



English – Year 1

Reading

Fiction – Stories with predictable phrasing, Contemporary fiction reflecting children's experiences, Traditional Tales – Fairy Tales, Poetry

Archaic – Traditional Stories (Puss in Boots, Rumpelstiltskin, The Princess and the Pea), The Tales of Peter Rabbit, Aesop's Fables, The Owl and the Pussycat (poem)

Non-Linear Time Sequences – Voices in the Park (Anthony Browne) Grandpa (John Burningham), The Trouble with Trolls (Jan Brett)

Complexity of the Narrator – Come Away from the Water, Shirley (John Burningham), The Very Smart Pea and the Princess To Be (Mini Grey) The Day the Crayons Quit (Oliver Jeffers)

Complexity of Plot/Symbol – Owl Babies (Martin Waddell), The Tiger Who Came To Tea (Judith Kerr), Dinosaurs and All That Rubbish (Michael Foreman), Scissors (Allen Ahlberg)

Resistant Texts – Not Now Bernard (David McKee), Lost and Found (Oliver Jeffers)

Non-Fiction Texts – to build breadth of knowledge

Word Reading	Comprehension	Terminology
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ☑ Apply phonic knowledge to decode words. ☑ Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. ☑ Read accurately by blending sounds in unfamiliar words containing GPCs taught. ☑ Read a range of simple common exception words e.g. the, said, they, once, she, friend, school. ☑ Read words with the endings -s, -es, -ing, -ed and -est. ☑ Read words of more than one syllable which contain GPCs known. ☑ Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters. ☑ Read some phonically-decodable books, closely matched to phonic knowledge. ☑ Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ☑ Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently. ☑ Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics. ☑ Link what they read to their own experiences. ☑ Recognise and join in with predictable phrases in poems and stories. ☑ Appreciate some rhymes and poems; recite some by heart. ☑ Discuss the meanings of new words, linking them to words already known. ☑ Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher. ☑ Check that texts make sense when reading; self-correct and re-read inaccurate reading. ☑ Talk about the significance of the title and events. ☑ Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring. ☑ Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns. ☑ Participate in discussion about what is read to them, taking turns and listening to others. ☑ Explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> Finger spaces Letter Word Singular Plural Punctuation Sentence Full stops Question Mark Exclamation Mark Capital Letter Introduce:- Speech Bubble Bullet Points Capital letters for names. Noun Verb Determiners Adjectives Similes- Like and as Alliteration Conjunction

				apostrophes for contractions rhyming words verses title sub-title /sub-heading introduction labelled diagrams time connectives
Writing				
Text Types T4W				
Fiction – Journey Tale, Rags to Riches Tale, Wishing Tale (predictable language, contemporary)				
Non – Fiction - Non Chronological Report, Recount (Fact/Fiction), Instructions, Information text				
Transcription			Composition	
Spelling Sufficient evidence shows the ability to... ☑ Write from memory, simple dictated sentences containing the GPCs and words taught so far. ☑ Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered. ☑ Spell words using the prefix un- e.g. unhappy, unfair; the suffixes –ing, -ed, -er and –est where no change is made to the root word. ☑ Spell most common exception words in the YR 1 spelling appendix. ☑ Recognise and spell a set of simple compound words. ☑ Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches. ☑ Name the letters of the alphabet in order.	Handwriting Evidence: ☑ Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size. ☑ Capital letters formed correctly for some names of people, places and the days of the week. ☑ Some spaces are left between words, although inconsistent. ☑ Most letters sit on the line correctly.	Composition and Purpose Sufficient evidence shows the ability to... ☑ Compose sentences orally before writing; talk about where the sentence begins and ends. ☑ Attempt to write appropriately to the task. ☑ Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences. ☑ Compose orally and write simple poems. ☑ Re-read writing to check it makes sense. ☑ Discuss own writing with others; make simple changes where suggested.	Vocabulary, Grammar and Punctuation Sufficient evidence shows the ability to... ☑ Write sentences or sentence-like structures which can be clearly understood. ☑ Often use ‘and’ to join words and clauses. ☑ Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place. ☑ Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun ‘I’. ☑ Sometimes include adjectives for description. ☑ Begin to some features of Standard English e.g. I did.	



St John's Church of England Academy

English – Year 2

Reading

Fiction – Stories with predictable recurring literary language,

Archaic - Traditional Tales – Fairy Tales (Pinocchio, The Pied Piper, Jack and the Beanstalk, The Little Prince, The Ugly Duckling), Traditional Tales (Myths – Creation Myths), Where the Wild Things Are (Maurice Sendak), The Night Before Christmas (poem)

Non-Linear Time Sequences – Black and White (David Macaulay), When the Rains Come (Tom Pow), Three Brave Women (CLG Martin)

Complexity of the Narrator – Fantastic Mr Fox (Roald Dahl), The True Story of the Three Little Pigs (John Scieszka), (The Three Little Wolves and the Big Bad Pig (Eugene Trivizas)

Complexity of Plot/Symbol – The Lotus Seed (Sherry Garland), Grandad's Island (Benji Davies), The Red Tree (Shaun Tan)

Resistant Texts - The Book With No Pictures (BJ Novak), Ning, Nang, Nong, (Spike Milligan)

Non – Fiction - Explanation, Instruction, Persuasion, Non-chronological report

Poetry – rhyming couplets

Word Reading	Comprehension	Terminology
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ☑ Apply phonic knowledge and skills consistently to decode quickly and accurately. ☑ Decode alternative sounds for graphemes. ☑ Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly. ☑ Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money. ☑ Read most words without overtly segmenting and blending, once they are familiar. ☑ Read some phonically-decodable books with fluency, sound out unfamiliar words automatically. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ☑ Fully engage with reading and take pleasure from books and texts. ☑ Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently. ☑ Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Takes account of what others say. ☑ Show understanding of texts read independently; self-correct. ☑ Know and retell a wide range of stories, fairy stories and traditional tales. ☑ Discuss the sequence of events in books, and how items of information are related. ☑ Make inferences on the basis of what is said and done; predict according to what has been read so far. ☑ Discuss and express views about a range of non-fiction texts which are structured in different ways. ☑ Discuss and clarify the meaning of new words; discuss favourite words and phrases. ☑ Recognise simple recurring literary language in stories and poetry. ☑ Recite a repertoire of poems learnt by heart, using appropriate intonation. 	<ul style="list-style-type: none"> Finger spaces Letter Word Sentence Full stops Capital Letter Question Mark Exclamation Mark Speech Bubble Bullet Points Capital letters for names. singular/plural Noun Verb Determiners Adjectives Similes- Like and as Alliteration Conjunction apostrophe to mark contractions
Writing		
<p>Text Types T4W</p> <p>Fiction – Conquering the Monster Tale, Finding Tale, Journey Tale (with predictable language)</p> <p>Non – Fiction - Explanation, Instruction, Persuasion, Non-chronological report, Recount</p> <p>Poetry – rhyming couplets</p>		

Introduce

Noun

Noun phrase

Statement

Transcription		Composition		Question
<p>Spelling</p> <p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ☑ Write from memory, simple dictated sentences which include familiar words and GPCs. ☑ Spell common decodable two and three syllable words which include familiar graphemes. ☑ Accurately spell words with suffixes—ment, -ness, -ful, -less, -ly, including those requiring a change to the root word. ☑ Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old. ☑ Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew. ☑ Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football. 	<p>Handwriting</p> <p>Evidence:</p> <ul style="list-style-type: none"> ☑ Holds pencil correctly. ☑ Writing is legible. ☑ All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. ☑ Spacing is appropriate to the size of letters. ☑ Some letters are joined correctly, according to the school's handwriting approach. 	<p>Composition and Purpose</p> <p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ☑ Compose sentences orally. Use the drafting process to gather and write down ideas and key words. ☑ Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form. ☑ Write about real events, maintaining form and purpose. ☑ Compose orally and write poetry in a variety of forms. ☑ Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions. 	<p>Vocabulary, Grammar and Punctuation</p> <p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ☑ Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. ☑ Co-ordinate sentences using and, or, but. ☑ Sometimes use subordination e.g. when, if, because. ☑ Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. ☑ Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs. ☑ Identify word classes: noun, adjective, verb and adverb. ☑ Choose the past or present tense appropriately. Experiment with the progressive form e.g. she was swimming. ☑ Use appropriate features of Standard English. 	<p>Exclamation</p> <p>Command</p> <p>Compound speech marks</p> <p>suffix</p> <p>verb/adverb</p> <p>bossy verbs</p> <p>tense – past, present, future.</p> <p>generalisers e.g. most dogs, some cats, few people</p> <p>noun phrases</p> <p>comma</p> <p>rhythm</p> <p>rhyme</p> <p>fact</p> <p>opinion</p>



St John's Church of England Academy

English – Year 3

Reading

Fiction – Fairy Tales (alternative versions), Adventure Stories

Archaic - Traditional Tales – (Emperor's New Clothes, Fishermen and his wife, Little Match Girl), Fables, Plays, The Velveteen Rabbit (Margery Williams)

Non-Linear Time Sequences – The Fireworks Maker's Daughter (Phillip Pullman), The Butterfly Lion (Michael Morpurgo)

Complexity of the Narrator – The Legend of Pookin One-Ear (Keiran Larwood), The World according to Humphrey (Betty G. Bimey)

Complexity of Plot/Symbol – Revolting Rhymes (Roald Dahl), The Tunnel (Anthony Browne), Duck's Ditty (Kenneth Grahame)

Resistant Texts – Cloud Busting (Malorie Blackman), Topsy Turvy World (William Brighty Rands)

Non – Fiction - Recount, Explanation, Instructions, Persuasion, Non-chronological report

Poetry – structured – limericks, haiku, tanka and kennings

Word Reading	Comprehension	Terminology
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ☑ Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. ☑ Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound. ☑ Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. ☑ Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect. ☑ Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ☑ Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school. ☑ Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently. ☑ Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features. ☑ Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a nonfiction book is often organised and presented. ☑ Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences. ☑ Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. ☑ Predict what might happen from details stated and implied. ☑ Explain the meaning of words in context; use dictionaries to check meanings. ☑ Check the text makes sense, reading to the punctuation and usually re-reading or self-checking. ☑ Explain and discuss their understanding of the text e.g. explain events; describe a character's actions. ☑ Retrieve and record information from non-fiction texts. ☑ Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts. ☑ Discuss words and phrases that capture the reader's interest and imagination. ☑ During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say. 	<p>Key terminology ongoing :-</p> <ul style="list-style-type: none"> noun verb adjective adverb conjunction time connective paragraph speech marks <p>Introduce</p> <ul style="list-style-type: none"> word family preposition direct speech inverted commas prefix consonant/vowel clause subordinate clause determiner synonyms relative clause relative pronoun imperative colon for instructions

Writing

Text Types T4W

Fiction – Fables, Conquering the Monster Tale, Portal story, Story with historical Setting, Imaginary Worlds, Story from another culture.

Non – Fiction - Recount, Explanation, Instructions, Persuasive letter, Non-chronological report

Poetry – structured – limericks, haiku, tanka and kennings

fact
opinion

Transcription

Composition

Sufficient evidence shows the ability to...

- ☑ Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.
- ☑ Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-. ☑ Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion.
- ☑ Write words spelt ei, eigh or ey e.g. vein, weight, obey.
- ☑ Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here, hear; grown, groan.
- ☑ Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats.
- ☑ Spell some words from the YR 3-4 statutory word list.

Handwriting

- Evidence:
- ☑ Writing is legible.
 - ☑ Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case.
 - ☑ Writing is usually spaced sufficiently so that ascenders and descenders do not meet.
 - ☑ Appropriate letters are joined, according to the school's handwriting approach.

Composition and Purpose

- Sufficient evidence shows the ability to...
- ☑ Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.
 - ☑ Write to suit purpose, and show some features of the genre being taught.
 - ☑ Create chronological narratives; write in sequence. Write simple beginning, middle, ending.
 - ☑ With scaffold, organise sections broadly, within a theme.
 - ☑ Use headings and subheadings to aid presentation.
 - ☑ Describe characters, settings and /or plot in a simple way, with some interesting details.
 - ☑ Evaluate own and others' writing, with direction; reread and check own writing; make changes.

Vocabulary, Grammar and Punctuation

- Sufficient evidence shows the ability to...
- ☑ Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.
 - ☑ Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses.
 - ☑ Identify and use a range of prepositions.
 - ☑ Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
 - ☑ Identify direct speech. Begin to use inverted commas for direct speech.
 - ☑ Consolidate knowledge of word classes: noun, adjective, verb, adverb.
 - ☑ Use 'a' or 'an' according to whether the next word begins with a consonant or vowel.
 - ☑ Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play.



St John's Church of England Academy

English - Year 4

Reading

Fiction – Myths (Quests) Plays, Story Settings

Archaic – Charlotte's Web (EB White), Five Children and It (Edith Nesbit), Heidi (Johanna Spryri), How the Camel Got His Hump (Rudyard Kipling), The Lion, The Witch and the Wardrobe (CS Lewis)

Non- Linear Time Sequences – The Midnight Fox (Betsy Byers), The Legend of Captain Crow's Teeth (Eoin Culfer)

Complexity of the Narrator – Max and the Millions (Ross Montgomery), Nim's Island (Wendy Orr)

Complexity of Plot/Symbol – The Molehouse Cat (Antonia Barber), The Iron Man (Ted Hughes), Dream Variations (poem Langston Hughes)

Resistant Texts The Mysteries of Harris Burdick (Chris Van Allsburg) Something Told the Wild Geese (poem Rachel Field)

Non Fiction – Explanation, Discussion, Instructions, Persuasion, Report, Recount

Poetry – Riddles, Narrative Poetry

Word Reading	Comprehension	Terminology
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ☑ Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. ☑ Read most common exception words effortlessly, noting unusual correspondence between spelling and sound. ☑ Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. ☑ Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous. ☑ Prepare poems and play scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ☑ Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references. ☑ Listen to, discuss and express views about a wide range of fiction including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays. Begin to justify comments. ☑ Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; recognise typical presentational features. ☑ Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books. ☑ Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences. ☑ Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons. ☑ Predict what might credibly happen from details stated and implied. ☑ Explain the meaning of words in context; use dictionaries to check meanings. ☑ Check the text makes sense, reading to the punctuation and habitually re-reading. ☑ Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story; the reason why Lucy is upset when Edmund lies; the different ways to make a cake. ☑ Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish. ☑ Retrieve and record information from non-fiction texts. 	<p>Key terminology ongoing :-</p> <ul style="list-style-type: none"> noun verb adjective adverb conjunction time connective paragraph speech marks suffix/prefix word family preposition direct speech inverted commas prefix consonant/vowel clause subordinate clause determiner synonyms relative clause relative pronoun imperative colon for instructions

	<ul style="list-style-type: none"> ☑ Identify how language, structure and presentation contribute to meaning e.g. that the word ‘threatening’ means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character. ☑ Discuss words and phrases that capture the reader’s interest and imagination. ☑ During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say. 	Introduce:- Pronoun Possessive pronoun Adverbial Fronted adverbial Apostrophe- possessive Determiner	
Writing Text Types T4W Fiction – Story with a familiar setting, Myths, Story with Dilemma, Losing Tale, Meeting Tale, Non Fiction – Explanation, Discussion, Instructions, Persuasion, Report, Recount.			
Transcription	Composition		
Sufficient evidence shows the ability to... <ul style="list-style-type: none"> ☑ Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. ☑ Use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-. ☑ Add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes –sion, -ous, -cian and –ly e.g. completely, basically. ☑ Write words spelt ch e.g. scheme, chemist, chef. ☑ Spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen. ☑ Use apostrophes to mark singular and plural possession e.g. the girl’s name; the girls’ names; include irregular plurals e.g. children’s bags. ☑ Spell the majority of words from the YR 3-4 word list. 	Handwriting Evidence: <ul style="list-style-type: none"> ☑ Writing is legible. ☑ All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. ☑ Writing is spaced sufficiently so that ascenders and descenders do not meet. ☑ Appropriate letters are joined consistently. 	Composition and Purpose Sufficient evidence shows the ability to... <ul style="list-style-type: none"> ☑ Discuss and develop initial ideas in order to plan and draft before writing. ☑ Write to suit purpose and with a growing awareness of audience, using some appropriate features. ☑ Organise writing into sections or paragraphs, including fiction and non-fiction. ☑ Appropriately use a range of presentational devices, including use of title and subheadings. ☑ Use dialogue, although balance between dialogue and narrative may be uneven. ☑ Describe characters, settings and plot, with some interesting details. ☑ Evaluate own and others’ writing, proof read, edit and revise. 	Vocabulary, Grammar and Punctuation Sufficient evidence shows the ability to... <ul style="list-style-type: none"> ☑ Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Experiment with sentences with more than one clause. ☑ Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. Use time connectives. ☑ Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he... ☑ Use expanded noun phrases and adverbial phrases to expand sentences. ☑ Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials. ☑ Use inverted commas accurately for direct speech. ☑ Identify the correct determiner e.g. a, an, these, those. ☑ Usually use the past or present tense, and 1st/3rd person, consistently.



St John's Church of England Academy

English – Year 5

Reading

Fiction – Legends, Suspense and Mystery, Literary Heritage, Stories from other cultures

Archaic – Christmas Carol (Charles Dickens), The Highwayman (Alfred Noyes), The Merry Adventures of Robin Hood (Howard Pyle), Oliver Twist (Charles Dickens), Jungle Book (Rudyard Kipling), Charge of the Light Brigade (Alfred, Lord Tennyson), The Listeners (Walter de la Mare)

Non-Linear Time Sequences – An Eagle in the Snow (Michael Morpurgo), Time Travelling with a Hamster (Ross Welford), Cosmic (Frank Cottrell Boyce)

Complexity of the Narrator – Once (Morris Gleitzman), Clockwork (Philip Pullman), A Series of Unfortunate Events (Lemony Snicket), Varjac Paw (SF Said)

Complexity of Plot/Symbol – The House with Chicken Legs (Sophie Anderson), Daffodils (William Wordsworth), The Arrival (Shaun Tan)

Resistant Texts – The Arrival (Shaun Tan), The Pobble who had No Toes (Edward Lear)

Non-Fiction – Discussion, Explanation, Report, Persuasion, Recount

Poetry – Cinquain, Rap

Word Reading	Comprehension	Terminology
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ☑ Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and traditional stories; poetry; plays; non-fiction and reference or text books. ☑ Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception. ☑ Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough. ☑ Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ☑ Read and enjoy a growing repertoire of texts, both fiction and non-fiction. ☑ Be familiar with some of the text types specified in the YR 5-6 programme of study. ☑ Recommend books they have read to their peers, giving reasons. ☑ Discuss and comment on themes and conventions in a variety of genres. ☑ Read and recite age-appropriate poetry which has been learned by heart. ☑ Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs. ☑ Discuss their understanding of the meaning of words in context, finding other words which are similar. ☑ Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader. ☑ Readily ask questions to enhance understanding. ☑ Make comparisons within and across texts e.g. compare two ghost stories. ☑ Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions. ☑ Distinguish fact from opinion with some success. ☑ Retrieve, record and present information from non-fiction texts. ☑ Summarise main ideas from more than one paragraph, identifying key details which support these. ☑ Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. ☑ Explain what they know or have read, including through formal presentation and debates, using notes where necessary. 	<p>Key terminology ongoing</p> <p>:-</p> <ul style="list-style-type: none"> Noun Adjective Verb Adverb Conjunction Preposition Determiner Tense Conjunction Pronoun-relative Clause Subordinate/relative clause Adverbial Fronted Adverbial Alliteration Simile Metaphor Personification Onomatopoeia Singular/plural Suffix/Prefix Word family Consonant/ vowel Synonym
<p><u>Writing</u></p>		
<p>Text Types T4W</p> <p>Fiction – Legends, Fables, Conquering the Monster Tale, Warning Story, Story with historical Setting, Tale of Fear,</p> <p>Non – Fiction - Discussion, Explanation, Report, Persuasion, Recount</p> <p>Poetry – Cinquain, Rap</p>		

Transcription		Composition		Homonym
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ☑ Write from memory, dictated sentences which include words from the ks2 curriculum. ☑ Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence. ☑ Spell correctly words with letters which are not sounded e.g. knight, solemn. ☑ Use the hyphen to join a prefix to a root e.g. re-enter. ☑ Spell some homophones from the YR 5-6 spelling appendix. ☑ Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6. 	<p>Handwriting Evidence:</p> <ul style="list-style-type: none"> ☑ Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.) ☑ Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram. 	<p>Composition and Purpose Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ☑ Discuss and develop initial ideas in order to plan and draft before writing. ☑ Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense. ☑ Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.) ☑ Use a range of presentational devices, including use of title, subheadings and bullet points. ☑ Use dialogue to indicate character and event. ☑ Describe characters, settings and plot, with growing precision. ☑ Find key words and ideas; begin to write a summary. ☑ Evaluate own and others' writing; with direction, proof read, edit and revise. 	<p>Vocabulary, Grammar and Punctuation Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ☑ Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose. ☑ Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes. ☑ Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must. ☑ Usually maintain correct tense. ☑ Begin to recognise active and passive voice. ☑ Identify and select determiners. ☑ Choose vocabulary and grammar to suit formal and informal writing, with guidance. ☑ Use vocabulary which is becoming more precise. ☑ Use a dictionary and thesaurus to check the meaning of words and expand vocabulary. 	<p>Homonym</p> <ul style="list-style-type: none"> Introduce Active and Passive voice Subject and object Hyphen Colon/semi-colon Bullet points Ellipsis Antonym Modal verb Relative pronoun Relative Clause Parenthesis Bracket Dash Cohesion Ambiguity



St John's Church of England Academy

English – Year 6

Reading

Fiction – Settings, characterisation and atmosphere

Archaic – The Hobbit (JRR Tolkien), Swallows and Amazons (Arthur Ransome), Swiss Family Robinson (Johann David Wyss), Treasure Island (Robert Louis Stevenson), Wind in the Willows (Kenneth Grahame), If (Rudyard Kipling), The Tyger (William Blake)

Non-Linear Time Sequences – Holes (Louis Sachar), Silverfin (Charlie Higson)The Nowhere Emporium (Ross Mackenzie)

Complexity of the Narrator – Wonder (RJ Palacio), Cogheart (Peter Bunzi), War Horse (Michael Morpurgo)

Complexity of Plot/Symbol – Who let the gods out (Maz Evans), Skellig (David Almond), In Flanders Fields (John McCrae) The Lady of Shallot (Alfred Lord Tennyson)

Resistant Texts - ~A Monster Calls (Patrick Ness), Jabberwocky (Lewis Carroll)

Non-fiction – Information, Discussion, Explanation, Persuasion, Formal Letters

Poetry – Literary Heritage

Word Reading	Comprehension	Terminology
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ☑ Fluently and effortlessly read the full range of age-appropriate texts: ☑ Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence. ☑ Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ☑ Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction. ☑ Show familiarity with different text types specified in the YR 5-6 programme of study. ☑ Recommend books to others, giving reasons for their choices; state preferences. ☑ Accurately identify and comment on features, themes and conventions across range of writing, and understand use. ☑ Demonstrate that they have learned a wide range of poetry by heart. ☑ Identify language, structural and presentational features in texts and explain how contribute to meaning. ☑ Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context. ☑ Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification. ☑ During discussion, ask pertinent questions to enhance understanding. ☑ Make accurate and appropriate comparisons within and across different texts. ☑ Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text. ☑ Distinguish between fact and opinion. ☑ Retrieve, record and present information from non-fiction texts. ☑ Identify key details which support main ideas; summarise content drawn from more than one paragraph. ☑ Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. ☑ Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic. 	<p>Key terminology ongoing :-</p> <ul style="list-style-type: none"> Noun Adjective Verb Adverb Conjunction Preposition Determiner Modal verb Tense Conjunction Pronoun Clause Subordinate/relative clause Adverbial Fronted Adverbial Rhetorical question Alliteration Simile Metaphor Personification Onomatopoeia Singular/plural Suffix/Prefix Word family
<u>Writing</u>		
<p>Text Types T4W</p> <p>Fiction – Character Flaw, Time Slip, Change of Formality, Warning Tale, Tale of Fear</p> <p>Non – Fiction - Discussion, Explanation, Information, Persuasion, Formal Letters</p>		

Transcription		Composition		Consonant/ vowel Synonym Homonym
<p>Spelling Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ☑ Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum. ☑ Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial. ☑ Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns. ☑ Spell some challenging homophones from the YR 5-6 spelling appendix. ☑ Spell the majority of words from the YR 5-6 statutory word list. 	<p>Handwriting Evidence:</p> <ul style="list-style-type: none"> ☑ Writing is legible and fluent. (Quality may not be maintained at speed.) ☑ Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram. 	<p>Composition and Purpose Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ☑ Discuss and develop ideas; routinely use the drafting process before and during writing. ☑ Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing. ☑ Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even. ☑ Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase. ☑ Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader. ☑ Integrate dialogue to convey character and advance the action. ☑ Describe characters, settings and atmosphere, with some precision. ☑ Summarise longer passages, when required. ☑ Evaluate own and others' writing; proof read, edit and revise. 	<p>Vocabulary, Grammar and Punctuation Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ☑ Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'. ☑ Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points. ☑ Use modal verbs to indicate degrees of possibility. ☑ Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells. ☑ Understand and use active and passive voice. ☑ Identify the subject and object. ☑ Identify synonym and antonym. ☑ Select vocabulary and grammar to suit formal and informal writing. ☑ Use vocabulary which is varied, interesting and precise. ☑ Use a dictionary and thesaurus to define words and expand vocabulary. 	<p>Introduce Active and Passive voice Subject and object Hyphen Synonym Colon/semi-colon Bullet points Ellipsis Antonym</p>