



**English
Curriculum and Assessment Map
EYFS, KS1 and KS2**

	0-3 Preschool	3-4 EYFS 1	Reception EYFS 2	Links to KS1 Curriculum
EYFS area of Learning	Literacy			
Fundamental Knowledge: Comprehension	<p>Enjoy songs and rhymes tuning in and sometimes paying attention.</p> <p>Become familiar with phrases and words from familiar stories.</p> <p>Develop play around favourite stories.</p> <p>Pay attention to events in rhymes and stories,</p>	<p>Listen and respond to stories, rhymes and poems.</p> <p>Discuss familiar stories.</p> <p>Able to act out parts of familiar stories or rhymes.</p> <p>Express key events in a familiar story rhyme or poem.</p>	<p>Extending listening skills more attentively, to stories, rhymes and poems.</p> <p>Understand how to retell familiar stories.</p> <p>Use vocab from books in my talk and writing.</p> <p>Anticipate key events in a story or rhyme.</p>	<p>Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> -listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently; -being encouraged to link what they read or hear to their own experiences; -becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics; -recognising and joining in with predictable phrases -learning to appreciate rhymes and poems, and to recite some by heart;- discussing word meanings, linking new meanings to those already known. Understand both the books they can already read accurately and fluently and those they listen to by -drawing on what they already know or on background information and vocabulary provided by the teacher; -checking that the text makes sense to them as they read and correcting inaccurate reading; -discussing the significance of the title and events; -making inferences on the basis of what is being said and done;

				<ul style="list-style-type: none"> -predicting what might happen on the basis of what has been read so far; -participating in discussions about what is read to them, taking turns and listening to what others say; -explaining clearly their understanding of what is read to them
Fundamental Knowledge: Word Reading	<p>Use some sounds in talk. Listens and participates in Rhymes. Enjoys sharing books with an adult. Gives attention to pictures and words and responds.</p>	<p>Recognise that some words sound the same. Make a set of rhyming words. Identify syllables in a word. I am learning to recognise familiar words and signs Work from left to right and top to bottom discussing. Hold a book the right way up and turn pages in order.</p>	<p>Hear and say initial sounds in words. Identify initial, middle and end sounds. I am learning to segment sounds in simple words and blend them together. Learn names and sounds of letters of the alphabet and link graphemes to phonemes Can read and understand simple sentences. Read some common irregular words</p>	<ul style="list-style-type: none"> -Apply phonic knowledge and skills as the route to decode words. -Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes. -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words. -Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. -Read other words of more than one syllable that contain taught GPCs. Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s). -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. -Re-read these books to build up fluency and confidence in word reading.
Fundamental Knowledge: Writing	<p>To draw freely. Add marks to drawings. Add marks to represent names.</p>	<p>Discuss and attach meaning about marks made. Use some shapes in my writing. Write some letters of my christian name. Represent the initial sound of a word correctly in writing.</p>	<p>To write the same number of words on paper as in spoken sentences. Write sounds in the correct sequence to spell words. Write own name in full.</p>	<p>Transcription Spelling Children should be taught to spell:</p> <ul style="list-style-type: none"> -words containing each of the 40+ phonemes already taught; -Common exception words; -days of the week. Children should be taught to: -name the letters of the alphabet in order; -use letter names to distinguish between alternative spellings of the same sound; -apply simple spelling rules; -write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far;

		<p>Write labels and captions. Begin to form lower case letters correctly.</p>	<p>Write simple sentences spelling words phonetically. Use some full stops and capital letters in writing. Write regular and irregular common words. Form lower case and upper-case letters correctly.</p>	<p>-use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker of verbs; -use the prefix un; -use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest). Composition Write sentences by: -saying out loud what they are going to write about; -composing a sentence orally before writing it; -sequencing sentences to form short narratives; -re-reading what they have written to check that it makes sense. -As well as: discuss what they have written with the teacher or other pupils; -read aloud their writing clearly enough to be heard by their peers and the teacher. Vocabulary, Grammar and Punctuation Children should develop their understanding of the concepts set out in English Appendix 2 by: -leaving spaces between words; -joining words and joining clauses using and; -beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark; -using capital letter for names of people, places, the days of the week, and the personal pronoun I. Grammar Words -Regular plural noun suffixes -s or -es (dog, dogs, wish, wishes) including the effect of these suffixes on the meaning of the noun. -Suffixes that can be added to verbs where no change is needed in the spelling of the root words. -Recognise how the prefix un- changes the meaning of verbs and adjectives. Sentences -How words can combine to make sentences. -Joining words and joining clauses using 'and'. Text -Sequencing sentences to form short narratives. Punctuation -Separation of words with spaces. -Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>
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				<p>-Capital letters for names and for the personal pronoun I.</p> <p>Handwriting</p> <p>-Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>-Begin to form lower case letters in the correct direction, starting and finishing in the right place. -Form capital letters.</p> <p>-Form digits 0-9</p> <p>-Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>
<p>Early Learning Goal</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>			

	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 1	Where the Wild Things Are by Maurice Sendak	Lost and Found by Oliver Jeffers	The Name Jar by Yansook Choi	Beegu by Alexis Deacon	Burglar Bill by Janet and Allan Ahberg	Voices in the Park by Anthony Browne
Secondary Text	The Gruffalo The Trouble with Trolls Peter Rabbit	Stick Man			Cops and Robbers	How to Wash a Woolly Mammoth
Fundamental Knowledge: Reading	Phonics: RMP Learning letters and sounds Sets 1, 2 and 3. Learning blending and segmenting. Apply phonic knowledge to reading. Read 60 words per minute. Reading Objectives Read common exception words correctly. Read words ending in s, es,ing,ed,er and est. Read aloud books that are consistently developing phonic knowledge.	Phonics: RMP Learning letters and sounds Sets 1, 2 and 3. Learning blending and segmenting. Apply phonic knowledge to reading. Read 70 words per minute. Reading Objectives: Read words that contain more than one syllable. Re-read books to build fluency and confidence. Pupils become familiar with key stories. Discuss word meanings.	Phonics: RMP Learning letters and sounds Sets 1, 2 and 3. Learning blending and segmenting. Apply phonic knowledge to reading. Read 80 words per minute. Reading Objectives: Read words with contractions. Understand books they can read in depth. Self-correcting when reading words incorrectly. Weekly comprehension skills. Words in context. Retrieving and recording information, Sequence of events, Inference,	Phonics: RMP Learning letters and sounds Sets 1, 2 and 3. Learning blending and segmenting. Apply phonic knowledge to reading. Read 90 words per minute. Reading Objectives: Read a wide range of poems, stories and non-fiction. At a level that they can discuss. Weekly comprehension skills. Words in context. Retrieving and recording information, Sequence of events, Inference, Prediction,	Phonics: RMP Learning letters and sounds Sets 1, 2 and 3. Learning blending and segmenting. Apply phonic knowledge to reading. Read 100 words per minute. Reading Objectives: Encouraged to link what they have read to what they hear to their own experiences. Appreciate rhymes and poems and be able to recite them.	Phonics: RMP Learning letters and sounds Sets 1, 2 and 3. Learning blending and segmenting. Apply phonic knowledge to reading. Read 100 words per minute. Weekly comprehension skills. Words in context. Retrieving and recording information, Sequence of events, Inference, Prediction,

	<p>Recognising and joining in predictable phrases.</p>	<p>Explain clearly their understanding of what is read to them.</p> <p>Weekly comprehension skills.</p> <p>Words in context.</p> <p>Retrieving and recording information,</p> <p>Sequence of events,</p> <p>Inference,</p> <p>Prediction,</p> <p>Features of texts and meaning,</p> <p>Identify vocabulary that captures the reader's attention.</p>	<p>Prediction,</p> <p>Features of texts and meaning,</p> <p>Identify vocabulary that captures the reader's attention.</p>	<p>Features of texts and meaning,</p> <p>Identify vocabulary that captures the reader's attention.</p>	<p>Weekly comprehension skills.</p> <p>Words in context.</p> <p>Retrieving and recording information,</p> <p>Sequence of events,</p> <p>Inference,</p> <p>Prediction,</p> <p>Features of texts and meaning,</p> <p>Identify vocabulary that captures the reader's attention.</p>	<p>Features of texts and meaning,</p> <p>Identify vocabulary that captures the reader's attention.</p>
<p>Fundamental Knowledge: Writing</p>	<p>Name the letters of the alphabet in order.</p> <p>Spell words containing the 40+ phonemes already taught.</p> <p>Sit correctly, holding a pencil at the table.</p> <p>Begin to form lower case letters correctly.</p>	<p>Spell common exception words.</p> <p>Use letter names to distinguish between spellings of the same sound.</p> <p>Orally composing sentences before writing them.</p>	<p>Spell the days of the week.</p> <p>Add prefixes and suffixes to words.</p> <p>Write sentences to form short narratives.</p> <p>Re-read sentences to check they make sense.</p>	<p>Discuss what the pupil has written to a teacher or other pupil.</p> <p>Read aloud your writing clear enough to be heard.</p> <p>Pupils learn exclamation marks.</p>	<p>Revisiting Year 1 Writing Skills from previous three half terms.</p>	<p>Revisiting Year 1 Writing Skills from previous three half terms.</p>

	<p>Form capital letters and digits 0-9 correctly.</p> <p>Understand which letters belong to which handwriting family.</p> <p>Learn to leave spaces between words.</p>	<p>Write from memory simple sentences.</p> <p>Capital letters and full stops.</p>	<p>Pupils learn question marks.</p>			
<p>Learning Checkpoint Tasks</p>	<p>INSIGHT Big Writes & Hot Tasks:</p> <ul style="list-style-type: none"> - Character Description - Setting Description <p>Responsive feedback</p> <p>Use INSIGHT for Year 1 writing objectives for expected progression across the year.</p> <p>Use INSIGHT for Year 1 reading objectives for expected progression across the year.</p>	<p>INSIGHT</p> <p>Big Writes & Hot Tasks:</p> <ul style="list-style-type: none"> - Retell a Narrative - Non-Fiction writing - Letter (To Santa). - Responsive feedback <p>Use INSIGHT for Year 1 writing objectives for expected progression across the year.</p> <p>Use INSIGHT for Year 1 reading objectives for expected progression across the year.</p>	<p>INSIGHT</p> <p>Big Writes & Hot Tasks:</p> <ul style="list-style-type: none"> - Diary entry. - Wanted Poster - Innovate the story as another animal. - Compare with the new book The Ugly Duckling. <p>Responsive feedback</p> <p>Use INSIGHT for Year 1 writing objectives for expected progression across the year.</p> <p>Use INSIGHT for Year 1 reading objectives for expected progression across the year.</p>	<p>INSIGHT</p> <p>Big Writes & Hot Tasks:</p> <ul style="list-style-type: none"> - Retell a Poem - Innovate a Poem - Look at different animal poems. <p>Responsive feedback</p> <p>Use INSIGHT for Year 1 writing objectives for expected progression across the year.</p> <p>Use INSIGHT for Year 1 reading objectives for expected progression across the year.</p>	<p>INSIGHT</p> <p>Big Writes & Hot Tasks:</p> <ul style="list-style-type: none"> - Character description - Setting description <p>Responsive feedback</p> <p>Use INSIGHT for Year 1 writing objectives for expected progression across the year.</p> <p>Use INSIGHT for Year 1 reading objectives for expected progression across the year.</p>	<p>INSIGHT</p> <p>Big Writes & Hot Tasks:</p> <ul style="list-style-type: none"> - Retell a narrative - Adapt/Innovate the story. <p>Responsive feedback</p> <p>Use INSIGHT for Year 1 writing objectives for expected progression across the year.</p> <p>Use INSIGHT for Year 1 reading objectives for expected progression across the year.</p>

Common Assessment Task	<p>Reading – Baseline EYFS data</p> <p>Writing – Baseline EYFS data</p> <p>Autumn PIRA and GAPS</p> <p>CA1 Trust wide cold write for comparative judgement</p>	<p>Spring PIRA and GAPS</p> <p>CA2 Trust wide cold write for comparative judgement.</p>	<p>Summer PIRA and GAPS</p> <p>CA3 Trust wide cold write for comparative judgement.</p>
Interleaved Knowledge	<p>Recap any EYFS writing goals that the pupils have not achieved.</p>	<p>Revisit skills and knowledge taught in term 1 and start to form narrative.</p> <ul style="list-style-type: none"> -Select appropriate Year 1 vocabulary and grammatical skills. -Use capital letters and full stops. 	<p>Revisit skills and knowledge taught in term 2 and start to confidently write narrative.</p> <ul style="list-style-type: none"> -Select appropriate Year 1 vocabulary and grammatical skills learnt in term 1 and 2. -Use a range of punctuation that has been taught in Year 1 so far.

	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 2	The Three Little Pigs and the Big Bad Wolf	The Day the Crayons Quit by Drew Daywalt	Amazing Grace by Mary Hoffman	George's Marvellous Medicine by Roald Dahl	Shakespeare The Tempest	Leaf by Sandra Diekmann
Secondary Text	What Really Happened to Little Red Riding Hood The Three Little Wolves and the Big Bad Pig	The Day the Crayons Came Home Flat Stanley Ticket Around the World	Journey to Jo'Burg			Ning Nang Nong The sound collector
Fundamental Knowledge: Reading	Phonics: RMP Learning letters and sounds: Sets 1, 2 and 3. Learning blending and segmenting. Apply phonic knowledge to reading. Read 100 words per minute. Reading Objectives: Read most words quickly and accurately without overt sounding and blending. Read aloud books closely matching the pupils	Phonics: RMP Learning letters and sounds: Sets 1, 2 and 3. Learning blending and segmenting. Apply phonic knowledge to reading. Read 100 words per minute. Reading Objectives: Read words containing common suffixes. Understand books that the pupils read and books they listen to by predicting what happens next.	Phonics: RMP Learning letters and sounds: Sets 1, 2 and 3. Learning blending and segmenting. Apply phonic knowledge to reading. Read 100 words per minute. Reading Objectives: Participate in discussions about books, poems and other work that are read to the pupil. Take turns in the discussion and listen to what other	Phonics: RMP Learning letters and sounds: Sets 1, 2 and 3. Learning blending and segmenting. Apply phonic knowledge to reading. Read 100 words per minute. Reading Objectives: Explain and discuss the understanding of books, poems, and other material, both those that I listen to and those that I read myself.	Phonics: RMP Learning letters and sounds: Sets 1, 2 and 3. Learning blending and segmenting. Apply phonic knowledge to reading. Read 100 words per minute. Recap reading objectives. Weekly comprehension skills. Words in context, Retrieving and recording information,	Phonics: RMP Learning letters and sounds: Sets 1, 2 and 3. Learning blending and segmenting. Apply phonic knowledge to reading. Read 100 words per minute. Recap reading objectives. Weekly comprehension skills. Words in context, Retrieving and recording information,

	<p>improving phonic knowledge.</p> <p>Sound words out accurately, automatically and without undue hesitation.</p> <p>Understand books that the pupil has read, and others read. Show this by answering questions.</p> <p>Read accurately words of two or more syllables.</p> <p>Weekly comprehension skills.</p> <p>Words in context,</p> <p>Retrieving and recording information,</p> <p>Sequence of events,</p> <p>Inference,</p> <p>Prediction,</p> <p>Features of texts and meaning,</p> <p>Identify vocabulary that captures the readers attention.</p>	<p>Weekly comprehension skills.</p> <p>Words in context,</p> <p>Retrieving and recording information,</p> <p>Sequence of events,</p> <p>Inference,</p> <p>Prediction,</p> <p>Features of texts and meaning,</p> <p>Identify vocabulary that captures the readers attention.</p>	<p>people think about the books.</p> <p>Weekly comprehension skills.</p> <p>Words in context,</p> <p>Retrieving and recording information,</p> <p>Sequence of events,</p> <p>Inference,</p> <p>Prediction,</p> <p>Features of texts and meaning,</p> <p>Identify vocabulary that captures the readers attention.</p>	<p>Weekly comprehension skills.</p> <p>Words in context,</p> <p>Retrieving and recording information,</p> <p>Sequence of events,</p> <p>Inference,</p> <p>Prediction,</p> <p>Features of texts and meaning,</p> <p>Identify vocabulary that captures the readers attention.</p>	<p>Sequence of events,</p> <p>Inference,</p> <p>Prediction,</p> <p>Features of texts and meaning,</p> <p>Identify vocabulary that captures the readers attention.</p>	<p>Sequence of events,</p> <p>Inference,</p> <p>Prediction,</p> <p>Features of texts and meaning,</p> <p>Identify vocabulary that captures the readers attention.</p>
<p>Fundamental Knowledge: Writing</p>	<p>-Use phonics to spell unknown words</p> <p>-Finger spaces</p>	<p>Question marks and exclamation marks.</p>	<p>Add suffixes to spell most words correctly -ment, -ness, -ful, -less, -ly</p>	<p>Revisiting Year 2 Writing Skills from previous three half terms.</p>	<p>Revisiting Year 2 Writing Skills from previous three half terms.</p>	<p>Revisiting Year 2 Writing Skills from previous three half terms.</p>

	<p>-Write capital letters and numbers the correct size and way round.</p> <p>-Capital letters / full stops</p> <p>-Expanded nouns phrases</p> <p>-Conjunctions</p> <p>-Spell common exception words</p> <p>-Add diagonal and horizontal flicks to letters that will start to join my handwriting.</p>	<p>Past and present tense correctly.</p> <p>Use a range of punctuation: singular possession</p>	<p>Learn Prefixes – un</p> <p>Use a range of punctuation: apostrophes.</p> <p>Use a range of punctuation: commas.</p>			
Learning Checkpoint Tasks	<p>INSIGHT</p> <p>Big Writes:</p> <ul style="list-style-type: none"> - Developing descriptions of characters. - Developing descriptions of settings – a walk through the woods. <p>Responsive feedback</p>	<p>INSIGHT</p> <p>Big Writes:</p> <ul style="list-style-type: none"> -Developing narrative. Instructions how to draw a picture. -Write a letter to Santa. <p>Responsive feedback</p>	<p>INSIGHT</p> <p>Big Writes:</p> <ul style="list-style-type: none"> - Non-fiction - Diary entry - SATs prep <p>Responsive feedback</p>	<p>INSIGHT</p> <p>Big Writes:</p> <ul style="list-style-type: none"> - Adapt/innovate a story. - Revisit character description <p>Responsive feedback</p>	<p>INSIGHT</p> <p>Big Writes:</p> <ul style="list-style-type: none"> - Non-fiction writing. - Features of a letter and writing a letter <p>Responsive feedback</p>	<p>INSIGHT</p> <p>Big Writes:</p> <ul style="list-style-type: none"> - Persuasive writing - Write their own poem <p>Responsive feedback</p>
Common Assessment Task	<p>Reading – Baseline CA3 summer data</p> <p>Writing – Baseline CA3 summer data.</p> <p>Autumn SATs and GAPS</p> <p>CA1 Trust wide cold write for comparative judgement</p>		<p>Spring SATs and GAPS</p> <p>CA2 Trust wide cold write for comparative judgement.</p>		<p>Summer SATs and GAPS</p> <p>CA3 Trust wide cold write for comparative judgement.</p>	

Interleaved Knowledge	<ul style="list-style-type: none"> - Write effectively for a range of purposes and audiences - Select appropriate Year 1 vocabulary and grammatical skills. - Use a range of Year 1 punctuation skills. - Repeated practice of comprehension skills. 	<ul style="list-style-type: none"> - Write effectively for a range of purposes and audiences - Select appropriate Year 2 vocabulary and grammatical skills. - Use past and present tenses consistently and correctly. - Use a range of Year 2 punctuation that has been taught in Half Term 1. - Repeated practice of comprehension skills. 	<ul style="list-style-type: none"> - Write effectively for a range of purposes and audiences - Select appropriate KS1 vocabulary and grammatical skills. - Use past and present tenses consistently and correctly. - Use a range of KS1 punctuation taught in Year one and Year 2 Term 1 and 2. - Repeated practice of comprehension skills.
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	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 3	Krindlekrax by Phillip Ridley	The Lost Happy Endings by Carol Ann Duffy (Trust Core Text)	One Plastic Bag – The Story of Isatou Ceesay and the Recycling Women of Gambia (Diverse Text)	The Lion, the Witch and the Wardrobe by C S Lewis (Trust Core Text)	The Butterfly Lion by Michael Morpurgo	The Iron Man by Ted Hughes (Trust Core Text)
Fundamental Knowledge: Reading	<p><u>Knowledge of word reading</u></p> <ul style="list-style-type: none"> - To apply their knowledge of root words, prefixes and suffixes to enable them to read words and understand the meaning of new words that they meet. - To be able to read further exception words where spelling and sound do not correspond, <p><u>Knowledge of reading Comprehension</u></p> <ul style="list-style-type: none"> - Demonstrate a positive attitude to reading by listening to and discussing a wide range of texts including poetry - Read for a range of purposes, for enjoyment and for information - Compare and contrast texts identifying similarities and differences - Draw inferences about characters thoughts and feelings from their actions using evidence from the text - Predict what might happen from details stated and implied - Identify main ideas from what has been read and summarise in their own words - Retrieve and record relevant information from non-fiction texts - Discuss unfamiliar words that interest them - Check a text makes sense to them by asking relevant questions to improve their understanding 	<p><u>Knowledge of word reading</u></p> <ul style="list-style-type: none"> - To apply their knowledge of root words, prefixes and suffixes to enable them to read words and understand the meaning of new words that they meet. - To be able to read further exception words where spelling and sound do not correspond, <p><u>Knowledge of reading Comprehension</u></p> <ul style="list-style-type: none"> - Demonstrate a positive attitude to reading by listening to and discussing a wide range of texts including poetry - Read for a range of purposes, for enjoyment and for information - Compare and contrast texts identifying similarities and differences - Draw inferences about characters thoughts and feelings from their actions using evidence from the text - Predict what might happen from details stated and implied - Identify main ideas from what has been read and summarise in their own words - Retrieve and record relevant information from non-fiction texts - Discuss unfamiliar words that interest them - Check a text makes sense to them by asking relevant questions to improve their understanding 	<p><u>Knowledge of word reading</u></p> <ul style="list-style-type: none"> - To apply their knowledge of root words, prefixes and suffixes to enable them to read words and understand the meaning of new words that they meet. - To be able to read further exception words where spelling and sound do not correspond, <p><u>Knowledge of reading Comprehension</u></p> <ul style="list-style-type: none"> - Demonstrate a positive attitude to reading by listening to and discussing a wide range of texts including poetry - Read for a range of purposes, for enjoyment and for information - Compare and contrast texts identifying similarities and differences - Draw inferences about characters thoughts and feelings from their actions using evidence from the text - Predict what might happen from details stated and implied - Identify main ideas from what has been read and summarise in their own words - Retrieve and record relevant information from non-fiction texts - Discuss unfamiliar words that interest them - Check a text makes sense to them by asking relevant questions to improve their understanding 			

Fundamental Knowledge: Writing	<u>Knowledge of Writing</u> <ul style="list-style-type: none"> - Writing is coherent and is appropriate for the purpose and audience: - Simple organisational devices are used in non-fiction pieces - In narratives, settings, characters and plots are created 	<u>Knowledge of Writing</u> <ul style="list-style-type: none"> - Writing is coherent and is appropriate for the purpose and audience: - Simple organisational devices are used in non-fiction pieces 	<u>Knowledge of Writing</u> <ul style="list-style-type: none"> - Writing is coherent and is appropriate for the purpose and audience: - Simple organisational devices are used in non-fiction pieces - In narratives, settings, characters and plots are created
	<u>Knowledge of Grammar ad Vocabulary</u> <ul style="list-style-type: none"> - Ideas are beginning to be grouped into paragraphs - Some adverbs, adjectives and prepositions are used to add detail - Most sentences are punctuated correctly - A varied and rich use of vocabulary is developing - Inverted commas are used to punctuate speech - Tenses are correct 	<u>Knowledge of Grammar ad Vocabulary</u> <ul style="list-style-type: none"> - Ideas are beginning to be grouped into paragraphs - Some adverbs, adjectives and prepositions are used to add detail - Most sentences are punctuated correctly - A varied and rich use of vocabulary is developing - Inverted commas are used to punctuate speech - Tenses are correct 	<u>Knowledge of Grammar ad Vocabulary</u> <ul style="list-style-type: none"> - Ideas are beginning to be grouped into paragraphs - Some adverbs, adjectives and prepositions are used to add detail - Most sentences are punctuated correctly - A varied and rich use of vocabulary is developing - Inverted commas are used to punctuate speech - Tenses are correct

<p>Learning Checkpoint Tasks</p>	<p>INSIGHT regular updates for reading and writing skills.</p> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> • Write a character description of Ruskin • Write an interview of Corky based on his sighting of the Krindlekrax • Write a formal letter as the residents of Lizard Street to Elvis’s parents to complain about his behaviour • Diary entry as Ruskin after Corky’s death • Non-chronological report about the Krindlekrax <p><u>Reading Tasks</u></p> <ul style="list-style-type: none"> • Weekly focus comprehension skill. • Weekly comprehension cold text to assess reading skills 	<p>INSIGHT regular updates for reading and writing skills.</p> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> • Setting description • Diary entry as Jub • Narrative –rewrite a fairytale without the happy ending <p><u>Reading Tasks</u></p> <ul style="list-style-type: none"> • Weekly focus comprehension skill. • Weekly comprehension cold text to assess reading skills 	<p>INSIGHT regular updates for reading and writing skills.</p> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> • Persuasive Writing to advertise the plastic bags • Instructions for upcycling an object <p><u>Reading Tasks</u></p> <ul style="list-style-type: none"> • Weekly focus comprehension skill. • Weekly comprehension cold text to assess reading skills 	<p>INSIGHT regular updates for reading and writing skills.</p> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> • Informal Letter as one of the children writing to their mother about the house they have been evacuated to • Newspaper report based on what happened at Mr Tumnus’s home • Debate/discussion – should the children go and save Mr Tumnus? • Review of the book compared to the film <p><u>Reading Tasks</u></p> <ul style="list-style-type: none"> • Weekly focus comprehension skill. • Weekly comprehension cold text to assess reading skills 	<p>INSIGHT regular updates for reading and writing skills.</p> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> • Bertie’s speech to his dad to keep the lion • Discussion on keeping animals in a circus • Rewrite a chapter of the story from the point of view of the lion <p><u>Reading Tasks</u></p> <ul style="list-style-type: none"> • Weekly focus comprehension skill. • Weekly comprehension cold text to assess reading skills 	<p>INSIGHT regular updates for reading and writing skills.</p> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> • Poem based on what Hogarth sees when he meets the Iron Man • Writing instructions for setting a trap for the Iron Man/ putting the Iron Man back together • Newspaper report on the arrival of the space creature <p><u>Reading Tasks</u></p> <ul style="list-style-type: none"> • Weekly focus comprehension skill. • Weekly comprehension cold text to assess reading skills
<p>Common Assessment Task</p>	<p>Reading – Baseline CA3 summer data Writing – Baseline CA3 summer data. Autumn PIRA and GAPS CA1 Trust wide cold write for comparative judgement</p>		<p>Spring PIRA and GAPS CA2 Trust wide cold write for comparative judgement.</p>		<p>Summer PIRA and GAPS CA3 Trust wide cold write for comparative judgement.</p>	
<p>Interleaved Knowledge</p>	<ul style="list-style-type: none"> - Vocabulary to be revisited during fluency sessions. - Key grammar content from Year 2 to be revisited during shared writing and during discrete grammar revision sessions focusing on, word classes apostrophes and inverted commas - Writing genres key features and structures - Reading comprehension skills revisited from KS 1. 		<ul style="list-style-type: none"> - Vocabulary to be revisited during fluency sessions. - Key grammar content from Year 3 to be revisited during shared writing and during discrete grammar revision sessions focusing on, word classes apostrophes and inverted commas - Writing genres key features and structures - Reading comprehension skills revisited from KS 2. 		<ul style="list-style-type: none"> - Vocabulary to be revisited during fluency sessions. - Key grammar content from Year 3 to be revisited during shared writing and during discrete grammar revision sessions focusing on, word classes apostrophes and inverted commas - Writing genres key features and structures - Reading comprehension skills revisited from KS 2. 	

	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 4	Cloudbusting by Malorie Blackman	Charlotte's Web by E B White (Trust Core Text)	The Village that Vanished by Ann Grifalconi (Diverse Text)	Max and the Millions by Ross Montgomery (Trust Core Text)	The Firework Makers Daughter by Phillip Pullman	The Miraculous Journey of Edward Tulane by Kate DiCamillo (Trust Core Text)
Fundamental Knowledge: Reading	<p><u>Knowledge of word reading</u></p> <ul style="list-style-type: none"> - To apply their knowledge of root words, prefixes and suffixes to enable them to read words and understand the meaning of new words that they meet. - To be able to read further exception words where spelling and sound do not correspond, <p><u>Knowledge of reading Comprehension</u></p> <ul style="list-style-type: none"> - Listen to and discuss a wide range of fiction, poetry, plays non-fiction and reference books, considering the views of others - Identify and summarise main ideas drawn from more than one paragraph - Identify themes across a text and/or a collection of texts - Infer characters feelings, thoughts and actions and begin to justify their thinking using evidence from the text - Predict events in a text using a greater level of accuracy - Identify how language, structure and presentation contribute to the overall meaning of a text - Retrieve and record information from non-fiction texts using a more selective approach - Use dictionaries to check the meaning of new words - Comment on the effect of figurative language in a text 		<p><u>Knowledge of word reading</u></p> <ul style="list-style-type: none"> - To apply their knowledge of root words, prefixes and suffixes to enable them to read words and understand the meaning of new words that they meet. - To be able to read further exception words where spelling and sound do not correspond, <p><u>Knowledge of reading Comprehension</u></p> <ul style="list-style-type: none"> - Listen to and discuss a wide range of fiction, poetry, plays non-fiction and reference books, considering the views of others - Identify and summarise main ideas drawn from more than one paragraph - Identify themes across a text and/or a collection of texts - Infer characters feelings, thoughts and actions and begin to justify their thinking using evidence from the text - Predict events in a text using a greater level of accuracy - Identify how language, structure and presentation contribute to the overall meaning of a text - Retrieve ad record information from non-fiction texts using a more selective approach - Use dictionaries to check the meaning of new words - Comment on the effect of figurative language in a text 		<p><u>Knowledge of word reading</u></p> <ul style="list-style-type: none"> - To apply their knowledge of root words, prefixes and suffixes to enable them to read words and understand the meaning of new words that they meet. - To be able to read further exception words where spelling and sound do not correspond, <p><u>Knowledge of reading Comprehension</u></p> <ul style="list-style-type: none"> - Listen to and discuss a wide range of fiction, poetry, plays non-fiction and reference books, considering the views of others - Identify and summarise main ideas drawn from more than one paragraph - Identify themes across a text and/or a collection of texts - Infer characters feelings, thoughts and actions and begin to justify their thinking using evidence from the text - Predict events in a text using a greater level of accuracy - Identify how language, structure and presentation contribute to the overall meaning of a text - Retrieve ad record information from non-fiction texts using a more selective approach - Use dictionaries to check the meaning of new words - Comment on the effect of figurative language in a text 	

<p>Fundamental Knowledge: Writing</p>	<p><u>Knowledge of Writing</u></p> <ul style="list-style-type: none"> - Writing is coherent and is appropriate for the purpose and audience; - Simple organisational devices are used in non-fiction pieces - In narratives, settings, plots and characters are developed <p><u>Knowledge of Grammar and Vocabulary</u></p> <ul style="list-style-type: none"> - Writing demonstrates a mix of sentence types - Adverbs, nouns and pronouns are used to make links between sentences - Ideas are organised into paragraphs - Tenses are used correctly - There is a range of punctuation - Expanded noun phrases add detail 		<p><u>Knowledge of Writing</u></p> <ul style="list-style-type: none"> - Writing is coherent and is appropriate for the purpose and audience; - Simple organisational devices are used in non-fiction pieces - In narratives, settings, plots and characters are developed <p><u>Knowledge of Grammar and Vocabulary</u></p> <ul style="list-style-type: none"> - Writing demonstrates a mix of sentence types - Adverbs, nouns and pronouns are used to make links between sentences - Ideas are organised into paragraphs - Tenses are used correctly - There is a range of punctuation - Expanded noun phrases add detail 		<p><u>Knowledge of Writing</u></p> <ul style="list-style-type: none"> - Writing is coherent and is appropriate for the purpose and audience; - Simple organisational devices are used in non-fiction pieces - In narratives, settings, plots and characters are developed <p><u>Knowledge of Grammar and Vocabulary</u></p> <ul style="list-style-type: none"> - Writing demonstrates a mix of sentence types - Adverbs, nouns and pronouns are used to make links between sentences - Ideas are organised into paragraphs - Tenses are used correctly - There is a range of punctuation - Expanded noun phrases add detail 	
<p>Learning Checkpoint Tasks</p>	<p>INSIGHT regular updates for reading and writing skills.</p> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> • Rewrite the poetry as a narrative • Rewrite a section of the story as a playscript • Write a poem about bullying <p><u>Reading Tasks</u></p> <ul style="list-style-type: none"> • Weekly focus comprehension skill. • Weekly comprehension 	<p>INSIGHT regular updates for reading and writing skills.</p> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> • Agony Aunt style letter replying to Wilbur who is lonely • Rewrite in role as Wilbur when he finds out his fate • Non-chronological report on spiders • Newspaper report about miracle pig <p><u>Reading Tasks</u></p>	<p>INSIGHT regular updates for reading and writing skills.</p> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> • Create an information factfile for the Yao people. • Inner monologue as Abikanile • Discussion – what should the villagers do to protect themselves? • Write a prayer in the style of page 2. • What is home? <p><u>Reading Tasks</u></p>	<p>INSIGHT regular updates for reading and writing skills.</p> <p><u>Writing Tasks</u></p> <p><u>Reading Tasks</u></p> <ul style="list-style-type: none"> • Weekly focus comprehension skill. • Weekly comprehension cold text to assess reading skills 	<p>INSIGHT regular updates for reading and writing skills.</p> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> • Character description Lila • Persuasive advert to help Lila sell her fireworks • Narrative task to continue a chapter of the story <p><u>Reading Tasks</u></p> <ul style="list-style-type: none"> • Weekly focus comprehension skill. • Weekly comprehension 	<p>INSIGHT regular updates for reading and writing skills.</p> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> • Diary entry as Edward while he still lives in the house showing his apathy towards the family • Playscript of chapter 5 • Narrative – write what could happen to Edward next as he sinks to the bottom of the ocean • Poetry of Edward on the rubbish dump • Letter as Edward to Bill and Lucy • Autobiography as Edward detailing his life <p><u>Reading Tasks</u></p>

	<p>cold text to assess reading skills</p> <ul style="list-style-type: none"> • Weekly focus comprehension skill. • Weekly comprehension cold text to assess reading skills 	<ul style="list-style-type: none"> • Weekly focus comprehension skill. • Weekly comprehension cold text to assess reading skills 		<p>cold text to assess reading skills</p> <ul style="list-style-type: none"> • Weekly focus comprehension skill. • Weekly comprehension cold text to assess reading skills
Common Assessment Task	<p>Reading – Baseline CA3 summer data</p> <p>Writing – Baseline CA3 summer data.</p> <p>Autumn PIRA and GAPS</p> <p>CA1 Trust wide cold write for comparative judgement</p>	<p>Spring PIRA and GAPS</p> <p>CA2 Trust wide cold write for comparative judgement.</p>		<p>Summer PIRA and GAPS</p> <p>CA3 Trust wide cold write for comparative judgement.</p>
Interleaved Knowledge	<ul style="list-style-type: none"> - Vocabulary to be revisited during fluency sessions. - Key grammar content from Year 3 to be revisited during shared writing and during discrete grammar revision sessions focusing on, word classes apostrophes and inverted commas - Writing genres key features and structures - Reading comprehension skills revisited from KS 2. 	<ul style="list-style-type: none"> - Vocabulary to be revisited during fluency sessions. - Key grammar content from Year 3 to be revisited during shared writing and during discrete grammar revision sessions focusing on, word classes apostrophes and inverted commas - Writing genres key features and structures - Reading comprehension skills revisited from KS 2. 		<ul style="list-style-type: none"> - Vocabulary to be revisited during fluency sessions. - Key grammar content from Year 3 to be revisited during shared writing and during discrete grammar revision sessions focusing on, word classes apostrophes and inverted commas - Writing genres key features and structures - Reading comprehension skills revisited from KS 2.

	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 5	There's a Boy in the Girl's Bathroom by Louis Sachar	Oliver Twist by Charles Dickens (Trust Core Text)	A Kind of Spark by Elle McNicoll (Diverse Text)	The Explorer by Katherine Rundell (Trust Core Text)	The Highwayman by Alfred Noyes	Floodland by Marcus Sedgwick (Trust Core Text)
Fundamental Knowledge: Reading	<p><u>Knowledge of word reading</u></p> <ul style="list-style-type: none"> - Begin to apply their growing knowledge of root words, prefixes and suffixes to enable them to read aloud and understand the meaning of new words that they meet. <p><u>Knowledge of reading comprehension</u></p> <ul style="list-style-type: none"> - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with relevant evidence - Predict, with accuracy, what might happen in a text from details which are stated and also implied - Retrieve information from non-fiction texts with increasing confidence - Identify how language, structure and presentation contribute to meaning in a range of genres - Summarise main ideas from a text by identifying key details and using quotations from the text to illustrate - Start to evaluate how authors use language, including figurative language considering the impact on the reader - Work out the meaning of unfamiliar words from the context or using background knowledge 	<p><u>Knowledge of word reading</u></p> <ul style="list-style-type: none"> - Begin to apply their growing knowledge of root words, prefixes and suffixes to enable them to read aloud and understand the meaning of new words that they meet. <p><u>Knowledge of reading comprehension</u></p> <ul style="list-style-type: none"> - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with relevant evidence - Predict, with accuracy, what might happen in a text from details which are stated and also implied - Retrieve information from non-fiction texts with increasing confidence - Identify how language, structure and presentation contribute to meaning in a range of genres - Summarise main ideas from a text by identifying key details and using quotations from the text to illustrate - Start to evaluate how authors use language, including figurative language considering the impact on the reader - Work out the meaning of unfamiliar words from the context or using background knowledge 	<p><u>Knowledge of word reading</u></p> <ul style="list-style-type: none"> - Begin to apply their growing knowledge of root words, prefixes and suffixes to enable them to read aloud and understand the meaning of new words that they meet. <p><u>Knowledge of reading comprehension</u></p> <ul style="list-style-type: none"> - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with relevant evidence - Predict, with accuracy, what might happen in a text from details which are stated and also implied - Retrieve information from non-fiction texts with increasing confidence - Identify how language, structure and presentation contribute to meaning in a range of genres - Summarise main ideas from a text by identifying key details and using quotations from the text to illustrate - Start to evaluate how authors use language, including figurative language considering the impact on the reader - Work out the meaning of unfamiliar words from the context or using background knowledge 			

<p>Fundamental Knowledge: Writing</p>	<p><u>Knowledge of Writing:</u></p> <ul style="list-style-type: none"> - Writing is appropriate for the audience and purpose - In non-fiction writing organisational devices are used - In narratives, settings, characters and atmosphere are detailed - Dialogue is used to advance the action in narratives <p><u>Knowledge of Grammar and Vocabulary</u></p> <ul style="list-style-type: none"> - Writing demonstrates a mix of sentence structures - Embedded clauses are used and punctuated correctly - Adverbials and tense choice build cohesion across paragraphs - A range of punctuation is used correctly - Tenses and subject-verb agreement is correct - Vocabulary is used to enhance meaning 		<p><u>Knowledge of Writing:</u></p> <ul style="list-style-type: none"> - Writing is appropriate for the audience and purpose - In non-fiction writing organisational devices are used <p><u>Knowledge of Grammar and Vocabulary</u></p> <ul style="list-style-type: none"> - Writing demonstrates a mix of sentence structures - Embedded clauses are used and punctuated correctly - Adverbials and tense choice build cohesion across paragraphs - A range of punctuation is used correctly - Tenses and subject-verb agreement is correct - Vocabulary is used to enhance meaning 		<p><u>Knowledge of Writing:</u></p> <ul style="list-style-type: none"> - Writing is appropriate for the audience and purpose - In non-fiction writing organisational devices are used - In narratives, settings, characters and atmosphere are detailed - Dialogue is used to advance the action in narratives <p><u>Knowledge of Grammar and Vocabulary</u></p> <ul style="list-style-type: none"> - Writing demonstrates a mix of sentence structures - Embedded clauses are used and punctuated correctly - Adverbials and tense choice build cohesion across paragraphs - A range of punctuation is used correctly - Tenses and subject-verb agreement is correct - Vocabulary is used to enhance meaning 	
<p>Learning Checkpoint Tasks</p>	<p>INSIGHT regular updates for reading and writing skills.</p> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> • Character description or poem of Bradley at the beginning and end of the story as a comparison • Diary entry as Carla • Apology letter as Bradley • Discussion – is Bradley a bully? 	<p>INSIGHT regular updates for reading and writing skills.</p> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> • Non-chronological report about workhouses • Discussion – based around the orphans stealing for Fagin • Narrative of Oliver and Dodger stealing something 	<p>INSIGHT regular updates for reading and writing skills.</p> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> • Complaint letter about Miss Murphy • Persuasive presentation to the council for the memorial • Newspaper report about Addie’s campaign <p><u>Reading Tasks</u></p>	<p>INSIGHT regular updates for reading and writing skills.</p> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> • Setting description of the jungle • Jungle survival guide • Journal entry • Persuasion to save the rainforests <p><u>Reading Tasks</u></p> <ul style="list-style-type: none"> • Weekly focus comprehension skill. 	<p>INSIGHT regular updates for reading and writing skills.</p> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> • Character description of one of the main characters • Narrative – rewrite the poem • Discussion – should Sam tell on the highwayman? • Write a poem using metaphors and similes in the same style as the 	<p>INSIGHT regular updates for reading and writing skills.</p> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> • Letter – from Zoe to her parents when they were separated • Discussion is Dobby a good leader? • Narrative – Zoe’s escape from Eels Island <p><u>Reading Tasks</u></p> <ul style="list-style-type: none"> • Weekly focus comprehension skill. • Weekly comprehension cold text to assess reading skills

	<p><u>Reading Tasks</u></p> <ul style="list-style-type: none"> Weekly focus comprehension skill. Weekly comprehension cold text to assess reading skills 	<ul style="list-style-type: none"> Persuasion – Nancy convincing Oliver to come with her Biography of Oliver’s life <p><u>Reading Tasks</u></p> <ul style="list-style-type: none"> Weekly focus comprehension skill. Weekly comprehension cold text to assess reading skills 	<ul style="list-style-type: none"> Weekly focus comprehension skill. Weekly comprehension cold text to assess reading skills 	<ul style="list-style-type: none"> Weekly comprehension cold text to assess reading skills 	<p>highwayman about a person they are familiar with</p> <p><u>Reading Tasks</u></p> <ul style="list-style-type: none"> Weekly focus comprehension skill. Weekly comprehension cold text to assess reading skills 	
Common Assessment Task	<p>Reading – Baseline CA3 summer data</p> <p>Writing – Baseline CA3 summer data.</p> <p>Autumn PIRA and GAPS</p> <p>CA1 Trust wide cold write for comparative judgement</p>	<p>Spring PIRA and GAPS</p> <p>CA2 Trust wide cold write for comparative judgement.</p>		<p>Summer PIRA and GAPS</p> <p>CA3 Trust wide cold write for comparative judgement.</p>		
Interleaved Knowledge	<ul style="list-style-type: none"> - Vocabulary to be revisited during fluency sessions. - Key grammar content from KS 2 to be revisited during shared writing and during discrete grammar revision sessions. - Writing genres key features and structures - Reading comprehension skills revisited from KS 2. - 	<ul style="list-style-type: none"> - Vocabulary to be revisited during fluency sessions. - Key grammar content from KS 2 to be revisited during shared writing and during discrete grammar revision sessions. - Writing genres key features and structures - Reading comprehension skills revisited from KS 2. - 	<ul style="list-style-type: none"> - Vocabulary to be revisited during fluency sessions. - Key grammar content from KS 2 to be revisited during shared writing and during discrete grammar revision sessions. - Writing genres key features and structures - Reading comprehension skills revisited from KS 2. - 	<ul style="list-style-type: none"> - Vocabulary to be revisited during fluency sessions. - Key grammar content from KS 2 to be revisited during shared writing and during discrete grammar revision sessions. - Writing genres key features and structures - Reading comprehension skills revisited from KS 2. - 		

	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 6	Holes by Louis Sachar	Letters from the Lighthouse by Emma Carroll (Trust Core Text) The Night before Christmas	Fly Away Home by Polly Ho-Yen (Diverse Text)	Skellig by David Almond (Trust Core Text)	Romeo and Juliet by William Shakespeare	Clockwork by Phillip Pullman (Trust Core Text) The Giants Necklace by Michael Morpurgo
Fundamental Knowledge: Reading	<u>Knowledge of word reading</u> <ul style="list-style-type: none"> - Apply their growing knowledge of root words, prefixes and suffixes to enable them to read aloud and understand the meaning of new words that they meet. <u>Knowledge of reading comprehension</u> <ul style="list-style-type: none"> - Continue to read books structured in different ways and read for a wider range of purposes and able to make comparisons between them and identify relevant themes and conventions - Make recommendations to their peers providing reasons for their choices - Participate in discussions about books they have read listening to others views and challenging views courteously providing reasons with evidence - Deliver formal presentations and debates about what they have read - Confidently evaluate how authors use language, including figurative language, considering the impact on the reader 		<u>Knowledge of word reading</u> <ul style="list-style-type: none"> - Apply their growing knowledge of root words, prefixes and suffixes to enable them to read aloud and understand the meaning of new words that they meet. <u>Knowledge of reading comprehension</u> <ul style="list-style-type: none"> - Continue to read books structured in different ways and read for a wider range of purposes and able to make comparisons between them and identify relevant themes and conventions - Make recommendations to their peers providing reasons for their choices - Participate in discussions about books they have read listening to others views and challenging views courteously providing reasons with evidence - Deliver formal presentations and debates about what they have read - Confidently evaluate how authors use language, including figurative language, considering the impact on the reader 		<u>Knowledge of word reading</u> <ul style="list-style-type: none"> - Apply their growing knowledge of root words, prefixes and suffixes to enable them to read aloud and understand the meaning of new words that they meet. <u>Knowledge of reading comprehension</u> <ul style="list-style-type: none"> - Continue to read books structured in different ways and read for a wider range of purposes and able to make comparisons between them and identify relevant themes and conventions - Make recommendations to their peers providing reasons for their choices - Participate in discussions about books they have read listening to others views and challenging views courteously providing reasons with evidence - Deliver formal presentations and debates about what they have read - Confidently evaluate how authors use language, including figurative language, considering the impact on the reader 	
Fundamental Knowledge: Writing	<u>Knowledge of Writing:</u> <ul style="list-style-type: none"> - Write effectively for a range of purposes and audiences 		<u>Knowledge of Writing:</u> <ul style="list-style-type: none"> - Write effectively for a range of purposes and audiences - Describes settings, characters and atmosphere - Integrate dialogue into the action 		<u>Knowledge of Writing:</u> <ul style="list-style-type: none"> - Write effectively for a range of purposes and audiences - Describes settings, characters and atmosphere - Integrate dialogue into the action 	

	<ul style="list-style-type: none"> - Describes settings, characters and atmosphere - Integrate dialogue into the action <p><u>Knowledge of Grammar and Vocabulary</u></p> <ul style="list-style-type: none"> - Select appropriate vocabulary and grammatical elements. - Use a range of devices to build cohesion - Use verb tenses consistently and correctly - Use a range of KS 2 punctuation - Spell words correctly from the Year 5/6 Spelling List 		<p><u>Knowledge of Grammar and Vocabulary</u></p> <ul style="list-style-type: none"> - Select appropriate vocabulary and grammatical elements. - Use a range of devices to build cohesion - Use verb tenses consistently and correctly - Use a range of KS 2 punctuation - Spell words correctly from the Year 5/6 Spelling List 		<p><u>Knowledge of Grammar and Vocabulary</u></p> <ul style="list-style-type: none"> - Select appropriate vocabulary and grammatical elements. - Use a range of devices to build cohesion - Use verb tenses consistently and correctly - Use a range of KS 2 punctuation - Spell words correctly from the Year 5/6 Spelling List - 	
<p>Learning Checkpoint Tasks</p>	<p>INSIGHT regular updates for reading and writing skills.</p> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> • Writing a story based around characters from a text • Letter writing • Non-Chronological report • Persuasive holiday brochure <p><u>Reading Tasks</u></p> <ul style="list-style-type: none"> • Weekly focus comprehension skill. • Weekly comprehension cold text to assess reading skills 	<p>INSIGHT regular updates for reading and writing skills.</p> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> • Writing a newspaper report of the rescue • Writing an inner monologue as one of the main characters • Rewriting a poem as a narrative in a n archaic style <p><u>Reading Tasks</u></p> <ul style="list-style-type: none"> • Weekly focus comprehension skill. • Weekly comprehension cold text to assess reading skills 	<p>INSIGHT regular updates for reading and writing skills.</p> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> • Setting description – highlighting the difficulties of life in England • Interview of the main character showing how her life has changed • Book review <p><u>Reading Tasks</u></p> <ul style="list-style-type: none"> • Weekly focus comprehension skill. • Weekly comprehension cold text to assess reading skills 	<p>INSIGHT regular updates for reading and writing skills.</p> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> • Discussion – should Karl use Sir Ironsoul? • Narrative – continue the story • Newspaper report • Setting description <p><u>Reading Tasks</u></p> <ul style="list-style-type: none"> • Weekly focus comprehension skill. • Weekly comprehension cold text to assess reading skills 	<p>INSIGHT regular updates for reading and writing skills.</p> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> • Autobiography in role as William Shakespeare • Playscript of a scene • Alternative ending/story where characters are feuding and this causes a disastrous event <p><u>Reading Tasks</u></p> <ul style="list-style-type: none"> • Weekly focus comprehension skill. • Weekly comprehension cold text to assess reading skills 	<p>INSIGHT regular updates for reading and writing skills.</p> <p><u>Writing Tasks</u></p> <ul style="list-style-type: none"> • Recount – Michsel going into the garage • Character description of Skellig • Discussion – should Michael tell his parents about Skellig? • Poetry writing based on Skellig and experience of flying <p><u>Reading Tasks</u></p> <ul style="list-style-type: none"> • Weekly focus comprehension skill. • Weekly comprehension cold text to assess reading skills

Common Assessment Task	<p>Reading – Baseline CA3 summer data. Mock SATs test for CA1.</p> <p>Writing – Baseline CA3 summer data.</p> <p>CA1 Trust wide cold write for comparative judgement</p>	<p>Reading – Mock SATs test for CA2.</p> <p>CA2 Trust wide cold write for comparative judgement</p>	<p>Reading – SATs test for CA3.</p> <p>CA3 Trust wide Cold Write for comparative judgement</p>
Interleaved Knowledge	<ul style="list-style-type: none"> - Vocabulary to be revisited during fluency sessions. - Key grammar content from KS 2 to be revisited during shared writing and during discrete grammar revision sessions. - Writing genres key features and structures - Reading comprehension skills revisited from KS 2. 	<ul style="list-style-type: none"> - Vocabulary to be revisited during fluency sessions. - Key grammar content from KS 2 to be revisited during shared writing and during discrete grammar revision sessions. - Writing genres key features and structures - Reading comprehension skills revisited from KS 2. - 	<ul style="list-style-type: none"> - Vocabulary to be revisited during fluency sessions. - Key grammar content from KS 2 to be revisited during shared writing and during discrete grammar revision sessions. - Writing genres key features and structures - Reading comprehension skills revisited from KS 2. -