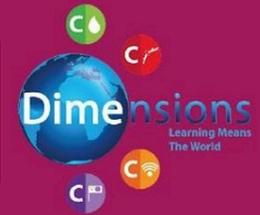




# English

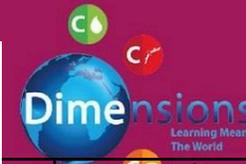


## Subject Overview

Learning Pathways		Autumn 1 Communication	Autumn 1 Culture	Spring 1	Spring 2 Conflict	Summer 1	Summer Conservation
Cycle A Pathfinders		Happily Ever After	One Day, Many Ways	Children's Champions	Unity in the Community	Paddington's Passport	Going Wild
	CORE TEXT	Range of Fairy Tales	Welcome to our world- Moira Butterfield	The Story of Thomas Barnardo	Hey Wall Susan Verde	Paddington Bear	Wildlives Ben Lerwill
	WRITING/READING	<p>I can leave spaces between words.</p> <p>I can sometimes use full stops at the end of a sentence.</p> <p>I can sometimes use capital letters at the beginning of a sentence.</p> <p>I say out loud what I am going to write before writing it.</p> <p>I can write words together to make a sentence.</p> <p>I am beginning to write lower case letters correctly, starting and finishing in the right place.</p> <p>I use a capital letter when I write the word <i>I</i>.</p> <p>I can write capital letters correctly.</p> <p>I can write the digits 0-9 correctly.</p>	<p>I can leave spaces between words.</p> <p>I can sometimes use full stops at the end of a sentence.</p> <p>I can sometimes use capital letters at the beginning of a sentence.</p> <p>I say out loud what I am going to write before writing it.</p> <p>I can write words together to make a sentence.</p> <p>I am beginning to write lower case letters correctly, starting and finishing in the right place.</p> <p>I use a capital letter when I write the word <i>I</i>.</p> <p>I can write capital letters correctly.</p> <p>I can write the digits 0-9 correctly.</p>	<p>I can name the letters of the alphabet.</p> <p>I can sometimes use question marks at the end of a sentence.</p> <p>I can sometimes use exclamation marks at the end of a sentence.</p> <p>I can use capital letters for the names of people and places.</p> <p>I can use a capital letter for the days of the week and months of the year.</p> <p>I can write a few sentences together to make a short story.</p> <p>I can use some adjectives in my writing to describe things (<i>size, colour</i>).</p>	<p>I can connect parts of a sentence together using <i>and</i>.</p> <p>I can name the letters of the alphabet.</p> <p>I can sometimes use question marks at the end of a sentence.</p> <p>I can sometimes use exclamation marks at the end of a sentence.</p> <p>I can use capital letters for the names of people and places.</p> <p>I can use a capital letter for the days of the week and months of the year.</p> <p>I can write a few sentences together to make a short story.</p> <p>I can use some adjectives in my writing to describe things (<i>size, colour</i>).</p>	<p>I make phonetically plausible attempts at spelling <i>most</i> (80%) graphemes.</p> <p>I can spell <i>some</i> (40%) words using suffixes -s and -es and the prefix un-</p> <p>I can spell <i>many</i> (60%) common exception words</p> <p>I can sequence my sentences in a story with time connectives (then, next)</p> <p>I can use two adjectives together to describe a noun (2a sentence).</p> <p>I can use a noisy word in my writing (onomatopoeia). <i>E.g., boom, swoosh, buzz.</i></p>	<p>I make phonetically plausible attempts at spelling <i>most</i> (80%) graphemes.</p> <p>I can spell <i>some</i> (40%) words using suffixes -s and -es and the prefix un-</p> <p>I can spell <i>many</i> (60%) common exception words</p> <p>I can sequence my sentences in a story with time connectives (then, next)</p> <p>I can use two adjectives together to describe a noun (2a sentence).</p> <p>I can use a noisy word in my writing (onomatopoeia). <i>E.g., boom, swoosh, buzz.</i></p>
Cycle B Pathfinders		Inter-Nation Media Station	Come Fly With Me! Arctic Circle	Record Breaker	Land Ahoy!	Never Eat Shredded Wheat	Skip of the Dump
	CORE TEXT	Hello is this planet Earth Tim Peak	The Search for the Giant Artic Jellyfish Chloe Savage	The Story of Sir Ranulph Fiennes	The Pirates Next Door Jonny Duddle	Lost and Found	The Owl Who Was Afraid of the Dark' Jill Tomlinsons
	WRITING/READING	<p>I can form lower-case letters in the correct direction, starting and finishing in the right place.</p>	<p>I can form lower-case letters in the correct direction, starting and finishing in the right place.</p>	<p>I can use co-ordinating conjunctions to join two clauses (and, or, but).</p> <p>I can use subordination to join clauses (when, if, that, because).</p> <p>I can use a sentence to show exclamations.</p>	<p>I can use co-ordinating conjunctions to join two clauses (and, or, but).</p> <p>I can use subordination to join clauses (when, if, that, because).</p>	<p>I can spell <i>most</i> (80%) common exception words.</p> <p>I can spell <i>most</i> (80%) words with contracted forms.</p> <p>I can add suffixes to spell <i>most</i> (80%) words correctly (-ment, -ness, -ful, -less, -ly)</p>	<p>I can spell <i>most</i> (80%) common exception words.</p> <p>I can spell <i>most</i> (80%) words with contracted forms.</p> <p>I can add suffixes to spell <i>most</i> (80%) words correctly (-ment, -ness, -ful, -less, -ly)</p>



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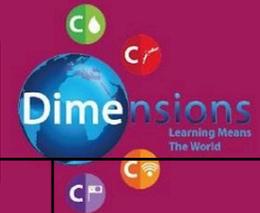


## Subject Overview

		<p>I can form lower-case letters in the correct size relative to each other. I can leave spaces between words. Write sentences that are sequences to form a short narrative.</p> <p>I can use capital letters at the beginning of <u>some</u> sentences and full stops at the end.</p> <p>I can spell <u>some</u> common exception words</p> <p>I can segment words into phonemes and choose graphemes to write them, spelling <u>some</u> correctly.</p>	<p>I can form lower-case letters in the correct size relative to each other. I can leave spaces between words. Write sentences that are sequences to form a short narrative.</p> <p>I can use capital letters at the beginning of <u>some</u> sentences and full stops at the end.</p> <p>I can spell <u>some</u> common exception words</p> <p>I can segment words into phonemes and choose graphemes to write them, spelling <u>some</u> correctly.</p>	<p>I can write sentences with different forms – commands, questions, statements. I use the past or present tense at the right times in my writing. I re-read my writing to see that it makes sense and to check for mistakes.</p> <p>I can use capital letters at the beginning of <u>most</u> sentences and full stops at the end.</p> <p>I can use question marks accurately.</p> <p>I can use commas for lists accurately.</p> <p>I can spell <u>many</u> (60%) graphemes correctly.</p> <p>I can spell <u>many</u> (60%) common exception words correctly.</p> <p>I can spell <u>some</u> (40%) words with contracted forms</p> <p>I can use when words to make my writing flow in the right order (<i>Last time, also, after, then, soon, at last, and another thing</i>). Write simple coherent narratives. Write about real events.</p> <p>I can add description to a noun phrase</p> <p>I can describe characters' <u>emotions</u> using show not tell sentences. (If a character is scared, what would they do? How would they behave? How would they move?)</p> <p>I can use the suffix -ly to turn adjectives into adverbs of manner (how). <i>E.g., quick – quickly</i></p> <p>I can use the senses to describe a setting in a story (<i>see, hear, feel</i>). <i>Descriptive words and phrases that help the reader visualise the setting</i></p> <p>I can ask the reader a 'should, would or could' question. (<i>link to use of question mark</i>)</p>	<p>I can use a sentence to show exclamations.</p> <p>I can write sentences with different forms – commands, questions, statements. I use the past or present tense at the right times in my writing.</p> <p>I re-read my writing to see that it makes sense and to check for mistakes.</p> <p>I can use capital letters at the beginning of <u>most</u> sentences and full stops at the end.</p> <p>I can use question marks accurately.</p> <p>I can use commas for lists accurately.</p> <p>I can spell <u>many</u> (60%) graphemes correctly.</p> <p>I can spell <u>many</u> (60%) common exception words correctly.</p> <p>I can spell <u>some</u> (40%) words with contracted forms</p> <p>I can use when words to make my writing flow in the right order (<i>Last time, also, after, then, soon, at last, and another thing</i>). Write simple coherent narratives.</p> <p>I can add description to a noun phrase</p> <p>I can describe characters' <u>emotions</u> using show not tell sentences. (If a character is scared, what would they do? How would they behave? How would they move?)</p> <p>I can use the suffix -ly to turn adjectives into adverbs of manner (how). <i>E.g., quick – quickly</i></p> <p>I can use the senses to describe a setting in a story (<i>see, hear, feel</i>). <i>Descriptive</i></p>	<p>I can use the full range of KS1 punctuation <u>mostly (80%) correctly</u> including commas to separate items in a list.</p> <p>I can use the full range of KS1 punctuation <u>mostly correctly</u> (80%) including apostrophes to mark singular possession.</p> <p>I can use diagonal and horizontal joins in (80%) writing.</p> <p>I can write effectively and coherently for different purposes, drawing on my reading to inform the vocabulary and grammar of my writing.</p>	<p>I can use the full range of KS1 punctuation <u>mostly (80%) correctly</u> including commas to separate items in a list.</p> <p>I can use the full range of KS1 punctuation <u>mostly correctly</u> (80%) including apostrophes to mark singular possession.</p> <p>I can use diagonal and horizontal joins in (80%) writing.</p> <p>I can write effectively and coherently for different purposes, drawing on my reading to inform the vocabulary and grammar of my writing.</p>
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# English



## Subject Overview

words and phrases that help the reader visualise the setting  
I can ask the reader a 'should, would or could' question. (link to use of question mark)

Learning Pathways		Autumn 1 Communication	Autumn 1 Culture	Spring 1	Spring 2 Conflict	Summer 1	Summer Conservation
Cycle A Adventurers		'Hot Off the Press'	A World of Difference	Viking Warrior/Saxon King	Law and Order	Rocky the Findosaur/Lindow Man	Picture Our Planet
	CORE TEXT	Comic Strips	Range of Holy Books The Nativity Story	Legend of Ragnar Lothbrok Story of Harold Godwinson	'If I Were King' A.A. Milne	Non-fictions text	'Nessie, The Loch Ness Monster' Richard Brassey 'Loch Ness Monster' James Carney
	WRITING/READING	Stories set in imaginary worlds, persuasive advert (non-fiction), writing in role - character interview (fiction)	Holy books, Informational leaflet (non-fiction), setting description, diary entry (fiction)	Researching, newspaper report (non-fiction) Research, narrative - Retell from different perspective (fiction) Researching	Persuasive letter (non-fiction), Poem based on a Theme (fiction)	Researching, setting description, narrative with alternative ending (fiction) Researching, non-chronological report (non-fiction)	Folklore Persuasive Writing
	SPEAKING AND LISTENING	Anchoretic Artefacts					
	USE OF LANGUAGE	Making Comparisons Retelling to Others	Voicing Opinions Clearly Sequencing		Making an Argument Making Deductions		Making Evaluations Making Comparisons



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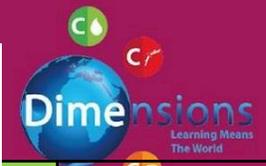
## Subject Overview

	LEARNING LEXICON	Symbols Features	Symbols Features		Group Classify		Omission Inference
	Yr3 SPaG	Nouns and Pronouns for Clarity, Consonants and Vowels, Suffixes: -ly, Past Tense, Subordinate Clauses	Adjectives, 'A' or 'An?', Prefixes: super-, anti-, auto-, Present Tense, Apostrophes	Verbs Compound, Nouns, Prefixes, Disjunctive, Subordinating Conjunctions, Inverted Commas	Adverbs - Time, Place & Cause, Prefixes: in, Suffixes: -ation, Coordinating Conjunctions, Organisational Devices	Prepositions, Prefixes: re-, sub-, inter-, Suffixes beginning with Vowels, Time Conjunctions, Paragraphs	Homophones, Suffixes: -ous, -ly, Families, Place and Cause Conjunctions, Editing and Evaluating
Cycle B Adventurers		Lightning Speed	Come Fly With Me! Africa	Window on the World	Athens v Sparta	May the Force Be With You	Under the Canopy
	CORE TEXT	'The Chronicles of Harris Burdick' Chris Van Alisburg	'Tales from Africa' Kathleen Arnott	'History Hackers' Twinkl Original	'Greek Myths' Marcia Williams 'The First Greek Myths Series' Orchard Books	'The Iron Man' Ted Hughes	'The Great Kapok Tree' Lynne Cherry
	WRITING/READING	Setting description, writing in genre - flashbacks (fiction), writing to inform - eye witness account (non-fiction)	Traditional Stories, poetry (fiction), recount (non-fiction)	Researching, narrative - story innovation (fiction), persuasive advert (non-fiction)	Character description and comparison, diary entry (fiction), newspaper report (non-fiction)	Writing in role as Iron Man (fiction), explanation text of how something works (non-fiction)	Adventure Stories Fact and Opinion / Persuasion
	SPEAKING AND LISTENING				Agreeing on Rules Debating		
	USE OF LANGUAGE	Giving Explanations Voicing Opinions	Giving Explanations Giving Descriptions		Making an Argument Making Predictions		Creating Hypotheses Making Deduction
	LEARNING LEXICON	Chronology Combine	Group Classify		Chronology Combine		Source Evidence
	Yr4 SPaG	Singular and Plural, Nouns Pronouns, Standard English, Compound Words, Adverbs To Express	Possessive Pronouns, Fronted Adverbials, Prepositions To Express Time and Cause, Plural and Possessive '-s', Commas	Adjectives, Homophones, Commas after Fronted Adverbials, Expanded Noun Phrases, Editing and Evaluating	Determiners, Word Families, Prepositional Phrases, Verb Tenses - Present, Inverted Commas	Verb Inflections, Conjunctions to Express Time and Cause, Suffixes, Possessive Apostrophes, Paragraphs	Verb Tenses - Past, Prefixes, Plural Possessive Apostrophes, Subordinate Clauses, Organisational Devices

		Autumn 1 Communication	Autumn 1 Culture	Spring 1	Spring Conflict	Spring 2	Summer Conservation
Cycle A Navigators		A World of Bright Ideas	Cosmopolitan Pharaoh Queen	In Your Element	You're Not Invited	Time Team	Full of Beans
	CORE TEXT	'Chitty, Chitty Bang Bang' Ian Fleming			'The Thieves of Ostla' Caroline Lawrence		
	WRITING/READING	Writing in role - letter to a character (fiction), autobiography about an inventor (non-fiction)	Setting descriptions to compare, historical recount about migration (non-fiction) Narrative - story innovation (fiction)	Information text (non-fiction) and Narrative Story - innovation (fiction)	Narrative - historical settings (fiction), tourist leaflet/brochure (non-fiction)	Writing in role - character interview (fiction), fact file (non-fiction)	Instructions, persuasive letter/advert
	SPEAKING AND LISTENING				Discussion Reaching Agreements		



# English



	USE OF LANGUAGE	Creating Hypotheses Voicing Opinions	Making Comparisons Giving Explanations Making an Argument		Making Deductions Voicing Opinions		Clearly Sequencing Making Evaluations
	LEARNING LEXICON	Refine	Relevant		Analyse		Criteria
	Yr5 SPaG	Proper Nouns, Adverbs of Possibility, Converting Nouns and Adjectives into Verbs - Suffixes -ate, -ise, -ify, Tenses: Past & Present Progressive and Present Perfect, Possessive Plural Apostrophes, Expanded Noun Phrases	Adverbs, Degrees of Possibility - Modal Verbs, Verb Prefixes dis-, de-, mis-, over-, re, Verb Inflections & Standard English, Using Inverted Commas	<b>Subject Overview</b> Prepositions, More Prefixes, Coordinating Conjunctions, Using Inverted Commas (Changing the Position of the Reporting Clause), Parenthesis – Brackets, Commas for Meaning and Clarity	Determiners, More Suffixes, Subordinating Conjunctions, Linking Paragraphs with Adverbials, Direct & Indirect (Reported) Speech	Pronouns & Possessive, Pronouns Word Families, Subordinate Clauses Writing Cohesive Paragraphs Parenthesis - Commas Homophones	Adverbials/Fronted Adverbs, Dictionary Work, Relative Clauses, Editing & Evaluations Parenthesis – Dashes
Cycle B Navigators		Mission Control	'I Have a Dream...' 'True Crime' the Pental Witches	Fighting Footballers	Clash of the Titans	Go With the Flow	Global Warning
	CORE TEXT	'The Star Beast' Nicholas Stuart Gray	'Mandela, the Graphic Novel' Umlando Wezithombe 'Too Black, Too Strong' Benjamin Zephaniah Pental Witches Research	Daily Chronicle Premier League	'Friend or Foe' Michael Morpurgo	Non-fiction books and Recipes	Washington Post Report
	WRITING/READING	Research, fact file (non-fiction), film narrative (fiction)	Biography (non-fiction) and Poetry (fiction) Creating own potions/instructions (non-fiction)	Create a power point about Walter Tull and present Newspaper report (non-fiction)	Narrative with alternative ending (fiction), historical recount (non-fiction)	Research Explanation text and Instructions/Creating own recipes (non-fiction)	Persuasive poster Newspaper Reporter (videoed)
	SPEAKING AND LISTENING						
	USE OF LANGUAGE	Making Deductions Making Predictions	Giving Descriptions Retelling to Others		Clearly Sequencing Giving Descriptions		Making an Argument Making Evaluations
	LEARNING LEXICON	Record	Analyse		Relevant		Record
	Yr6 SPaG	Noun Phrases Modal Verbs and Subjunctive Mood, Suffixes - Nouns and Adjectives to Verbs Relative Clauses, Commas	Pronouns & Possessive Pronouns, Adverbs to Show Frequency, Prefixes Colons in Lists Subordinating, Conjunctions and Clauses	Synonyms and Antonyms, Adverbs to Show , Possibility Root Words Hyphens Coordinating	Subject and Object Ambiguity Hyphenated, Compound Words, Bullet Points, Perfect Form of Verbs, to Mark Relationships of Time and Cause	Direct and Reported Speech, Active and Passive Semi-colons, Colons and Dashes to Mark Clauses, Formal and Informal Speech and Vocabulary Layout Devices	Direct and Reported Speech, Active and Passive Semi-colons, Colons and Dashes to Mark Clauses, Formal and Informal Speech and Vocabulary Layout Devices

