



	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
F1	Texts: Monkey Puzzle, Its My Turn, Elmer, The Rainbow Fish, Just the way you Are.	Texts: Room on the Broom Stickman, One Snowy Night, Lost in the Snow, The First Christmas, The Dinosaur That Pooped a Planet, Autumn.	Texts: The Train Ride, Grandpa's Magic Slippers, We all went on Safari, How to Catch a Star, Lost and Found.	Texts: The Very Hungry Caterpillar, The Teeny Weeny Tadpole, A Seed in Need, Jack and the Beanstalk.	Texts: Into The Castle, Super worm, Super Kid, Sir Scallywag and the Golden Underpants, What's inside the Witches Kitchen.	Texts: Commotion in the Ocean, Seaside Poems, Snail and the Whale The Rainbow Fish.
F2	Texts: Elmer, Funnybones, The Smeds and the Smoos, Max and Lemon Around the World, Giraffes Can't Dance, Be Brave Little Penguin, Rainbow Fish Enrichment: Birthday party for class	Texts: Dipal's Story, Stickman, Jolly Christmas Postman, One Winter's Day, One Snowy Night	Texts: Supertato, Suptertato: Veggies assemble, Supertato Run, Veggies, Run, Superkid.	Texts: Jasper's Beanstalk, Jack and the Beanstalk, The Very Hungry Caterpillar, Monkey Puzzle, What the Ladybird Heard, The Very Busy Spider, The Little Red Hen, Squash and a Squeeze, Snail and the Whale	Texts: The Three Little Pigs, On The Way Home	Texts: maps, Atlas, Max and Lemon around the World, Handa's Surprise, Anna Hibiscus books,
Year 1	Text/ Novel: The Gruffalo by Julia Donaldson Narrative- Captions and Labels (2 weeks)	Text/ Novel: Lost and Found by Oliver Jeffers Poetry- Shape Poems (1 week)	Text/ Novel: Lost in a Toy Museum by David Lucas Recount- Diary (2 weeks)	Text/ Novel: Rapunzel by The Brothers Grimm Narrative- Retelling of Traditional Tale (3 weeks)	Text/ Novel: Oliver's Vegetables By Alison Bartlett and Vivian French Report- Biography (2 weeks)	Text Novel: Meerkat Mail & The Big Book of the UK: Facts, Folklore and Fascinations

	<p>Sentence Structure (2 weeks)</p> <p>Narrative-Character Description (2 weeks)</p>	<p>Narrative- Setting Description (2 weeks)</p> <p>Report- Non Chronological report (2 weeks)</p>	<p>Narrative- 1st Person Retelling (2 weeks)</p> <p>Instructions (2 weeks)</p>	<p>Poetry- Rhyme (1 week)</p> <p>Report- Tourist Guide (2 weeks)</p>	<p>Explanation Text (2 weeks)</p> <p>Poetry- List Poems (2 weeks)</p>	<p>Informal Letter- Postcard (2 weeks)</p> <p>Report- Information Text (2 weeks)</p> <p>Recount (2 weeks)</p>
Year 2	<p>Text: <i>Pirates Love Underpants</i> - Claire Freedman</p> <p>Character description (3 weeks)</p> <p>Narrative retelling (3 weeks)</p>	<p>Text: <i>That rabbit belongs to Emily Brown</i> - Cressida Cowell</p> <p>Recount (2 weeks)</p> <p>Instructions (3 weeks)</p> <p>Setting description (2 weeks)</p>	<p>Text: <i>Into the Forest</i> - Anthony Browne</p> <p>Character description (2 weeks)</p> <p>Recount (2 weeks)</p> <p>Riddles (2 weeks)</p>	<p>Text: <i>The Dragon Machine</i> - Helen Ward</p> <p>Character description (2 weeks)</p> <p>Diary (2 weeks)</p> <p>Non-chronological report (2 weeks)</p>	<p>Text: <i>Toby and The Great Fire of London</i> - Margaret Nash</p> <p>Poetry (2 weeks)</p> <p>Diary (2 weeks)</p> <p>Persuasive advert (2 weeks)</p>	<p>Text: <i>Wangari's Trees of Peace</i> - A True Story from Africa - Jeanette Winter</p> <p>Narrative (2 weeks)</p> <p>Non-chronological report (2 weeks)</p> <p>Narrative innovation (2 weeks)</p>
Year 3	<p>Text/ Novel: <i>Stone Age Boy</i> by Satoshi Kitamura</p> <p>First Person Recount (2 weeks)</p> <p>Non-Chronological Report (2 weeks)</p> <p>Persuasive Advert (2 weeks)</p>	<p>Text/ Novel: <i>The Diary of a Young Roman Soldier</i> by Moira Butterfield</p> <p>Informal Letter (2 weeks)</p> <p>Information Leaflet (2 weeks)</p> <p>Instructions (2 weeks)</p>	<p>Text/ Novel: <i>This Morning I Met a Whale</i> by Michael Morpurgo</p> <p>Poetry (narrative) (2 weeks)</p> <p>Setting Description (2 weeks)</p> <p>Persuasive Appeal (2 weeks)</p>	<p>Text/ Novel: <i>Jack and the Beanstalk</i></p> <p>Traditional Tales (retelling) (2 weeks)</p> <p>Play script (2 weeks)</p> <p>Explanation Text (2 weeks)</p>	<p>Text/ Novel: <i>Pirates Next Door</i> by Jonny Duddle</p> <p>Character Description (2 weeks)</p> <p>Diaries (2 weeks)</p> <p>Newspaper Reports (2 weeks)</p>	<p>Text/ Novel: <i>George's Marvellous Medicine</i> by Roald Dahl</p> <p>Poetry (syllabic) (2 weeks)</p> <p>Instructions, (2 weeks)</p> <p>Autobiography (2 weeks)</p>
Year 4	<p>Text/ Novel: <i>How to Train Your Dragon</i> by Cressida Cowell</p> <p>Instructions (2 weeks)</p>	<p>Text/ Novel: <i>The Chocolate Tree</i> by Linda Lowry</p> <p>Non-chronological report (2 weeks)</p>	<p>Text/ Novel: <i>Outlaw</i> by Michael Morpurgo</p> <p>Play script (2 weeks)</p>	<p>Text/ Novel: <i>Flotsam</i> by David Wiesner</p> <p>Persuasive advert (2 weeks)</p>	<p>Text/ Novel: <i>Operation Gadgetman</i> by Malorie Blackman</p> <p>Biography (2 weeks)</p>	<p>Text/ Novel: <i>The Animals of Farthing Wood</i> by Colin Dann</p> <p>Balanced argument (2 weeks)</p>

	<p>Recount (2 weeks) Syllabic Poetry (2 weeks)</p>	<p>Informal letter (postcard) (2 weeks) Narrative (traditional folktale) (2 weeks)</p>	<p>Character description (2 weeks) Diary (2 weeks)</p>	<p>Setting Description (2 weeks) Free-verse Poetry (2 weeks)</p>	<p>Explanation (2 weeks) Formal letter (2 weeks)</p>	<p>Dialogue (2 weeks) Newspaper Report (2 weeks)</p>
Year 5	<p>Text/ Novel: King of the Cloud Forest Michael Morpurgo</p> <p>Narrative- Setting Description (2 weeks) Non-Chronological Report (2 weeks) Recount- Diary (2 weeks)</p>	<p>Text/ Novel: Curiosity: Mars Rover</p> <p>Free Verse Poetry (2 weeks) Instructions (2 weeks) Persuasion- Letter (2 weeks)</p>	<p>Text/ Novel: Secrets of the Sun King by Emma Carroll</p> <p>Recount- Newspaper (2 weeks) Narrative- Tension (2 weeks) Explanation (2 weeks)</p>	<p>Text/ Novel: Tiddalik- Aboriginal Dreamtime Story</p> <p>Narrative- Traditional Tale (2 weeks) Persuasion- Leaflet (2 weeks) Non-Chronological Report (2 weeks)</p>	<p>Text/ Novel:</p> <p>Recount- Biography (2 weeks) Poetry- Song Lyrics/ Raps (2 weeks) Discussion- Balanced Argument (2 weeks)</p>	<p>Text/ Novel: The Hero Twins: Against the Lords of Death</p> <p>Narrative- Legends (3 weeks) Explanation Text (2 weeks)</p>
Year 6	<p>Text/ Novel: Wonder by R J Palacio</p> <p>Narrative (2 weeks) Balanced Argument (2 weeks) Recount Diary (2 weeks)</p>	<p>Text/ Novel: Rose Blanche by Roberto Innocenti</p> <p>Setting description (2 weeks) Recount (2 weeks) Persuasion (2 weeks)</p>	<p>Text/ Novel: Skellig by David Almond</p> <p>Narrative- Myths and Legends (4 weeks) Poetry (2 weeks)</p>	<p>Text/ Novel: Darwin's Dragons by Lindsay Galvin</p> <p>Character description (2 weeks) Free verse poetry (2 weeks) Non-chronological report (2 weeks)</p>	<p>Text/ Novel: Holes by Louis Sacher</p> <p>Setting description/narrative - atmosphere and tension- (2 weeks) Informal letter in recount form (2 weeks) Formal/ persuasive letter (Big day)- 2 weeks</p>	<p>Text/ Novel: Macbeth (Andrew Matthews version)</p> <p>Biography (2 weeks) Newspaper Report (2 weeks) Play script (2 weeks)</p>

English - Year 1

On-going LEAPS (to be taught in every unit/ block)

The Writing Process	Before I write	<ul style="list-style-type: none"> I can tell someone out loud what I am going to write about. I can think and say a sentence that makes sense.
	When I am writing	<ul style="list-style-type: none"> I can talk about my writing with a teacher or my friends. I can read what I have written to check it makes sense. I can write simple sentences that make sense. I can separate words using finger spaces. I can use a capital letter to start some sentences. I can use a full stop to end some sentences.
	After I have written	<ul style="list-style-type: none"> I can talk about my writing with a teacher or my friends. I can read what I have written to check it makes sense. I can read my writing aloud so that others can hear me clearly.
Handwriting		<ul style="list-style-type: none"> I can use a conventional tripod pencil grip. I am starting to use the correct letter formation using school cursive script. I can orientate letters correctly on four lines. I can sit correctly at a table, holding a pencil comfortably and correctly. I am starting to form lower-case letters in the correct direction, starting and finishing in the right place. I can form capital letters. I can form digits 0-9. I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and am starting to practise these. I practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.
Spelling		<ul style="list-style-type: none"> I can spell the first 100 high frequency words. I can apply simple spelling rules and guidance, as listed in <u>English Appendix 1</u>. I can spell words containing each of the 40+ phonemes already taught. I can use letter names to distinguish between alternative spellings of the same sound. I can spell some of the Year 1 common exception words. I can spell the days of the week.
Reading	Range of Reading	<ul style="list-style-type: none"> I listen to and discuss a wide range of poems, stories and non-fiction at a level beyond which I can read independently. I am becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. I can recognise and join in with predictable phrases. I am learning to appreciate rhymes and poems and can recite some by heart.

Fluency	<ul style="list-style-type: none"> I can accurately read texts that are consistent with my developing phonic knowledge, that do not require me to use other strategies to work out words. I can re-read texts to build up fluency and confidence in word reading.
Phonics Decoding	<ul style="list-style-type: none"> I can match all 40+ graphemes to their phonemes. I can blend sounds in unfamiliar words. I can divide words into syllables. I can read common exception words. I can read phonetically decodable words. I can read words of more than one syllable that contain taught GPCs.
Vocabulary	<ul style="list-style-type: none"> I can find out the meaning of new words by discussing them with my teacher. With support, I can explain the meaning of an unfamiliar word in a shared story by using the context.
Inference and Prediction	<ul style="list-style-type: none"> I can answer questions and make some basic inferences from the text and/or the illustrations. I can predict what might happen next in a text that I have read or that has been read to me on the basis of what has been read so far.
Retrieval	<ul style="list-style-type: none"> I can answer some simple questions about a text that I have read.

Block 1	Block 2	Block 3
<p>Subject/Conceptual knowledge/Skills: Narrative (Captions and Labels), Sentence Structure, Narrative (Character description)</p> <p>Text/ Novel: The Gruffalo by Julia Donaldson</p> <p>Key Vocabulary from Text: Gruffalo, Mouse, Snake, Fox, Owl, tusks, claws, teeth, jaws, wood, knees, toes, wart, nose, eyes, tongue, prickles</p>	<p>Subject/Conceptual knowledge/Skills: Poetry (shape), Narrative (setting description), Report (non-chronological)</p> <p>Text/ Novel: Lost and Found by Oliver Jeffers</p> <p>Key Vocabulary from Text: Penguin, boy, South Pole, sad, lonely, lost, friend</p>	<p>Subject/Conceptual knowledge/Skills: Recount (diary), Narrative (retell), Instruction (sock puppets)</p> <p>Text/ Novel: Lost in a Toy Museum by David Lucas</p> <p>Key Vocabulary from Text: toys, museum, lost, Dolls' House, Toy Railway, adventure</p>
<p>Block 1 Reading LEAPs:</p> <p><u>Decoding</u></p> <ul style="list-style-type: none"> I can check that my reading makes sense and am beginning to go back to correct when it doesn't. <p><u>Inference/Prediction</u></p> <ul style="list-style-type: none"> I can start to ask questions about a <i>familiar book</i> that is read to me. <p><u>Explanation</u></p> <ul style="list-style-type: none"> With prompting, I can discuss my favourite words and phrases and give reasons for my opinions. <p><u>Retrieval</u></p> <ul style="list-style-type: none"> I can identify the key organisational features of a fiction book. E.g. Title, front cover, blurb, illustrations, author and illustrator. 	<p>Block 2 Reading LEAPs:</p> <p><u>Decoding</u></p> <ul style="list-style-type: none"> I can read words that end with 's, es, -ing <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> I can use my knowledge of root words to work out the meaning of words with suffixes. <p><u>Explanation</u></p> <ul style="list-style-type: none"> I can link what I have heard or read to my own experiences. I can explain what I think the text is about. <p><u>Retrieval</u></p> <ul style="list-style-type: none"> I can use picture cues to tell a story. I understand the difference between fiction and non-fiction books. 	<p>Block 3 Reading LEAPs:</p> <p><u>Decoding</u></p> <ul style="list-style-type: none"> I can read words with contractions and understand that the apostrophe represents the missing letters. I can read words that end with -ed, -est <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> I can use my knowledge of root words to work out the meaning of words with suffixes. <p><u>Explanation</u></p> <ul style="list-style-type: none"> With prompting, I can explain what I like about a text and why.

<p><u>Sequencing</u></p> <ul style="list-style-type: none"> I can retell a familiar story, in the correct order. <p>Block 1 Writing LEAPS:</p> <p>Unit 1- Narrative (captions and labels) 2 weeks</p> <ul style="list-style-type: none"> I know that a noun is a naming word for a thing or feeling. I can give some examples. I can separate words using finger spaces. <p>Vocabulary for unit (to be displayed): Captions, labels, noun phrase, noun, expanded noun phrase, adjectives, finger space, word</p> <p>Unit 2- Sentence Structure 2 weeks</p> <ul style="list-style-type: none"> I know that a verb is a 'doing' or 'being' word; it gives an action. I can give some examples. I can think and say a sentence that makes sense. I can write simple sentences that make sense. I can separate words using finger spaces. I know that a noun is a naming word for a thing or feeling. I can give some examples. I know that an adjective is a word that describes a noun. I can give some examples <p>Vocabulary for unit (to be displayed): verb, action, sentence, finger space, word, noun, naming, thing, name, feeling, adjective, expanded noun phrase</p> <p>Unit 3-</p> <p>Genre- Narrative- Character description 2 Weeks</p> <ul style="list-style-type: none"> I know that an adjective is a word that describes a noun. I can give some examples. I can use a capital letter to start some sentences. I can use a full stop to end some sentences. I can use adjectives to create simple expanded noun phrases. E.g. The red car. The huge castle. I know that a noun is a naming word for a thing or feeling. I can give some examples. I know that a verb is a 'doing' or 'being' word; it gives an action. I can give some examples. 	<p>Block 2 Writing LEAPS:</p> <p>Genre – Poetry- Shape 1 week</p> <ul style="list-style-type: none"> Write short poems using single words or short sentences. Start each line with a capital letter. Use adjectives to create simple expanded noun phrases. I know that a noun is a naming word for a thing or feeling. I can give some examples. I know that an adjective is a word that describes a noun. I can give some examples I know that a verb is a 'doing' or 'being' word; it gives an action. I can give some examples. <p>Vocabulary for unit (to be displayed): Poem, shape, word, sentence, capital letter, line, adjective, expanded noun phrase, noun, thing, name, feeling, verb, action</p> <p>Unit 2- Narrative- setting description 2 weeks</p> <ul style="list-style-type: none"> I can use regular plural noun suffixes -s or -es and know how these affect the meaning of the noun. E.g. woods, foxes. I can sequence sentences to form short narratives I know that a noun is a naming word for a thing or feeling. I can give some examples. I know that an adjective is a word that describes a noun. I can give some examples. I know that a verb is a 'doing' or 'being' word; it gives an action. I can give some examples. <p>Vocabulary for unit (to be displayed): setting, description, noun, suffix, plural, sequence, sentence, narrative, noun, name, thing, feeling, adjective, describe, verb, doing, action</p> <p>Unit 3- Report- non-chronological 2 Weeks</p> <ul style="list-style-type: none"> I can write some questions. I can use some question marks correctly. I can join words within a sentence using 'and.' 	<p>Block 3 Writing LEAPS:</p> <p>Unit 1- Genre- Recount- Diary- 2 weeks</p> <ul style="list-style-type: none"> I can use a capital letter for the personal pronoun 'I'. I can use the suffix 'ed' to form verbs in the simple past tense where there is no change to the root word and use them in my writing. E.g. helped, danced. I can sequence sentences to form short narratives I can use some exclamation marks correctly. I can use capital letters for the names of people, places and the days of the week. I can join clauses within a sentence using 'but'. I can use some simple time connectives to sequence ideas/events in order. E.g. First, next, then, after that. <p>Vocabulary for unit (to be displayed): Recount, diary, capital letter, personal pronoun, I, suffix, verb, past tense, root word, sequence, sentence, narrative, exclamation mark, command, names, people, places, days of the week, clause, but</p> <p>Unit 2- Narrative- 1st person retelling 2 weeks</p> <ul style="list-style-type: none"> I know how the prefix un- changes the meaning of verbs and adjectives. E.g. kind - unkind, doing - undoing, tie - untie. I can form verbs using the prefix un- where no change is needed to the spelling of the root word and use them in my writing. E.g. untie, undo. I know that a noun is a naming word for a thing or feeling. I can give some examples. I know that an adjective is a word that describes a noun. I can give some examples I know that a verb is a 'doing' or 'being' word; it gives an action. I can give some examples. I can sequence sentences to form short narratives I can use capital letters for the names of people, places and the days of the week. I can use a capital letter for the personal pronoun 'I'.
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Vocabulary for unit (to be displayed): character, adjective, expanded noun phrase, noun, capital letter, sentence, full stop, noun, naming, name, thing, feeling, verb, doing, action

Block 1 Handwriting

- Writing own name including surname.
- I can use a conventional tripod pencil grip.
- I am starting to use the correct letter formation using school cursive script.
- I can sit correctly at a table, holding a pencil comfortably and correctly.
- I am starting to form lower-case letters in the correct direction, starting and finishing in the right place.
- I can form capital letters.
- I can form digits 0-9.
- 1 armed robot letters - b,h,m,n,p,r lower and uppercase.

Block 1 Spelling

- I can name the letters of the alphabet.
- I can name the letters of the alphabet in order.
- Vowel digraphs and trigraphs: ay oy oi ee a-e
- Common exception words

- I can use the suffix 'ing' to form verbs where there is no change to the root word and use them in my writing. E.g. wanting, sleeping.
- I am beginning to use some of the distinctive features of Standard English in my writing. E.g. because instead of cos.
- I can use capital letters for the names of people, places and the days of the week.
- I can use the suffix '-s' to form third person singular verbs where there is no change to the root word and use them in my writing. E.g. makes, hopes.

Vocabulary for unit (to be displayed): report, non-chronological, question, question mark, conjunction, and, suffix, verb, root word, capital letters, people, places, days of the week

Block 2 Handwriting

- I can use a conventional tripod pencil grip.
- I am starting to use the correct letter formation using school cursive script.
- I can sit correctly at a table, holding a pencil comfortably and correctly.
- I am starting to form lower-case letters in the correct direction, starting and finishing in the right place.
- I can form capital letters.
- I can form digits 0-9.
- Curly caterpillar letters - a,c,d,e,f,g,s,q lower and uppercase.

Block 2 Spelling

- I can spell the days of the week.
- Vowel digraphs and trigraphs: oo oa oe ou
- The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck
- The /ŋ/ sound spelt n before k
- Common exception words

Vocabulary for unit (to be displayed): narrative, retell, prefix, un-, verbs, adjectives, root word, noun, naming, thing, feeling, name, adjective, describe, verb, doing, action, sequence, capital letter, names, people, places, days of the week, capital letter, personal pronoun, I

Unit 3- Instruction- sock puppets 2 weeks

- I can identify some commands.
- I can use some exclamation marks correctly.
- I can use some simple time connectives to sequence ideas/events in order. E.g. First, next, then, after that.
- I can use regular plural noun suffixes -s or -es and know how these affect the meaning of the noun. E.g. woods, foxes.
- I am beginning to use some of the distinctive features of Standard English in my writing. E.g. because instead of cos.
- I can use some question marks correctly.

Vocabulary for unit (to be displayed): Instruction, command, exclamation mark, time connective, sequence, first, next, then, after that, plural noun suffix, noun, question, question mark

Block 3 Handwriting

- I can orientate letters correctly on four lines.
- Long ladder letters - i,j,t,l,u,y lower and uppercase.

Block 3 Spelling

- I can divide words into syllables.
- Vowel digraphs and trigraphs: ar ir ur ow ue ew
- Common exception words

Block 4

Subject/Conceptual knowledge/Skills: Narrative (retell), Poetry (rhyme), Report (Tourist Guide)

Text/ Novel: Rapunzel by The Brothers Grimm

Block 5

Subject/Conceptual knowledge/Skills: Report (biography-Mary Seacole), Explanantion Text (growing plants), Poetry (list poems)

Block 6

Subject/Conceptual knowledge/Skills: Letter (postcard), Report (Information text), Recount (from trip)

Text/ Novel: Meerkat Mail by Emily Gravett (postcard)

<p>Zog by Julia Donaldson (poetry)</p> <p>Key Vocabulary from Text: Once upon a time, Rapunzel, tower, hair, witch</p>	<p>Text/ Novel: Oliver's Vegetables by Alison Bartlett and Vivian French</p> <p>Key Vocabulary from Text: Vegetables, allotment, garden, chops, potatoes, carrots, spinach, beetroot, rhubarb, cabbage, peas</p>	<p>The Big Book of the UK: Facts, Folklore and Fascinations by Imogen Russell Williams (information text)</p> <p>Key Vocabulary from Text: postcard, mail, meerkat, desert, address, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday United Kingdom, England, Wales, Scotland, Northern Ireland</p>
<p>Block 4 Reading LEAPs:</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> I can recognise obvious story language - Once Upon a Time, big bad wolf. <p><u>Inference/Prediction</u></p> <ul style="list-style-type: none"> I can start to ask questions about a <i>familiar book</i> that is read to me. <p><u>Explanation</u></p> <ul style="list-style-type: none"> I can understand the moral of a story. I can identify good and bad characters in a story and explain why. <p><u>Sequencing</u></p> <ul style="list-style-type: none"> I can identify the beginning, middle and end of a story. 	<p>Block 5 Reading LEAPs:</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> I can make links between new words and words I already know. <p>E.g. terror/terrorised</p> <ul style="list-style-type: none"> I can use my knowledge of root words to work out the meaning of words with suffixes. <p><u>Retrieval</u></p> <ul style="list-style-type: none"> I can find key words/sounds within a text I am reading. 	<p>Block 6 Reading LEAPs:</p> <p><u>Decoding</u></p> <ul style="list-style-type: none"> I can read words that end with -er I can read many words quickly and accurately without overt sounding out and blending. <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> I can use my knowledge of root words to work out the meaning of words with suffixes. <p><u>Retrieval</u></p> <ul style="list-style-type: none"> I can identify the key organisational features of a non-fiction book. E.g. title, sub-title, contents, glossary, index, page numbers, diagrams, captions. I can use a contents page to find information. I can explain how a contents page, glossary and index are ordered. I understand the difference between fiction and non-fiction books.
<p>Block 4 Writing LEAPs:</p> <p>Unit 1 - Narrative- retelling traditional tale 3 weeks</p> <ul style="list-style-type: none"> I can use the suffix '-s' to form third person singular verbs where there is no change to the root word and use them in my writing. E.g. makes, hopes. I can use some familiar phrases to open my sentences. E.g. Once upon a time... One day... A long time ago... I know that a noun is a naming word for a thing or feeling. I can give some examples. I know that an adjective is a word that describes a noun. I can give some examples I know that a verb is a 'doing' or 'being' word; it gives an action. I can give some examples. I can sequence sentences to form short narratives I can use capital letters for the names of people, places and the days of the week. 	<p>Block 5 Writing LEAPs:</p> <p>Unit 1- biography Mary Seacole 2 weeks</p> <ul style="list-style-type: none"> I can use capital letters for the names of people, places and the days of the week. I am beginning to use some of the distinctive features of Standard English in my writing. E.g. because instead of cos. I can join clauses within a sentence using 'because'. I can use some simple time connectives to sequence ideas/events in order. E.g. First, next, then, after that. I can use the suffix 'ed' to form verbs in the simple past tense where there is no change to the root word and use them in my writing. E.g. helped, danced. <p>Vocabulary for unit (to be displayed):</p>	<p>Block 6 Writing LEAPs:</p> <p>Unit 1- Information text 2 weeks</p> <ul style="list-style-type: none"> I can use capital letters for the names of people, places and the days of the week. I can write some questions. I can use regular plural noun suffixes -s or -es and know how these affect the meaning of the noun. E.g. woods, foxes. I am beginning to use some of the distinctive features of Standard English in my writing. E.g. because instead of cos. I can join clauses within a sentence using 'and'. I can use the suffix '-s' to form third person singular verbs where there is no change to the root word and use them in my writing. E.g. makes, hopes. <p>Vocabulary for unit (to be displayed):</p>

Vocabulary for unit (to be displayed):

Traditional tale, Suffix, plural, root word, phrases, Once upon a time, One day, A long time ago, verb, sentence, names, days of the week, capital letters.

Unit 2- Rhyme (Zog) 1 week

- Listen to and discuss a wide range of poems.
- Join in with predictable phrases.
- Start to use rhyming couplets.

Vocabulary for unit (to be displayed):

Poems, rhymes, couplet, phrases, predictable.

Unit 3- Tourist guide about Castles 2 weeks

- I am beginning to use some of the distinctive features of Standard English in my writing. E.g. because instead of cos.
- I can join clauses within a sentence using 'and'.
- I can use regular plural noun suffixes -s or -es and know how these affect the meaning of the noun. E.g. woods, foxes.
- I can use some question marks correctly.
- I can use some exclamation marks correctly.
- I can use capital letters for the names of people, places and the days of the week.

Vocabulary for unit (to be displayed):

Guide, Tourist, because, clauses, and, plural, suffix, suffixes, question, question mark, exclamation mark, names, days of the week, co-ordinating conjunctions, subordinating conjunctions, main clause.

Block 4 Handwriting

- I understand which letters belong to which handwriting family (i.e. letters that are formed in similar ways) and I am starting to practice these.
- Zigzag letters - k,v,w,x,z lower and uppercase.

Block 4 Spelling

- Vowel digraphs and trigraphs: or ore aw air ear are
- Common exception words and awareness of compound words

Biography, names, people, places, days, capital letters, because, main clause, subordinating conjunction, time connectives, First, Next, After that, Finally, root word, suffix, ed.

Unit 2- Growing plants

- I can join clauses within a sentence using 'and'.
- I can use some exclamation marks correctly.
- I can use regular plural noun suffixes -s or -es and know how these affect the meaning of the noun. E.g. woods, foxes.
- I am beginning to use some of the distinctive features of Standard English in my writing. E.g. because instead of cos.
- I can use some question marks correctly.
- I can join clauses within a sentence using 'because'.
- I can use some simple time connectives to sequence ideas/events in order. E.g. First, next, then, after that.
- I can use the suffix '-s' to form third person singular verbs where there is no change to the root word and use them in my writing. E.g. makes, hopes.

Vocabulary for unit (to be displayed):

Clauses, and, exclamation mark, plural, suffix, suffixes, because, question marks, time connectives, sequence, order, First, Next, After that, Finally, root word, main clause, co-ordinating conjunctions, subordinating conjunctions.

Unit 3- List poems

- Start to sequence sentences into verses
- I know that a noun is a naming word for a thing or feeling. I can give some examples.
- I know that an adjective is a word that describes a noun. I can give some examples
- I know that a verb is a 'doing' or 'being' word; it gives an action. I can give some examples.

Vocabulary for unit (to be displayed):

Poem, list, Sentence, verse, noun, adjective, noun phrase, verb, rhyme, pattern.

Information, names, people, places, days, capital letters, plural, nouns, suffix, suffixes, because, main clause, subordinating conjunction, coordinating conjunction, an.

Unit 2- Recount from trip 2 weeks

- I can join clauses within a sentence using 'because'.
- I know when I can add suffixes to verbs where no change is needed in the spelling of root words. E.g. helping, helped, helper.
- I can use regular plural noun suffixes -s or -es and know how these affect the meaning of the noun. E.g. woods, foxes.
- I can use capital letters for the names of people, places and the days of the week.
- I can use a capital letter for the personal pronoun 'I'.
- I can join clauses within a sentence using 'and'.
- I can use some simple time connectives to sequence ideas/events in order. E.g. First, next, then, after that.
- I can use the suffix 'ed' to form verbs in the simple past tense where there is no change to the root word and use them in my writing. E.g. helped, danced.

Vocabulary for unit (to be displayed):

Recount, clauses, and, exclamation mark, plural, suffix, suffixes, because, question marks, time connectives, sequence, order, First, Next, After that, Finally, root word, main clause, co-ordinating conjunctions, subordinating conjunctions.

Unit 3- Letter- postcard (meerkat mail) 2 weeks

- I can join clauses within a sentence using 'but'.
- I can use the suffix 'ed' to form verbs in the simple past tense where there is no change to the root word and use them in my writing. E.g. helped, danced.
- I can use some question marks correctly.
- I can use some exclamation marks correctly.
- I can use capital letters for the names of people, places and the days of the week.

Block 5 Handwriting

- I am starting to join letters using the handwriting patterns.
- I practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.
- Phase 3 Graphemes - ch,sh,th,ing,ai,ee,igh,oa,oo (Join grapheme together)

Block 5 Spelling

- I can use letter names to distinguish between alternative spellings of the same sound.
- Vowel digraphs and trigraphs: ai i-e o-e u-e ie igh
- -tch
- Common exception words and awareness of compound words

- I can use a capital letter for the personal pronoun 'I'.
- I can join clauses within a sentence using 'and'.
- I can use some simple time connectives to sequence ideas/events in order. E.g. First, next, then, after that.

Vocabulary for unit (to be displayed):

Letter, address, postcard, stamp, greeting, information main clause, coordinating conjunction, question, question mark, exclamation mark, names, people, places, days, capital letters, personal pronoun, I, but, and, time connectives, First, Next, After that, Finally.

Block 6 Handwriting

- I am starting to join letters using the handwriting patterns.
- Phase 3 Graphemes - ar,or,er,ur, ow, oi,ear,air,ure (Join grapheme together)

Block 6 Spelling

- I can spell words containing each of the 40+ phonemes already taught.
- I can spell the first 100 high frequency words.
- The /v/ sound at the end of words
- Adding s and es to words (plural of nouns and the third person singular of verbs)
- Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word
- New consonant spellings: wh and ph
- Words ending -y (/i:/ or /ɪ/)
- Common exception words

English - Year 2

On-going LEAPS (to be taught in every unit/ block)

The Writing Process	Before I write	<ul style="list-style-type: none"> I can plan what I am going to write by writing down ideas and/or key words.
	When I am writing	<ul style="list-style-type: none"> I can think about what I want to say in my head or write it on a whiteboard, sentence by sentence. I can write longer narratives and am extending the range of my writing.
	After I have written	<ul style="list-style-type: none"> I can say what is good and how I can improve my writing with my friends or with a teacher. I can re-read my work back to check that that my verbs are in the correct tense. I can re-read my writing to check for errors in spelling, grammar and punctuation. I can read aloud what I have written with intonation to make the meaning clear.
Handwriting		<ul style="list-style-type: none"> I can form lower-case letters of the correct size relative to one another. I can use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. I can use spacing between words that reflects the size of the letters.
Spelling		<ul style="list-style-type: none"> I am learning new ways of spelling phonemes for which one or more spellings are already known. I can learn some words with each spelling, including a few common homophones, I can spell most of the Year 1 common exception words. I can spell some of the Year 2 common exception words. I can spell more words with contracted forms. I can distinguish between homophones and near-homophones. I can apply spelling rules and guidance, as listed in English Appendix 1. I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Reading	Range of Reading	<ul style="list-style-type: none"> I listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond which I can read independently. I am becoming increasingly familiar with and can retell a wider range of stories, fairy stories and traditional tales. I can recognise simple recurring literary language in stories and poetry. I am continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
	Fluency	<ul style="list-style-type: none"> I can read aloud books (closely matched to my improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. I can re-read these books to build up fluency and confidence in word reading. I can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.

<p style="text-align: center;">Block 1</p> <p>Subject/Conceptual knowledge/Skills: Character description, retell the story</p> <p>Text/ Novel: Pirates Love Underpants by Claire Freedman</p> <p>Key Vocabulary from Text: pirates, special, quest, fabled, treasure, hoist, unfurl, secret, cutlasses, dunes, wade, gurgling, golden, underpants, cunning, rival, Captain</p>	<p style="text-align: center;">Block 2</p> <p>Subject/Conceptual knowledge/Skills: Non-fiction recount (Victorian Day), instructions, setting description</p> <p>Text/ Novel: That rabbit belongs to Emily Brown – Cressida Cowell</p> <p>Key Vocabulary from Text: Emily Brown, Stanley, launching, alien, Queen, golden, politely, offers, palace</p>	<p style="text-align: center;">Block 3</p> <p>Subject/Conceptual knowledge/Skills: Character description, retelling a story and innovate, riddles</p> <p>Text/ Novel: Into the Forest – Anthony Browne</p> <p>Key Vocabulary from Text: cake, Grandma, stories, house, forest, basket, poorly, fire, wood, scared</p>
<p><u>Block 1 Reading LEAPs:</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can identify and discuss some new and interesting words I find when I am reading, linking new words to know vocabulary. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> I can ask questions about a text I have read or which has been read to me. I can make predictions based on what I have read so far. <p>Explanation:</p> <ul style="list-style-type: none"> I can relate what I read to my own experiences. <p>Retrieval:</p> <ul style="list-style-type: none"> I can find the answer to a simple comprehension question in the text. I can find and copy words from a text I have read. <p>Sequence/Summarising:</p> <ul style="list-style-type: none"> I can re-tell a story, referring to most of the key events and characters. 	<p><u>Block 2 Reading LEAPs:</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can identify and discuss some new and interesting words I find when I am reading, linking new words to known vocabulary. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> I can ask questions about a text I have read or which has been read to me. I can answer questions and make some inferences on the basis of what is being said and done. I can make predictions based on what I have read so far. <p>Explanation:</p> <ul style="list-style-type: none"> I can explain what I like about a text and why. <p>Retrieval:</p> <ul style="list-style-type: none"> I can compare and talk about the features of fiction and non-fiction books. I can find the answer to a simple comprehension question in the text. I can find and copy words from a text I have read. <p>Sequence/Summarising:</p> <ul style="list-style-type: none"> I can discuss the sequence of events in texts and how they related to each other. 	<p><u>Block 3 Reading LEAPs:</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can find out the meaning of a new word by asking an adult of using a dictionary (with support). <p>Inference/Prediction:</p> <ul style="list-style-type: none"> I can answer questions and make some inferences on the basis of what is being said and done. I can make predictions based on what I have read so far. <p>Explanation:</p> <ul style="list-style-type: none"> I can talk about cause and effect in fiction and non-fiction. <p>Retrieval:</p> <ul style="list-style-type: none"> I can find and copy words from a text I have read. I can find the answer to a simple comprehension question in the text. <p>Sequence/Summarising:</p> <ul style="list-style-type: none"> I can re-tell a story, referring to most of the key events and characters.
<p><u>Block 1 Writing LEAPs:</u> Unit 1- Character description (3 weeks)</p>	<p><u>Block 2 Writing LEAPs:</u> Unit 1- Non-fiction recount (2 weeks)</p>	<p><u>Block 3 Writing LEAPs:</u> Unit 1- Character description (2 weeks)</p>

- I can identify nouns and adjective and I can give some examples.
- I can use adjectives to create expanded noun phrases.
- I can identify and write statements mostly correctly.
- I can use capital letters and full stops to show where a sentence begins and ends.
- I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

- I can create regular and irregular plural noun suffixes and know how these affect the noun.
- I can use the suffix '-s' to form third person singular verbs where there is no change to the root word and use them in my writing. E.g. makes, hopes.
- I can use regular plural noun suffixes -s or -es.
- I can spell most of the Year 1 common exception words.
- I can create and use compound nouns.

Vocabulary for unit (to be displayed):

Noun, adjective, expanded noun phrases, statements, capital letters, full stops

Unit 2 – Retelling of a story (3 weeks)

- I can identify nouns and adjective and I can give some examples.
- I can use adjectives to create expanded noun phrases.

- I can use adjectives to create expanded noun phrases.
- I can use co-ordinating conjunctions (and, but) to write compound sentences.
- I can use a wider range of time connectives to show when an event is happening. E.g. Later, finally, suddenly, before.
- I can use the past tense for stories, recounts and historical reports.
- I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- I can use the suffix -ed to form verbs in the simple past tense where there is a change to the root word.
- I can use the suffix -es for verbs ending in -y to form third person singular verbs where there are changes to the root word.

Vocabulary for unit (to be displayed):

Co-ordinating conjunctions, compound sentences, time connectives, past tense, recount

Unit 2 – Instructions (2 weeks)

- I can identify nouns, adjectives, verbs and adverbs. I can give some examples.
- I know that an adverb can give extra information about a verb.
- I can use some adverbs in my sentences.
- I can form adverbs by using the suffix -ly. E.g. quickly, slowly, suddenly.
- I can use the present tense for non-chronological reports and instructions.

- I can use some subordinating conjunctions (because, so) to create complex sentences.
- I can use commas to separate items in a list.
- I can use apostrophes to mark singular possession in nouns e.g. Bob's hat.
- I can use adjectives to create expanded noun phrases.
- I can use some adverbs in my sentences.
- I can use co-ordinating conjunctions (and, but) to write compound sentences.
- I can use suffixes such as -ful, -less to form adjectives.
- I can distinguish between homophones and near-homophones.

Vocabulary for unit (to be displayed):

Subordinating conjunctions, complex sentences, commas in a list, apostrophe, possession, adverb, expanded noun phrase, coordinating conjunction

Unit 2 – Recount and innovate (2 week)

- I can identify nouns, adjectives, verbs and adverbs. I can give some examples.
- I can use some subordinating conjunctions (because, so) to create complex sentences.
- I can use co-ordinating conjunctions (and, but) to write compound sentences.
- I can use some powerful verbs in my writing.
- I can use a wider range of time connectives to show when an event is happening E.g. later, finally, suddenly, before.
- I can use the past tense for stories, recounts and historical reports.

- I can identify and write statements mostly correctly.
- I can use capital letters and full stops to show where a sentence begins and ends.
- I can use capital letters for names of people, days of the week and the personal pronoun 'I'.
- I can use the past tense for stories, recounts and historical reports.
- I can use a wider range of time connectives to show when an event is happening. E.g. Later, finally, suddenly, before, next.
- I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- I can create regular and irregular plural noun suffixes and know how these affect the noun.
- I can use the suffix '-s' to form third person singular verbs where there is no change to the root word and use them in my writing. E.g. makes, hopes.
- I can use regular plural noun suffixes -s or -es.
- I can spell most of the Year 1 common exception words.
- I can create and use compound nouns.

Vocabulary for unit (to be displayed):

Capital letters, pronoun, past tense, recount, time connectives

Block 1 Handwriting

- I can identify and write commands mostly correctly.
- I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- I can use a wider range of time connectives to show when an event is happening. E.g. Later, finally, suddenly, before, next.
- I can use co-ordinating conjunctions (and, but) to write compound sentences.
- I can use the suffix -ed to form verbs in the simple past tense where there is a change to the root word.
- I can use the suffix -es for verbs ending in -y to form third person singular verbs where there are changes to the root word.

Vocabulary for unit (to be displayed):

Adverb, suffix, present tense, instructions, commands, co-ordinating conjunctions

Unit 3 - Setting description (2 weeks)

- I can use adjectives to create expanded noun phrases.
- I can use the suffixes -er and -est to form comparative and superlative adjectives. E.g. thick, thicker, thickest.
- I can use commas to separate items in a list.
- I can use the past progressive form of verbs.
- I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

- I can use the suffix -ed to form verbs in the simple past tense where there is a change to the root word.
- I can use suffixes such as -ful, -less to form adjectives.
- I can distinguish between homophones and near-homophones.

Vocabulary for unit (to be displayed): verbs, time connectives, past tense, suffix, conjunctions

Unit 3 - Riddles (2 weeks)

- I can use commas to separate items in a list.
- I can use some question marks correctly.
- I can identify and write questions mostly correctly.
- I can use adjectives to create expanded noun phrases.
- I can use some adverbs in my sentences.
- I can use some powerful verbs in my writing.
- I can use some subordinating conjunctions (because, so) to create complex sentences.
- I can use co-ordinating conjunctions (and, but) to write compound sentences.
- I can use suffixes such as -ful, -less to form adjectives.
- I can distinguish between homophones and near-homophones.

Vocabulary for unit (to be displayed):

question, question mark, adjectives, expanded noun phrases, adverbs

- I can form lower case letters of the correct size relative to one another.
- I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

Review and consolidate letter formation of four groups in both upper and lower cases (1 armed robot letters- b,h,m,n,p,r/ Curly caterpillar letters- a c d,e,f,g,o,q,s/ Long ladder letters -i,j,t,l,u,y/ Zig-zag letters-k,v,w,x,z-

One group per lesson

Writing full name orientated correctly on four lines

Digits 0-9

Block 1 Spelling

- The /d_3/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y
- The /s/ sound spelt c before e, i and y
- The /n/ sound spelt kn and (less often) gn at the beginning of words
- Common exception words

- I can use co-ordinating conjunctions (and, but) to write compound sentences.
- I can use the suffix -ed to form verbs in the simple past tense where there is a change to the root word.
- I can use the suffix -es for verbs ending in -y to form third person singular verbs where there are changes to the root word.

Vocabulary for unit (to be displayed):

Expanded noun phrase, suffix, commas, verbs, past tense, co-ordinating conjunctions

Block 2 Handwriting

- I can use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another are best left un-joined (ai, ar, er, ur, ng, un, an).
- I can use spacing between words that reflects the size of the letters.

Block 2 Spelling

- The /a_1/ sound spelt -y at the end of words
- Adding -es to nouns and verbs ending in -y
- Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.
- Adding -ed, -ing, -er and -est to a root word ending in -e with a consonant before it.

Block 3 Handwriting

- I can use some of the diagonal and horizontal strokes needed to join letters and understand which letters when adjacent to one another are best left un-joined (oo, or, ow, oa, ou, oi).
- I can form lower-case letters of the correct size relative to one another.

Block 3 Spelling

- The /ɪ/ sound spelt wr at the beginning of words
- The /l/ or /əl/ sound spelt -le at the end of words
- The /l/ or /əl/ sound spelt -el at the end of words
- The /l/ or /əl/ sound spelt -al at the end of words
- Words ending -il
- The /ɔ:/ sound spelt a before l and ll
- The /ʌ/ sound spelt o
- Common exception words

	<ul style="list-style-type: none"> • Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter • Common exception words 	
<p style="text-align: center;">Block 4</p> <p>Subject/Conceptual knowledge/Skills: Character description, diary entry, non-chronological report</p> <p>Text/ Novel: The Dragon Machine by Helen Ward</p> <p>Key Vocabulary from Text: George, dragon, Thursday, perched, amongst, havoc, biscuits, trouble, library</p>	<p style="text-align: center;">Block 5</p> <p>Subject/Conceptual knowledge/Skills: Poetry, diary entry, persuasive text</p> <p>Text/ Novel: Toby and the Great Fire of London - Margaret Nash</p> <p>Key Vocabulary from Text: London, master, foolish, diary, leapt, breeze, clouds, smoke, fire, night gown, River Thames, flames, crowds, Mr Peyps</p>	<p style="text-align: center;">Block 6</p> <p>Subject/Conceptual knowledge/Skills: Retell the story, non-chronological report, retell and innovate (creation myths)</p> <p>Text/ Novel: Wangari's Trees of Peace - A True Story from Africa by Jeanette Winter</p> <p>Key Vocabulary from Text: Wangari, Mount Kenya, Africa, forest, harvest, school, scholarship, study, America, hauling, barren, desert, seedlings, nursery</p>
<p><u>Block 4 Reading LEAPs:</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • I can explain the meaning of an unfamiliar word using the context. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> • I can answer questions about a text that I have read or which has been read to me. • I can make predictions based on what I have read so far. <p>Explanation:</p> <ul style="list-style-type: none"> • I can discuss my favourite words and phrases and give reasons for my opinions. <p>Retrieval:</p> <ul style="list-style-type: none"> • I can find and copy words from a text I have read. 	<p><u>Block 5 Reading LEAPs:</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • I can identify how vocabulary choice affects meaning. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> • I can answer questions and make some inferences on the basis of what is being said and done. • I can make predictions based on what I have read so far. <p>Explanation:</p> <ul style="list-style-type: none"> • I understand why a writer has written a text. <p>Retrieval:</p>	<p><u>Block 6 Reading LEAPs:</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • I can use morphology (such as prefixes) to work out the meaning of unknown words. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> • I can answer questions about a text I have read or which has been read to me. • I can make predictions based on what I have read so far. <p>Explanation:</p> <ul style="list-style-type: none"> • I can talk about cause and effect in fiction and non-fiction. <p>Retrieval:</p> <ul style="list-style-type: none"> • I know the difference between contents and index pages and how they can be used. <p>Sequence/Summarising:</p>

<ul style="list-style-type: none"> • I can find the answer to a simple comprehension question in the text. <p>Sequence/Summarising:</p> <ul style="list-style-type: none"> • I can discuss the sequence of events in texts and how they relate to each other. 	<ul style="list-style-type: none"> • I understand and can talk about the features of page layout in different types of non-fiction texts. <p>Sequence/Summarising:</p> <ul style="list-style-type: none"> • I can discuss the sequence of events in texts and how they relate to each other. 	<ul style="list-style-type: none"> • I can re-tell a story, referring to most of the key events and characters.
<p>Block 4 Writing LEAPS:</p> <p>Unit 1 - Character Description (2 weeks)</p> <ul style="list-style-type: none"> • I can use subordinating conjunctions (when, if, because, so) to create complex sentences. • I can use apostrophes to contract some words: can't, don't, I'm, couldn't • I can use commas to separate items in a list. • I can use adjectives to create expanded noun phrases. • I can use adverbs in my sentences. • I can use the suffix -ing for verbs where there is a change to the root word. E.g. running, hiking, shining. • I can use some features of standard English in my writing. <p>Vocabulary for unit (to be displayed): Subordinating conjunctions, co-ordinating conjunctions, apostrophes, contractions, commas in a list</p> <p>Unit 2 - Diary entry (2 weeks)</p> <ul style="list-style-type: none"> • I can use coordinating conjunctions to write compound sentences. • I can identify and write exclamation sentences mostly correctly. • I can use exclamation marks correctly. 	<p>Block 5 Writing LEAPS:</p> <p>Unit 1- Poetry (2 weeks)</p> <ul style="list-style-type: none"> • I can use some adverbs in my sentences. • I can form adverbs by using the suffix-ly. Eg. Quickly, slowly, suddenly. • I can use the suffixes -er and -est to form comparative and superlative adjectives. • I can use some powerful verbs in my writing. • I can use adjectives to create expanded noun phrases. • I can use coordinating conjunctions to write compound sentences. • I can create and use nouns using suffixes such as -ness, -er. E.g. buyer, happiness. <p>Vocabulary for unit (to be displayed): Adverbs, suffix, verbs, adjectives, expanded noun phrases, coordinating conjunctions</p> <p>Unit 2 - Diary entry (2 weeks)</p> <ul style="list-style-type: none"> • I can use co-ordinating conjunctions (and, or, but) to write compound sentences. • I can use the suffix -ed to form verbs in the simple past tense where there is a change to the root word. • I can use the past tense for stories, recounts and historical reports. • I can identify and write statements mostly correctly. 	<p>Block 6 Writing LEAPS:</p> <p>Unit 1 - Retell the story (2 weeks)</p> <ul style="list-style-type: none"> • I can use commas to separate items in a list. • I can use apostrophes to mark singular possession. • I can identify and write exclamation sentences mostly correctly. • I can use the present tense. • I can use adjectives to create expanded noun phrases. • I can use coordinating conjunctions to write compound sentences. • I can use subordinating conjunctions (when, if, because, so) to create complex sentences. • I can spell most of the Year 2 common exception words. • I can apply spelling rules and guidance, as listed in English Appendix 1. <p>Vocabulary for unit (to be displayed): Commas, apostrophe, possession, exclamation mark, exclamation sentence</p> <p>Unit 2 - Non-chronological report (2 weeks)</p> <ul style="list-style-type: none"> • I can use some powerful verbs in my writing. • I am beginning to group related sentences into paragraphs.

- I can use a wider range of time connectives to show when an event is happening.
- I can use the past progressive form of verbs.
- I can use some powerful verbs in my writing.
- I can use the suffix -ing for verbs where there is a change to the root word. E.g. running, hiking, shining.
- I can use some features of standard English in my writing.
- I can add the suffix -es to verbs ending in -y to form third person singular verbs where there is a change to the root word

Vocabulary for unit (to be displayed):

Co-ordinating conjunctions, exclamation sentence, exclamation mark

Unit 3 - Non-chronological report (2 week)

- I can identify and write questions mostly correctly.
- I can use some question marks correctly.
- I can use some subordinating conjunctions (when, if, that, because) to create compound sentences.
- I can use the present progressive form.
- I am beginning to group related sentences into paragraphs.
- I can use coordinating conjunctions to write compound sentences.
- I can use commas to separate items in a list.
- I can use the suffix -ing for verbs where there is a change to the root word. E.g. running, hiking, shining.

- I can use regular and irregular plural noun suffixes and know how these affect the meaning of the noun.
- I am beginning to group related sentences into paragraphs.
- I can use some exclamation marks correctly.
- I can use apostrophes to contract some words: can't, don't, I'm, couldn't.
- I can create and use nouns using suffixes such as -ness, -er. E.g. buyer, happiness.

Vocabulary for unit (to be displayed):

Paragraphs, exclamation sentence, exclamation mark, apostrophe, contraction

Unit 3 - Persuasive text (2 weeks)

- I can use suffixes -er and -est to form comparative and superlative adjectives.
- I can use some subordinating conjunctions (when, if, that, because) to create some complex sentences.
- I can identify and write commands mostly correctly.
- I can use adjectives to create expanded noun phrases.
- I can use coordinating conjunctions to write compound sentences.
- I can create and use nouns using suffixes such as -ness, -er. E.g. buyer, happiness.

Vocabulary for unit (to be displayed):

Suffix, subordinating conjunction, complex sentences

- I can use a wider range of time connectives to show when an event is happening E.g. later, finally, suddenly, before.
- I can create and use compound nouns.
- I can use the past tense for stories, recounts and historical reports.
- I can use the suffix -ed to form verbs in the simple past tense where there is a change to the root word.
- I can spell most of the Year 2 common exception words.
- I can apply spelling rules and guidance, as listed in English Appendix 1.

Vocabulary for unit (to be displayed):

Paragraph, verbs, time connectives

Unit 3 - Retell and innovate (2 weeks)

- I can use coordinating conjunctions (and, but, or) to write compound sentences.
- I can use subordinating conjunctions (when, if, that because) to create some complex sentences.
- I can use the past tense for stories, recounts and historical reports.
- I am beginning to group related sentences into paragraphs.
- I can use commas to separate items in a list.
- I can use capital letters for names of people, days of the week and the personal pronoun 'I'.
- I can spell most of the Year 2 common exception words.

- I can use some features of standard English in my writing.

Vocabulary for unit (to be displayed):

questions, question marks, present progressive, paragraphs, coordinating conjunctions, compound sentences

Block 4 Handwriting

- I can use some of the diagonal and horizontal strokes needed to join letters and understand which letters when adjacent to one another are best left un-joined (ch, sh, th, ph, ck, ab, ul).
- I can form lower-case letters of the correct size relative to one another.

Block 4 Spelling

- The /i:/ sound spelt -ey
- The /ɒ/ sound spelt a after w and qu
- The /ɔ:/ sound spelt a after w
- The /z/ sound spelt s
- Homophones and near-homophones
- Common exception words

Block 5 Handwriting

- I can use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another are best left un-joined (ol, wh, ot, ob, od).
- I can use spacing between words that reflects the size of the letters.

Block 5 Spelling

- Words ending in -tion
- Homophones and near-homophones
- Common exception words

- I can apply spelling rules and guidance, as listed in English Appendix 1.

Vocabulary for unit (to be displayed):

Subordinating conjunctions, complex sentences, paragraphs, commas in a list

Block 6 Handwriting

- I can form lower-case letters of the correct size relative to one another.
- I can use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, as best left un-joined.
- I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
- I can use spacing between words that reflects the size of the letters.

Block 6 Spelling

- The possessive apostrophe (singular nouns)
- Contractions
- Homophones and near-homophones
- Common exception words

English - Year 3

On-going LEAPS (to be taught in every unit/ block)

The Writing Process	Before I write	<ul style="list-style-type: none"> • I can discuss example texts so that I understand their structure, vocabulary and grammar. • I can discuss and record simple ideas.
	When I am writing	<ul style="list-style-type: none"> • I can discuss example texts so that I understand their structure, vocabulary and grammar. • I can discuss and record simple ideas.
	After I have written	<ul style="list-style-type: none"> • I can assess how effective my own writing is and give myself a 'next step'. • I can suggest better word choices for effect. • I can re-read my writing to check for errors in spelling, punctuation and grammar. • I can read aloud what I have written to a group, using appropriate intonation to make the meaning clear.
Handwriting	<ul style="list-style-type: none"> • I am consolidating the correct formation of basic joins from Year 2. <ul style="list-style-type: none"> -diagonal joins to letters without ascenders, e.g. ai, ar, un; -horizontal joins to letters without ascenders, e.g. ou, vi, wi; -diagonal joins to letters with ascenders, e.g. ab, ul, it; -horizontal joins to letters with ascenders, e.g. ol, wh, ot. • I can consistently use the correct size, proportion, fluency and spacing between letters and words. • I am developing clear, neat handwriting for finished work. • I am building up handwriting speed, fluency and legibility through practice. • I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. • I am increasing the legibility, consistency and quality of my handwriting, e.g. by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. • I am continuing to demonstrate, rehearse and verbalise as in KS1. 	
Spelling	<ul style="list-style-type: none"> • I can spell most of the Year 1 and 2 common exception words. • I can spell some words on the Year 3 and 4 word list. • I can use further prefixes and suffixes and understand how to add them. • I can spell further homophones • I can apply spelling rules and guidance. • I can use the first two or three letters of a word to check its spelling in a dictionary 	

		<ul style="list-style-type: none"> I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Reading	Range of Reading	<ul style="list-style-type: none"> I listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books. I am increasing my familiarity with a wide range of books, including fairy stories and myths and legends and can retell some of these orally. I am preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action. I recognise some different forms of poetry. For example, free verse, narrative poetry.
	Decoding	<ul style="list-style-type: none"> I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I can read further exception words, noting the unusual correspondences between spelling and sound. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
	Fluency	<i>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</i>

Block 1	Block 2	Block 3
<p>Subject/Conceptual knowledge/Skills: First Person Recount, Non-Chronological Report, Persuasive Advert</p> <p>Text/ Novel: Stone Age Boy by Satoshi Kitamura</p> <p>Key Vocabulary from Text: wandering, stumbled, relief, stew, striking, flint, chipped, trimmed, spearhead, scrapers, grindstone, piercing, antlers, ornaments, skinning, grilling, spiking, several, crept, munching, signal, furious, archaeologist</p>	<p>Subject/Conceptual knowledge/Skills: Informal Letter, Information Leaflet, Instructions</p> <p>Text/ Novel: The Diary of a Young Roman Soldier by Moira Butterfield</p> <p>Key Vocabulary from Text: invasion, soldier, young, legionary, generals, crawled, marched, practised, century, crowded, helmet, shield, empire, conquer</p>	<p>Subject/Conceptual knowledge/Skills: Poetry (narrative), Setting Description, Persuasive Appeal</p> <p>Text/ Novel: This Morning I Met a Whale by Michael Morpurgo</p> <p>Key Vocabulary from Text: Bird-watching, dawn chorus, hobby, Battersea, binoculars, heron, lightning, prehistoric, pterodactyl, Thames, whale, shore, creature, message, environment, struggle, tide, damage</p>
<p>Block 1 Reading LEAPs:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can use a dictionary to look up the meaning of an unfamiliar word I come across when I am reading. 	<p>Block 2 Reading LEAPs:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can explain the meaning of some key vocabulary within the context of the text. 	<p>Block 3 Reading LEAPs:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can find synonyms and distinguish shades of meaning in synonyms.

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

Inference/Prediction:

- I can ask relevant questions to get a better understanding of a text.
- I can make inferences such as inferring characters' feelings, thoughts and motives from their actions.

Explanation:

- I can identify the main purpose of a non-fiction text. E.g. 'It's all about why going to the dentist is important and how you should look after your teeth'.
- With support, I can justify my views about what I have read.

Retrieval:

- I can scan fiction and non-fiction texts for important words and phrases.
- I can skim read a page/short chapter of text to retrieve the main information.

Sequence/Summarising:

- I can order and sequence key events across a range of fiction and non-fiction texts.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise the main ideas drawn from more than one paragraph.

- I can identify some figurative language.

Inference/Prediction:

- I can justify my inferences with evidence.
- I can make sensible predictions based on what I have read.

Explanation:

- I can identify and explain some simple themes within fiction texts. E.g. bullying
- I can identify some basic features of organisation at sentence and text level. For example, imperatives used in instructions and can use these to help me navigate through a text.

Retrieval:

- I can answer questions about a text by locating the information needed.
- I can use the features of non-fiction texts (diagrams, photos, captions, labels and charts etc) to find information quickly and effectively.

Sequence/Summarising:

- I can order and sequence key events across a range of fiction and non-fiction texts.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise the main ideas drawn from more than one paragraph.

- I can use morphology (such as suffixes) and etymology to understand the meaning of new words I meet.

Inference/Prediction:

- I can justify my predictions with evidence.
- I can ask relevant questions to get a better understanding of a text.

Explanation:

- I can begin to use familiar non-fiction features independently to navigate through a text. For example, sub-headings to help locate information.
- I can discuss words and phrases from a text and explain how they capture the reader's interest and imagination.

Retrieval:

- I can scan fiction and non-fiction texts for important words and phrases.
- I can skim read a page/short chapter of text to retrieve the main information.

Sequence/Summarising:

- I can order and sequence key events across a range of fiction and non-fiction texts.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise the main ideas drawn from more than one paragraph.

Block 1 Writing LEAPS:

Unit 1-Setting Description (2 weeks)

- I know what nouns, adjectives, verbs and adverbs are. I can give examples.
- I can use capital letters, full stops, commas to separate items in a list,

Block 2 Writing LEAPS:

Unit 1- Informal Letter (2 weeks)

- I can form a range of adverbs by applying the rules for using the suffix -ly. E.g. hopefully, luckily, carelessly.

Block 3 Writing LEAPS:

Unit 1- Syllabic Poetry (2 weeks)

- I can listen to, discuss and express views about a wide range of poetry, including poems that are structured in different ways.

question marks and exclamation marks mostly correctly.

- I know that an adverb can give extra information about a verb including how and when the action took place. E.g. angrily, yesterday.
- I can form a range of adverbs by applying the rules for using the suffix -ly. E.g. hopefully, luckily, carelessly.
- I can write some complex sentences using subordinating conjunctions in my writing.
- I can identify and use some prepositions /prepositional phrases (indicating time, position, direction, possession, means) within my sentences. E.g. during the film, at the station, over the fence.
- I can use adverbs to open some sentences. E.g. Quietly, I crept into the room.
- I can group related sentences into paragraphs.
- I can identify and use co-ordinating conjunctions (and, but, so and or) correctly when writing compound sentences.
- I can use a range of rules to form verbs in the simple past tense, including irregular verbs. E.g. planned, went, had, was, preferred.
- I can identify and use the simple past tense in my writing. E.g. I went out to play.

Vocabulary for unit (to be displayed):

- I can securely use apostrophes for a wide range of contractions e.g. can't, don't, I'm, couldn't, he'll, wouldn't, shan't etc.
- I am beginning to understand the difference between the plural -s and the possessive -s.
- I can use the correct determiner (a or an) by looking at whether the next word starts with a consonant or vowel. .
- I can identify some of the differences between Standard English and non-Standard English and am beginning to apply what I have learnt in my writing. E.g. In dialogue for characters.
- I can identify and write a range of different sentence forms in my writing, including: statements, commands, questions and exclamation sentences.
- I can group related sentences into paragraphs.
- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks mostly correctly.
- I can securely use apostrophes for a wide range of contractions e.g. can't, don't, I'm, couldn't, he'll, wouldn't, shan't etc.
- I can use apostrophes to mark singular possession in a wider range of nouns e.g. Bob's hat, shark's teeth, James's eyes.
- When we were finished... Then... Eventually...

• I can use powerful verbs, interesting adjectives, including comparatives and superlatives, and adverbs for poetic effect.

- I can identify themes and conventions in a wider range of poems.
- I can participate in discussion about a range of poems, discussing words and phrases that capture the reader's interest.
- I can write poems, varying the length of sentences for poetic effect.
- I can explore and use poetic devices such as alliteration, rhyme and repetition.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases for effect.
- I can use powerful verbs, interesting adjectives, including comparatives and superlatives, and adverbs for poetic effect.
- Use figurative language, including similes, metaphors and personification, sometimes extending these for poetic effect.

Vocabulary for unit (to be displayed):

Kenning, tanka, cinquain, adjectives, comparatives, superlatives, verbs, nouns, syllables

Unit 2- Setting Description (2 weeks)

Nouns, adjectives, verbs, adverbs, capital letter, full stop, comma, question mark, exclamation mark, third person, past tense, expanded noun phrases

Unit 2- Non- Chronological Report (2 weeks)

- I can use some headings and sub-headings to help me organise my ideas.
- I can group related sentences into paragraphs.
- I can identify and use co-ordinating conjunctions (and, but, so and or) correctly when writing compound sentences.
- I am beginning to understand the difference between the plural -s and the possessive -s.
- I can use the correct determiner (a or an) by looking at whether the next word starts with a consonant or vowel.
- I can identify some of the differences between Standard English and non-Standard English and am beginning to apply what I have learnt in my writing. E.g. In dialogue for characters.
- I can identify and write a range of different sentence forms in my writing, including: statements, commands, questions and exclamation sentences.
- I can write some complex sentences using subordinating conjunctions in my writing.
- I can use capital letters, full stops, commas to separate items in a list,

- I can use a range of rules to form verbs in the simple past tense, including irregular verbs. E.g. planned, went, had, was, preferred.
- I can identify and use the simple past tense in my writing. E.g. I went out to play.

Vocabulary for unit (to be displayed):

Adverb, suffix, apostrophe, contraction, past tense, time connectives, description, paragraph, introduction, conclusion, first person

Unit 2- Information Leaflet (2 weeks)

- I can use the correct determiner (a or an) by looking at whether the next word starts with a consonant or vowel.
- I can spot word families to show how words are related. E.g. solve, solution, solver, dissolve, insoluble.
- I know what nouns, adjectives, verbs and adverbs are. I can give examples.
- I can use the correct determiner (a or an) by looking at whether the next word starts with a consonant or vowel.
- I can identify and write a range of different sentence forms in my writing, including: statements, commands, questions and exclamation sentences.
- I can write some complex sentences using subordinating conjunctions in my writing.
- I can group related sentences into paragraphs.
- I can use some headings and sub-headings to help me organise my ideas.

- I know that an adverb can give extra information about a verb including how and when the action took place. E.g. angrily, yesterday.
- I can use adverbs to open some sentences. E.g. Quietly, I crept into the room.
- I can use adverbs effectively in my writing to modify verbs. E.g. The car zoomed loudly round the track.
- I can form a range of adverbs by applying the rules for using the suffix -ly. E.g. hopefully, luckily, carelessly.
- I can write some complex sentences using subordinating conjunctions in my writing.
- I can identify and use some prepositions /prepositional phrases (indicating time, position, direction, possession, means) within my sentences. E.g. during the film, at the station, over the fence.
- I can use adverbs to open some sentences. E.g. Quietly, I crept into the room.
- I can group related sentences into paragraphs.
- I can use apostrophes to mark singular possession in a wider range of nouns e.g. Bob's hat, shark's teeth, James's eyes.
- I can use time connectives (conjunctive adverbs) and phrases to sequence and link my sentences. E.g. After that... When we were finished... Then... Eventually...

question marks and exclamation marks mostly correctly.

- I can identify and use co-ordinating conjunctions (and, but, so and or) correctly when writing compound sentences.
- I can use some subordinating conjunctions to show time, place and cause. E.g. when, before, after, while, so, because.
- I can use the present progressive and past progressive verb forms in my writing. E.g. She is running. She was running.
- I can use a range of adjectives and determiners to expand noun phrases. E.g. Some beautiful flowers, Their favourite food.

Vocabulary for unit (to be displayed):

Headings, subheadings, organise ideas, related sentences, paragraphs, co-ordinating conjunctions, main clause, compound sentence, third person, past tense, introduction, conclusion, picture, diagram, caption

Unit 3- Recount (2 weeks)

- I can use time connectives (conjunctive adverbs) and phrases to sequence and link my sentences. E.g. After that... When we were finished... Then... Eventually...
- I can identify and write a range of different sentence forms in my writing, including: statements, commands, questions and exclamation sentences.

- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks mostly correctly.
- I can use a range of rules to form verbs in the simple past tense, including irregular verbs. E.g. planned, went, had, was, preferred.
- I can identify and use the simple past tense in my writing. E.g. I went out to play.

Vocabulary for unit (to be displayed):

Determiner, consonant, vowel, word families, third person, past tense, technical vocabulary, pictures, diagrams, paragraph, heading, subheading

Unit 3- Persuasive Advert (2 weeks)

- I can identify and write some sentences written in the present perfect form to describe an action that has already occurred but continues to happen. E.g. I have washed my hands. He has brushed his teeth.
- I can use some headings and sub-headings to help me organise my ideas.
- I know that an adverb can give extra information about a verb including how and when the action took place. E.g. angrily, yesterday.
- I can form a range of adverbs by applying the rules for using the suffix -ly. E.g. hopefully, luckily, carelessly.

- I can use a range of rules to form verbs in the simple past tense, including irregular verbs. E.g. planned, went, had, was, preferred.
- I can identify and use the simple past tense in my writing. E.g. I went out to play.
- I can use powerful verbs, interesting adjectives and adverbs to describe settings and characters.
- I can use a range of adjectives and determiners to expand noun phrases. E.g. Some beautiful flowers, Their favourite food.
- I can use comparatives and superlatives for effect. E.g. He was taller than a giraffe. He was the bravest boy in the whole world.
- I can use some similes for effect. E.g. He ran as fast as a cheetah.
- I can use some metaphors for effect. E.g. The sun is a ball of fire.

Vocabulary for unit (to be displayed):

Nouns, adjectives, verbs, adverbs, capital letter, full stop, comma, question mark, exclamation mark, third person, past tense, expanded noun phrases

Unit 3- Persuasive Appeal (2 weeks)

- I can form and use a wider range of prefixes to change the meaning of verbs and adjectives E.g. agree - disagree, correct - incorrect, possible- impossible.

- I know what nouns, adjectives, verbs and adverbs are. I can give examples.
- I am beginning to understand the difference between the plural -s and the possessive -s.
- I can form and use nouns using a range of prefixes. E.g. superman, antifreeze, autograph.
- I can use the correct determiner (a or an) by looking at whether the next word starts with a consonant or vowel.
- I can identify some of the differences between Standard English and non-Standard English and am beginning to apply what I have learnt in my writing. E.g. In dialogue for characters.
- I can identify and write a range of different sentence forms in my writing, including: statements, commands, questions and exclamation sentences.
- I can write some complex sentences using subordinating conjunctions in my writing.
- I can group related sentences into paragraphs.
- I can use some headings and sub-headings to help me organise my ideas.
- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks mostly correctly.
- I can identify and use co-ordinating conjunctions (and, but, so and or) correctly when writing compound sentences.

- I can write some complex sentences using subordinating conjunctions in my writing.
- I can identify and use some prepositions /prepositional phrases (indicating time, position, direction, possession, means) within my sentences. E.g. during the film, at the station, over the fence.
- I can use adverbs to open some sentences. E.g. Quietly, I crept into the room.
- I can use some headings and sub-headings to help me organise my ideas.

Vocabulary for unit (to be displayed):

Statement, command, question, exclamation, full stop, question mark, exclamation mark, time connectives, adverbs of time, title, bullet points, numbered steps, imperative verbs, adverbs, top tip, second person

Block 2 Handwriting

- Diagonal joins to letters without ascenders: au, ue, aw, ie, ir, ew

Block 2 Spelling

- Homophones and near-homophones
- Common exception words

- I can use a range of rules to form the present participle of a verb. E.g. hoping, running, helping, gardening.
- I am beginning to understand the difference between the plural -s and the possessive -s.
- I can use the correct determiner (a or an) by looking at whether the next word starts with a consonant or vowel.
- I can identify some of the differences between Standard English and non-Standard English and am beginning to apply what I have learnt in my writing. E.g. In dialogue for characters.
- I can identify and write a range of different sentence forms in my writing, including: statements, commands, questions and exclamation sentences.
- I can write some complex sentences using subordinating conjunctions in my writing.
- I can group related sentences into paragraphs.
- I can securely use apostrophes for a wide range of contractions e.g. can't, don't, I'm, couldn't, he'll, wouldn't, shan't etc.
- I can use a range of rules to form the present participle of a verb. E.g. hoping, running, helping, gardening.
- I can use the present progressive and past progressive verb forms in my writing. E.g. She is running. She was running.

- I can use some subordinating conjunctions to show time, place and cause. E.g. when, before, after, while, so, because.
- I can use the present progressive and past progressive verb forms in my writing. E.g. She is running. She was running.
- I can use powerful verbs, interesting adjectives and adverbs to describe settings and characters.
- I can use a range of adjectives and determiners to expand noun phrases. E.g. Some beautiful flowers, Their favourite food.
- I can use comparatives and superlatives for effect. E.g. He was taller than a giraffe. He was the bravest boy in the whole world.
- I can use some similes for effect. E.g. He ran as fast as a cheetah.

Vocabulary for unit (to be displayed):

Present perfect, headings, subheadings, organisation, rhetorical questions, exaggeration, facts, opinions, emotive language, paragraphs

Block 1 Handwriting

- Review and consolidate letter formation of four groups in both upper and lower cases. (1 armed robot letters- b,h,m,n,p,r/ Curly caterpillar letters- a c d,e,f,g,o,q,s/ Long ladder letters -

- I can identify and write some sentences written in the present perfect form to describe an action that has already occurred but continues to happen. E.g. I have washed my hands. He has brushed his teeth.
- I can use adverbs effectively in my writing to modify verbs. E.g. The car zoomed loudly round the track.
- I can use powerful verbs, interesting adjectives and adverbs to describe settings and characters.
- I can use a range of adjectives and determiners to expand noun phrases. E.g. Some beautiful flowers, Their favourite food.

Vocabulary for unit (to be displayed):

Root word, prefix, verbs, adjectives, present participle, rhetorical questions, exaggeration, facts, opinions, emotive language, paragraphs

Block 3 Handwriting

- Horizontal joins to letters without ascenders: vi, wi, oy, wa, wo,we

Block 3 Spelling

- The suffix -ly
- Homophones and near-homophones
- Common exception words

<p>i,j,t,l,u,y/ Zig-zag letters-k,v,w,x,z-One group per lesson</p> <ul style="list-style-type: none"> • Writing full name (including middle names) orientated correctly on four lines <p>Block 1 Spelling</p> <ul style="list-style-type: none"> • Possessive apostrophe with singular and plural words • Homophones and near-homophones • Common exception words 		
<p style="text-align: center;">Block 4</p> <p>Subject/Conceptual knowledge/Skills: Traditional Tales (retelling), Play script, Explanation Text</p> <p>Text/ Novel: Jack and the Beanstalk</p> <p>Key Vocabulary from Text: Jack, beanstalk, mother, cow, magic, castle, giant, climb, clamber, scale, clouds, hen, golden egg, harp, coins, fortune</p>	<p style="text-align: center;">Block 5</p> <p>Subject/Conceptual knowledge/Skills: Character Description, Diaries, Newspaper Reports</p> <p>Text/ Novel: Pirates Next Door by Jonny Duddle</p> <p>Key Vocabulary from Text: Dull-on-Sea, seaside, gloomy, pirate, eyepatch, treasure, anchoring, sailed, shore, neighbourhood, alarming, council, disgraceful, dirtiness, plank, cannons, cutlass</p>	<p style="text-align: center;">Block 6</p> <p>Subject/Conceptual knowledge/Skills: Poetry (syllabic), Instructions, Autobiography</p> <p>Text/ Novel: George's Marvellous Medicine by Roald Dahl</p> <p>Key Vocabulary from Text: George, medicine, marvellous, shaving foam, dandruff, hairset, floor polish, mother, growing, farmyard, ceiling, roof, shrinking, crane, ingredients</p>
<p>Block 4 Reading LEAPs:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • I can use a dictionary to look up the meaning of an unfamiliar word I come across when I am reading. • I can discuss and clarify the meanings of words, linking new meanings to known vocabulary. 	<p>Block 5 Reading LEAPs:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • I can explain the meaning of some key vocabulary within the context of the text. • I can identify some figurative language. <p>Inference/Prediction:</p>	<p>Block 6 Reading LEAPs:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • I can find synonyms and distinguish shades of meaning in synonyms. • I can use morphology (such as suffixes) and etymology to understand the meaning of new words I meet. <p>Inference/Prediction:</p>

Inference/Prediction:

- I can make inferences such as inferring characters' feelings, thoughts and motives from their actions.
- I can justify my inferences with evidence.

Explanation:

- I can identify the main purpose of a non-fiction text. E.g. 'It's all about why going to the dentist is important and how you should look after your teeth'.
- With support, I can justify my views about what I have read.

Retrieval:

- I can answer questions about a text by locating the information needed.
- I can use the features of non-fiction texts (diagrams, photos, captions, labels and charts etc) to find information quickly and effectively.

Sequence/Summarising:

- I can order and sequence key events across a range of fiction and non-fiction texts.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise the main ideas drawn from more than one paragraph.

- I can make sensible predictions based on what I have read.
- I can justify my predictions with evidence.

Explanation:

- I can identify and explain some simple themes within fiction texts. E.g. bullying
- I can identify some basic features of organisation at sentence and text level. For example, imperatives used in instructions and can use these to help me navigate through a text.

Retrieval:

- I can scan fiction and non-fiction texts for important words and phrases.
- I can skim read a page/short chapter of text to retrieve the main information.

Sequence/Summarising:

- I can order and sequence key events across a range of fiction and non-fiction texts.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise the main ideas drawn from more than one paragraph.

- I can ask relevant questions to get a better understanding of a text.
- I can make inferences such as inferring characters' feelings, thoughts and motives from their actions.

Explanation:

- I can begin to use familiar non-fiction features independently to navigate through a text. For example, sub-headings to help locate information.
- I can discuss words and phrases from a text and explain how they capture the reader's interest and imagination.

Retrieval:

- I can answer questions about a text by locating the information needed.
- I can use the features of non-fiction texts (diagrams, photos, captions, labels and charts etc) to find information quickly and effectively.

Sequence/Summarising:

- I can order and sequence key events across a range of fiction and non-fiction texts.
- I can identify main ideas drawn from more than one paragraph.
- I can summarise the main ideas drawn from more than one paragraph.

Block 4 Writing LEAPS:**Unit 1-Traditional Tales (2 weeks)**

- I am beginning to understand the difference between the plural -s and the possessive -s.

Block 5 Writing LEAPS:**Unit 1-Character Descriptions (2 weeks)**

- I can identify main and subordinate clauses in complex sentences.
- I can write some complex sentences using subordinating conjunctions in my writing.

Block 6 Writing LEAPS:**Unit 1-Free Verse Poetry (2 weeks)**

- I can use some similes for effect. E.g. He ran as fast as a cheetah.
- I can use some metaphors for effect. E.g. The sun is a ball of fire.

- I can use apostrophes to mark singular possession in a wider range of nouns e.g. Bob's hat, shark's teeth, James's eyes.
- I can use some inverted commas correctly to punctuate direct speech.

- I know what nouns, adjectives, verbs and adverbs are. I can give examples.
- I know that an adverb can give extra information about a verb including how and when the action took place. E.g. angrily, yesterday.
- I can use the correct determiner (a or an) by looking at whether the next word starts with a consonant or vowel.
- I can form a range of adverbs by applying the rules for using the suffix -ly. E.g. hopefully, luckily, carelessly.
- I can identify some of the differences between Standard English and non-Standard English and am beginning to apply what I have learnt in my writing. E.g. In dialogue for characters.
- I can identify and write a range of different sentence forms in my writing, including: statements, commands, questions and exclamation sentences.
-
- I can identify and use some prepositions /prepositional phrases (indicating time, position, direction, possession, means) within my sentences. E.g. during the film, at the station, over the fence.

- I can form a range of adverbs by applying the rules for using the suffix -ly. E.g. hopefully, luckily, carelessly.
- I can write some complex sentences using subordinating conjunctions in my writing.
- I can identify and use some prepositions /prepositional phrases (indicating time, position, direction, possession, means) within my sentences. E.g. during the film, at the station, over the fence.
- I can use adverbs to open some sentences. E.g. Quietly, I crept into the room.
- I can group related sentences into paragraphs.
- I can use apostrophes to mark singular possession in a wider range of nouns e.g. Bob's hat, shark's teeth, James's eyes.
- I can use time connectives (conjunctive adverbs) and phrases to sequence and link my sentences. E.g. After that... When we were finished... Then... Eventually...
- I can use a range of rules to form verbs in the simple past tense, including irregular verbs. E.g. planned, went, had, was, preferred.
- I can identify and use the simple past tense in my writing. E.g. I went out to play.
- I can use powerful verbs, interesting adjectives and adverbs to describe settings and characters.

- I can use some personification for effect. E.g. The leaves danced in the breeze.
- I can listen to, discuss and express views about a wider range of poetry, including poems that are structured in different ways e.g. narratives, free verse, syllabic poetry.
- I can identify themes and conventions in a wider range of poems.
- I can participate in discussion about a range of poems, discussing words and phrases that capture the reader's interest.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can write poems, varying the length of sentences for poetic effect.
- I can explore and use poetic devices such as alliteration, rhyme and repetition.
- I can write poems using all four sentence types, experimenting with punctuation.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases for effect.
- I can use powerful verbs, interesting adjectives, including comparatives and superlatives, and adverbs for poetic effect.

- I can use adverbs to open some sentences. E.g. Quietly, I crept into the room.
- I can group related sentences into paragraphs.
- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks mostly correctly.
- I can securely use apostrophes for a wide range of contractions e.g. can't, don't, I'm, couldn't, he'll, wouldn't, shan't etc.
- I can use apostrophes to mark singular possession in a wider range of nouns e.g. Bob's hat, shark's teeth, James's eyes.
- I can use some inverted commas correctly to punctuate direct speech.
- I can identify and use co-ordinating conjunctions (and, but, so and or) correctly when writing compound sentences.
- I can use time connectives (conjunctive adverbs) and phrases to sequence and link my sentences. E.g. After that... When we were finished... Then... Eventually...

Vocabulary for unit (to be displayed):

Singular, plural, possessive, apostrophe, inverted commas, dialogue, setting, characters, Once upon a time, past tense, coordinating conjunction, contraction, expanded noun phrase, statement, question, command, exclamation

Unit 2- Play script (2 weeks)

- I can use a range of adjectives and determiners to expand noun phrases. E.g. Some beautiful flowers, Their favourite food.
- I can use comparatives and superlatives for effect. E.g. He was taller than a giraffe. He was the bravest boy in the whole world.
- I can use some similes for effect. E.g. He ran as fast as a cheetah.
- I can use some metaphors for effect. E.g. The sun is a ball of fire.

Vocabulary for unit (to be displayed):

Main clause, subordinate clause, subordinating conjunction, subject, object, verb, Nouns, adjectives, adverbs, capital letter, full stop, comma, question mark, exclamation mark, third person, past tense, expanded noun phrases

Unit 2- Diary Entries (2 weeks)

- I can use a range of adjectives and determiners to expand noun phrases. E.g. Some beautiful flowers, Their favourite food.
- I can use comparatives and superlatives for effect. E.g. He was taller than a giraffe. He was the bravest boy in the whole world.
- I can form a range of adverbs by applying the rules for using the suffix -ly. E.g. hopefully, luckily, carelessly.
- I can identify some of the differences between Standard English and non-Standard English and am beginning to

Vocabulary for unit (to be displayed):

Similes, metaphors, personification, figurative language, effect, repetition, alliteration, rhyme, onomatopoeia,

Unit 2- Instructions (2 weeks)

- I can form and use nouns using a range of prefixes. E.g. superman, antifreeze, autograph.
- I can identify and use co-ordinating conjunctions (and, but, so and or) correctly when writing compound sentences.

- I can identify and write a range of different sentence forms in my writing, including: statements, commands, questions and exclamation sentences.
- I can use time connectives (conjunctive adverbs) and phrases to sequence and link my sentences. E.g. After that... When we were finished... Then... Eventually...
- I know that an adverb can give extra information about a verb including how and when the action took place. E.g. angrily, yesterday.
- I can form a range of adverbs by applying the rules for using the suffix -ly. E.g. hopefully, luckily, carelessly.
- I can write some complex sentences using subordinating conjunctions in my writing.
- I can identify and use some prepositions /prepositional phrases (indicating time, position, direction,

- I can identify some of the differences between Standard English and non-Standard English and am beginning to apply what I have learnt in my writing. E.g. In dialogue for characters.
- I can identify and use some prepositions /prepositional phrases (indicating time, position, direction, possession, means) within my sentences. E.g. during the film, at the station, over the fence.
- I know that an adverb can give extra information about a verb including how and when the action took place. E.g. angrily, yesterday.
- I can write some complex sentences using subordinating conjunctions in my writing.
- I can identify and use some prepositions /prepositional phrases (indicating time, position, direction, possession, means) within my sentences. E.g. during the film, at the station, over the fence
- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks mostly correctly.
- I can securely use apostrophes for a wide range of contractions e.g. can't, don't, I'm, couldn't, he'll, wouldn't, shan't etc.
- I can use apostrophes to mark singular possession in a wider range of nouns e.g. Bob's hat, shark's teeth, James's eyes.

- apply what I have learnt in my writing. E.g. In dialogue for characters.
- I can write some complex sentences using subordinating conjunctions in my writing.
 - I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks mostly correctly.
 - I can securely use apostrophes for a wide range of contractions e.g. can't, don't, I'm, couldn't, he'll, wouldn't, shan't etc.
 - I can use apostrophes to mark singular possession in a wider range of nouns e.g. Bob's hat, shark's teeth, James's eyes.
 - I can use some subordinating conjunctions to show time, place and cause. E.g. when, before, after, while, so, because.
 - I can use a range of rules to form verbs in the simple past tense, including irregular verbs. E.g. planned, went, had, was, preferred.
 - I can identify and use the simple past tense in my writing. E.g. I went out to play.
 - I can use powerful verbs, interesting adjectives and adverbs to describe settings and characters.
 - I can use a range of adjectives and determiners to expand noun phrases. E.g. Some beautiful flowers, Their favourite food.

- possession, means) within my sentences. E.g. during the film, at the station, over the fence.
- I can use adverbs to open some sentences. E.g. Quietly, I crept into the room.
 - I can use some headings and sub-headings to help me organise my ideas.

Vocabulary for unit (to be displayed):

Nouns, prefixes, co-ordinating conjunction, subject, object, verb, statement, command, question, exclamation, full stop, question mark, exclamation mark, time connectives, adverbs of time, title, bullet points, numbered steps, imperative verbs, adverbs, top tip, second person

Unit 3- Biography (2 weeks)

- I can use a range of rules to form verbs in the simple past tense, including irregular verbs. E.g. planned, went, had, was, preferred.
- I can identify and use the simple past tense in my writing. E.g. I went out to play.
- I am beginning to understand the difference between the plural -s and the possessive -s.
- I can use the correct determiner (a or an) by looking at whether the next word starts with a consonant or vowel.

- I can use time connectives (conjunctive adverbs) and phrases to sequence and link my sentences. E.g. After that... When we were finished... Then... Eventually...
- I can use a range of rules to form the present participle of a verb. E.g. hoping, running, helping, gardening.
- I can use the present progressive and past progressive verb forms in my writing. E.g. She is running. She was running.
- I can use comparatives and superlatives for effect. E.g. He was taller than a giraffe. He was the bravest boy in the whole world.

Vocabulary for unit (to be displayed):

Standard English, non-standard English, prepositions, prepositional phrases, characters, acts, scenes, description, dialogue, speaker, colon, brackets

Unit 3- Explanation Text (2 weeks)

- I can use some subordinating conjunctions to show time, place and cause. E.g. when, before, after, while, so, because.
- I can use the present progressive and past progressive verb forms in my writing. E.g. She is running. She was running.

Vocabulary for unit (to be displayed):

contraction, past tense, time connectives, description, paragraph, introduction, conclusion, first person, adjectives, determiners, expanded noun phrase, comparatives, superlatives

Unit 3- Newspaper Report (2 weeks)

- I can identify and use some prepositions /prepositional phrases (indicating time, position, direction, possession, means) within my sentences. E.g. during the film, at the station, over the fence.
- I can use some inverted commas correctly to punctuate direct speech.
- I can form a range of adverbs by applying the rules for using the suffix -ly. E.g. hopefully, luckily, carelessly.
- I can identify some of the differences between Standard English and non-Standard English and am beginning to apply what I have learnt in my writing. E.g. In dialogue for characters.
- I can identify and write a range of different sentence forms in my writing, including: statements, commands, questions and exclamation sentences.
- I can write some complex sentences using subordinating conjunctions in my writing.
- I can identify and use some prepositions /prepositional phrases (indicating time, position, direction, possession, means) within my sentences. E.g. during the film, at the station, over the fence.

- I can identify some of the differences between Standard English and non-Standard English and am beginning to apply what I have learnt in my writing. E.g. In dialogue for characters.
- I can write some complex sentences using subordinating conjunctions in my writing.
- I can identify and use some prepositions /prepositional phrases (indicating time, position, direction, possession, means) within my sentences. E.g. during the film, at the station, over the fence.
- I can use adverbs to open some sentences. E.g. Quietly, I crept into the room.
- I can group related sentences into paragraphs.
- I can use some headings and sub-headings to help me organise my ideas.
- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks mostly correctly.
- I can use apostrophes to mark singular possession in a wider range of nouns e.g. Bob's hat, shark's teeth, James's eyes.
- I can identify and use co-ordinating conjunctions (and, but, so and or) correctly when writing compound sentences.
- I can use some subordinating conjunctions to show time, place and cause. E.g. when, before, after, while, so, because.

- I can use the correct determiner (a or an) by looking at whether the next word starts with a consonant or vowel.
- I can identify some of the differences between Standard English and non-Standard English and am beginning to apply what I have learnt in my writing. E.g. In dialogue for characters.
- I can identify and write a range of different sentence forms in my writing, including: statements, commands, questions and exclamation sentences.
- I can identify main and subordinate clauses in complex sentences.
- I can write some complex sentences using subordinating conjunctions in my writing.
- I can group related sentences into paragraphs.
- I can use some headings and sub-headings to help me organise my ideas.
- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks mostly correctly.
- I can identify and use co-ordinating conjunctions (and, but, so and or) correctly when writing compound sentences.
- I can use some subordinating conjunctions to show time, place and cause. E.g. when, before, after, while, so, because.
- I can use a range of rules to form the present participle of a verb. E.g. hoping, running, helping, gardening.

- I can group related sentences into paragraphs.
- I can use some headings and sub-headings to help me organise my ideas.
- I can use apostrophes to mark singular possession in a wider range of nouns e.g. Bob's hat, shark's teeth, James's eyes.
- I can identify and use co-ordinating conjunctions (and, but, so and or) correctly when writing compound sentences.
- I can use some subordinating conjunctions to show time, place and cause. E.g. when, before, after, while, so, because.
- I can use time connectives (conjunctive adverbs) and phrases to sequence and link my sentences. E.g. After that... When we were finished... Then... Eventually...
- I can use a range of rules to form verbs in the simple past tense, including irregular verbs. E.g. planned, went, had, was, preferred.
- I can identify and use the simple past tense in my writing. E.g. I went out to play.
- I can use the present progressive and past progressive verb forms in my writing. E.g. She is running. She was running.

Vocabulary for unit (to be displayed):

Prepositions, prepositional phrases, inverted commas, reported speech, direct speech, first

- I can use time connectives (conjunctive adverbs) and phrases to sequence and link my sentences. E.g. After that... When we were finished... Then... Eventually...
- I can use a range of rules to form verbs in the simple past tense, including irregular verbs. E.g. planned, went, had, was, preferred.
- I can identify and use the simple past tense in my writing. E.g. I went out to play.
- I can use adverbs effectively in my writing to modify verbs. E.g. The car zoomed loudly round the track.
- I can use powerful verbs, interesting adjectives and adverbs to describe settings and characters.
- I can use a range of adjectives and determiners to expand noun phrases. E.g. Some beautiful flowers, Their favourite food.
- I can use comparatives and superlatives for effect. E.g. He was taller than a giraffe. He was the bravest boy in the whole world.

Vocabulary for unit (to be displayed):

Simple past tense, verbs, heading, subheading, third person, technical vocabulary, introduction, picture, caption, paragraphs, conclusion

Block 6 Handwriting

- Joining to other letters from letters with a descender

- I can use the present progressive and past progressive verb forms in my writing. E.g. She is running. She was running.

Vocabulary for unit (to be displayed):

Subordinating conjunction, present progressive, past progressive, question title, introduction, conclusion, time connectives, causal connectives, technical vocabulary, third person, paragraphs

Block 4 Handwriting

- Diagonal joins to letters with ascenders: it, ab, ad, al, at, cl, ct, et,

Block 4 Spelling

- The /ʌ/ sound spelt ou
- More prefixes
- Homophones and near-homophones
- Common exception words

person, third person, past tense, time connectives, orientation, reorientation

Block 5 Handwriting

- Horizontal joins to letters with ascenders: ol, wh, ot, ob, od
- Practice not joining up after the letter q

Block 5 Spelling

- Words with endings sounding like /ʒə/ or /t_ʃə/
- Words with the /e_ɪ/ sound spelt ei, eigh, or ey
- Adding suffixes beginning with vowel letters to words of more than one syllable
- Homophones and near-homophones
- Common exception words

fl, fr, fa, gr, gl, ya, ye, yo yu

See handwriting scheme. What does it state needs to be taught in this block?

Block 6 Spelling

- Adding suffixes beginning with vowel letters to words of more than one syllable
- More prefixes
- Homophones and near-homophones
- Common exception words

English - Year 4

On-going LEAPS (to be taught in every unit/ block)

The Writing Process	Before I write	<ul style="list-style-type: none"> I can discuss example texts so that I can learn from their structure, vocabulary and grammar. I can discuss and record a range of useful ideas.
	When I am writing	<ul style="list-style-type: none"> I can think of and practise my sentences orally and improve them as I say them aloud.
	After I have written	<ul style="list-style-type: none"> I can assess how effective my peer's writing is and give them a 'next step'. I can suggest a better choice of vocabulary and some punctuation for effect. I can re-read my writing and check for errors in spelling, grammar and punctuation and correct some of these errors. I can read my writing aloud to the whole class, with appropriate intonation to make the meaning clear.
Handwriting	<ul style="list-style-type: none"> I am continuing to build up speed. I am consolidating consistency in size, proportion, fluency and spacing between letters and words. I can use a range of presentational skills. E.g. print script for captions, sub-headings and labels; capital letters for posters, title pages and headings; a range of computer generated fonts and point sizes. I continue to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. I continue to increase the legibility, consistency and quality of my handwriting. I use joined handwriting for all writing except where other special forms are required. I know when to use: <ul style="list-style-type: none"> -a clear, neat hand for finished presented work. -informal writing for everyday informal work, rough drafting etc. <ul style="list-style-type: none"> I use a range of presentational skills, e.g. <ul style="list-style-type: none"> -print script for captions, sub-headings and labels; -capital letters for posters, title pages and headings; -a range of computer generated fonts and point sizes. I am increasing the legibility, consistency and quality of my handwriting, 	
Spelling	<ul style="list-style-type: none"> I can spell most of the Year 1 and 2 common exception words. I can spell most words on the Year 3 and 4 word list. I can apply spelling rules and guidance. I can use the first two or three letters of a word to check its spelling in a dictionary. 	

		<ul style="list-style-type: none"> I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Reading	Range of Reading	<ul style="list-style-type: none"> I listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books. I am increasing my familiarity with a wide range of books, including fairy stories and myths and legends and can retell some of these orally. I am preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action. -I recognise some different forms of poetry. For example, free verse, narrative poetry.
	Fluency	<i>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</i>

Block 1	Block 2	Block 3
Subject/Conceptual knowledge/Skills: Instructions, recount and syllabic poetry.	Subject/Conceptual knowledge/Skills: Non-chronological, formal letter and narrative.	Subject/Conceptual knowledge/Skills: Play script, diary entry and character description.
Text/ Novel: How to Train Your Dragon - Cressida Creswell.	Text/ Novel: The Chocolate Tree - Linda Lowry	Text/ Novel: Outlaw - Michael Morpurgo
Key Vocabulary from Text: dragon, Vikings,	Key Vocabulary from Text:	Key Vocabulary from Text:
<u>Block 1 Reading LEAPs:</u> Vocabulary: <ul style="list-style-type: none"> I can use a dictionary to look up the meaning of an unfamiliar word I come across when I am reading. I can explain the meaning of some key vocabulary within the context of the text. Inference/Prediction:	<u>Block 2 Reading LEAPs:</u> Vocabulary: <ul style="list-style-type: none"> I can use a dictionary to look up the meaning of an unfamiliar word I come across when I am reading. Inference/Prediction: <ul style="list-style-type: none"> I can ask relevant questions to get a better understanding of a text. Explanation:	<u>Block 3 Reading LEAPs:</u> Vocabulary: <ul style="list-style-type: none"> I can discuss and clarify the meanings of words, linking new meanings to known vocabulary. I can identify figurative language and understand how this affects meaning. I can find synonyms and distinguish shades of meaning in synonyms. Inference/Prediction:

- I can ask relevant questions to get a better understanding of a text.

Explanation:

- I can identify the main purpose of a non-fiction text.

Retrieval:

- I can answer questions about a text by locating the information needed.

Sequence/Summarising:

- I can order and sequence key events across a range of fiction and non-fiction texts.

- I can identify the main purpose of a non-fiction text.
- E.g. 'It's all about why going to the dentist is important and how you should look after your teeth'.

Retrieval:

- I can use scanning to find specific words/phrases and numerical information.
- I can skim read a page/short chapter of text to retrieve the main information.

Sequence/Summarising:

- I can order and sequence key events across a range of fiction and non-fiction texts.

- I can make inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Explanation: I can identify some features of organisation at sentence and text level. For example, cliff hangers, bold lettering
- I can discuss words and phrases from a text and explain how they capture the reader's interest and imagination.

Retrieval:

- I can use scanning to find specific words/phrases and numerical information.
- I can skim read a page/short chapter of text to retrieve the main information.

Sequence/Summarising:

- I can order and sequence key events across a range of fiction and non-fiction texts.

Block 1 Writing LEAPS:

Unit 1 - Instructions (2 weeks)

- I can identify and use co-ordinating conjunctions (FANBOYS) to create compound sentences mostly correctly.
- I can use a full stop to show a main clause has ended, or a conjunction to link another main clause. I do not run sentences together or comma splice (use a comma between main clauses).
- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks correctly in my writing for sentences, questions and commands or exclamations.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. E.g. the teacher ... expanded to: the strict maths teacher with curly hair.
- I can use a range of fronted adverbials (for time, place and manner) in my writing mostly correctly. E.g. Later that day... In the distance...As fast as he could...In admiration...
- I can identify and write complex sentences using a range of subordinating conjunctions.

Block 2 Writing LEAPS:

Unit 1 - Folk Tale Narrative (3 weeks)

- I can identify and write complex sentences using a range of subordinating conjunctions.
- I can use some -ed, -ing and -ly openers to start my sentences. E.g. Worried, Running, Slowly.
- I can identify and use prepositions /prepositional phrases (indicating time, position, direction, possession, means) to start my sentences. E.g. During the film, At the station, Over the fence.
- I can use a range of fronted adverbials (for time, place and manner) in my writing mostly correctly. E.g. Later that day... In the distance...As fast as he could...In admiration...
- I can use inverted commas correctly to punctuate direct speech.
- I can use a new line for new speaker.
- I can use a comma after the reporting clause at the start of direct speech. E.g. The conductor shouted, "Get off the bus!"
- I can use a range of rules to form verbs in the simple past tense and past progressive tense mostly correctly, including irregular verbs and

Block 3 Writing LEAPS:

Unit 1 - Character Description (2 weeks)

- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. E.g. the teacher ... expanded to: the strict maths teacher with curly hair.
- I can use similes for effect. E.g. He ran as fast as a cheetah.
- I can use metaphors for effect. E.g. The sun is a ball of fire.
- I can use the possessive apostrophe accurately in words with regular and irregular plurals. The girls' names were written on the board. The children's favourite food is pizza.
- I can use a range of rules to form verbs in the simple past tense and past progressive tense mostly correctly, including irregular verbs and verbs of more than one syllable. E.g. planned, went, had, preferred, hoping, running, gardening.
- I can identify and write complex sentences using a range of subordinating conjunctions.
- I can use interesting verbs and adverbs for effect.
- I can vary the length of my sentences to create pace in my writing.

- I can use interesting verbs and adverbs for effect.
- I can use commas after some fronted adverbs/adverbials. E.g. Long ago, there lived... Later that day, I went... Slowly, I crept...

Vocabulary for unit (to be displayed):

Main clause, coordinating conjunction, compound sentence, full stop, comma splice, noun, noun phrase, adjective, preposition, fronted adverbial, subordinate clause, complex sentence, verb, adverb

Unit 2- Recount (2 weeks)

- I can identify and use subordinating conjunctions of time (when, before, until, as soon as) place (where, wherever) and cause (since, because, so that) to create complex sentences.
- I can identify and write complex sentences using a range of subordinating conjunctions.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. E.g. the teacher ... expanded to: the strict maths teacher with curly hair.
- I can use paragraphs to organise my ideas around a theme.
- I can use apostrophes for omission and singular possession mostly correctly.
- I can use a range of fronted adverbials (for time, place and manner) in my writing mostly correctly. E.g. Later that day... In the distance...As fast as he could...In admiration...
- I can use interesting verbs and adverbs for effect.
- I can use pronouns in the place of names and other nouns (*personal* - he, she, we, they, it; *possessive* - my, his, her, their) to aid cohesion and avoid repetition. E.g. Amy had a bike. **She** loved it very much. **Her** brother was jealous. **He** wanted it.

verbs of more than one syllable. E.g. planned, went, had, preferred, hoping, running, gardening.

- I can use some -ed, -ing and -ly openers to start my sentences. E.g. Worried, Running, Slowly.

I can use commas after some fronted adverbs/adverbials. E.g. Long ago, there lived... Later that day, I went... Slowly, I crept

- I can use paragraphs to organise my ideas around a theme.
- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks correctly in my writing for sentences, questions and commands or exclamations.
- I can use a full stop to show a main clause has ended, or a conjunction to link another main clause. I do not run sentences together or comma splice (use a comma between main clauses).
- I can use inverted commas correctly to punctuate direct speech.
- I can use a new line for new speaker.
- I can use a comma after the reporting clause at the start of direct speech. E.g. The conductor shouted, "Get off the bus!".
- I can use the correct punctuation for the end of speech within inverted commas (only a full stop if the speech is after the reporting clause).
- I can use commas after some fronted adverbs/adverbials. E.g. Long ago, there lived... Later that day, I went... Slowly, I crept...
- I can use interesting verbs and adverbs for effect.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. E.g. the teacher ... expanded to: the strict maths teacher with curly hair.
- I can vary the length of my sentences to create pace in my writing.

Vocabulary for unit (to be displayed):

Unit 2- Non-chronological report (2 weeks)

- I can use pronouns in the place of names and other nouns (*personal* - he, she, we, they, it; *possessive* - my, his, her, their) to aid cohesion and avoid repetition. E.g. Amy had a bike. She loved it very much. Her brother was jealous. He wanted it.

Vocabulary for unit (to be displayed):

Unit 2- Play script (2 weeks)

- I can identify and use subordinating conjunctions of time (when, before, until, as soon as) place (where, wherever) and cause (since, because, so that) to create complex sentences.
- I can identify and use co-ordinating conjunctions (FANBOYS) to create compound sentences mostly correctly.
- I can form a range of adverbs by applying the rules for using the suffix -ly. E.g. hopefully luckily, carelessly, dramatically.
- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks correctly in my writing for sentences, questions and commands or exclamations.
- I can identify and use the simple present tense and the present progressive tense in my writing mostly correctly. E.g. He copies. We are planning.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition.

Vocabulary for unit (to be displayed):

Unit 3- Diary Entry (2 weeks)

- I can use a range of fronted adverbials (for time, place and manner) in my writing mostly correctly. E.g. Later that day... In the distance...As fast as he could...In admiration...

- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks correctly in my writing for sentences, questions and commands or exclamations.
- I can use a full stop to show a main clause has ended, or a conjunction to link another main clause. I do not run sentences together or comma splice (*use a comma between main clauses*).
- I can use commas after some fronted adverbs/adverbials. E.g. Long ago, there lived... Later that day, I went... Slowly, I crept

Vocabulary for unit (to be displayed):

Unit 3- Syllabic Poetry

- I can use interesting verbs and adverbs for effect.
- I can write poems, varying the length of sentences for poetic effect.
- I can explore and use poetic devices such as alliteration, rhyme and repetition.
- I can use figurative language, including similes, metaphors and personification, sometimes extending these for poetic effect.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases for effect.
- I can use powerful verbs, interesting adjectives, including comparatives and superlatives, and adverbs for poetic effect.

Vocabulary for unit (to be displayed):

Block 1 Handwriting

- Revise letter formation a-z both upper and lower case. Trouble shooting any handwriting issues- revise any commonly

- I can use paragraphs to organise my ideas around a theme.
- I can use headings and sub-headings to organise my ideas.
- I can use pronouns in the place of names and other nouns (personal - he, she, we, they, it; possessive - my, his, her, their) to aid cohesion and avoid repetition. E.g. Amy had a bike. **She** loved it very much. **Her** brother was jealous. **He** wanted it.
- I can use some connectives to show the relationship between ideas/sentences. E.g. however, on the other hand, although, nevertheless, even though.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. E.g. the teacher ... expanded to: the strict maths teacher with curly hair.
- I can use a range of fronted adverbials (for time, place and manner) in my writing mostly correctly. E.g. Later that day... In the distance...As fast as he could...In admiration...

Vocabulary for unit (to be displayed):

Unit 3- Informal Letter (2 weeks)

- I can use a range of rules to form verbs in the simple present and present progressive mostly correctly. E.g. is running, is hoping.
- I can identify and use the simple present tense and the present progressive tense in my writing mostly correctly. E.g. He copies. We are planning.
- I can identify and write sentences in the present perfect form to describe an action that has already occurred but continues to happen. E.g. He lived there for three years. He has lived there for three years.
- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks correctly in my writing for sentences, questions and commands or exclamations.
- I can use a full stop to show a main clause has ended, or a conjunction to link another main

- I can use interesting verbs and adverbs for effect.
- I can use paragraphs to organise my ideas around a theme.
- I can identify and use subordinating conjunctions of time (when, before, until, as soon as) place (where, wherever) and cause (since, because, so that) to create complex sentences.
- I can identify and write complex sentences using a range of subordinating conjunctions.
- I can use apostrophes for omission and singular possession mostly correctly.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. E.g. the teacher ... expanded to: the strict maths teacher with curly hair.
- I can use pronouns in the place of names and other nouns (personal - he, she, we, they, it; possessive - my, his, her, their) to aid cohesion and avoid repetition. E.g. Amy had a bike. **She** loved it very much. **Her** brother was jealous. **He** wanted it.
- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks correctly in my writing for sentences, questions and commands or exclamations.
- I can use a full stop to show a main clause has ended, or a conjunction to link another main clause. I do not run sentences together or comma splice (*use a comma between main clauses*).
- I can use commas after some fronted adverbs/adverbials. E.g. Long ago, there lived... Later that day, I went... Slowly, I crept

Vocabulary for unit (to be displayed):

Block 3 Handwriting

- Revision of horizontal joins to letters without ascenders, e.g. ou, vi using any examples
- Joining on from letter p- pa,pr,pe,pi

<p>mis-formed letters both upper and lower case</p> <p>Block 1 Spelling</p> <ul style="list-style-type: none"> • Endlings which sound like /ʃən/, spelt -tion, -sion, -ssion and -cian • Common exception words 	<p>clause. I do not run sentences together or comma splice (use a comma between main clauses).</p> <ul style="list-style-type: none"> • I can use apostrophes for omission and singular possession mostly correctly. • I can identify and use co-ordinating conjunctions (FANBOYS) to create compound sentences mostly correctly. • I can identify and use subordinating conjunctions of time (when, before, until, as soon as) place (where, wherever) and cause (since, because, so that) to create complex sentences. <p>Vocabulary for unit (to be displayed):</p> <p>Block 2 Handwriting</p> <ul style="list-style-type: none"> • Revision of diagonal joins to letters without ascenders using any examples, e.g. ai, ar, un; <p>Block 2 Spelling</p> <ul style="list-style-type: none"> • The suffixes -ation and -sion • Common exception words 	<ul style="list-style-type: none"> • Joining on from letter b- ba,be,bi,bo,bu <p>Block 3 Spelling</p> <ul style="list-style-type: none"> • The suffix -ous • Common exception words
<p style="text-align: center;">Block 4</p> <p>Subject/Conceptual knowledge/Skills: Persuasive advert, setting description and free verse poetry.</p> <p>Text/ Novel: Flotsam - David Wiesner</p> <p>Key Vocabulary from Text:</p>	<p style="text-align: center;">Block 5</p> <p>Subject/Conceptual knowledge/Skills: Biography, Explanation, Formal letter</p> <p>Text/ Novel: Operation Gadgetman - Malorie Blackman</p> <p>Key Vocabulary from Text:</p>	<p style="text-align: center;">Block 6</p> <p>Subject/Conceptual knowledge/Skills: Balanced argument, dialogue and newspaper report.</p> <p>Text/ Novel: The Animals of Farthing Wood</p> <p>Key Vocabulary from Text:</p>
<p>Block 4 Reading LEAPs:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • I can identify figurative language and understand how this affects meaning. • I can find synonyms and distinguish shades of meaning in synonyms. 	<p>Block 5 Reading LEAPs:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • I can discuss and clarify the meanings of words, linking new meanings to known vocabulary. • I can explain the meaning of some key vocabulary within the context of the text. 	<p>Block 6 Reading LEAPs:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.

Inference/Prediction:

- I can ask relevant questions to get a better understanding of a text.

Explanation:

- I can independently justify my views about what I have read.
- I can discuss words and phrases from a text and explain how they capture the reader's interest and imagination.

Retrieval:

- I can use scanning to find specific words/phrases and numerical information.
- I can skim read a page/short chapter of text to retrieve the main information.

Sequence/Summarising:

- I can summarise the main ideas drawn from more than one paragraph.

Inference/Prediction:

- I can ask relevant questions to get a better understanding of a text.
- I can justify my inferences with evidence

Explanation:

- I can identify the main purpose of a non-fiction text.
- I can identify a range of different types of non-fiction writing by recognising features such as greetings in letters and the use of first person in diaries and begin to comment on why the author might have chosen these features.

Retrieval:

- I can answer questions about a text by locating the information needed.
- I understand how to use all aspects of a text to answer questions e.g. labels, captions diagrams.

Sequence/Summarising:

- I can identify main ideas drawn from more than one paragraph.
- I can summarise the main ideas drawn from more than one paragraph.

- I can explain the meaning of some key vocabulary within the context of the text.

Inference/Prediction:

- I can make inferences such as inferring characters' feelings, thoughts and motives from their actions.
- I can justify my inferences with evidence.
- I can make sensible predictions based on what I have read.
- I can justify my predictions with evidence.

Explanation:

- I can identify the main purpose of a non-fiction text.
- -I can identify some features of organisation at sentence and text level. For example, cliff hangers, bold lettering.
- -I can independently justify my views about what I have read.

Retrieval:

- I can use scanning to find specific words/phrases and numerical information.
- -I can skim read a page/short chapter of text to retrieve the main information.

Sequence/Summarising:

- I can identify main ideas drawn from more than one paragraph.
- I can summarise the main ideas drawn from more than one paragraph.

Block 4 Writing LEAPS:**Unit 1-Free Verse Poetry (2 weeks)**

- I can use similes for effect. E.g. He ran as fast as a cheetah.
- I can use metaphors for effect. E.g. The sun is a ball of fire.
- I can use personification for effect. E.g. The leaves danced in the breeze.
- I can write poems, varying the length of sentences for poetic effect.
- I can use verses to group related sentences.
- I can explore and use poetic devices such as alliteration, rhyme and repetition.

Block 5 Writing LEAPS:**Unit 1-Formal Letter (2 weeks)**

- I can use a range of rules to form verbs in the simple present and present progressive mostly correctly. E.g. is running, is hoping.
- I can identify and use the simple present tense and the present progressive tense in my writing mostly correctly. E.g. He copies. We are planning.
- I can identify and write sentences in the present perfect form to describe an action that has already occurred but continues to happen. E.g. He lived there for three years. He has lived there for three years.

Block 6 Writing LEAPS:**Unit 1- Balanced Argument (2 weeks)**

- I can use some connectives to show the relationship between ideas/sentences. E.g. however, on the other hand, although, nevertheless, even though.
- I can identify and use the simple present tense and the present progressive tense in my writing mostly correctly. E.g. He copies. We are planning.
- I can identify and write sentences in the present perfect form to describe an action that has already occurred but continues to happen. E.g. He

- I can write poems using all four sentence types, experimenting with punctuation.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases for effect.
- I can use powerful verbs, interesting adjectives, including comparatives and superlatives, and adverbs for poetic effect

Vocabulary for unit (to be displayed):

Unit 2- Persuasive Advert

- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. E.g. the teacher ... expanded to: the strict maths teacher with curly hair.
- I can vary the length of my sentences to create pace in my writing.
- I can identify and use the simple present tense and the present progressive tense in my writing mostly correctly. E.g. He copies. We are planning.
- I can identify and write a wide range of different sentence forms in my writing, including: statements, commands, questions (including rhetorical questions) and exclamation sentences.
- I can use some connectives to show the relationship between ideas/sentences. E.g. however, on the other hand, although, nevertheless, even though.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. E.g. the teacher ... expanded to: the strict maths teacher with curly hair.
- I can identify and write complex sentences using a range of subordinating conjunctions.
- I can identify and use co-ordinating conjunctions (FANBOYS) to create compound sentences mostly correctly.
- I can use pronouns in the place of names and other nouns (*personal* - he, she, we, they, it; *possessive* - my, his, her, their) to aid cohesion and avoid repetition. E.g. Amy had a bike. **She**

- I can vary the length of my sentences to create pace in my writing.
- I can identify and use the simple present tense and the present progressive tense in my writing mostly correctly. E.g. He copies. We are planning.
- I can identify and write a wide range of different sentence forms in my writing, including: statements, commands, questions (including rhetorical questions) and exclamation sentences.
- I can identify and write complex sentences using a range of subordinating conjunctions.
- I can identify and use co-ordinating conjunctions (FANBOYS) to create compound sentences mostly correctly.
- I can use some connectives to show the relationship between ideas/sentences. E.g. however, on the other hand, although, nevertheless, even though

Vocabulary for unit (to be displayed):

Unit 2- Explanation

- I can identify and write a wide range of different sentence forms in my writing, including: statements, commands, questions (including rhetorical questions) and exclamation sentences.
- I can use capital letters, full stops, commas to separate items in a list, question marks and exclamation marks correctly in my writing for sentences, questions and commands or exclamations.
- I can identify and use the simple present tense and the present progressive tense in my writing mostly correctly. E.g. He copies. We are planning.

Vocabulary for unit (to be displayed):

Unit 3- Biography

- I can use a range of rules to form verbs in the simple past tense and past progressive tense

lived there for three years. He has lived there for three years

- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. E.g. the teacher ... expanded to: the strict maths teacher with curly hair.
- I can use paragraphs to organise my ideas around a theme.
- I can identify and write complex sentences using a range of subordinating conjunctions.
- I can identify and use co-ordinating conjunctions (FANBOYS) to create compound sentences mostly correctly.

Vocabulary for unit (to be displayed):

Unit 2- Dialogue

- I can use inverted commas correctly to punctuate direct speech.
- I can use a new line for new speaker.
- I can use a comma after the reporting clause at the start of direct speech. E.g. The conductor shouted, "Get off the bus!"
- I can use the correct punctuation for the end of speech within inverted commas (only a full stop if the speech is after the reporting clause).
- I can use a range of rules to form verbs in the simple past tense and past progressive tense mostly correctly, including irregular verbs and verbs of more than one syllable. E.g. planned, went, had, preferred, hoping, running, gardening.
- I can use some -ed, -ing and -ly openers to start my sentences. E.g. Worried, Running, Slowly.
- I can use commas after some fronted adverbs/adverbials. E.g. Long ago, there lived... Later that day, I went... Slowly, I crept...
- I can identify and write complex sentences using a range of subordinating conjunctions.

loved it very much. Her brother was jealous. He wanted it

Vocabulary for unit (to be displayed):

Unit 3- Setting Description

- I can use a range of fronted adverbials (for time, place and manner) in my writing mostly correctly. E.g. Later that day... In the distance...As fast as he could...In admiration
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. E.g. the teacher ... expanded to: the strict maths teacher with curly hair.
- I can use a range of rules to form verbs in the simple past tense and past progressive tense mostly correctly, including irregular verbs and verbs of more than one syllable. E.g. planned, went, had, preferred, hoping, running, gardening.
- I can identify and write complex sentences using a range of subordinating conjunctions.
- I can use interesting verbs and adverbs for effect.
- I can vary the length of my sentences to create pace in my writing.
- I can use similes for effect. E.g. He ran as fast as a cheetah.
- I can use metaphors for effect. E.g. The sun is a ball of fire.

Vocabulary for unit (to be displayed):

Block 4 Handwriting

- Revision of diagonal joins to letters with ascenders, e.g. ab, ul, it using any examples

Block 4 Spelling

- More prefixes

mostly correctly, including irregular verbs and verbs of more than one syllable. E.g. planned, went, had, preferred, hoping, running, gardening.

- I can identify and use the simple past tense and the past progressive tense in my writing mostly correctly. E.g. I went out to play. I was going out to play.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. E.g. the teacher ... expanded to: the strict maths teacher with curly hair.
- I can identify and write some sentences in the past perfect form to describe an action that has happened before another action or before a specific time in the past. E.g. The plane had left by the time I got to the airport. I had just finished cooking when my guests arrived.
- I can use a range of fronted adverbials (for time, place and manner) in my writing mostly correctly. E.g. Later that day... In the distance...As fast as he could...In admiration...
- I can identify and write complex sentences using a range of subordinating conjunctions.
- I can use paragraphs to organise my ideas around a theme.

Vocabulary for unit (to be displayed):

Block 5 Handwriting

- Revision of horizontal joins to letters with ascenders, e.g. ol, wh, ot using any examples

Block 5 Spelling

- The /ɪ/ sound spelt y elsewhere than at the end of words
- More prefixes
- Common exception words

- I can use some -ed, -ing and -ly openers to start my sentences. E.g. Worried, Running, Slowly.
- I can identify and use prepositions /prepositional phrases (indicating time, position, direction, possession, means) to start my sentences. E.g. During the film, At the station, Over the fence.
- I can use a range of fronted adverbials (for time, place and manner) in my writing mostly correctly. E.g. Later that day... In the distance...As fast as he could...In admiration...
- I can use interesting verbs and adverbs for effect.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. E.g. the teacher ... expanded to: the strict maths teacher with curly hair.

Vocabulary for unit (to be displayed):

Unit 3- Newspaper Report

- I can identify and use the simple past tense and the past progressive tense in my writing mostly correctly. E.g. I went out to play. I was going out to play.
- I can identify and use prepositions /prepositional phrases (indicating time, position, direction, possession, means) to start my sentences. E.g. During the film, At the station, Over the fence.
- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. E.g. the teacher ... expanded to: the strict maths teacher with curly hair.
- I can use inverted commas correctly to punctuate direct speech.
- I can use a comma after the reporting clause at the start of direct speech. E.g. The conductor shouted, "Get off the bus!".

- Common exception words

- I can use the correct punctuation for the end of speech within inverted commas (only a full stop if the speech is after the reporting clause).

Vocabulary for unit (to be displayed):

Block 6 Handwriting

- Joining on from letter p- pa,pr,pe,pi
- Joining on from letter b- ba,be,bi,bo,bu
- understand which letters, when adjacent to one another, are best left un-joined.

Block 6 Spelling

- The suffix -ous
- Words with the /k/ sound spelt ch (Greek in origin)
- Words with the /ʃ/ sound spelt ch (mostly French in origin)
- Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)
- Common exception words

English - Year 5

On-going LEAPS (to be taught in every unit/ block)

The Writing Process	Before I write	<ul style="list-style-type: none"> I can identify the audience and purpose of my writing. I can use other similar texts as models for my own composition. I can plan and note initial ideas, drawing on reading and some research where necessary.
	When I am writing	<ul style="list-style-type: none"> I can select appropriate grammar and vocabulary for the text I am composing.
	After I have written	<ul style="list-style-type: none"> I can assess how effective my own and my peer's writing is and give a 'next step'. I can re-read my writing to check for errors in spelling, grammar and punctuation and correct these errors. I can suggest a better choice of vocabulary and punctuation for effect. I can perform my own compositions, using appropriate intonation, volume and movement.
Writing	Composition and Effect	<ul style="list-style-type: none"> I can identify the audience for and purpose of my writing, selecting the appropriate form and using other similar writing as models for my own.
Handwriting		<ul style="list-style-type: none"> I continue to consolidate consistency in size, proportion, fluency and spacing between letters and words. I am developing fluency and speed so that problems with forming letters do not get in the way of my writing down what I want to say. I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices; deciding, as part of my personal style, whether or not to join specific letters and choosing the writing implement that is best suited for a task (e.g. quick notes, letters). I am revising all rules for joining. I am developing fluency and speed so that problems with forming letters do not get in the way of me writing down what I want to say. I use joined handwriting for all writing except where other special forms are required. I know when to use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form. I know when to use-a clear neat hand for finished, presented work. -informal writing for everyday informal work, rough drafting etc. I can write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters -choosing the writing implement that is best suited for a task (e.g. quick notes, letters).
Spelling		<ul style="list-style-type: none">
Reading	Range of Reading	<ul style="list-style-type: none"> I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. I am increasing my familiarity with a wide range of books, including myths, Legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. I am learning a wider range of poetry by heart. I am preparing a wider range of poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.

Decoding	<ul style="list-style-type: none"> I can apply knowledge of a wider range of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. -I can read further exception words, noting the unusual correspondences between spelling and sound. -I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. -I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia. -I can re-read and read ahead to check for meaning. -I can read fluently, using punctuation to inform meaning.
Fluency	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.

Block 1	Block 2	Block 3
<p>Subject/Conceptual knowledge/Skills: Narrative-Setting Description, Non-Chronological Report, Recount-Diary</p> <p>Text/ Novel: King of the Cloud Forest Michael Morpurgo</p> <p>Key Vocabulary from Text: Ashley, Uncle Sung, Missionary, China, Nepal, Himalayas, Yeti.</p>	<p>Subject/Conceptual knowledge/Skills: Free Verse Poetry, Instructions, Persuasion- Letter</p> <p>Text/ Novel: Hidden Figures: Margot Lee Shetterly</p> <p>Key Vocabulary from Text: NASA, Katherine Johnson, Mary Jackson, Dorothy Vaughn, Mathematician, Engineer, Computer</p>	<p>Subject/Conceptual knowledge/Skills: Recount-Newspaper, Narrative- Tension, Explanation</p> <p>Text/ Novel: Secrets of the Sun King by Emma Carroll</p> <p>Key Vocabulary from Text: Egypt, Lilian, Howard Carter, Lord Carnarvon, Archaeologist, Egyptologist, Hieroglyphics, Rosetta Stone,</p>
<p>Block 1 Reading LEAPs:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can use a dictionary independently to check the meaning of unfamiliar words. I can find synonyms and distinguish shades of meaning in synonyms for age-related vocabulary. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> I can ask questions to improve my understanding of a text. I can draw inferences such as inferring a character's feelings, thoughts and motives from their actions, words and by using other evidence. I can predict what might happen from details that are stated and implied. <p>Explanation:</p> <ul style="list-style-type: none"> I can distinguish between statements of fact and opinion within a text. I can provide reasoned justifications for my views. <p>Retrieval:</p>	<p>Block 2 Reading LEAPs:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can use a dictionary independently to check the meaning of unfamiliar words. I can infer the meaning of unfamiliar words from the context of the sentence and the text. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> I can ask questions to improve my understanding of a text. I can draw inferences such as inferring a character's feelings, thoughts and motives from their actions, words and by using other evidence. I can predict what might happen from details that are stated and implied. <p>Explanation:</p> <ul style="list-style-type: none"> I am able to explain and discuss the main purpose of a non-fiction text. I can discuss features in non-fiction texts relating to organisation, at sentence and text level, giving some explanation as to why the 	<p>Block 3 Reading LEAPs:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can identify and comment on the writer's use of language for effect, including figurative language, and understand how this affects meaning. I can infer the meaning of unfamiliar words from the context of the sentence and the text. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> I can infer meaning from a text in order to develop and express my own point of view I can draw inferences such as inferring a character's feelings, thoughts and motives from their actions, words and by using other evidence. I can predict what might happen from details that are stated and implied. <p>Explanation:</p> <ul style="list-style-type: none"> I can discuss features in fiction texts, relating to organisation at sentence and text level, giving some explanation as to why the author might have

- I can use scanning to find specific information e.g. dates, numbers, names etc.
- I can use skimming to establish the main idea and **summarise the information** from the text, identifying key details.

Sequence/Summarising:

- I can summarise the main ideas drawn from more than one paragraph,
- I can identify at least one key detail which supports my thoughts.

author might have chosen this structure and its impact on the reader. For example bullet points, layout.

Retrieval:

- I can find information by using my knowledge of text layout and structure to answer questions.
- I can use scanning to find specific information e.g. dates, numbers, names etc.

Sequence/Summarising:

- I can summarise the main ideas drawn from more than one paragraph,
- I can identify at least one key detail which supports my thoughts.

chosen them. For example, short paragraphs, speech to move the action on.

- I can comment on and explain how writers use language, including figurative language, and consider the effect this has on the reader. For example, similes, short sentences, technical language in non-fiction.

Retrieval:

- I can use skimming to establish the main idea and **summarise the information** from the text, identifying key details.
- I can find evidence within a text to support my answer, using quotes where appropriate.

Sequence/Summarising:

- I can summarise the main ideas drawn from more than one paragraph,
- I can identify at least one key detail which supports my thoughts.

Block 1 Writing LEAPS:

Unit 1-Narrative- Setting Description (2 weeks)

- I can use nouns, adjectives, verbs and adverbs to enhance meaning.
- I can identify and use a full range of co-ordinating conjunctions (FANBOYS) to create compound sentences mostly correctly.
- I can use noun phrases which are expanded by adding a range of determiners, modifying adjectives, nouns and preposition phrases effectively to add detail, quality and precision to my sentences.

Vocabulary for unit (to be displayed):

Noun, adjective, verb, adverb, noun phrase, main clause, simple sentence, coordinating conjunction, compound sentence, determiner, preposition.

Unit 2- Non-Chronological Report (2 weeks)

- I can choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition.
- I can identify and use a range of determiners including simple articles, demonstratives,

Block 2 Writing LEAPS:

Unit 1- Narrative- Character Description (2 weeks)

- I can use noun phrases which are expanded by adding a range of determiners, modifying adjectives, nouns and preposition phrases effectively to add detail, quality and precision to my sentences.
- I can use apostrophes for possession.
- I know the grammatical difference between plural and possessive -s and can use these mostly correctly in my writing.

Vocabulary for unit (to be displayed):

Expanded Noun Phrase, Adjective, Noun, Apostrophe, Possession, Plural, Possessive.

Unit 2- Persuasive Letter (2 weeks)

- I am increasing the range of suffixes I can use to change the meaning of words. E.g. I can change nouns or adjectives into verbs using suffixes. E.g. -ate, -ise, -ify.
- I can use a wider range of verb prefixes to change the meaning of verbs (dis-, de-, mis-,

Block 3 Writing LEAPS:

Unit 1-Recount- Newspaper Report (2 weeks)

- I can identify and use a range of prepositions /prepositional phrases (indicating time, position, direction, possession, means) mostly correctly to start my sentences.
- I can use commas after prepositional phrases and adverbial phrases at the start of a sentence.
- I can use devices to build cohesion within a paragraph so that the paragraph flows (time connectives, pronouns etc.).

Vocabulary for unit (to be displayed):

Preposition, prepositional phrase, commas, adverbial phrases, fronted adverbials,

Specific Text Type Vocabulary: Headline, By-line, Orientation, Body of the article, Facts and Statements, Pictures/captions, Reorientation, Third Person, Past Tense.

Unit 2- Narrative- Tension (2 weeks)

- I can form and use a range of adverbs.
- I know that an adverb can give extra information about a verb including how (manner), when (time),

possessives, quantifiers, numbers and question words.

Vocabulary for unit (to be displayed):

Pronoun, Noun, Cohesion, Determiner, Article, Demonstrative, Possessive, Quantifier.

Specific Text Type Vocabulary: Heading, Introduction, Subheading, Technical Vocabulary, Pictures/Captions, Third Person.

Unit 3- Recount- Diary (2 weeks)

- I can- use some -ed, -ing and -ly phrases to start my sentences.
- I can use a wide range of fronted adverbials (for time, place, and manner) in my writing.
- I can use a range of rules to form verbs in the simple past tense and past progressive tense correctly.
- I can identify and use the simple past tense and the past progressive tense in my writing correctly.

Vocabulary for unit (to be displayed):

Fronted adverbial, Adverbials, Verbs, Past Tense, Past Progressive tense

Specific Text Type Vocabulary: Dates, Salutation, Sign Off, Chronological Order, Past Tense, First Person, Informal Language, Facts/Opinions.

Block 1 Spelling

- Words containing the letter-string ough
- Endings which sound like /jəs/ spelt -cious or -tious
- Common exception words

Block 4

over-, and re-). E.g. disagree, demotivate misread, overthink, retell.

Vocabulary for unit (to be displayed):

Persuasion, Prefix, Suffix, Nouns, Adjectives, Letter

Specific Text Type Vocabulary: Formal Language, Address, Formal Salutation, Introduction, Paragraphs, Conclusion, Sign off, Facts and Statistics, First Person

Unit 3- Informal Letter (2 weeks)

- I can identify and use a wide range of subordinating conjunctions (I SAW A WABUB) to create complex sentences mostly correctly.
- I can identify and write a wide range of complex sentences using a range of subordinating conjunctions.
- I can use commas after subordinate clauses at the start of a sentence.
- I can write complex sentences, varying the order of the subordinate clause.
- I can use apostrophes for omission.

Vocabulary for unit (to be displayed):

Main Clause, subordinate clause, complex sentence, subordinating conjunction, comma.

Specific Text Type Vocabulary: Informal Language, Address, Date, Greeting, Introduction, Paragraphs, Conclusion, Sign off, First Person,

Block 2 Spelling

- Endings which sound like /jəl/
- Homophones and near-homophones
- Common exception words

Block 5

how often (frequency), how likely (possibility) and where (place) the action took place.

Vocabulary for unit (to be displayed):

Adverbs, adverbial phrase, verb, fronted adverbials, main clause, subordinate clause, simple sentence, complex sentence.

Unit 3- Narrative Poetry (2 weeks)

- I can use a range of figurative language for effect including similes, metaphors, personification, and onomatopoeia.

Vocabulary for unit (to be displayed):

Figurative Language, Simile, Metaphor, Personification, Onomatopoeia.

Block 3 Spelling

- Words ending in -ant, -ance, -ancy, -ent, -ence and -ency
- Homophones and near-homophones
- Common exception words

Block 6

Subject/Conceptual knowledge/Skills:
Narrative- Legends, Explanation Text

<p>Subject/Conceptual knowledge/Skills: Narrative-Traditional Tale, Persuasion- Leaflet, Non-Chronological Report</p> <p>Text/ Novel: Tiddalick- Aboriginal Dreamtime Story</p> <p>Key Vocabulary from Text: Australia, Aboriginal, Dreamtime, The Dreaming, Tiddalick, Creation, Origin.</p>	<p>Subject/Conceptual knowledge/Skills: Recount-Biography, Poetry- Song Lyrics/ Raps, Discussion-Balanced Argument</p> <p>Text/ Novel:</p> <p>Key Vocabulary from Text: What are the key words that you will expect the children to know, use and be able to spell? These will be displayed on your working wall.</p>	<p>Text/ Novel: The Hero Twins: Against the Lords of Death</p> <p>Key Vocabulary from Text: Mayan, Civilization, Underworld, Jungle Pok-ta-Pok, Lords of Death, Outsmart, Myth,</p>
<p>Block 4 Reading LEAPs:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can infer the meaning of unfamiliar words by linking them to known vocabulary. I can apply my growing knowledge of morphology (such as suffixes) and etymology to understand the meaning of new words that I meet. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> I can infer meaning from a text in order to develop and express my own point of view. I can predict what might happen from details that are stated and implied. <p>Explanation:</p> <ul style="list-style-type: none"> I can recognise ways in which writers present points of view in a text, and explain the effect of this, e.g. 'He has only mentioned the bad points about air travel to make you not want to do it.' <p>Retrieval:</p> <ul style="list-style-type: none"> I can find information by using my knowledge of text layout and structure to answer questions. I can use skimming to establish the main idea and summarise the information from the text, identifying key details. <p>Sequence/Summarising:</p> <ul style="list-style-type: none"> I can summarise the main ideas drawn from more than one paragraph, I can identify at least one key detail which supports my thoughts. 	<p>Block 5 Reading LEAPs:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can find synonyms and distinguish shades of meaning in synonyms for age-related vocabulary. I can infer the meaning of unfamiliar words by linking them to known vocabulary. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> I can justify my inferences with one or more pieces of appropriate evidence from the text using the PEE technique (point, evidence, explanation). I can justify my predictions using the PEE technique (point, evidence, explanation). <p>Explanation:</p> <ul style="list-style-type: none"> I can discuss features in fiction texts, relating to organisation at sentence and text level, giving some explanation as to why the author might have chosen them. For example, short paragraphs, speech to move the action on. I can comment on and explain how writers use language, including figurative language, and consider the effect this has on the reader. For example, similes, short sentences, technical language in non-fiction. <p>Retrieval:</p> <ul style="list-style-type: none"> I can find evidence within a text to support my answer, using quotes where appropriate. I can independently use a full range of reading skills and my knowledge of texts to read a question, find the information and record my answer. <p>Sequence/Summarising:</p>	<p>Block 6 Reading LEAPs:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can apply my growing knowledge of morphology (such as suffixes) and etymology to understand the meaning of new words that I meet. I can identify and comment on the writer's use of language for effect, including figurative language, and understand how this affects meaning. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> I can justify my inferences with one or more pieces of appropriate evidence from the text using the PEE technique (point, evidence, explanation). I can justify my predictions using the PEE technique (point, evidence, explanation). <p>Explanation:</p> <ul style="list-style-type: none"> I can make some simple connections between texts. E.g. similarities in plot, topic, or books by same author, about same characters. I am able to talk about themes in a wide range of writing and can recognise thematic links with other texts. <p>Retrieval:</p> <ul style="list-style-type: none"> I can independently use a full range of reading skills and my knowledge of texts to read a question, find the information and record my answer. I can find evidence within a text to support my answer, using quotes where appropriate. <p>Sequence/Summarising:</p>

- I can summarise the main ideas drawn from more than one paragraph,
- I can identify at least one key detail which supports my thoughts.

- I can summarise the main ideas drawn from more than one paragraph,
- I can identify at least one key detail which supports my thoughts.

Block 4 Writing LEAPS:

Unit 1- Narrative- Traditional Tales (2 weeks)

- I can use a full range of punctuation in my sentences including inverted commas and other punctuation to indicate direct speech and omission.
- I can choose and use language for effect,

Vocabulary for unit (to be displayed):

Inverted commas, direct speech, commas, adjectives.

Unit 2- Persuasion- Leaflet (2 weeks)

- I can identify and use adverbs to indicate degrees of possibility.
- I can identify and use modal verbs to indicate degrees of possibility

Vocabulary for unit (to be displayed):

Main clause, subordinate clause, parenthesis, commas, brackets, dashes, adverbs, possibility, modal verb.

Specific Text Type Vocabulary: Title, Subheadings, Paragraphs, Photos, Captions, Deals/Bargains, Direct address to the reader, Facts and Statistics, Repetition, Emotive/Exaggerated Language.

Unit 3- Non-Chronological Report (2 weeks)

- I can link ideas across paragraphs using tense choices.
- I can use commas, brackets or dashes for parenthesis mostly correctly.

Vocabulary for unit (to be displayed):

Main clause, subordinate clause, simple sentence, complex sentence, subordinating conjunctions, comma.

Block 5 Writing LEAPS:

Unit 1- Poetry- Song Lyrics/ Rap (2 weeks)

- I can use informal language and grammar when appropriate.
- I can use a range of rules to form verbs in the simple present and present progressive tense correctly.
- I can identify and use the simple present tense and the present progressive tense in my writing correctly. E.g. He copies. We are planning.

Vocabulary for unit (to be displayed):

Formal/informal, suffixes, adjectives, nouns, verbs.

Unit 2- Recount- Biography (2 weeks)

- I can identify and write complex sentences using relative clauses with the relative pronouns: who, which, where, when, that.
- I can use parentheses to write some complex sentences where the relative pronoun is implied.
- I can write complex sentences, varying the order of the relative clause

Vocabulary for unit (to be displayed):

Main clause, subordinate clause, complex sentence parenthesis, relative clause, relative pronoun.

Specific Text Type Vocabulary: Opening Statement, Summary of person's life, Past Tense, Third Person, Ley Events.

Unit 3- Discussion- Balanced Argument

- I can use connectives to build cohesion within and across paragraphs.
- I can recognise vocabulary and structures that are appropriate for formal speech and writing such as the use of question tags.

Block 6 Writing LEAPS:

Unit 1- Narrative- Legends (4 weeks)

- I can link ideas across paragraphs using adverbs and adverbials of time (later, the following day) place (nearby, suddenly) and number (firstly, secondly).
- I can show rather than tell the reader how a character is feeling through action and dialogue.
- I can use a mixture of simple, compound and complex sentences for effect.

Vocabulary for unit (to be displayed):

Adverb, adverbials, adverbial phrase, fronted adverbials, cohesion, tense, dialogue, direct speech, inverted commas, commas.

Unit 2- Instructions (2 weeks)

- I can use further organisational and presentational devices to structure my writing.
- I can use commas to clarify meaning or avoid ambiguity.

Vocabulary for unit (to be displayed):

Title, Subheadings, List of Equipment, Materials, Sequenced Chronological Steps, Diagrams or Illustrations, Present Tense, Imperative Verbs, Detailed Information.

Unit 3- Explanation Texts (2 weeks)

- I can identify and use the perfect form of verbs to mark relationships of time and cause.
- I can use the correct subject/ verb agreement when using singular and plural nouns mostly correctly.

Vocabulary for unit (to be displayed):

Subject, verb, singular, plural.

Specific Text Type Vocabulary: Heading, Introduction, Subheading, Technical Vocabulary, Pictures/Captions, Third Person.

Block 4 Spelling

- Adding suffixes beginning with vowel letters to words ending in -fer
- Homophones and near-homophones
- Common exception words

Vocabulary for unit (to be displayed):

Formal, informal, language, vocabulary, connectives, cohesion.

Specific Text Type Vocabulary: Topic Title, Introduction, Points for and against, Evidence, Abstract Nouns, Third Person, Balanced, Formal Tone, Present Tense

Block 5 Spelling

- Words ending in -ible and -able
- Words ending in -ably and -ibly
- Homophones and near-homophones
- Common exception words

Specific Text Type Vocabulary: Title, Introduction, Paragraphs, Chronological Order, Facts, Formal Language, Technical Vocabulary

Block 6 Spelling

- Adding suffixes beginning with vowel letters to words ending in -fer
- Words with the /i:/ sound spelt ei after c
- Homophones and near-homophones
- Common exception words

'English - Year 6

On-going LEAPS (to be taught in every unit/ block)

The Writing Process	Before I write	<ul style="list-style-type: none"> I can select the appropriate form of writing for the specific purpose and audience and know how I am trying to make the audience feel. I can use other similar texts as models for my own composition, recognising the most appropriate and effective skills to 'magpie' for the given piece of text. I can plan, note initial ideas, drawing on relevant and useful reading and some research where necessary.
	When I am writing	<ul style="list-style-type: none"> I can begin to manipulate grammatical structures to change and enhance meaning.
	After I have written	<ul style="list-style-type: none"> I can assess how effective my own and my peer's writing is and give an appropriate 'next step'. I can re-read my writing to check for errors in spelling, grammar and punctuation and correct these errors. I can suggest a better choice of vocabulary and punctuation for effect and to clarify meaning. I can perform my own compositions, using appropriate intonation, volume and movement so that meaning is clear.
Handwriting		<ul style="list-style-type: none"> I am revising all rules for joining. I am developing fluency and speed so that problems with forming letters do not get in the way of me writing down what I want to say. I use joined handwriting for all writing except where other special forms are required. I know when to use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form. I know when to use: <ul style="list-style-type: none"> -a clear neat hand for finished, presented work. -informal writing for everyday informal work, rough drafting etc. I can write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters -choosing the writing implement that is best suited for a task (e.g. quick notes, letters).
Spelling		<ul style="list-style-type: none"> I can spell most words on the Year 3 and 4 word list. I can spell most words on the Year 5 and 6 word list. I can use further prefixes and suffixes and understand the guidance for adding them. I can continue to distinguish between homophones and other words which are often confused. I can use my knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. I can use a thesaurus. I can write from memory sentences, dictated by the teacher, that include words and punctuation taught so far.
Reading	Range of Reading	<ul style="list-style-type: none"> I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. I am increasing my familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. I am learning a wider range of poetry by heart.

		<ul style="list-style-type: none"> I am preparing a wider range of poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.
	Fluency	<i>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</i>
	Decoding	<ul style="list-style-type: none"> I can apply knowledge of a wider range of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I can read further exception words, noting the unusual correspondences between spelling and sound. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia. I can re-read and read ahead to check for meaning. I can read fluently, using punctuation to inform meaning. I can read aloud with intonation that shows my understanding of the text.

Block 1	Block 2	Block 3
<p>Subject/Conceptual knowledge/Skills: Narrative (alternative start to novel), Discussion text (balanced argument), Recount (diary)</p> <p>Text/ Novel: Wonder by RJ Palacio</p> <p>Key Vocabulary from Text: August, Via, school, wonder, unique, different, ordinary, stare, disfigurement, home-school, education, extraordinary, proposing argument, opposing argument, democracy</p>	<p>Subject/Conceptual knowledge/Skills: Recount (first person), Narrative (setting description), Persuasion (advert)</p> <p>Text/ Novel: Rose Blanche by Roberto Innocenti</p> <p>Key Vocabulary from Text: Germany, World War II, Rose Blanche, innocence, soldiers, trucks, concentration camp, Jewish, major, pyjamas, diesel, noisy, street, crowded, barbed wire, hungry, weary</p>	<p>Subject/Conceptual knowledge/Skills: Narrative (myth), Poetry</p> <p>Text/ Novel: Skellig by David Almond</p> <p>Key Vocabulary from Text: Skellig, Mina, garage, debris, creature, blackbird, hospital, suffering, illness, character, mysterious demolition, Michael, interrupted, patience, intrigued, impatient, impolite, garden</p>

<p>Block 1 Reading LEAPs:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can use a dictionary independently to check the meaning of unfamiliar words. I can infer the meaning of unfamiliar words by linking them to known vocabulary <p>Inference/Prediction:</p> <ul style="list-style-type: none"> I can ask questions to improve my understanding of a text. I can draw inferences such as inferring a character's feelings, thoughts and motives from their actions, words and by using other evidence. <p>Explanation:</p> <ul style="list-style-type: none"> I am able to explain and discuss the main purpose of a non-fiction text. I can identify and discuss themes across longer texts/novels/poems. <p>Retrieval:</p>	<p>Block 2 Reading LEAPs:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can infer the meaning of unfamiliar words from the context of the sentence and the text. I can identify, discuss and evaluate how writers use language for effect, including figurative language, across a wide range of genres and text types and understand how this affects meaning. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> I can make detailed inferences and justify them with appropriate evidence from the text. I can use the PEE (point, evidence, explanation) technique to answer written inferential questions in detail. <p>Explanation:</p> <ul style="list-style-type: none"> I can discuss and evaluate a range of features in non-fiction texts relating to organisation at sentence and text level and explain how these 	<p>Block 3 Reading LEAPs:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can find synonyms and distinguish shades of meaning in synonyms for age-related vocabulary. I can apply my growing knowledge of morphology (such as suffixes) and etymology to understand the meaning of new words that I meet. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> I can make inferential comparisons across the text and use evidence to justify my argument. E.g. Explaining how and why a character's feelings change at different points in the text with examples from the text. I can predict what might happen from details that are stated and implied. <p>Explanation:</p> <ul style="list-style-type: none"> I can comment on and explain the writer's use of language, including figurative language,
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- I can decide when to use skimming or scanning to retrieve different types of information from a text. E.g. scanning for a date, name, number or skimming to summarise
- I can skim read a chapter/several paragraphs to identify key details and summarise what it is about.

Sequence/Summarising:

- I can clearly summarise the main ideas drawn from more than one paragraph.
- I can identify key details and use quotations to support my thoughts

contribute to the effects achieved. For example, first person in autobiographies.

- I can discuss and evaluate features in fiction texts, relating to organisation at sentence and text level and explain how these contribute to the effects achieved. For example, paragraphs, speech to move the action on.

Retrieval:

- I can independently use a full range of reading skills and my knowledge of texts to read a question, find the information and record my answer.
- I can find information by using my knowledge of text layout and structure to answer questions.

Sequence/Summarising:

- I can clearly summarise the main ideas drawn from more than one paragraph.
- I can identify key details and use quotations to support my thoughts

considering the impact on the reader. For example, 'The repetition, rhythm and rhyme pattern together make it seem like the rhythm of the train, which the writer is talking about. It makes the reader feel panicky.

- I can clearly identify a writer's viewpoint and my explanation of it is developed through close reference to the text. E.g. I think that the author is against corporal punishment because they make you feel sorry for the Avox in The Hunger Games.

Retrieval:

- I can find evidence within a text to support my answer, using quotes where appropriate.
- I can decide when to use skimming or scanning to retrieve different types of information from a text. E.g. scanning for a date, name, number or skimming to summarise

Sequence/Summarising:

- I can clearly summarise the main ideas drawn from more than one paragraph.
- I can identify key details and use quotations to support my thoughts

Block 1 Writing LEAPS:

Unit 1- Narrative- alternative beginning of a story (1.5 weeks)

- I can identify and use a full range of co-ordinating conjunctions (FANBOYS) to create compound sentences correctly.
- I can identify and use a wide range of subordinating conjunctions (I SAW A WABUB) to create complex sentences correctly.
- I can use and explain how nouns, adjectives, verbs and adverbs are used to enhance meaning.

Vocabulary for unit (to be displayed):

Coordinating conjunction, compound sentence, main clause, subordinating conjunction, subordinate clause, subject, object, verb, nouns, adjectives, verbs, adverbs

Unit 2- Discussion- balanced argument (2 weeks)

Block 2 Writing LEAPS:

Unit 1- Recount (2 weeks)

- I can use commas to demarcate phrases and clauses mostly correctly.
- I can use commas, brackets or dashes for parenthesis correctly.
- I can identify and write a wide range of complex sentences using a wide range of subordinating conjunctions and relative pronouns.
- I can write complex sentences, varying the position of the clauses within the sentence.
- I can use parentheses to write complex sentences where the relative pronoun is implied.

Vocabulary for unit (to be displayed):

Commas, phrases, clauses, brackets, dashes, parenthesis, complex sentences, main clause, subordinate clause, subordinating conjunctions, relative pronouns, pronouns

Block 3 Writing LEAPS:

Unit 1-Narrative- Myth (3.5 weeks)

- I can use direct speech to show a character's thoughts, feelings or opinions.
- I can use dialogue to purposefully advance the action in a narrative.
- I can refer to the same person, event or place in a variety of different ways.
- I know how words are related by meaning as synonyms and antonyms

Vocabulary for unit (to be displayed):

Direct speech, inverted commas, dialogue, synonyms, antonyms

Unit 2- Poetry (2 weeks)

- Use verses to group related sentences.

- I can use appropriate subordinating conjunctions and connectives (adverbs) to suit the purpose of the writing I am doing.
- I can link ideas across paragraphs by using a wider range of cohesive devices.

Vocabulary for unit (to be displayed):

Subordinating conjunctions, adverbs, connectives, paragraphs, cohesive devices

Unit 3- Recount- diary (2 weeks)

- I know the grammatical difference between plural and possessive -s and can use these correctly in my writing.
- I can identify and use a wide range of determiners including simple articles, demonstratives, possessives, quantifiers, numbers and question words.

Vocabulary for unit (to be displayed):

Plural, singular, possessive, determiner, article, definite article, indefinite article, demonstratives, possessives, quantifiers, numbers, who, what, when, where, why, how

Block 1 Handwriting

- Letter formation of all lower and upper case letters
- Revision of diagonal joins to letters without ascenders using any examples, e.g. ai, ar, un;
- Revision of horizontal joins to letters without ascenders, e.g. ou, vi using any examples
- Joining on from letter p- pa,pr,pe,pi
- Joining on from letter b- ba,be,bi,bo,bu

Block 1 Spelling

- Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
- Homophones and near-homophones
- Common exception words

Block 4

Unit 2- Persuasion- advert (2 weeks)

- I can identify and use modal verbs to indicate degrees of possibility.
- I can use some dashes to extend a sentence and expand upon a previously-made point or clause or to show subordinate or additional information within a sentence.

Vocabulary for unit (to be displayed):

Modal verbs, dashes, clause, subordinate clause

Unit 3- Narrative- setting description (2 weeks)

- I can use a wide range of figurative language for effect including similes, metaphors, personification, hyperbole, onomatopoeia, alliteration and idioms.
- I can identify and appropriately use a wide range of prepositions /prepositional phrases (indicating time, position, direction, possession, means) to start my sentences.
- I can use short sentences, rhetorical questions and ellipses moments to create atmosphere and tension.

Vocabulary for unit (to be displayed):

Figurative language, similes, metaphors, personification, hyperbole, onomatopoeia, alliteration, idioms. Preposition, prepositional phrase, rhetorical question, short sentences, ellipsis, atmosphere, tension

Block 2 Handwriting

- Revision of diagonal joins to letters with ascenders, e.g. ab, ul, it using any examples
- Revision of horizontal joins to letters with ascenders, e.g. ol, wh, ot using any examples

Block 2 Spelling

- Homophones and near-homophones
- Common exception words

Block 5

- Explore and use a wide range of poetic devices including alliteration, assonance, different types of rhyme and repetition.
- Write poems using all four sentence types, experimenting with punctuation for poetic effect.
- Use a wider range of figurative language for poetic effect including extended similes, extended metaphors, personification (including pathetic fallacy, onomatopoeia and hyperbole for poetic effect).

Vocabulary for unit (to be displayed):

Verses, poetic devices, alliteration, assonance, rhyme, repetition, figurative language, similes, extended metaphors, personification, pathetic fallacy, onomatopoeia, hyperbole, poetic effect

Block 3 Handwriting

- Trouble shooting any handwriting issues- revise any commonly mis-formed letters both upper and lower case and joins
- Common exception words using all joins
- Practise through dictation passages

Block 3 Spelling

- Consolidation/ revisiting of rules/ patterns/ strings that need further work
- Common exception words

Block 6

<p>Subject/Conceptual knowledge/Skills: Narrative (character description), Poetry (free verse), Report (non-chronological)</p> <p>Text/ Novel: Darwin's Dragons by Lindsay Galvin</p> <p>Key Vocabulary from Text: Charles Darwin, voyage, HMS Beagle, studious, buccaneer, Syms, disappearance, iguanas, atmosphere, island, sky beast, summit</p>	<p>Subject/Conceptual knowledge/Skills: Narrative (setting description), Recount (informal letter), Persuasion (formal letter)</p> <p>Text/ Novel: Holes by Louis Sacher</p> <p>Key Vocabulary from Text: splatter, raspy, parch, evict, snicker, excavate, dawdle, crumple, layered, contaminate, protrude, indentation, memorize, unearth, increment, rummage, wiggle, holster, Stanley Yelnats, curse, unjust, detention centre, Camp Green Lake, convicted</p>	<p>Subject/Conceptual knowledge/Skills: Biography, Newspaper report, Play script</p> <p>Text/ Novel: Macbeth</p> <p>Key Vocabulary from Text: William, Shakespeare, Stratford-Upon-Avon, Warwickshire, London, The Globe Theatre, playwright, baptised, famous, poetry, writer, perform, sonnet, comedy, romance, tragedy, tutor, Macbeth, Banquo, Duncan, Fleance, Macduff, guards, Witches, Thane of Cawdor, Scotland, prophecy, Dunsinane, Glamis Castle, murder, chamber, banquet, guards,, suspects, courage, bravery, honour, loyalty</p>
<p>Block 4 Reading LEAPs:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can use a dictionary independently to check the meaning of unfamiliar words. I can infer the meaning of unfamiliar words by linking them to known vocabulary <p>Inference/Prediction:</p> <ul style="list-style-type: none"> I can draw inferences such as inferring a character's feelings, thoughts and motives from their actions, words and by using other evidence. I can use the PEE (point, evidence, explanation) technique to answer written prediction questions in detail. <p>Explanation:</p> <ul style="list-style-type: none"> I can identify and comment on explicit and implicit points of view. I can make comparisons within and across texts I have read and have had read to me. <p>Retrieval:</p> <ul style="list-style-type: none"> I can skim read a chapter/several paragraphs to identify key details and summarise what it is about. I can independently use a full range of reading skills and my knowledge of texts to read a question, find the information and record my answer. <p>Sequence/ Summarising:</p> <ul style="list-style-type: none"> I can clearly summarise the main ideas drawn from more than one paragraph. I can identify key details and use quotations to support my thoughts 	<p>Block 5 Reading LEAPs:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can infer the meaning of unfamiliar words from the context of the sentence and the text. I can identify, discuss and evaluate how writers use language for effect, including figurative language, across a wide range of genres and text types and understand how this affects meaning. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> I can ask questions to improve my understanding of a text. I can make detailed inferences and justify them with appropriate evidence from the text. <p>Explanation:</p> <ul style="list-style-type: none"> I can distinguish between statements of fact and opinion within a text. I can provide reasoned justifications for my views. <p>Retrieval:</p> <ul style="list-style-type: none"> I can find information by using my knowledge of text layout and structure to answer questions. I can find evidence within a text to support my answer, using quotes where appropriate. <p>Sequence/Summarising:</p> <ul style="list-style-type: none"> I can clearly summarise the main ideas drawn from more than one paragraph. I can identify key details and use quotations to support my thoughts 	<p>Block 6 Reading LEAPs:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> I can find synonyms and distinguish shades of meaning in synonyms for age-related vocabulary. I can apply my growing knowledge of morphology (such as suffixes) and etymology to understand the meaning of new words that I meet. <p>Inference/Prediction:</p> <ul style="list-style-type: none"> I can use the PEE (point, evidence, explanation) technique to answer written inferential questions in detail. I can make inferential comparisons across the text and use evidence to justify my argument. E.g. Explaining how and why a character's feelings change at different points in the text with examples from the text. <p>Explanation:</p> <ul style="list-style-type: none"> I am able to explain and discuss the main purpose of a non-fiction text. I can identify and discuss themes across longer texts/novels/poems. <p>Retrieval:</p> <ul style="list-style-type: none"> I can decide when to use skimming or scanning to retrieve different types of information from a text. E.g. scanning for a date, name, number or skimming to summarise I can skim read a chapter/several paragraphs to identify key details and summarise what it is about. <p>Sequence/Summarising:</p>

- I can clearly summarise the main ideas drawn from more than one paragraph.
- I can identify key details and use quotations to support my thoughts

Block 4 Writing LEAPS:

Unit 1- Narrative- character description (2 weeks)

- I can purposefully use a mixture of simple, compound and complex sentences for effect.
- I know that an adverb can give extra information about a verb, an adjective or another adverb.
- I can accurately form and use a wide range of adverbs by applying the rules for using the suffix -ly. E.g.

Vocabulary for unit (to be displayed):

Simple sentence, compound sentence, complex sentence, main clause, subordinate clause, coordinating conjunction, subordinating conjunction, adverb, suffix

Unit 2- Non-chronological report (2 weeks)

- I can use a full range of organisational and presentational devices to structure my writing.
- I can use hyphens to avoid ambiguity
- I can use a colon to introduce a list and semi-colons to separate items within a list.

Vocabulary for unit (to be displayed):

Organisational device, structural device, heading, subheading, diagram, picture, label, caption, bullet points, data box, hyphens, colon, semi-colon

Unit 3- Poetry (1 week)

- Write a wide range of poems, varying the length of sentences for poetic effect.
- Use noun phrases which are expanded by adding a wide range of determiners, modifying nouns and prepositional phrases for poetic effect.
- Choose and use language for poetic effect, including adjectives, interesting verbs, adverbs, specific nouns and connectives, paying close attention to audience and purpose.

Vocabulary for unit (to be displayed):

Block 5 Writing LEAPS:

Unit 1- Narrative- setting description (2 weeks)

- I know when a word is being used as an adverb or a preposition (followed by a noun or number).
- I can use a variety of ways to start my sentences, including -ed, -ing and -ly phrases.

Vocabulary for unit (to be displayed):

Adverb, preposition, sentence starter

Unit 2- Recount- informal letter (2 weeks)

- I know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.
- I am using a wide range of suffixes and prefixes to change the meaning of words and am using this to increase my understanding of how words are related.

Vocabulary for unit (to be displayed):

Formal, informal, suffix, prefix, meaning

Unit 3- Persuasion- formal letter (2 weeks)

- I can identify and consistently use the simple present tense and the present progressive tense in my writing correctly.
- I can identify and use adverbs to indicate degrees of possibility.
- I can use question tags to manage shifts between levels of formality within the text I am writing.
- I can use the subjunctive form in some very formal writing and speech.

Vocabulary for unit (to be displayed):

Simple present, present progressive, adverbs, question tags, formality, subjunctive form

Block 5 Handwriting

Block 6 Writing LEAPS:

Unit 1-Biography (2 weeks)

- I can use the active voice and passive voice (for effect).
- I can identify and consistently use the perfect form of verbs to mark relationships of time and cause.
- I can use some semi-colons colons between closely related independent clauses in place of co-ordinating conjunctions.
- I can use some colons between independent clauses where both clauses in the sentence are closely linked and the second clause emphasises, adds clarification, or adds further detail to the first clause.

Vocabulary for unit (to be displayed):

Active voice, passive voice, perfect form, semi-colons, colons, independent clause

Unit 2- Newspaper report (2 weeks)

- I can use a range of verb forms for effect.
- I can identify when a word is a determiner and when it is a pronoun.

Vocabulary for unit (to be displayed):

Verb form, present tense, past tense, determiner, pronoun

Unit 3- Playscript

- I can use a full range of organisational and presentational devices to structure my writing
- I can use commas, brackets or dashes for parenthesis correctly.

Vocabulary for unit (to be displayed):

Organisational device, structural device, linear narrative, chronological order, characters, stage directions

Noun phrase, determiner, noun, prepositional phrase, poetic effect, adjectives, verbs, adverbs, nouns, connectives, audience, purpose

Block 4 Handwriting

- Trouble shooting any handwriting issues- revise any commonly mis-formed letters both upper and lower case and joins
- Common exception words using all joins
- Practise through dictation passages

Block 4 Spelling

- Consolidation/ revisiting of rules/ patterns/ strings that need further work
- Common exception words

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