





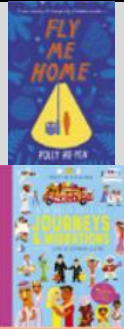
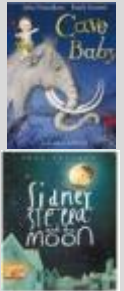




Let your light shine before others that they may see your good deeds and glorify your Father in heaven, Matthew 5:16



Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Reading Rituals								
<b>Year 3</b>  	<b>Content Domain Coverage</b> <b>2a: meaning of words</b> <b>2b: retrieve</b> <b>2c: summarise</b> <b>2d: inference</b> <b>2e: predict</b> <b>2f: how content is related</b> <b>2g: enhanced meaning through choice of words/phrases</b> <b>2h: comparisons</b>	<b>Sessions 1,2,3</b> 2e Predict 2b Retrieve 2c Summarise main ideas 2f Explain how content is related 2g Word choice	<b>Sessions 4, 5, 6</b> 2a Meaning of words 2g Word choice 2f Explain how content is related 2b Retrieve 2c Summarise main ideas 2d Inference	<b>Sessions 7, 8, 9, 10</b> 2c Summarise main ideas 2d Inference 2a Meaning of words 2g Word choice 2h Make comparisons within the text	<b>Sessions 1,2,3,4</b> 2a Meaning of words 2b Retrieve 2d Inference 2e Predict 2f Explain how content is related 2g Word choice	<b>Sessions 5,6,7,8</b> 2a Meaning of words 2b Retrieve 2c Summarise main ideas 2d Inference 2g Word choice 2f Explain how content is related 2h Make comparisons within the text 2g Word choice	<b>Sessions 9, 10, 11,12</b> 2c Summarise main ideas 2d Inference 2f Explain how content is related 2h Make comparisons within the text	<b>Assessment of units 1 and 2 and additional teaching to any gaps. Look at test style questions.</b>
<b>Year 4</b> 	<b>Content Domain Coverage</b> <b>2a: meaning of words</b> <b>2b: retrieve</b> <b>2c: summarise</b>	<b>Sessions:</b> 1 – 2b, 2e 2 – 2a, 2g 3 – 2a, 2g 4 – 2b, 2f, 2g 5 – 2d	<b>Sessions:</b> 6 – 2c, 2e 7 – 2f 8 – 2a, 2b, 2d 9 – 2e, 2g 10 – 2a,	<b>Sessions:</b> 11 – 2g 12 – 2d 13 – 2f, 2h 14 – 2c 15 – 2h	<b>Sessions:</b> 1 – 2e 2 – 2f, 2g 3 – 2d, 2h 4 – 2h 5 – 2d	<b>Sessions:</b> 6 – 2a, 2e 7 – 2a, 2b 8 – 2c, 2d 9 – 2e, 2g 10 – 2b, 2d,	<b>Sessions:</b> 11 – 2h 12 – 2f 13 – 2c 14 – 2f 15 – 2c, 2f, 2h	<b>Assessment of units 1 and 2 and additional teaching to any gaps.</b>

	<p>2d: inference 2e: predict 2f: how content is related 2g: enhanced meaning through choice of words/phrases 2h: comparisons</p>							<p>Look at test style questions.</p>
<p>Year 5</p>  	<p>Content Domain Coverage 2a: meaning of words 2b: retrieve 2c: summarise 2d: inference 2e: predict 2f: how content is related 2g: enhanced meaning through choice of words/phrases 2h: comparisons</p>	<p>Sessions: 1 – 2d, 2e 2 – 2a, 2g 3 – 2b 4 – 2d, 2f 5 – 2f</p>	<p>Session: 6 – 2d 7 – 2b, 2d 8 – 2d 9 – 2h 10 – 2f, 2h</p>	<p>Sessions: 11 – 2c 12 – 2a 13 – 2d 14 – 2d 15 – 2b, 2d</p>	<p>Sessions: 16 – 2d 17 – 2a, 2g 18 – 2e, 2h 19 – 2c, 2h 20 – 2c</p>	<p>Sessions: 1 – 2a, 2d 2 – 2b, 2d, 2f 3 – 2c, 2h 4 – 2b, 2f 5 – 2c, 2d</p>	<p>Sessions: 6 – 2d 7 – 2b, 2c 8 – 2d, 2h 9 – 2a, 2g 10 – 2b, 2e</p>	<p>Sessions: 11 – 2b, 2f 12 – 2b, 2d 13 – 2a, 2g 14 – 2c, 2e 15 – 2b, 2c</p>
<p>Year 6</p>	<p>Content Domain Coverage</p>	<p>Sessions: 1 – 2e 2 – 2a, 2g</p>	<p>Sessions: 6 – 2c, 2d 7 – 2h</p>	<p>Sessions: 11 – 2b 12 – 2e</p>	<p>Sessions: 1 – 2a, 2e, 2f 2 – 2b, 2c</p>	<p>Sessions: 6 – 2a, 2c 7 – 2c, 2d</p>	<p>Sessions: 11 – 2d 12 – 2c, 2d</p>	<p>Assessment of units 1 and 2 and</p>

	<b>2a: meaning of words</b> <b>2b: retrieve</b> <b>2c: summarise</b> <b>2d: inference</b> <b>2e: predict</b> <b>2f: how content is related</b> <b>2g: enhanced meaning through choice of words/phrases</b> <b>2h: comparisons</b>	<b>3 – 2d</b> <b>4 – 2g</b> <b>5 – 2b, 2d</b>	<b>8 – 2a</b> <b>9 – 2e, 2f, 2g</b> <b>10 – 2d, 2h</b>	<b>13 – 2c</b> <b>14 – 2f, 2h</b> <b>15 – 2c, 2g</b>	<b>3 – 2a, 2b</b> <b>4 – 2b, 2c</b> <b>5 – 2a, 2b</b>	<b>8 – 2d, 2f</b> <b>9 – 2d, 2g</b> <b>10 – 2a, 2b</b>	<b>13 – 2a, 2b</b> <b>14 – 2b, 2f</b> <b>15 – 2g, 2h</b>	<b>additional teaching to any gaps. Look at test style questions.</b>
Writing Root								
<b>Year 1</b> <b>Journeys and Exploration</b> 		Tell stories and describe incidents from their own experience in an audible voice. Recognise and join in with predictable phrases. Sequence key events in a known story.	Create a narrative and retell a known story by joining sentences. Sequence sentences to form a narrative	<b>Assessment of Unit 1 – additional teaching for any gaps identified.</b>	Orally rehearse sentences. Write statements about the moon with a group. Predict what might happen on the basis of what has been read so far.	Name the features of a simple non-fiction text. Identify the difference in format between a fiction and non-fiction book. Plan for writing. Create a glossary for the information book. Place things in alphabetical order.	Write coherent narratives. Make simple edits, corrections and improvements.  <b>Assessment of Unit 2 – additional teaching for any gaps identified.</b>	
<b>Year 2</b> <b>Creation and Conservation</b>			To begin to infer and write in role. To use a variety of difference	To create a narrative based on a known story. To edit and improve to ensure	To discuss future dreams and wishes. To use conjunctions to	To use past tense verbs to write a travel log.	To use noun phrases to continue writing an	

			<p>sentence types to create a poster. To use adjectives to create noun phrases about a setting.</p>	<p>vocabulary is descriptive. To write a persuasive piece for a campaign. To present their campaigns on endangered animals to an audience.</p>	<p>write a set of instructions. To record factual statements about animals. To use noun phrases to write a poem about the earth.</p>	<p>To take notes and record factual statements. To use conjunctions to write a persuasive speech. To plan a leaflet. To use a range of sentence types to write the opening of an informative leaflet.</p>	<p>information leaflet. To write factual statements to continue an information leaflet. To use a range of conjunctions to continue writing an information leaflet. To edit and publish my work. To write an aspirational letter.</p>	
<p><b>Year 3 Magic and Wonder</b></p> 			<p>Make plausible inferences about a character's emotions. Use questions and statements to record a conversation. Plan main events of a story.</p>	<p>Write the opening of a story. Write the middle section of a story. Write the ending of a story. Edit writing for cohesion. Publish writing for a given audience and purpose.</p>	<p>Infer meaning using illustrations. Use modal verbs to explore an imaginary scenario. Identify how exclamatory and interrogative sentences can be used for effect.</p>	<p>Empathise with and infer feelings or a character within a story. Make connections and comparisons with the text. Select and sequence key events in a narrative. Use a variety of grammatical and compositional features to retell a narrative.</p>	<p><b>Assessment of units 1 and unit 2 and additional teaching to any gaps.</b></p>	

<p><b>Year 4</b> <b>Finding Freedom</b></p> 		<p>To explore the theme of a story. To write and perform a poem.</p>	<p>To write a persuasive letter in role. To plan dialogue. To write a dialogue (as a script?). To plan a narrative (play script/ story?).</p>	<p>To write the first part of a narrative (play script or story). To continue the narrative (acts or paragraphs). To edit and publish our work.</p>	<p>To ask a range of investigative questions. To research and record factual statements.</p>	<p>To write and deliver a speech in role. To reflect on the story.</p>	<p>To plan the stages of an explanation text. To use a template to plan an explanation text. To write the introduction of an explanation text. To continue writing an explanation text based on a plan. To continue an explanation text.</p>	<p>To edit and publish an explanation text.</p>
<p><b>Year 5</b> <b>Ambition and Desires</b></p> 	<p>To present opinions orally in a debate. To explore the specifics of a narrative genre. To make inferences based on evidence. To compare characters using evidence. To show characters' thoughts and</p>	<p>To build atmosphere by describing a setting. To write a letter of advice.</p>	<p>To summarises a text and give my opinion on it. To plan a science-fiction narrative. To introduce characters in a narrative. To use descriptive techniques to continue a science-fiction narrative.</p>	<p>To edit for cohesion.</p> <p><b>Assessment of Unit 1.</b></p>	<p>To ask a range of questions about a subject. To write a non-fiction report for a webpage. To use a range of sentence types to create an advert. To use a range of noun phrases to write about a character. To speak in role as a character from the book.</p>	<p>To write a formal persuasive letter. To write an informal letter. To write a diary entry. To gather factual evidence to form an opinion. To plan a newspaper opinion piece.</p>	<p>To collect information in note form. To plan the memoir of a famous character. To write the memoir of a famous character.</p>	<p>To edit and redraft for cohesive devices.</p> <p><b>Assessment of Unit 2.</b></p>

	feelings through dialogue.							
<b>Year 6</b> <b>Journeys and Migration</b>  	<p>To use a range of modal verbs to explore possibilities and ask questions.</p> <p>To be able to identify verbs for different thoughts and feelings.</p>	<p>To convey an emotional scene by considering the effect of alternative adjectives.</p> <p>To describe events from an alternative point of view using strong verbs and adjectives.</p> <p>To work in role to examine the issues in the text.</p> <p>create a more formal tone.</p>	<p>To describe a setting using expanded noun phrases.</p> <p>To be able to infer and imagine what is being said in the form of a script with two parts.</p> <p>To write a report using an appropriate tone.</p> <p>To identify how to create a cohesive piece of writing using conjunctions and adverbial phrases.</p>	<p>To plan to create a third person narrative.</p> <p>To adapt sentences for audience and purpose.</p> <p>To use a range of devices to create an engaging story.</p> <p>To develop characters using speech.</p> <p>To edit and improve writing using cohesive devices.</p>	<p>To use modal verbs to explore possibilities and make inferences.</p> <p>To create poetry using expanded noun phrases and figurative language.</p> <p>To make inferences to write informally in role.</p> <p>To write persuasively using a formal tone.</p>	<p>To use relative clauses to present information.</p> <p>To select appropriate language to reflect characters' changing emotions.</p> <p>To use personification to write descriptive sentences.</p> <p>To use 'show not tell' sentences to write a narrative scene.</p>	<p>To use conditional sentences to suggest possibilities.</p> <p>To use a range of descriptive devices to write a dream scene.</p>	<p>To create poetry using expanded noun phrases and figurative language.</p>
<b>Vocabulary, Grammar and Punctuation</b>								
<b>Year 1</b>		<p>Use capital letters and full stops in a sentence.</p> <p>Write noun phrases.</p> <p>Use simple adjectives to expand nouns.</p> <p>Segment spoken words</p>	<p>Understand that a sentence needs a capital letter and a full stop.</p> <p>Use capital letters and full stops when punctuating sentences.</p>	<p><b>Assessment of Unit 1 – additional teaching for any gaps identified.</b></p>	<p>Use adjectives to describe a noun.</p> <p>Use the conjunction 'because'.</p> <p>Use a question mark at the end of a question.</p> <p>Identify the correct</p>	<p>Write using full sentences with capital letters and full stops.</p> <p>Revise and use digraphs and trigraphs au, igh and oo.</p>	<p>Use coordinating and subordinating conjunctions.</p>	


		into phonemes and represent these by graphemes, spelling many correctly.	Begin to use exclamation marks. Join sentences with 'and'.		homophones (or near homophone) in context.			
<b>Year 2</b>		To create noun phrases. To begin to use the four grammatical forms of sentence. To identify the difference between questions, statements, commands and exclamations. To use statements for facts and exclamations for opinions. To use command sentences to give advice.	To convert verbs from simple present to simple past tense. To know when to use -s or -es on the end of animals names. To use a variety of sentence types to create a poster. To use adjectives to create noun phrases about a setting.	To write consistently in present tense.	To use conjunctions to write a set of instructions. To create noun phrases to describe.	To use past tense verbs to write a travel log. To use conjunctions to write a persuasive speech. To use a range of sentence types to write the opening of an informative leaflet.	To use noun phrases to continue writing an information leaflet. To use a range of conjunctions to continue writing an information leaflet.	
<b>Year 3</b>		Use a range of sentence types to persuade. Identify word classes. Select words and phrases	Create figurative expanded noun phrases. Punctuate direct speech.		Identify regular and irregular plurals. Know the difference between	Edit the choice of verbs to add detail and avoid repetition.		

		<p>for clarity and impact. Use adverbs and adverbial phrases to describe when, where and how. Write multi-clause sentences with 'if'.</p>			possession and omission.			
<b>Year 4</b>		<p>To use conjunctions to explain. To use a range of adjectives to infer emotions. To use noun phrases to describe a setting.</p>	To use apostrophes to show possession.		<p>To use noun phrases to describe. To use time adverbials to create a diary entry. To use adverbials to write instructions.</p>	<p>To use a range of sentence types to create a persuasive poster. To use the present perfect tense. To use the present perfect tense in a letter.</p>		
<b>Year 5</b>	To show characters' thoughts and feelings through dialogue.	<p>To use expanded noun phrases to describe feeling. To use modals and adverbs to predict.  To use adverbials to write an action sentence.</p>	To use a range of adverbials to build tension in a sci-fi narrative.	To edit for cohesion.	<p>To use a range of sentence types to create an advert. To use a range of noun phrases to write about a character.</p>			To edit and redraft for cohesive devices.



<b>Year 6</b>	To use a range of modal verbs to explore possibilities and ask questions. To be able to identify verbs for different thoughts and feelings.	To convey an emotional scene by considering the effect of alternative adjectives. To describe events from an alternative point of view using strong verbs and adjectives. To identify how to expand upon a single-clause sentence using adverbial phrases and precise verb choices. To write in the passive voice to	To describe a setting using expanded noun phrases. To use tense change for a flash back. To identify how to create a cohesive piece of writing using conjunctions and adverbial phrases.	To use a range of devices to create an engaging story. To develop characters using speech. To edit and improve writing using cohesive devices.	To use modal verbs to explore possibilities and make inferences. To create poetry using expanded noun phrases and figurative language. To use noun phrases to describe a character's emotions.	To use a single dash to emphasise a point.	To use contrasting conjunctions to make comparisons. To expand single-clause sentences with adverbial phrases. To use the passive voice to summarise.	
<b>Spellings</b>								
<b>Year 1</b> Little Wandle	<b>Common Exception Words Assessment</b>	feel, right, go, food, hard, my, sort, took, down, hear, out, light, zoom	misses, year, what, chain, cobweb, she, queen, goats, me, chair, shark, love, better, bucket	Frog, drum, they, splat, thinks, some, green, brown, were, train, paint, sure, milk, thump	day, play, said, cloud, sound, you, boy, joy, like, read, treat, push, found, children	magnet, popcorn, all, cartoon, rabbit, of, spray, toy, one, proud, say, here,	<b>Autumn 1 Assessment</b>	Additional teaching as identified by assessment
<b>Year 2</b> Little Wandle	<b>Baseline Assessment</b>	<b>Baseline Assessment</b>	<b>Phase 5 Review: week 1</b> /ai/ a-e ai ay a eigh ea ey aigh	<b>Phase 5 Review: week 2</b>	<b>Phase 5 Review: week 3</b> /or/ or a aw au ore oor al oar	<b>Phase 5 Review: week 4</b> /j/ j g ge dge /s/ s ss c ce se st sc	<b>Phase 5 Review: week 5</b> e /ee/ /igh/	<b>Assessment</b>

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<b>Year 3</b> Spelling Seed	<b>Common Exception Words Baseline Assessment</b>	Common Exception Words (additional to Literacy Tree) actual, actually, minute, probably, eight, eighth, position,	Word List: appear, believe, disappear, experience, famous, heard	Prefixes - dis and mis: disappear, disbelief, misfiring, misadventure, disobey, discomfort, misheard,	Endings spelt tion, sion, ssion, cian: invention, action, completion, expression, discussion, permission, extension, comprehension, tension, musician, politician, mathematician	Word list: describe, early, earth, imagine, suppose, surprise, thought	Suffixes – ous: curious, tremendous, courageous, outrageous, serious, spontaneous, suspicious, cautious, wondrous, frivolous	Common Exception Words (additional to Literacy Tree) recent, actually, bicycle, build, guard, separate
<b>Year 4</b> Spelling Seed	<b>Common Exception Words Baseline Assessment</b>	Common Exception Words (additional to Literacy Tree):	Word List: address, circle, fruit, library, possess, possession,	Homophone and near homophones: meet/meat here/hear peace/piece weather/whether	Possessive apostrophe with plural words	Word List: decide, guide, important, learn, natural, notice, possible, group	Words ending with sure/ture: measure pleasure treasure creature	The suffix 'ation: germination fertilisation pollination illustration

		business, centre, particular, therefore, busy, perhaps,	through, quarter, woman	rain/reign mist/missed main/mane he'll/heel/heal stare/stair bawl/ball desert/dessert great/grate			enclosure adventure picture furniture teacher catcher nature richer stretcher feature	information creation duration preparation
<b>Year 5</b> Spelling Seed	<b>Year 3 and 4</b> <b>Common</b> <b>Exception</b> <b>Words</b> <b>Assessment</b>	Word list: conscience, conscious, equip (-ped, - ment), muscle, physical, programme, system, temperature,	Words with ei after c	Homophones and other words that are often confused: draft/draught cereal/serial device/devise licence/license practice/practise guessed/guest led/lead morning/mourning edition/addition precede/proceed	Word list: achieve, controversy, prejudice, privilege, programme, relevant	Endings which sound like  (-cial or -tial)	Words ending in -ant, -ance, - ancy	Common Exception Words: (additional to Literacy Tree) forty, occur, especially, develop, excellent, profession
<b>Year 6</b> Spelling Seed	<b>Common</b> <b>Exception</b> <b>Words</b> <b>Baseline</b> <b>Assessment</b>  Word List (additional to Literacy Tree): aggressive, bruise, category,	Word List: accommodate, bargain, communicate, foreign, identify, individual, language, pronunciation, queue,	Homophones and other words that are often confused: allowed/aloud desert/dessert further/father guest/guessed heard/herd licence/license past/passed proceed/precede weather/whether	Words with 'silent' letters: sign know thumb wrought chorus glisten	Word List: embarrass, nuisance, conscious, prejudice, guarantee queue foreign identity	Homophones and other words that are often confused: allowed/aloud heard/herd past/passed proceed/precede weather/whether who's whose of/off their/they're/there	Words containing the suffixes -ate, -ify, -en	Words with 'silent' letters: foreign knowledge thumb wrought chorus glisten scene

	cemetery, committee, convenience, definite, determined,		who's whose					
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