I know how to extend a range of sentences with more than one clause by using a wider range of conjunctions.

I know how to use fronted adverbials.

I know how to write sentences with a range of sentence structures

I know how to use commas after fronted adverbials.

I know how to extend sentences using a wider range of conjunctions.

I know how to link paragraphs appropriately.

I know how to add drop in clauses.

Autumn 1 Grammar

Autumn 1 Spelling

To know how to use fronted adverbials with commas

To know how to use first person.

To know how to use past tense verbs appropriately.

To know how to spell words ending in /ʒə/

To know how to identify and spell homophones.

Reading

-Know how to use dictionaries to check the meaning of unfamiliar words

· Know how to apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words

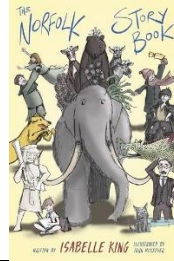
Know how to retrieve and record information from non-fiction by using a range of features and choose a simple way in which they could record the information

Know the main ideas and key events from across a range of paragraphs.

Autumn 2 - Road Trip Aylmerton

Core Text: Persuasive leaflets

The Norfolk Story Book by Isabelle King



Text Type: Persuasive leaflet about Norfolk

Text type: Poetry

Purpose: To Persuade

Purpose: To Entertain

Unit Focus: Paragraphs and Topic Sentences (Structural Features of Non-Fiction Texts)

Unit Focus: Descriptive Language (expanded noun phrases, similes and metaphors)

Writing consolidation

Writing consolidation

I know that names of people, places, days of the week and the personal pronoun 'I' need a capital letter. ((Y2)

I know how to use question marks and exclamation marks correctly. ((Y2)

I know how to use commas to separate items in a list. ((Y2)

I know how to use apostrophes to show where letters are missing and to mark singular possession in nouns. ((Y2)

know how to a range of sentences with more than one clause by using a range of conjunctions. (Y3)

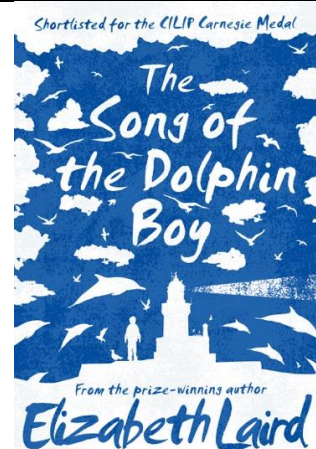
Know how to use expanded noun phrases (Y2)

Know how to compose sentences using a range of sentence structures (Y4)

Writing	Writing
<p>Know how to write in paragraphs Know how to open paragraphs with topic sentences Know how to use a wider range of connecting words and phrases Know a range of persuasive devices: informal language; imperatives; repetition; exaggeration and rhetorical question.</p>	<p>To use a figurative language such as similes and metaphors. To write expanded noun phrases using well-chosen adjectives. To know how to improve my writing by changing the grammar and vocabulary to improve consistency. Know how to use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases</p>
Autumn 2 Grammar	Autumn 2 Spelling
<p>To write in paragraphs To use modified noun phrases</p>	<p>To know the rules for adding the prefixes 'in-', 'il', 'im' and 'ir' To know the rules for adding suffixes beginning with vowel letters to words with more than one syllable (ing,er,en,ed)</p>
Reading	
<p>Know how to infer meanings and begin to justify them with evidence from the text Know how to retrieve and record information from non-fiction by using a range of features and choose a simple way in which they could record the information Know how to identify how the writer has used precise word choices for effect to impact on the reader Know how to identify some text type organisational features, for example, narrative, explanation, persuasion Know why text types are organised in a certain way</p>	

Spring 1 - Blue Abyss

Core Text: Song of the Dolphin Boy by Elizabeth Laird



Text Type: Narrative	Text Type: Letter
Purpose: To Entertain	Purpose: To Persuade
Unit Focus: Speech Punctuation and Pronouns	Unit Focus: Causal and Contrasting Conjunctions
Writing consolidation	Writing consolidation
<p>Know how to use inverted commas to punctuate direct speech (Y3)</p> <p>know how to express time, place and cause by using conjunctions, adverbs and prepositions.(Y3)</p> <p>I know how to write a narrative with a clear structure, setting, characters and plot. (Y3)</p> <p>Know how to use fronted adverbials (Y4)</p>	<p>I know how to use the perfect form of verbs to mark the relationship of time and cause. (Y3)</p> <p>I know how to express time, place and cause by using conjunctions, adverbs and prepositions. (Y3)</p> <p>Know how to write in paragraphs (Y4)</p>
Writing	Writing
<p>Know how to use direct speech in my writing and punctuate it correctly.</p> <p>Know how to use a range of powerful speech verbs.</p> <p>know how to use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.</p> <p>Know how to use inverted commas and other punctuation to indicate direct speech.</p> <p>Know how to use 'ed' and 'ing' clauses as starters</p> <p>Know how to use powerful speech verbs.</p>	<p>Know how to use a range of sentences that have more than one clause</p> <p>Know how to open paragraphs with topic sentences</p> <p>Know how to choose the appropriate formality of writing e.g. informal = includes thoughts/feelings and formal = facts/thoughts.</p>
Spring 1 Grammar	Spring 1 Spelling

To use inverted commas and other punctuation to indicate direct speech
To write in paragraphs
To know how to use apostrophes to show plural possession

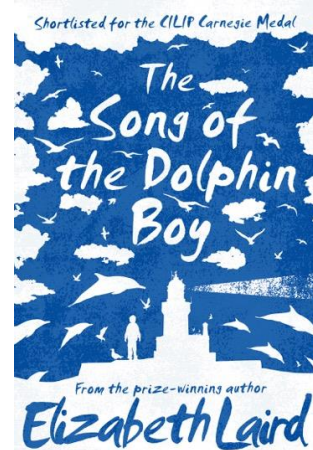
To know how to spell the/g/ sound spelt gu.
To know how to spell words with ending spelt ture.
To know how to spell a range of homophones.

Reading

Know how to use dictionaries to check the meaning of unfamiliar words
Know how to explain the meaning of words in context
Know how to use developing knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary
Know how to discuss and record words and phrases that writers use to engage and impact on the reader
Know how to identify how the writer has used precise word choices for effect to impact on the reader

Spring 2

Core Text: Song of the Dolphin Boy by Elizabeth Laird



Text Type: Non-Chronological Reports

Purpose: To Inform

Unit Focus: Organisational Features

Writing consolidation

I know how to use commas after fronted adverbials. (Y4)
Know how to write sentences with more than one clause (Y4)
Know how to use fronted adverbials (Y4)
Know how to use headings and sub-headings (Y3)
Know how to use paragraphs (Y4)

Writing

Know how to use commas to demarcate clauses.
Know how to construct sentences with a range of structures
Know how to vary sentence style and length to keep the reader interested.
Know how to sequence information logically.
Know how to use specialised and technical vocabulary

Spring 2 Grammar

To use properly punctuated fronted adverbials.

Spring 2 Spelling

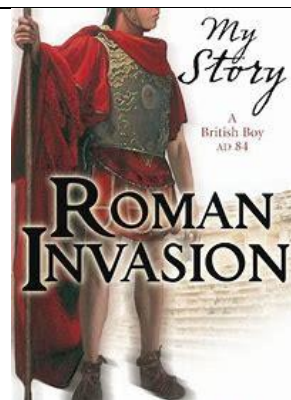
To know the rules for adding the prefixes anti and inter.
To know how to spell words ending in cian sion tion and ssion.

Reading

Know how to retrieve and record information from non-fiction by using a range of features and choose a simple way in which they could record the information
Know the main ideas and key events from across a range of paragraphs.
Know and recognise some of the literary conventions in text types covered
Know simple themes in books

Summer 1 - I am Warrior

Core Text: Roman Invasion by Jim Eldridge



<p>Text Type: Narrative</p>	<p>Text Type: Diary entry</p>
<p>Purpose: To Entertain</p>	<p>Purpose: To Inform</p>
<p>Unit Focus: Narrative features</p>	<p>Unit Focus: Using a Range of Sentence Structures</p>
<p>Writing consolidation</p>	<p>Writing consolidation</p>
<p>Know how to use inverted commas to punctuate direct speech (Y3) know how to express time, place and cause by using conjunctions, adverbs and prepositions.(Y3) I know how to write a narrative with a clear structure, setting, characters and plot. (Y3) Know how to use fronted adverbials (Y4)</p>	<p>To know how to use a range of sentence structures which have more than one clause. (Y3)</p>
<p>Writing</p>	<p>Writing</p>
<p>Know how to use other punctuation in direct speech, including a comma after the reporting clause Know how to use expanded noun phrases for description and specification. Know how to start sentences in different ways Know how to show what a character is doing when they are talking. Know how to show what the character is feeling when they are talking.</p>	<p>To know how to compose sentences using a range of sentence structures. To know how to use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. To know how to use apostrophes to mark plural possession.</p>
<p>Summer 1 Grammar</p>	<p>Summer 1 Spelling</p>

To use other punctuation in direct speech, including a comma after the reporting clause
 To know how to use apostrophes for possession.

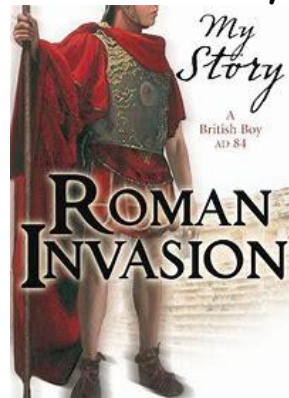
To know the rules for spelling the /s/ sound spelt sc.
 To know how to spell words ending in sion.

Reading

To identify how the writer has used precise word choices for effect to impact on the reader
 To infer meanings and begin to justify them with evidence from the text
 To predict what might happen from details stated and deduced information
 To build on others' ideas and opinions about a text in discussion
 To explain the meaning of words in context

Summer 2

Core Text: Roman Invasion by Jim Eldridge



Text Type: Story

Text Type: Speech

Text Type: Newspaper report

Purpose: To persuade

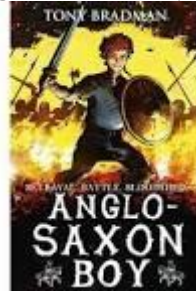
Purpose: To inform

Unit Focus: Persuasive devices	Unit Focus: Paragraphs with topic sentences
Writing consolidation	Writing consolidation
<p>Know how to use a range of sentences that have more than one clause</p> <p>Know how to open paragraphs with topic sentences</p> <p>Know how to choose the appropriate formality of writing e.g. informal = includes thoughts/feelings and formal = facts/thoughts.</p>	<p>To know how to accurately punctuate direct speech (Y4)</p>
Writing	Writing
<p>To know how to use more sophisticated generalisers and a range of connectives</p> <p>To know how to use complex sentences to combine information clearly and precisely.</p> <p>To know how to use specialised and technical vocabulary linked to the topic.</p>	<p>To know how to structure paragraphs in chronological order</p> <p>To know how to use time conjunctions/ phrases.</p> <p>To know how to use inverted commas for direct quotes.</p>
Summer 2 Grammar	Summer 2 Spelling
<p>To know how to use commas to mark clauses and for lists.</p> <p>To know how to use brackets for additional information.</p> <p>To know how to use commas after fronted adverbials</p> <p>To know how to use nouns (or pronouns) for cohesion and to avoid repetition.</p> <p>To know how to write in past tense.</p>	<p>To know how to use the suffix ous.</p> <p>To know how to use the prefixes un, dis, in, re, sub, inter, super, anti and auto.</p> <p>To know how to add the suffix ly to words ending in y, le, and ic.</p>
Reading	
<p>Know the main ideas and key events from across a range of paragraphs.</p> <p>Know how to retrieve and record information from non-fiction by using a range of features and choose a simple way in which they could record the information</p> <p>Know how to infer meanings and begin to justify them with evidence from the text</p> <p>Know how to use developing knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary</p>	

Year 5 Literacy Overview

Autumn 1

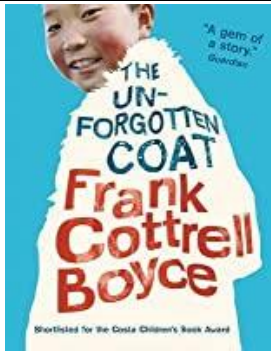
Core text: Anglo-Saxon Boy by Tony Bradman



Text Type: Informal Letter	Text type: Setting description.
Purpose: To inform	Purpose: Entertain
Unit focus: Adding well-chosen detail (adverbials in different positions)	Unit focus: Adding well-chosen detail (noun phrases and sentence start)
Writing consolidation	Writing consolidation
To know how to use fronted adverbials (Yr4)	<p>To know how to start sentences in different ways. (Yr5)</p> <p>To know how to add well-chosen detail to interest the reader. (Yr5)</p> <p>To know how to use the correct features and sentence structure matched to the text we are working on. (Yr5)</p> <p>To know how to establish a viewpoint as the writer through commenting on characters and events. (Yr5)</p> <p>To know how to use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. (Yr4)</p>
Writing	Writing
<p>To know how to organise my writing into paragraphs to show different information or events.</p> <p>To know how to start my sentences in different ways.</p> <p>To know how to add well-chosen detail to interest the reader.</p>	<p>To know how to use grammar and vocabulary to create an impact on the reader.</p> <p>To know how to add well-chosen detail to interest the reader.</p>

<p>To know how to use the correct features and sentence structure matched to the text we are working on.</p> <p>To know how to establish a viewpoint as the writer through commenting on characters and events.</p> <p>To know how to create a chatty tone.</p>	<p>To know how to start my sentences in different ways.</p> <p>To know how to use expanded noun phrases.</p>
Autumn 1 Grammar	Autumn 1 Spelling
<p>To know how to use adverbs to indicate a degree of possibility</p> <p>To know how to use adverbials to link paragraphs.</p> <p>To know how to write in first person.</p> <p>To know how to use capital letters for proper nouns (Y2)</p>	<p>To know how to use a range of spelling strategies</p> <p>To re-cap the rules for adding suffixes</p> <p>To understand prefixes.</p> <p>To know and understand homophones.</p>
Reading	
<p>To know how to identify the effect of the context on a text; for example, historical context or other cultures,</p> <p>To know how to justify inferences with evidence from the text,</p> <p>To know how to use meaning-seeking strategies to explore the meaning of words in context.</p> <p>To know how to make notes from text marking</p> <p>To know how to use text marking to identify key information in a text.</p>	

Autumn 2
<p>Core Text: The Unforgotten Coat by Frank Cotrell Boyce (reading unit)</p> <p>The Boy who Swam with Piranhas by David Almond</p>



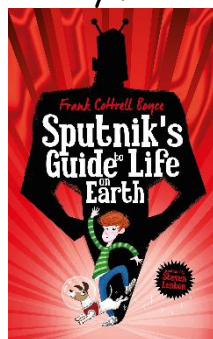
<p>Text Type: Response to reading (Blurb) (3rd)</p>	<p>Text Type: Persuasive leaflet (1st)</p>	<p>Text type: Discussion (2nd)</p>
<p>Purpose: Inform</p>	<p>Purpose: Persuade</p>	<p>Purpose: Discuss</p>
<p>Unit focus: Summarise key informative</p>	<p>Unit focus: Relative clauses and modal verbs</p>	<p>Unit focus: Formal devices - subordinate clauses</p>
<p>Writing consolidation</p>	<p>Writing consolidation</p>	<p>Writing consolidation</p>
<p>To know how to start sentences in different ways. (Yr5) To know how to add well-chosen detail to interest the reader. (Yr5) To know how to use grammar and vocabulary to create an impact on the reader. (Yr5) To know how to use the correct features and sentence structure matched to the text we are working on. (Yr5) To know how to establish a viewpoint as the writer through commenting on characters and events. (Yr5) To know how to use fronted adverbials (Yr4)</p>	<p>To know how to start sentences in different ways. (Yr5) To know how to add well-chosen detail to interest the reader. (Yr5) To know how to use grammar and vocabulary to create an impact on the reader. (Yr5) To know how to use the correct features and sentence structure matched to the text we are working on. (Yr5) To know how to establish a viewpoint as the writer through commenting on characters and events. (Yr5)</p>	<p>To know how to use relative clauses (Y5) To know how to use grammar and vocabulary to create an impact on the reader. (Yr5) To know how to use the correct features and sentence structure matched to the text we are working on. (Yr5) To know how to use brackets and commas to indicate parenthesis (Yr5) Colons for lists</p>

To know how to use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. (Yr4)		
Writing	Writing	Writing
To know how to use brackets and commas to indicate parenthesis To know how to summarise a paragraph.	To know how to use relative clauses To know how to use adverbs or modal verbs to indicate a degree of possibility	To know how to create a balanced argument To know how to use a range of sentence starters. To know how to use logical and formal connectives.
Autumn 2 Grammar		Autumn 2 Spelling
To know how to use relative clauses To know how to use adverbs or modal verbs to indicate a degree of possibility.	To know how to distinguish between homophones and other words which are confused. To know how to use hyphens To know the rules for plurals	
Reading		
<p>To know how to identify the effect of the context on a text; for example, historical context or other cultures,</p> <p>To know how to justify inferences with evidence from the text,</p> <p>To know how to use meaning-seeking strategies to explore the meaning of words in context,</p> <p>To know how to summarise the main ideas drawn from a text.</p> <p>To know how to make predictions from what has been read.</p> <p>To know how to present a personal point of view based on what has been read.</p> <p>To know how to make notes from text marking</p> <p>To know how to use text marking to identify key information in a text.</p> <p>To know how to present an oral overview or summary of a text.</p> <p>To know how to present the author's viewpoint of a text.</p>		

Spring 1

Core text:

Sputnik's Guide to Life on Earth by Frank Cottrell Boyce (reading unit)



Text Type: Newspapers

Text type: Discussion

Purpose: Inform

Purpose: Discuss

Unit focus: Formal language and logical conjunctions.

Unit focus: Brackets and cohesive devices
Colons for lists
Indirect speech

Writing consolidation

Writing consolidation

To know how to start sentences in different ways. (Yr5)
To know how to add well-chosen detail to interest the reader. (Yr5)
To know how to use grammar and vocabulary to create an impact on the reader. (Yr5)
To know how to use relative clauses (Yr5)
To know how to use adverbs or modal verbs to indicate a degree of possibility (Yr5)
To know how to use the correct features and sentence structure matched to the text we are working on. (Yr5)
To know how to establish a viewpoint as the writer through commenting on characters and events. (Yr5)

To know how to create a balanced argument (y5)
To know how to use a range of sentence starters. (y5)
To know how to use logical and formal connectives. (y5)

Writing	Writing
<ul style="list-style-type: none"> To know how to build cohesion between paragraphs. To know how to link paragraphs in a variety of ways. To know how to use specific and technical vocabulary. To know how to use a range of sentence structures. 	<ul style="list-style-type: none"> To know how to use brackets to add extra information.
Spring 1 Grammar	Spring 1 Spelling
<ul style="list-style-type: none"> To know how to use commas to clarify meaning or avoid ambiguity. To know how to use brackets, dashed and commas to indicate parenthesis. To know how to use directed and reported speech. 	<ul style="list-style-type: none"> To know how to spell words with rare GPCs To know how to spell words ending in ibly and ably To know how to identify and distinguish homophones
Reading	
<ul style="list-style-type: none"> To know how to identify the effect of the context on a text; for example, historical context or other cultures, To know how to justify inferences with evidence from the text, To know how to use meaning-seeking strategies to explore the meaning of words in context, To know how to summarise the main ideas drawn from a text. To know how to make predictions from what has been read. To know how to present a personal point of view based on what has been read. To know how to make notes from text marking To know how to use text marking to identify key information in a text. To know how to present an oral overview or summary of a text. To know how to present the author's viewpoint of a text. 	

Spring 2

Core text:
The explorer by Katherine Rundell



<p>Text Type: Narrative</p>	<p>Text type: Persuasive letter</p>
<p>Purpose: Entertain</p>	<p>Purpose: To persuade</p>
<p>Unit focus: Develop character and advance action.</p>	<p>Unit focus: Persuasive devices Formality</p>
<p>Writing consolidation</p>	<p>Writing consolidation</p>
<p>To know how to start sentences in different ways. (Yr5) To know how to add well-chosen detail to interest the reader. (Yr5) To know how to use grammar and vocabulary to create an impact on the reader. (Yr5) To know how to use relative clauses (Yr5) To know how to use adverbs or modal verbs to indicate a degree of possibility (Yr5) To know how to build cohesion between paragraphs (yr5) To know how to use the correct features and sentence structure matched to the text we are working on. (Yr5) To know how to establish a viewpoint as the writer through commenting on characters and events. (Yr5)</p>	<p>To know how to use brackets, dashes and commas to indicate parenthesis. (Y5) To know how to start sentences in different ways. (Yr5) To know how to add well-chosen detail to interest the reader. (Yr5) To know how to use grammar and vocabulary to create an impact on the reader. (Yr5) To know how to use relative clauses (Yr5) To know how to use the correct features and sentence structure matched to the text we are working on. (Yr5)</p>
<p>Writing</p>	<p>Writing</p>

<p>To know how to develop characters through action and dialogue.</p> <p>To know how to use brackets, dashes and commas to indicate parenthesis.</p> <p>To know the structure of a story.</p> <p>To know how to start paragraphs in a range of ways.</p> <p>To know how to add detail by using prepositional phrases.</p> <p>To know how to use present progressive and progressive form of verbs.</p>	<p>To know how to use modal verbs.</p> <p>To know how to use exaggeration.</p> <p>To know how to use rhetorical questions</p> <p>To know how to use alliteration</p> <p>To know how to use a range of sentence structures for effect.</p>
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Spring 2 Grammar	Spring 2 Spelling
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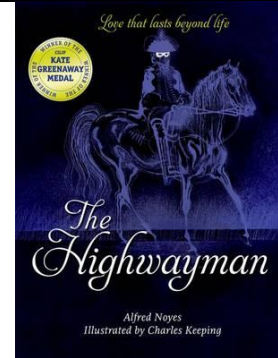
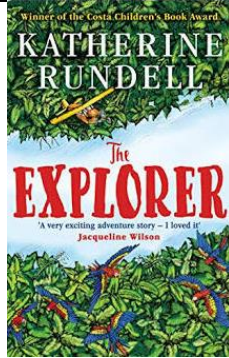
<p>To know how to use past perfect tense.</p> <p>To know how to use apostrophes for singular and plural possession</p> <p>To know how to use modal verbs.</p> <p>To know how to use present progressive and progressive form of verbs.</p>	<p>To know how to use a thesaurus.</p> <p>To know how to use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.</p> <p>To know how to spell words with the /:i/ sound spelt ei.</p> <p>To know how to build words from root words.</p>
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Reading

<p>To know how to identify the effect of the context on a text; for example, historical context or other cultures,</p> <p>To know how to justify inferences with evidence from the text,</p> <p>To know how to use meaning-seeking strategies to explore the meaning of words in context,</p> <p>To know how to summarise the main ideas drawn from a text.</p> <p>To know how to make predictions from what has been read.</p>

Summer 1

Core text: The explorer by Katherine Rundell and The Highway man by Alfred Noyes



Text Type: Diary	Text type: Poetry
Purpose: To inform	Purpose: Entertain
Unit focus: Detailed description, dashes and the correct tone of formality. (dashes)	Unit focus: Figurative language
Writing consolidation	Writing consolidation
<p>To know how to start sentences in different ways. (Yr5)</p> <p>To know how to add well-chosen detail to interest the reader. (Yr5)</p> <p>To know how to use grammar and vocabulary to create an impact on the reader. (Yr5)</p> <p>To know how to use relative clauses (Yr5)</p> <p>To know how to use adverbs or modal verbs to indicate a degree of possibility (Yr5)</p> <p>To know how to build cohesion between paragraphs (yr5)</p> <p>To know how to use the correct features and sentence structure matched to the text we are working on. (Yr5)</p> <p>To know how to establish a viewpoint as the writer through commenting on characters and events. (Yr5)</p>	<p>To know how to start sentences in different ways. (Yr5)</p> <p>To know how to add well-chosen detail to interest the reader. (Yr5)</p> <p>To know how to use grammar and vocabulary to create an impact on the reader. (Yr5)</p> <p>To know how to use relative clauses (Yr5)</p> <p>To know how to use adverbs or modal verbs to indicate a degree of possibility (Yr5)</p> <p>To know how to build cohesion between paragraphs (yr5)</p> <p>To know how to use the correct features and sentence structure matched to the text we are working on. (Yr5)</p> <p>To know how to establish a viewpoint as the writer through commenting on characters and events. (Yr5)</p>
Writing	Writing
To know how to organise my writing into paragraphs to show different information or events.	To know how to use stylistic devices to create effects in writing.

To know how to add feelings and attitudes by describing people, settings and objects. To know how to use reported and direct speech.	
Summer 1 Grammar	Summer 1 Spelling
To know how to use commas to clarify meaning or avoid ambiguity.	Consolidating spellings by applying to writing. To know strategies at the point of writing To know how to distinguish between homophones.
Reading	
Consolidation of all reading skills learnt.	

Summer 2

Core text: The Garden of Lost Secrets by A. M Howell



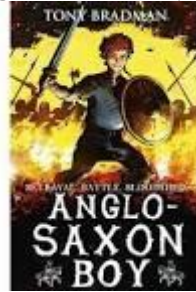
Text Type: Persuasive letter	Text type: Setting description
Purpose: Persuade	Purpose: to entertain
Unit focus: Informal devices	Unit focus: Adding well-chosen detail (Consolidating all year 5 writing skills- Noun phrases, figurative language, relative clauses, sentence starters, adverbials, brackets and dashes)
Writing consolidation	Writing consolidation

<p>To know how to use brackets, dashes and commas to indicate parenthesis. (Y5)</p> <p>To know how to use modal verbs.</p> <p>To know how to use exaggeration.</p> <p>To know how to use rhetorical questions</p> <p>To know how to use alliteration</p> <p>TO know how to use a range of sentence structures for effect.</p>	<p>To know how to start sentences in different ways. (Yr5)</p> <p>To know how to add well-chosen detail to interest the reader. (Yr5)</p> <p>To know how to use grammar and vocabulary to create an impact on the reader. (Yr5)</p> <p>To know how to use relative clauses (Yr5)</p> <p>To know how to use adverbs or modal verbs to indicate a degree of possibility (Yr5)</p> <p>To know how to build cohesion between paragraphs (yr5)</p> <p>To know how to use the correct features and sentence structure matched to the text we are working on. (Yr5)</p> <p>To know how to establish a viewpoint as the writer through commenting on characters and events. (Yr5)</p> <p>To know how to use brackets, dashes and commas to indicate parenthesis. (Yr5)</p>
Writing	Writing
<p>To know how to use extreme adjectives.</p>	<p>To know how to use stylistic devices to create effects in writing.</p>
Summer 2 Grammar	Summer 2 Spelling
<p>Consolidating grammar by applying to writing.</p>	<p>To know how to spell the commonly misspelt words from the Yr5 word list</p> <p>To know strategies for problem suffixes.</p>
Reading	
<p>Consolidation of all reading skills learnt.</p>	

Year 5 Literacy Overview

Autumn 1

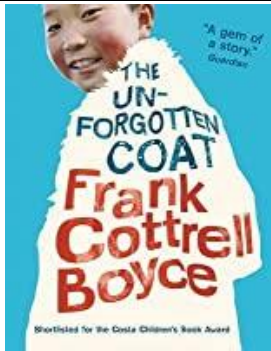
Core text: Anglo-Saxon Boy by Tony Bradman



Text Type: Informal Letter	Text type: Setting description.
Purpose: To inform	Purpose: Entertain
Unit focus: Adding well-chosen detail (adverbials in different positions)	Unit focus: Adding well-chosen detail (noun phrases and sentence start)
Writing consolidation	Writing consolidation
To know how to use fronted adverbials (Yr4)	<p>To know how to start sentences in different ways. (Yr5)</p> <p>To know how to add well-chosen detail to interest the reader. (Yr5)</p> <p>To know how to use the correct features and sentence structure matched to the text we are working on. (Yr5)</p> <p>To know how to establish a viewpoint as the writer through commenting on characters and events. (Yr5)</p> <p>To know how to use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. (Yr4)</p>
Writing	Writing
<p>To know how to organise my writing into paragraphs to show different information or events.</p> <p>To know how to start my sentences in different ways.</p> <p>To know how to add well-chosen detail to interest the reader.</p>	<p>To know how to use grammar and vocabulary to create an impact on the reader.</p> <p>To know how to add well-chosen detail to interest the reader.</p>

<p>To know how to use the correct features and sentence structure matched to the text we are working on.</p> <p>To know how to establish a viewpoint as the writer through commenting on characters and events.</p> <p>To know how to create a chatty tone.</p>	<p>To know how to start my sentences in different ways.</p> <p>To know how to use expanded noun phrases.</p>
Autumn 1 Grammar	Autumn 1 Spelling
<p>To know how to use adverbs to indicate a degree of possibility</p> <p>To know how to use adverbials to link paragraphs.</p> <p>To know how to write in first person.</p> <p>To know how to use capital letters for proper nouns (Y2)</p>	<p>To know how to use a range of spelling strategies</p> <p>To re-cap the rules for adding suffixes</p> <p>To understand prefixes.</p> <p>To know and understand homophones.</p>
Reading	
<p>To know how to identify the effect of the context on a text; for example, historical context or other cultures,</p> <p>To know how to justify inferences with evidence from the text,</p> <p>To know how to use meaning-seeking strategies to explore the meaning of words in context.</p> <p>To know how to make notes from text marking</p> <p>To know how to use text marking to identify key information in a text.</p>	

Autumn 2
<p>Core Text: The Unforgotten Coat by Frank Cottrell Boyce (reading unit)</p> <p>The Boy who Swam with Piranhas by David Almond</p>

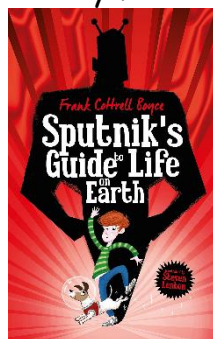


To know how to use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. (Yr4)		
Writing	Writing	Writing
To know how to use brackets and commas to indicate parenthesis To know how to summarise a paragraph.	To know how to use relative clauses To know how to use adverbs or modal verbs to indicate a degree of possibility	To know how to create a balanced argument To know how to use a range of sentence starters. To know how to use logical and formal connectives.
Autumn 2 Grammar		Autumn 2 Spelling
To know how to use relative clauses To know how to use adverbs or modal verbs to indicate a degree of possibility.	To know how to distinguish between homophones and other words which are confused. To know how to use hyphens To know the rules for plurals	
Reading		
<p>To know how to identify the effect of the context on a text; for example, historical context or other cultures,</p> <p>To know how to justify inferences with evidence from the text,</p> <p>To know how to use meaning-seeking strategies to explore the meaning of words in context,</p> <p>To know how to summarise the main ideas drawn from a text.</p> <p>To know how to make predictions from what has been read.</p> <p>To know how to present a personal point of view based on what has been read.</p> <p>To know how to make notes from text marking</p> <p>To know how to use text marking to identify key information in a text.</p> <p>To know how to present an oral overview or summary of a text.</p> <p>To know how to present the author's viewpoint of a text.</p>		

Spring 1

Core text:

Sputnik's Guide to Life on Earth by Frank Cottrell Boyce (reading unit)



Text Type: Newspapers

Text type: Discussion

Purpose: Inform

Purpose: Discuss

Unit focus: Formal language and logical conjunctions.

Unit focus: Brackets and cohesive devices
Colons for lists
Indirect speech

Writing consolidation

Writing consolidation

To know how to start sentences in different ways. (Yr5)
To know how to add well-chosen detail to interest the reader. (Yr5)
To know how to use grammar and vocabulary to create an impact on the reader. (Yr5)
To know how to use relative clauses (Yr5)
To know how to use adverbs or modal verbs to indicate a degree of possibility (Yr5)
To know how to use the correct features and sentence structure matched to the text we are working on. (Yr5)
To know how to establish a viewpoint as the writer through commenting on characters and events. (Yr5)

To know how to create a balanced argument (y5)
To know how to use a range of sentence starters. (y5)
To know how to use logical and formal connectives. (y5)

Writing	Writing
<p>To know how to build cohesion between paragraphs. To know how to link paragraphs in a variety of ways. To know how to use specific and technical vocabulary. To know how to use a range of sentence structures.</p>	<p>To know how to use brackets to add extra information.</p>
Spring 1 Grammar	Spring 1 Spelling
<p>To know how to use commas to clarify meaning or avoid ambiguity. To know how to use brackets, dashed and commas to indicate parenthesis. To know how to use directed and reported speech.</p>	<p>To know how to spell words with rare GPCs To know how to spell words ending in ibly and ably To know how to identify and distinguish homophones</p>
Reading	
<p>To know how to identify the effect of the context on a text; for example, historical context or other cultures, To know how to justify inferences with evidence from the text, To know how to use meaning-seeking strategies to explore the meaning of words in context, To know how to summarise the main ideas drawn from a text. To know how to make predictions from what has been read. To know how to present a personal point of view based on what has been read. To know how to make notes from text marking To know how to use text marking to identify key information in a text. To know how to present an oral overview or summary of a text. To know how to present the author's viewpoint of a text.</p>	

Spring 2

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Core text:
The explorer by Katherine Rundell

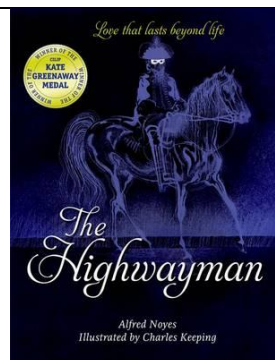


<p>Text Type: Narrative</p>	<p>Text type: Persuasive letter</p>
<p>Purpose: Entertain</p>	<p>Purpose: To persuade</p>
<p>Unit focus: Develop character and advance action.</p>	<p>Unit focus: Persuasive devices Formality</p>
<p>Writing consolidation</p>	<p>Writing consolidation</p>
<p>To know how to start sentences in different ways. (Yr5) To know how to add well-chosen detail to interest the reader. (Yr5) To know how to use grammar and vocabulary to create an impact on the reader. (Yr5) To know how to use relative clauses (Yr5) To know how to use adverbs or modal verbs to indicate a degree of possibility (Yr5) To know how to build cohesion between paragraphs (yr5) To know how to use the correct features and sentence structure matched to the text we are working on. (Yr5) To know how to establish a viewpoint as the writer through commenting on characters and events. (Yr5)</p>	<p>To know how to use brackets, dashes and commas to indicate parenthesis. (Y5) To know how to start sentences in different ways. (Yr5) To know how to add well-chosen detail to interest the reader. (Yr5) To know how to use grammar and vocabulary to create an impact on the reader. (Yr5) To know how to use relative clauses (Yr5) To know how to use the correct features and sentence structure matched to the text we are working on. (Yr5)</p>

Writing	Writing
<p>To know how to develop characters through action and dialogue.</p> <p>To know how to use brackets, dashes and commas to indicate parenthesis.</p> <p>To know the structure of a story.</p> <p>To know how to start paragraphs in a range of ways.</p> <p>To know how to add detail by using prepositional phrases.</p> <p>To know how to use present progressive and progressive form of verbs.</p>	<p>To know how to use modal verbs.</p> <p>To know how to use exaggeration.</p> <p>To know how to use rhetorical questions</p> <p>To know how to use alliteration</p> <p>To know how to use a range of sentence structures for effect.</p>
Spring 2 Grammar	Spring 2 Spelling
<p>To know how to use past perfect tense.</p> <p>To know how to use apostrophes for singular and plural possession</p> <p>To know how to use modal verbs.</p> <p>To know how to use present progressive and progressive form of verbs.</p>	<p>To know how to use a thesaurus.</p> <p>To know how to use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.</p> <p>To know how to spell words with the /:i/ sound spelt ei.</p> <p>To know how to build words from root words.</p>
Reading	
<p>To know how to identify the effect of the context on a text; for example, historical context or other cultures,</p> <p>To know how to justify inferences with evidence from the text,</p> <p>To know how to use meaning-seeking strategies to explore the meaning of words in context,</p> <p>To know how to summarise the main ideas drawn from a text.</p> <p>To know how to make predictions from what has been read.</p>	

Summer 1

Core text: The explorer by Katherine Rundell and The Highway man by Alfred Noyes



<p>Text Type: Diary</p>	<p>Text type: Poetry</p>
<p>Purpose: To inform</p>	<p>Purpose: Entertain</p>
<p>Unit focus: Detailed description, dashes and the correct tone of formality. (dashes)</p>	<p>Unit focus: Figurative language</p>
<p>Writing consolidation</p>	<p>Writing consolidation</p>
<p>To know how to start sentences in different ways. (Yr5) To know how to add well-chosen detail to interest the reader. (Yr5) To know how to use grammar and vocabulary to create an impact on the reader. (Yr5) To know how to use relative clauses (Yr5) To know how to use adverbs or modal verbs to indicate a degree of possibility (Yr5) To know how to build cohesion between paragraphs (yr5) To know how to use the correct features and sentence structure matched to the text we are working on. (Yr5) To know how to establish a viewpoint as the writer through commenting on characters and events. (Yr5)</p>	<p>To know how to start sentences in different ways. (Yr5) To know how to add well-chosen detail to interest the reader. (Yr5) To know how to use grammar and vocabulary to create an impact on the reader. (Yr5) To know how to use relative clauses (Yr5) To know how to use adverbs or modal verbs to indicate a degree of possibility (Yr5) To know how to build cohesion between paragraphs (yr5) To know how to use the correct features and sentence structure matched to the text we are working on. (Yr5) To know how to establish a viewpoint as the writer through commenting on characters and events. (Yr5)</p>
<p>Writing</p>	<p>Writing</p>
<p>To know how to organise my writing into paragraphs to show different information or events.</p>	<p>To know how to use stylistic devices to create effects in writing.</p>

To know how to add feelings and attitudes by describing people, settings and objects. To know how to use reported and direct speech.	
Summer 1 Grammar	Summer 1 Spelling
To know how to use commas to clarify meaning or avoid ambiguity.	Consolidating spellings by applying to writing. To know strategies at the point of writing To know how to distinguish between homophones.
Reading	
Consolidation of all reading skills learnt.	

Summer 2

Core text: The Garden of Lost Secrets by A. M Howell



Text Type: Persuasive letter	Text type: Setting description
Purpose: Persuade	Purpose: to entertain
Unit focus: Informal devices	Unit focus: Adding well-chosen detail (Consolidating all year 5 writing skills- Noun phrases, figurative language, relative clauses, sentence starters, adverbials, brackets and dashes)
Writing consolidation	Writing consolidation

<p>To know how to use brackets, dashes and commas to indicate parenthesis. (Y5)</p> <p>To know how to use modal verbs.</p> <p>To know how to use exaggeration.</p> <p>To know how to use rhetorical questions</p> <p>To know how to use alliteration</p> <p>TO know how to use a range of sentence structures for effect.</p>	<p>To know how to start sentences in different ways. (Yr5)</p> <p>To know how to add well-chosen detail to interest the reader. (Yr5)</p> <p>To know how to use grammar and vocabulary to create an impact on the reader. (Yr5)</p> <p>To know how to use relative clauses (Yr5)</p> <p>To know how to use adverbs or modal verbs to indicate a degree of possibility (Yr5)</p> <p>To know how to build cohesion between paragraphs (yr5)</p> <p>To know how to use the correct features and sentence structure matched to the text we are working on. (Yr5)</p> <p>To know how to establish a viewpoint as the writer through commenting on characters and events. (Yr5)</p> <p>To know how to use brackets, dashes and commas to indicate parenthesis. (Yr5)</p>
Writing	Writing
<p>To know how to use extreme adjectives.</p>	<p>To know how to use stylistic devices to create effects in writing.</p>
Summer 2 Grammar	Summer 2 Spelling
<p>Consolidating grammar by applying to writing.</p>	<p>To know how to spell the commonly misspelt words from the Yr5 word list</p> <p>To know strategies for problem suffixes.</p>
Reading	
<p>Consolidation of all reading skills learnt.</p>	