

## **The English Curriculum at Sandiway Primary School**

### **Aims**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### **Teaching of writing**

The Curriculum requires that children are taught key skills and processes that are essential for writing:

- Planning
- Drafting and writing
- Evaluating and Editing
- Proof reading
- Reading aloud to others

As part of this process, children are to be given opportunities to write for real purposes and audiences. This document outlines the writing forms that would fit with each year group along with the statutory grammar, punctuation and vocabulary elements.

## Progression in grip Development



### Palmar supinate grip

- Muscles in arm need to strengthen
- Shoulder and wrist pivots for increased dexterity
- Palm arches



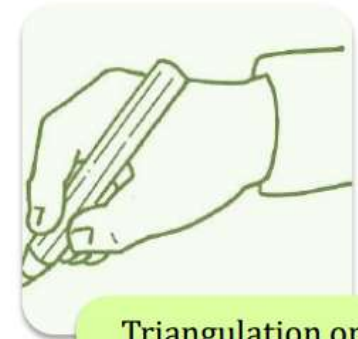
### Digital pronate grip

- First grip change which involves greater wrist pivoting
- Areas to develop as before



### Static tripod grip

- Control typically comes from the little finger



### Triangulation or tripod grip

# Reception

<b>CL: Speaking</b>	<ul style="list-style-type: none"> <li>To use past, present and future forms accurately when talking about events</li> <li>Extend vocabulary exploring meaning and sounds of new words</li> <li>To express themselves effectively showing awareness of the listener</li> <li>To develop own stories in their play and to develop explanations by connecting ideas and events.</li> </ul>				
<b>Literacy: Reading</b>	<ul style="list-style-type: none"> <li>To use phonic knowledge to decode regular words and read them aloud accurately</li> <li>To read and understand simple sentences</li> <li>To read some common irregular words</li> <li>To demonstrate understanding when talking with others about what they have read.</li> </ul>				
<b>Literacy: Writing</b>	<ul style="list-style-type: none"> <li>To use phonic knowledge to write words in ways which match their spoken sound.</li> <li>To write some irregular common words</li> <li>Begin to form simple sentences – sometimes with punctuation, which can be read by themselves and others</li> <li>To expect written text to make sense and check for sense if it does not</li> <li>To spell some words correctly and others to be phonetically plausible.</li> <li>To use a pencil and hold it effectively to form recognisable letters</li> </ul>				
Fine motor : see page 2 for grip development	<p>Reception children are encouraged to develop their gross and fine motor skills needed for an effective pencil grip and successful control. This encouraged through activities such as Dough Gym and other fine motor developing activities.</p> <p>Wrist pivot: bend the wrist to nearly 45 degrees when undertaking any mark making.</p> <ul style="list-style-type: none"> <li>Effective tripod grip with mark making implement between thumb and forefinger and supported with middle finger.</li> </ul> <p><b>ELG Physical:</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p>				
Handwriting Requires essential gross and fine motor skills along with	<p>Support development in grip development (see Progression of Grip Development) so that the child has an effective tripod grip. Development is outlined in the areas above.</p> <ul style="list-style-type: none"> <li>Write first name independently using the correctly formed letters and with a capital at the beginning.</li> <li>Form digits 0 – 9</li> </ul> <p><b>ELG writing:</b> Write recognisable letters, most of which are correctly formed;</p>				
<b>Ambitious Vocabulary</b>	additional adventure annoy believe calm connect delicious	demolish direction dozen evening factory fresh gravity	greedy grumpy luxury nature nervous nibble pale	reflect scar shelter shiver similar timid transportation	tremble vanish warn wealthy whisper (ing) wonder zigzag


Staff in EYFS provide many exciting writing opportunities for the children, both focused sessions and through continuous provision. They follow the Pathways planning when it is appropriate and grips the children's interests, if texts are changed the objectives (Pathway's Keys) for each unit are followed to maintain progression.

The EYFS Curriculum is followed to ensure the children reach the ELG's for English and are ready for transition to the Year 1 curriculum.

## Reception

Autumn Term		Spring Term		Summer Term	
<b>The Gingerbread Man by Mara Alperin</b>	<b>I'm going to eat this ant by Chris Naylor-Ballesteros</b>	<b>Naughty Bus by Jan Oke</b>	<b>The Journey Home by Emma Levey</b>	<b>Silly Doggy by Adam Stower</b>	<b>Supertato by Sue Hendra</b>
<b>Additional Texts:</b> Biscuit bear by Mini Grey Rosie's Walk by Pat Hutchins A great big cuddle by Michael Rosen	<b>Additional Texts:</b> Flashlight by Lizi Boyd Guess who's in the trees by Camilla Bedoyere A great big cuddle by Michael Rosen	<b>Additional Texts:</b> On the road with Mavis and Marge by Niamh Sharkey You can't take an elephant on the bus by Patricia Cleveland Peck The train ride by June Crebbin	<b>Additional Texts:</b> Hattie Peck by Emma Levey Home by Carson Ellis The way back home by Oliver Jeffers	<b>Additional Texts:</b> A great big cuddle by Michael Rosen Naughty Kitty by Adam Stower Hairy Maclary by Linley Dodd	<b>Additional Texts:</b> Even superheroes have bad days by Shelley Becker Super duck by Jez Alborough Supertato series
<b>Outcome</b> Oral retelling of story Draw images and write labels to represent the story	<b>Outcome</b> A list of food items for another animal	<b>Outcome</b> Recount of where Naughty Bus has been	<b>Outcome</b> Retell/rewrite of the story	<b>Outcome</b> Retell/rewrite of the story	<b>Outcome</b> A wanted poster for Evil Pea with a
<b>Writing</b> <ul style="list-style-type: none"> <li>• Give meaning to the marks as they draw, write and paint</li> <li>• Hear and say the initial sounds in words</li> <li>• Link sounds to letters, naming and sounding the letters of the alphabet</li> <li>• Use some clearly identifiable letters to communicate meaning representing some sounds currently and in sequence</li> <li>• Write labels</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>• Begin to break the flow of speech into words</li> <li>• Hear and say the initial sound in words</li> <li>• Link sounds to letters, naming and sounding the letters of the alphabet</li> <li>• Write labels and captions</li> <li>• Write CVC words</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>• Begin to break the flow of speech into words</li> <li>• Write labels and captions</li> <li>• Attempts to write short sentences in meaningful contexts</li> <li>• Use phonic knowledge to write words in way which match their spoken sounds</li> <li>• Spell some common irregular words</li> <li>• Write CVC words</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>• Attempts to write short sentences in meaningful contexts</li> <li>• Use phonic knowledge to write words in ways which match spoken sounds</li> <li>• <i>Apply taught digraphs into writing</i></li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>• Use phonic knowledge to write words in ways which match spoken sounds</li> <li>• Spell some common irregular words</li> <li>• Write simple sentences which can be read by themselves and others</li> <li>• <i>Apply taught digraphs and trigraphs into writing</i></li> <li>• <i>Begin to write words with adjacent consonants</i></li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>• Use phonic knowledge to write words in ways which match spoken sounds</li> <li>• Spell some common irregular words</li> <li>• Write simple sentences which can be read by themselves and others</li> <li>• Write phonetically plausible words</li> <li>• <i>Use key features of narrative in own writing (EXC)</i></li> <li>• <i>Have an awareness of a capital letter and full stop when writing a</i></li> </ul>

# Year 1

<b>Grammar-word</b>	<ul style="list-style-type: none"> <li>• Use plural noun suffixes -s and -es</li> <li>• Add suffixes to verbs where no change is needed to the root</li> <li>• Change the meaning of verbs and adjectives by adding prefix un-</li> </ul>										
<b>Grammar-sentence</b>	<ul style="list-style-type: none"> <li>• Combine words to make sentences</li> <li>• Leave spaces between words</li> <li>• Join words and clauses using <i>and</i></li> <li>• Sequence sentences to form short narratives</li> </ul>										
<b>Grammar-Punctuation</b>	<ul style="list-style-type: none"> <li>• Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>										
<b>Writing - Composition</b>	<ul style="list-style-type: none"> <li>• Write sentences:</li> <li>• Say out loud what is going to be written about</li> <li>• Compose a sentence orally before writing it</li> <li>• Sequence sentences to form short narratives</li> <li>• Re-read and check sense</li> <li>• Discuss what has been written with the teacher or other pupils</li> <li>• Read writing aloud clearly enough to be heard by peers and the teacher</li> </ul>										
<b>Fine Motor Skills</b>	<ul style="list-style-type: none"> <li>• Effective tripod grip is maintained when undertaking any mark making including: writing, drawing and painting.</li> </ul> 										
<b>Handwriting</b> Requires frequent and discrete direct teaching.	<ul style="list-style-type: none"> <li>• Understand families of ascenders and descenders.</li> <li>• Consistently form digits 0-9 starting from the top.</li> <li>• Form capital letters from the top and use to accurately write first name and surname.</li> <li>• Most letters sit on the line correctly.</li> </ul>										
<b>Terminology children MUST know by the end of Year 1:</b>											
Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.											
<b>Ambitious vocabulary examples</b>	absorb adorable advice ancient	arctic avoid careless classify	compare continent convince courageous	dazzled effort elegant embarrass	enraged exclaim expert expression	fierce gasp glamorous	glide impossible intelligent	magnificent miserable observe	pause(d) predict	respect responsible spoil	wander weigh

Year 1

Autumn Term		Spring Term		Summer Term	
<b>Meesha Makes Friends by Tom Percival</b> (Fiction)	<b>Nibbles by Emma Yarlett</b> (Non-fiction)	<b>The Lion Inside by Rachel Bright</b> (Fiction)	<b>The Curious Case of the Missing Mammoth by Ellie Hattie</b> (Fiction)	<b>Toys in Space by Mini Grey</b> (Fiction)	<b>Goldilocks and just the one bear by Leigh Hodgkinson</b> (Fiction)
<b>Additional Texts:</b> <ul style="list-style-type: none"> <li>Other books by Tom Percival</li> </ul>	<b>Additional Texts:</b> <ul style="list-style-type: none"> <li>Goldilocks and The Three Bears By Emma Chichester Clark</li> <li>Little Red Riding Hood and Jack And The Beanstalk Texts</li> <li>The Gruffalo by Julia Donaldson</li> </ul>	<b>Additional Texts:</b> <ul style="list-style-type: none"> <li>How to be a Lion By Ed Vere</li> <li>The Tiger Who Came to Tea By Judith Kerr</li> <li>Mog The Forgetful Cat By Judith Kerr</li> </ul>	<b>Additional Texts:</b> <ul style="list-style-type: none"> <li>Lost in The Toy Museum by David Lucas</li> <li>Woolly Mammoth by Mick Manning</li> <li>How To Wash A Woolly Mammoth By Michelle Robinson and Kate Hindley</li> </ul>	<b>Additional Texts:</b> <ul style="list-style-type: none"> <li>Space Dog By Mini Grey</li> <li>It Was a Dark and Stormy Night By Janet And Allan Ahlberg</li> <li>One True Bear By Ted Dewan</li> </ul>	<b>Additional Texts:</b> <ul style="list-style-type: none"> <li>Old Bear Stories by Jane Hissey</li> <li>Dogger by Shirley Hughes</li> <li>Scaredy Bear By Steve Smallman</li> </ul>
<b>Writing outcome:</b> To write a diary entry in the first person (Meesha) based on events in the story. <b>Greater depth writing outcome:</b> To write a diary entry in the first person (Meesha) based on events in the story. Add a sentence about Meesha’s feelings.	<b>Outcome</b> Recount: diary entry <b>Greater Depth</b> Add in further details about other characters’ feelings	<b>Outcome</b> Fiction: journey story based on the structure <b>Greater Depth</b> Change both animals in the story.	<b>Outcome</b> Fiction: adventure story based on the structure of <i>The Curious Case of the Missing Mammoth</i> . <b>Greater Depth</b> Change the setting of the story.	<b>Outcome</b> Fiction: fantasy story based on the structure <b>Greater Depth</b> Choose their own toy to write about and change the space creature. Extension: instructions	<b>Outcome</b> Fiction: traditional story based on the structure. <b>Greater Depth</b> Change the animal and the setting Extension: non-chronological report
<b>Prior Learning (Gateway Keys)</b> Break down speech into words Link sounds to letters Make phonetically plausible attempts at words Write some irregular common words	<b>Prior Learning (Gateway Keys)</b> Make phonetically plausible attempts at words (ELG 10) •Compose a sentence orally before writing it Combine words to make sentences Use capital letters for names of people and the personal pronoun ‘I’ Leave spaces between words Begin to use capital letters and full stops	<b>Prior Learning (Gateway Keys)</b> Compose a sentence orally before writing it Join words using and Use plural noun suffixes –s and -es Punctuate sentences using a capital letter and a full stop Use capital letters for names of people Leave spaces between word	<b>Prior Learning (Gateway Keys)</b> Punctuate sentences using a capital letters and a full stop, some question marks and exclamation marks Use ‘and’ between words and some clauses Some accurate use of the prefix un Some accurate use of suffixes (where no change is needed to the root of the word) e.g. - ed, -ing, -er, - est • Leave spaces between words	<b>Prior Learning (Gateway Keys)</b> Join words and clauses using and Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Add suffixes to verbs where no change is needed to the root e.g –ed , -er, -ing, -est	<b>Prior Learning (Gateway Keys)</b> Join words and clauses using and Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Add suffixes to verbs where no change is needed to the root e.g –ed, -er, -ing, -est Change the meaning of verbs and adjectives by adding the prefix un

<p><b>Sentence</b> Combine words to make sentences</p>	<p><b>Sentence</b> Join words using <b>and</b></p>	<p><b>Sentence</b> Join words and clauses using <b>and</b></p>	<p><b>Sentence</b> Join words and clauses using <b>and</b></p>	<p><b>Sentence</b> Join words and clauses using <b>and</b></p>	<p><b>Sentence</b> Join words and clauses using <b>and</b> Use simple description</p>
<p><b>Text</b> Sequence sentences to form short narratives</p>	<p><b>Text</b> Use plural noun suffixes -s and -es Sequence sentences to form short narratives (link ideas or events by pronoun)</p>	<p><b>Text</b> Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding the prefix un-</p>	<p><b>Text</b> Add suffixes to verbs where no change is needed to the root</p>	<p><b>Text</b> Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding prefix un-</p>	<p><b>Text</b> Sequence sentences to form short narratives (link ideas or events by pronoun)</p>
<p><b>Punctuation</b> Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I'</p>	<p><b>Punctuation</b> Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people</p>	<p><b>Punctuation</b> Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks</p>	<p><b>Punctuation</b> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p><b>Punctuation</b> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>	<p><b>Punctuation</b> Use a capital letter for places and days of the week Punctuate sentences using a capital letter, full stop, question mark or exclamation mark</p>
<p><b>Vocabulary:</b> worried difficult realised wondered idea wherever spoil(ed) exactly group around admittedly comfortable mattered chaotic unpredictable gaped</p>	<p><b>Vocabulary</b> nibble chomp curious rascal critter adventure nab cottage hullabaloo crate forest beanstalk goose atlas mountain tambourine</p>	<p><b>Vocabulary:</b> ignore forgotten toothsome tough mighty weeniest feast slumber whimper foe pack sand rock lion mouse paw</p>	<p><b>Vocabulary:</b> peep gasp toot thunderous din regal mutter tramp struck unusual wild statue midnight mammoth museum</p>	<p><b>Vocabulary:</b> grew quiet scared resourceful clever helpful thoughtful beam probe float summer spaceship medal dawn reptile antennae</p>	<p><b>Vocabulary:</b> lolloping nip (into) peeked pleasant frothy nodded off pottering familiar penny dropped plonked bear wood minute twigs leaves cactus</p>

sew		plain mane week	exhibition/exh ibits underwater portrait carnivore extinct endangered	sphere streamers	duvet
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**Genres suitable for Y1:**

Narrative  
 Recount (diary, letter)  
 Information  
 Drawing and labelling story maps  
 Questions and exclamations to open and close diaries and letters and questions to characters  
 Speech bubbles to link with drama work

**Word** Throughout each unit of *Pathways to Write* there will be opportunities to teach and apply word skills:  
 Spell words containing each of the 40+ phonemes already taught. Spell common exception words.

**Statutory Requirements** The following are Statutory requirements for Year 1 that are not included in Letters and Sounds Curriculum.

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier.

Statutory requirements	Rules and guidance	Examples
Name the letters of the alphabet	<ul style="list-style-type: none"> <li>Naming the letters of the alphabet in order</li> <li>Using letter names to distinguish between alternative spellings of the same sound</li> </ul>	
Use the prefix un	To change the meaning to negative or opposite	unhappy, undo, unwell, undress
Words ending -y		very, happy, funny, party, family
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk



-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like ss, sh, zz, ch, x it is spelt as -es. All others have -s.	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed sometimes does.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding -er and -est to adjectives where no change is needed to the root word	.	grander, grandest, fresher, freshest, quicker, quickest



## Pathways to Spell

### Year 1 Overview – Spring Term

Spring 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"> <li>Previously taught high frequency words</li> </ul>	<ul style="list-style-type: none"> <li>Common exception words</li> </ul>
2	<ul style="list-style-type: none"> <li>Revision: The process of segmenting spoken words into sounds before choosing the graphemes to represent them</li> </ul>	<ul style="list-style-type: none"> <li>Division of words into syllables</li> </ul>
3	<ul style="list-style-type: none"> <li>Revision: Consonant digraphs which have been taught and the sounds which they represent</li> </ul>	<ul style="list-style-type: none"> <li>The sounds /t/, /l/, /s/ and /k/ spelt ff, ll, ss, zz and ck</li> </ul>
4	<ul style="list-style-type: none"> <li>Revision: Words with adjacent consonants</li> </ul>	<ul style="list-style-type: none"> <li>Adding s and es to words (plural of nouns and the third person singular of verbs)</li> </ul>
5	<ul style="list-style-type: none"> <li>Revision: Vowel digraphs which have been taught and the sounds which they represent</li> </ul>	<ul style="list-style-type: none"> <li>Adding s and es to words (plural of nouns and the third person singular of verbs)</li> </ul>
6	<ul style="list-style-type: none"> <li>Revision: All letters of the alphabet and the sounds which they most commonly represent</li> </ul>	<ul style="list-style-type: none"> <li>Words ending -y (/i:/ or /ɪ/)</li> </ul>

Spring 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"> <li>Previously taught common exception words</li> </ul>	<ul style="list-style-type: none"> <li>Common exception words</li> </ul>
2	<ul style="list-style-type: none"> <li>Revision: The process of segmenting spoken words into sounds before choosing the graphemes to represent them</li> </ul>	<ul style="list-style-type: none"> <li>Compound words</li> </ul>
3	<ul style="list-style-type: none"> <li>Revision: Words with adjacent consonants</li> </ul>	<ul style="list-style-type: none"> <li>Adding the ending -ing to verbs where no change is needed to the root word</li> </ul>
4	<ul style="list-style-type: none"> <li>Revision: Vowel digraphs which have been taught and the sounds which they represent</li> </ul>	<ul style="list-style-type: none"> <li>Adding the ending -ed to verbs where no change is needed to the root word</li> </ul>
5	<ul style="list-style-type: none"> <li>Revision: Consonant digraphs which have been taught and the sounds which they represent</li> </ul>	<ul style="list-style-type: none"> <li>Adding the ending -er to verbs where no change is needed to the root word</li> </ul>
6	<ul style="list-style-type: none"> <li>Revision: All letters of the alphabet and the sounds which they most commonly represent</li> </ul>	<ul style="list-style-type: none"> <li>Adding the prefix un-</li> </ul>



## Pathways to Spell

### Year 1 Overview – Summer Term

Summer 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"> <li>Previously taught common exception words</li> </ul>	<ul style="list-style-type: none"> <li>Common exception words</li> </ul>
2	<ul style="list-style-type: none"> <li>Division of words into syllables</li> </ul>	<ul style="list-style-type: none"> <li>New consonant spellings <i>ph wh</i></li> </ul>
3	<ul style="list-style-type: none"> <li>Adding the endings -ing -ed -er to verbs where no change is needed to the root word</li> </ul>	<ul style="list-style-type: none"> <li>Adding -er to adjectives where no change is needed to the root word</li> </ul>
4	<ul style="list-style-type: none"> <li>Adding the endings -ing -ed -er to verbs where no change is needed to the root word</li> </ul>	<ul style="list-style-type: none"> <li>Adding -est to adjectives where no change is needed to the root word</li> </ul>
5	<ul style="list-style-type: none"> <li>Revision: vowel digraphs which have been taught and the sounds which they represent</li> </ul>	<ul style="list-style-type: none"> <li>The /v/ sound at the end of words</li> <li>The /ŋ/ sound spelt n before k</li> </ul>
6	<ul style="list-style-type: none"> <li>Adding s and es to words (plural of nouns and the third person singular of verbs)</li> </ul>	<ul style="list-style-type: none"> <li>-tch</li> </ul>

Summer 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"> <li>Previously taught common exception words</li> </ul>	<ul style="list-style-type: none"> <li>Common exception words</li> </ul>
2	<ul style="list-style-type: none"> <li>Revision: Vowel digraphs/trigraphs which have been taught and the sounds which they represent</li> </ul>	<ul style="list-style-type: none"> <li>New vowel spellings: <i>ir, ie, ou, ea, ay</i></li> </ul>
3	<ul style="list-style-type: none"> <li>Revision: Vowel digraphs/trigraphs which have been taught and the sounds which they represent</li> </ul>	<ul style="list-style-type: none"> <li>New vowel spellings: <i>aw, au, ue, ew, oe, oy,</i></li> </ul>
4	<ul style="list-style-type: none"> <li>New vowel spellings: <i>ir, ie, ou, ea, ay</i></li> </ul>	<ul style="list-style-type: none"> <li>Split digraphs</li> </ul>
5	<ul style="list-style-type: none"> <li>New vowel spellings: <i>aw, au, ue, oe, ay, ew</i></li> </ul>	<ul style="list-style-type: none"> <li>Split digraphs</li> </ul>
6	<ul style="list-style-type: none"> <li>Revision: All letters of the alphabet and the sounds which they most commonly represent</li> </ul>	<ul style="list-style-type: none"> <li>Using k for the /k/ sound</li> </ul>

# Year 2

<b>Grammar-word</b>	<ul style="list-style-type: none"> <li>• Form nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</li> <li>• Form adjectives using suffixes such as <i>-ful</i>, <i>-less</i> (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</li> <li>• Use the suffixes <i>-er</i>, <i>-est</i> in adjectives and use <i>-ly</i> in Standard English to turn adjectives into adverbs</li> </ul>
<b>Grammar-sentence</b>	<ul style="list-style-type: none"> <li>• Write expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</li> <li>• Use subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>)</li> <li>• Write sentences with different forms: Statement, question, exclamation or command</li> </ul>
<b>Grammar-Tenses</b>	<ul style="list-style-type: none"> <li>• Use present and past tenses correctly and consistently</li> <li>• Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</li> </ul>
<b>Grammar-Punctuation</b>	<ul style="list-style-type: none"> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Use commas to separate items in a list</li> <li>• Use apostrophes to mark where letters are missing and to mark singular possession in nouns [for example, <i>the girl's name</i>]</li> </ul>
<b>Writing - Composition</b>	<p><b>Develop positive attitudes towards and stamina for writing:</b></p> <ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others (real and fictional)</li> <li>• Write about real events</li> <li>• Write poetry</li> <li>• Write for different purposes</li> <li>• Plan or say out loud what is going to be written about</li> <li>• Write down ideas, key words, new vocabulary</li> <li>• Encapsulate what is to be written, sentence by sentence</li> </ul> <p><b>Make simple additions, revisions and corrections:</b></p> <ul style="list-style-type: none"> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Re-read to check sense</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> <li>• Read aloud with intonation</li> </ul>
<b>Fine motor</b> : see page 2 for grip development	<ul style="list-style-type: none"> <li>• Effective tripod grip and wrist pivot enables unlaboured and accurate letter formation (see handwriting below).</li> </ul>

<b>Handwriting</b> Requires frequent and discrete direct teaching.	<ul style="list-style-type: none"> <li>• Start using some diagonal and horizontal strokes.</li> <li>• Understands which letters are 'break letters' and left unjoined (o,r,u,v,w,x)</li> <li>• Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</li> <li>• Use spacing between words that reflects the size of the letters</li> </ul>										
<b>Terminology children MUST know by the end of Year 2:</b> Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. <b>Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma, noun phrase</b>											
<b>Adventurous vocabulary examples</b>	astonished chaotic coax contribute	crouched devastated	distress dusk endless	familiar frantic ghastly	heroic irritate mischievous	mysterious nuisance outrageous	possession precious queasy ruined	shivering stern (ly) stumble submerge	scent scramble shabby	valiant venture wailed weary	swerved tremendous vague

For all other spelling/ phonics Year 2 revisit phonics already taught and build on this knowledge using Babcocks No-Nonsense Spelling

## Year 2

Autumn Term		Spring Term		Summer Term	
<b>Look UP! By Nathan Bryon</b>	<b>The Owl who was afraid of the dark by Jill Tomlinson</b>	<b>Dragon Machine by Helen Ward</b>	<b>Major Glad, Major Dizzy by Jan Oke</b>	<b>The Last Wolf by Mini Grey</b>	<b>Grandad's Secret Giant by David Litchfield</b>
<b>Additional Texts:</b> <ul style="list-style-type: none"> <li>• Mae Among the Stars by Roda Ahmed</li> <li>• Blast off into Space Like Mae! by Caroline Moss</li> </ul>	<b>Additional Texts:</b> <ul style="list-style-type: none"> <li>• The Owl who was Afraid of the Dark by Jill Tomlinson (chapter book)</li> </ul>	<b>Additional Texts:</b> <ul style="list-style-type: none"> <li>• The Dragonsitter series by Josh Lacey</li> </ul>	<b>Additional Texts:</b> <ul style="list-style-type: none"> <li>• Naughty Amelia Jane by Enid Blyton</li> </ul>	<b>Additional Texts:</b> <ul style="list-style-type: none"> <li>• Fantastic Mr. Fox by Roald Dahl</li> </ul>	<b>Additional Texts:</b> <ul style="list-style-type: none"> <li>• The BFG by Roald Dahl</li> </ul>

<ul style="list-style-type: none"> <li>Grandpa was an Astronaut by Jonathan Meres</li> </ul>					
<p><b>Writing outcome:</b> To write a diary entry about a space flight. <b>Greater depth writing outcome:</b> To write a diary entry about a space flight, drawing on wider reading about the topic to inform vocabulary choices.</p>	<p><b>Outcome</b> Non-chronological report: report about owls <b>Greater Depth</b> Alter the layout to include own subheadings and extra features</p>	<p><b>Outcome</b> Fiction: story with adventure focus <b>Greater Depth</b> Story written in 1<sup>st</sup> person</p>	<p><b>Outcome</b> Recount: diary entry from point of view of a toy <b>Greater Depth</b> Diary entry to include the feelings of the other character</p>	<p><b>Outcome</b> Letter: letter in role as the character persuading to save the trees <b>Greater Depth</b> Real life letter to specific audience e.g. local MP</p>	<p><b>Outcome</b> Fiction: story with moral focus <b>Greater Depth</b> Story from the point of view of the giant</p>
<p><b>Prior Learning (Gateway Keys)</b> Combine words to make sentences Join words and clauses using and Sequence sentences to form short narratives Leave spaces between words</p>	<p><b>Prior Learning (Gateway Keys)</b> Use subordination (because) and coordination (and) Write expanded noun phrases to describe and specify Use punctuation correctly – full stop, capital letters Add suffixes to verbs where no change is needed to the root (Y1)</p>	<p><b>Prior Learning (Gateway Keys)</b> Sequence sentences to form short narratives Join words and clauses using and Use subordination (because) Add suffixes to verbs where no change is needed to the root Write expanded noun phrases to describe and specify</p>	<p><b>Prior Learning (Gateway Keys)</b> Use subordination (when, because) Write expanded noun phrases to describe and specify Use punctuation correctly – full stop, capital letters Some accurate use of exclamation marks, question marks</p>	<p><b>Prior Learning (Gateway Keys)</b> Use the progressive form of verbs in the present and past tense Some use of subordination (because, when) and coordination (and, but) Use punctuation correctly (as taught so far) Write sentences with different forms: statement, question, exclamation, command</p>	<p><b>Prior Learning (Gateway Keys)</b> Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones Use punctuation correctly – apostrophes for contracted forms</p>
<p><b>Sentence</b> Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify</p>	<p><b>Sentence</b> Use co-ordination (but, or) Add -ly to turn adjectives into adverbs</p>	<p><b>Sentence</b> Write sentences with different forms: statement, question, exclamation, command Use subordination (apply <i>because</i>, introduce <i>when</i>) Use present and past tenses correctly and consistently (some progressive)</p>	<p><b>Sentence</b> Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense Use subordination (apply <i>because</i>, <i>when</i>; introduce <i>that</i>)</p>	<p><b>Sentence</b> Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones</p>	<p><b>Sentence</b> Use present and past tenses consistently including the progressive form Use subordination (when, if, that, or because) and co-ordination (or, and, or but) Use expanded noun phrases to describe and specify Add suffixes to spell longer words(e.g -ment,-ful)</p>

<b>Text</b> Plan or say out loud what is going to be written about	<b>Text</b> Write for different purposes	<b>Text</b> Read aloud with intonation	<b>Text</b> Write down ideas, key words, new vocabulary	<b>Text</b> Write down ideas, key words, new vocabulary	<b>Text</b> Make simple additions, revisions and corrections
<b>Punctuation</b> Use punctuation correctly - full stops, capital letters	<b>Punctuation</b> Use commas to separate items in a list	<b>Punctuation</b> Use punctuation correctly - exclamation marks, question marks	<b>Punctuation</b> Use punctuation correctly - apostrophes for the possessive (singular)	<b>Punctuation</b> Use punctuation correctly – apostrophes for contracted forms	<b>Punctuation</b> Proof-read to check for errors in spelling, grammar
<b>Vocabulary:</b> telescope orbit Earth fiery space famous shuttle blasted prepared astronaut defied life-forms gravity meteor captured shower rare exotic incredible mission trail flyers atmospher comet e grumbles victory speechless binoculars	<b>Vocabulary:</b> barn owl deckchair campfire wellington telescope planets supper moonlight rooftops faded bleary peered enormous necessary return butting startled explore twinkle	<b>Vocabulary:</b> telephone tulips sank water lilies pond encyclopaedia machine undercarriage engine fields overlook perch havoc troublesome advice consult tragic lumbered wreckage venture	<b>Vocabulary:</b> sampler servant floorboards needle empire invent horseless carriage tunnel pantaloons bulged dainty mislaid private fortunate manly ceased adventurous contraptions befall	<b>Vocabulary:</b> popgun stalking bracken tree stump doorknob land lynx human miles earth flung supplies lurk pounce wander endless grazing awash nowadays pickings	<b>Vocabulary:</b> mural drainpipes storm shore oak bridge dawn afternoon ledge pickle chop continue mumbled impossible scoff whine nervous humungous hoisted

**Genres suitable for Y2:**

Narrative – character and setting description

Recount – trips/visits, diaries, postcards

Information

Instructions – begin with a question ‘Have you ever tried to create your own monster?’ Follow with commands

Question and answer quizzes to characters or in non-fiction

Rules

Diaries/ postcards/letters - open and close with questions and exclamations

Speech bubbles and reported speech within stories (not with speech punctuation) e.g. Throw those beans out of the window shouted Jack’s mum.

Setting description e.g. *The sun was shining and the birds were singing happily.*

Poetry

**Word**

**Word** Throughout each unit of *Pathways to Write* there will be opportunities to apply word skills:

Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes

Spell common exception words.





## Pathways to Spell

### Year 2 Overview – Autumn Term

Autumn 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"> <li>Common exception words (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>Common exception words</li> </ul>
2	<ul style="list-style-type: none"> <li>Words ending -y (/i:/ or /ɪ/)</li> </ul>	<ul style="list-style-type: none"> <li>The /aɪ/ sound spelt -y at the end of words</li> </ul>
3	<ul style="list-style-type: none"> <li>Adding <i>s</i> and <i>es</i> to words (plural of nouns and the third person singular verbs)</li> </ul>	<ul style="list-style-type: none"> <li>Adding <i>-es</i> to nouns and verbs ending in -y</li> </ul>
4	<ul style="list-style-type: none"> <li>Adding the endings <i>-ing</i> <i>-ed</i> to verbs where no change is needed to the root word</li> </ul>	<ul style="list-style-type: none"> <li>Adding <i>-ing</i> <i>-ed</i> to words of one syllable ending in a single consonant letter after a single vowel letter</li> </ul>
5	<ul style="list-style-type: none"> <li>Adding <i>-ing</i> <i>-ed</i> to words of one syllable ending in a single consonant letter after a single vowel letter</li> </ul>	<ul style="list-style-type: none"> <li>Adding <i>-ing</i> <i>-ed</i> to words ending in <i>e</i> with a consonant before it</li> </ul>
6	<ul style="list-style-type: none"> <li>Adding <i>-ing</i>, <i>-ed</i>, to words ending in <i>e</i></li> </ul>	<ul style="list-style-type: none"> <li>Adding <i>-ing</i> <i>-ed</i> to a root word ending in <i>y</i> with a consonant before it</li> </ul>

Autumn 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"> <li>Previously taught common exception words</li> </ul>	<ul style="list-style-type: none"> <li>Common exception words</li> </ul>
2	<ul style="list-style-type: none"> <li>Adding the endings <i>-er</i> and <i>-est</i> to words of one syllable ending where no change is needed to the root word</li> </ul>	<ul style="list-style-type: none"> <li>Adding <i>-er</i>, <i>-est</i>, <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter</li> </ul>
3	<ul style="list-style-type: none"> <li>Adding <i>-er</i>, <i>-est</i>, <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter</li> </ul>	<ul style="list-style-type: none"> <li>Adding <i>-er</i>, <i>-est</i> and <i>-y</i> to words ending in <i>e</i> with a consonant before it</li> </ul>
4	<ul style="list-style-type: none"> <li>Adding <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i> to words ending in <i>e</i></li> </ul>	<ul style="list-style-type: none"> <li>Adding <i>-er</i>, <i>-est</i> to a root word ending in <i>y</i></li> </ul>
5	<ul style="list-style-type: none"> <li>Revision: the process of segmenting spoken words into sounds before choosing the graphemes to represent them</li> </ul>	<ul style="list-style-type: none"> <li>The /i:/ sound spelt <i>-ey</i></li> <li>The /ʌ/ sound spelt <i>o</i></li> </ul>
6	<ul style="list-style-type: none"> <li>Previously taught vowel digraphs/trigraphs (including alternative spellings of the same phoneme)</li> </ul>	<ul style="list-style-type: none"> <li>Homophones and near-homophones</li> </ul>



## Pathways to Spell

### Year 2 Overview – Spring Term

Spring 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"> <li>Previously taught common exception words</li> </ul>	<ul style="list-style-type: none"> <li>Common exception words</li> </ul>
2	<ul style="list-style-type: none"> <li>Compound words</li> </ul>	<ul style="list-style-type: none"> <li>Contractions</li> </ul>
3	<ul style="list-style-type: none"> <li>Adding the prefix <i>-un</i></li> </ul>	<ul style="list-style-type: none"> <li>Contractions</li> </ul>
4	<ul style="list-style-type: none"> <li>Adding the endings <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> to words of one syllable ending where no change is needed to the root word</li> </ul>	<ul style="list-style-type: none"> <li>The suffix <i>-ly</i></li> </ul>
5	<ul style="list-style-type: none"> <li>Revision: the process of segmenting spoken words into sounds before choosing the graphemes to represent them</li> </ul>	<ul style="list-style-type: none"> <li>The suffix <i>-ful</i></li> </ul>
6	<ul style="list-style-type: none"> <li>Division of words into syllables</li> </ul>	<ul style="list-style-type: none"> <li>Words ending in <i>-tion</i></li> </ul>

Spring 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"> <li>Previously taught common exception words</li> </ul>	<ul style="list-style-type: none"> <li>Common exception words</li> </ul>
2	<ul style="list-style-type: none"> <li>Words with adjacent consonants</li> </ul>	<ul style="list-style-type: none"> <li>The sound /l/ or /əl/ sound spelt <i>-el</i> and <i>-le</i> at the end of words</li> </ul>
3	<ul style="list-style-type: none"> <li>The sound /l/ or /əl/ sound spelt <i>-el</i> and <i>-le</i> at the end of words</li> </ul>	<ul style="list-style-type: none"> <li>The sound /l/ or /əl/ sound spelt <i>-al</i> and <i>-il</i> at the end of words</li> </ul>
4	<ul style="list-style-type: none"> <li>The sound /l/ or /əl/ sound spelt <i>-al</i> and <i>-il</i> at the end of words</li> </ul>	<ul style="list-style-type: none"> <li>The /ɔ:/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i></li> </ul>
5	<ul style="list-style-type: none"> <li>Previously taught vowel digraphs (including alternative spellings of the same phoneme)</li> </ul>	<ul style="list-style-type: none"> <li>The /ɔ:/ sound spelt <i>ar</i> after <i>w</i></li> <li>The /ɜ:/ sound spelt <i>or</i> after <i>w</i></li> <li>The /ɑ/ sound spelt <i>a</i> after <i>w</i> and <i>qu</i></li> </ul>
6	<ul style="list-style-type: none"> <li>Previously taught homophones</li> </ul>	<ul style="list-style-type: none"> <li>Homophones and near-homophones</li> </ul>





## Pathways to Spell

### Year 2 Overview – Summer Term

Summer 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"><li>Previously taught common exception words</li></ul>	<ul style="list-style-type: none"><li>Common exception words</li></ul>
2	<ul style="list-style-type: none"><li>Contractions</li></ul>	<ul style="list-style-type: none"><li>Possessive apostrophe (singular nouns)</li></ul>
3	<ul style="list-style-type: none"><li>Adding the endings <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> to words of one syllable ending where no change is needed to the root word</li></ul>	<ul style="list-style-type: none"><li>The suffixes <i>-ment</i>, <i>-ness</i></li></ul>
4	<ul style="list-style-type: none"><li>The suffixes <i>-ly</i>, <i>ful</i></li></ul>	<ul style="list-style-type: none"><li>The suffix <i>-less</i></li></ul>
5	<ul style="list-style-type: none"><li>The /v/ sound at the end of words</li><li>The /n/ sound spelt n before k</li><li>-tch</li></ul>	<ul style="list-style-type: none"><li>The /z/ sound spelt s</li></ul>
6	<ul style="list-style-type: none"><li>Split digraphs</li></ul>	<ul style="list-style-type: none"><li>The /s/ sound spelt c before e, i and y</li></ul>

Summer 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"><li>Previously taught common exception words</li></ul>	<ul style="list-style-type: none"><li>Common exception words</li></ul>
2	<ul style="list-style-type: none"><li>Previously taught digraphs/trigraphs (including alternative spellings of the same phoneme)</li></ul>	<ul style="list-style-type: none"><li>The /dʒ/ sound spelt as <i>-ge</i> and <i>-dge</i> and at the end of words and sometimes spelt as <i>g</i> elsewhere in words before <i>-e</i>, <i>-i</i>, <i>-y</i></li></ul>
3	<ul style="list-style-type: none"><li>Previously taught digraphs/trigraphs (including alternative spellings of the same phoneme)</li></ul>	<ul style="list-style-type: none"><li>The /dʒ/ sound spelt as <i>-ge</i> and <i>-dge</i> at the end of words and sometimes spelt as <i>g</i> elsewhere in words before <i>-e</i>, <i>-i</i>, <i>-y</i></li></ul>
4	<ul style="list-style-type: none"><li>Previously taught consonant digraphs</li></ul>	<ul style="list-style-type: none"><li>The /n/ sound spelt kn and (less often) gn at the beginning of words</li></ul>
5	<ul style="list-style-type: none"><li>Split digraphs</li></ul>	<ul style="list-style-type: none"><li>The /r/ sound spelt wr at the beginning of words</li></ul>
6	<ul style="list-style-type: none"><li>Previously taught homophones</li></ul>	<ul style="list-style-type: none"><li>Homophones and near-homophones</li></ul>

# Year 1 and 2 Common Exception Words

## Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

## Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

# Year 3

<b>Grammar-word</b>	<ul style="list-style-type: none"> <li>Form nouns with a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</li> <li>Use <i>a</i> or <i>an</i> according to whether the next word begins with a vowel or con-sonant</li> </ul> <p><i>Plus Year 2 objectives:</i></p> <ul style="list-style-type: none"> <li>Form nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</li> <li>Form adjectives using suffixes such as <i>-ful</i>, <i>-less</i> (A list of suffixes can be found on page 46 in the year 2 spelling section in English App 1)</li> <li>Use the suffixes <i>-er</i>, <i>-est</i> in adjectives and use <i>-ly</i> in</li> </ul>
<b>Grammar-sentence</b>	<ul style="list-style-type: none"> <li>Write expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</li> <li>Use subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>)</li> <li>Write sentences with different forms: Statement, question, exclamation or command</li> </ul>
<b>Grammar-Paragraphs</b>	<ul style="list-style-type: none"> <li>Group related ideas into paragraphs</li> <li>Use headings and sub-headings to aid presentation</li> <li>Expressing time, place and cause using conjunctions, adverbs and prepositions</li> </ul>
<b>Grammar-Tenses</b>	<ul style="list-style-type: none"> <li>Use the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</li> </ul> <p><i>Plus Year 2 objectives:</i></p> <ul style="list-style-type: none"> <li>Use present and past tenses correctly and consistently</li> <li>Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</li> </ul>
<b>Grammar-Punctuation</b>	<ul style="list-style-type: none"> <li>Use inverted commas to punctuate direct speech</li> </ul> <p><i>Plus Year 2 objectives:</i></p> <ul style="list-style-type: none"> <li>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Use commas to separate items in a list</li> <li>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</li> </ul>
<b>Writing - Composition</b>	<p><b>Plan writing:</b>  Plan writing by discussing the structure, vocab and grammar of similar writing  Discuss and record ideas  Draft and write:  Compose and rehearse sentences orally  Build a varied and rich vocabulary  Build an increasing range of sentence structures  In narratives, create settings, characters and plot  In non-narrative use simple organisational devices such as heading, sub-headings</p> <p><b>Evaluate and edit:</b>  Assess the effectiveness of own and others' writing  Propose changes to grammar and vocabulary to improve consistency</p>

	Proof-read for spelling and punctuation errors							
<b>Fine motor skills</b>	Consistent tripod grip enables children to accurately use any appropriate mark marking implements across the curriculum including appropriately sized whiteboard pens, pencils, paint brushes							
<b>Handwriting</b> Requires frequent and discrete direct teaching.	<ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes to join letters (understand breaks from Y2).</li> <li>• Handwriting and accurate forming of words is mainly unlaboured enabling the child to write with increased fluency.</li> </ul>							
<b>Terminology children MUST know by the end of Year 3</b> Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma, noun phrase <b>Word family, conjunction, adverb, preposition, direct speech, inverted commas (speech marks), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause.</b>								
<b>Adventurous vocabulary examples</b>	absurd alternate ambitious amateur anxious appreciate cautious	clutched compassion crucial despise draught essential exchanged	hesitant identical identify illuminate	immense isolated nestled obedient	perched preferred preserve quivering	reassure require resemble seize	shimmer sympathetic transferred tremendous	vigorous unwilling

Year 3

Autumn Term		Spring Term		Summer Term	
Coming to England by Floella Benjamin	<b>Big Blue Whale by Nicola Davies</b>	<b>Winter's Child by Angela McAllister</b>	<b>Stone Age Boy by Satoshi Kitamura</b>	<b>Journey by Aaron Becker</b>	<b>Zeraffa Giraffa by Dianne Hofmeyr</b>
<b>Additional Texts:</b>	<b>Additional Texts:</b> This morning I met a whale by Michael Morpurgo	<b>Additional Texts:</b> Ice Palace by Robert Swindell	<b>Additional Texts:</b> The Iron Man by Ted Hughes	<b>Additional Texts:</b> Tilly Mint Tales by Berlie Doherty	<b>Additional Texts:</b> The White Fox by Jackie Morris
<b>Writing outcome:</b> To write letters from Floella to her Grandmother telling her about settling into life in the UK. <b>Greater depth writing outcome:</b> To include a letter from Grandmother in response to one of Floella's letters.	<b>Outcome</b> Persuasion: informative article persuading for the protection of the blue whale <b>Greater Depth</b> Include a fact file about other endangered sea creatures	<b>Outcome</b> Fiction: fantasy story based on a fable <b>Greater Depth</b> Narrative from a different POV	<b>Outcome</b> Fiction: write a story set in the Stone Age <b>Greater Depth</b> Write from the POV of a person from the Stone Age	<b>Outcome</b> Fiction: adventure story based on Journey using the language of Berlie Doherty <b>Greater Depth</b> Include a new setting route to lead from one place into another	<b>Outcome</b> Persuasion: tourism leaflet for the <i>Jardin des Plantes</i> in Paris <b>Greater Depth</b> Include a section of a researched Paris landmark
<b>Prior Learning (Gateway Keys)</b> Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use subordination (when, if, that, because) and coordination (or, and, but) Use present and past tenses consistently and correctly Use progressive forms of verbs Use expanded noun phrases	<b>Prior Learning (Gateway Keys)</b> Use punctuation at Y2 standard correctly (full stops, capital letters including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use subordination (when, if, that, because) and coordination (or, and, but) Use present and past tenses consistently and correctly Use noun phrases and prepositions to add detail	<b>Prior Learning (Gateway Keys)</b> Use punctuation at Y2 standard correctly (full stops, capital letters including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use a range of co-ordinating and subordinating conjunctions Create characters, settings and plot in narrative	<b>Prior Learning (Gateway Keys)</b> Use punctuation at Y2 standard correctly (full stops, capital letters including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use inverted commas to punctuate direct speech Use conjunctions and prepositions to express time, place and cause Use adverbs to express time	<b>Prior Learning (Gateway Keys)</b> Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Group related ideas into paragraphs Build an increasing range of sentence structures Use adverbs to express time, place and cause	<b>Prior Learning (Gateway Keys)</b> Full stops, capital letters, exclamation marks, question marks, commas and apostrophes Fronted adverbials with commas Some use of grouping related ideas in paragraphs

Write sentences with different forms: statement, command, question, exclamation	Group related ideas into paragraphs		Group related ideas into paragraphs		
<b>Sentence</b> Use prepositions to express time, place and cause.	<b>Sentence</b> Build an increasing range of sentence structures Use adverbs to express time, place and cause	<b>Sentence</b> Use conjunctions and adverbs to express, time, place and cause Use a or an according to whether the next word begins with a vowel or consonant	<b>Sentence</b> Form nouns with a range of prefixes Use present and past tenses correctly and consistently including the progressive form and the present perfect form	<b>Sentence</b> Use the present perfect form of verbs in contrast to the past tense Use prepositions, conjunctions and adverbs to express time, place and cause Use <b>a</b> or <b>an</b> correctly	<b>Sentence</b> Build an increasing range of sentence structures Use present and past tenses correctly and consistently including the progressive form and the present perfect form
<b>Text</b> Group related ideas into paragraphs Build a varied and rich vocabulary	<b>Text</b> Assess the effectiveness of own and others' writing (non-fiction) Use headings and sub-headings to aid presentation	<b>Text</b> In narratives, create characters, settings and plot	<b>Text</b> Build a varied and rich vocabulary	<b>Text</b> Group related ideas into paragraphs	<b>Text</b> In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation
<b>Punctuation</b> Use inverted commas to punctuate direct speech (introduction)	<b>Punctuation</b> Use inverted commas to punctuate direct speech	<b>Punctuation</b> Use inverted commas to punctuate direct speech (and to show relationship between two characters)			

**Year 2 Punctuation should be embedded:**

- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Use commas to separate items in a list
- Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

Vocabulary linked to text	bleak	mangoes	mutter	lake	wander	stew	protected	mammal	isolated	citadel	astonishing	acacia
	breadfruit	pier	crisp	valley	stumble	flint	creature	blowhole	excluded	aqueduct	epic	Pasha
	British	racism	gaze	ravine	relief	spear	surface	baleen	billowing	archway	see-sawed	felucca
	Empire	saxophone	distant	waterfalls	strike	spearhead	bristly	krill	elegant	canal lock	sip	awning
	disembark	skyscraper	pale	snowdrift	chip	grindstone	gulp	shrimp	magnificent	pennant	cobblestones	amulet
	guavas	Trinidad	tinkle	icicle	trim	leather	slithers	shoal	crouch	spire	glimpse	taffeta
	humid	veranda	criss-cross	frost	wriggle	ornament	nudges	sieve	fidget	dome	salon	vineyard
	immigrant	Windrush	tracks	chimes	flicker	archaeologist	feast	blubber	sneer		soiree	mistral

	jazz	fetch thaw shoot	reed	furios pierce skinning smoke	shallows stranded	Equator dawn chorus	hunch atmosphere dialogue	rustle balmy pivot	mosaic			
Y3 Vocabulary	accident(ally) appear breath breathe caught disappear early experience	extreme heard natural often ordinary recent strength through	answer arrive believe build continue different favourite February grammar	imagine notice peculiar possible remember strange thought surprise woman	actual busy calendar centre century certain circle describe eight	forward fruit group history interest perhaps women suppose	actually although consider earth enough guide heart increase important	knowledge question sentence separate special therefore various weight	bicycle decide eighth experiment guard island regular straight	mention minute naughty position possess probably occasionally quarter	address business complete difficult exercise famous height library material occasion medicine	opposite medicine opposite particular popular possession pressure promise purpose reign



# Year 3 and 4 Common Exception Words Mat



Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

## Aa

accident  
accidentally  
actual  
actually  
address  
although  
answer  
appear  
arrive

## Bb

believe  
bicycle  
breath  
breathe  
build  
busy  
business

## Cc

calendar  
caught  
centre  
century  
certain  
circle  
complete  
consider  
continue

## Dd

decide  
describe  
different  
difficult  
disappear

## Ee

early  
earth  
eight  
eighth  
enough  
exercise  
experience  
extreme

## Ff

famous  
favourite  
February  
forward  
forwards

## Gg

grammar  
group  
guard  
guide

## Hh

heard  
heart  
height  
history

## Ii

imagine  
increase  
important  
interest  
island

## Pp

particular  
peculiar  
perhaps  
popular  
position  
possess  
possession  
possible  
potatoes  
pressure  
probably  
promise  
purpose

## Ss

sentence  
separate  
special  
straight  
strange  
strength  
suppose  
surprise

## Kk

knowledge

## Mm

material  
medicine  
mention  
minute

## Rr

recent  
regular  
reign  
remember

## Tt

therefore  
though  
thought  
through

## Vv

various

## Ll

learn  
length  
library

## Nn

natural  
naughty  
notice

## Oo

occasion  
occasionally  
often  
opposite  
ordinary

## Qq

quarter  
question

## Ww

weight  
woman  
women



**What should be included in genres for Y3:**

<b>Non-chronological report</b>	<b>Recount</b> (including trips and visits, historical events, diaries, letters, news reports, biographies)	<b>Instructions</b>	<b>Explanation</b> (linked with science e.g. lifecycles)	<b>Persuasion</b> (adverts and posters)	<b>Discussion</b>	<b>Narrative</b>
<ul style="list-style-type: none"> <li>• Simple, compound and complex sentences using a variety of conjunctions</li> <li>• Use of adverbs and prepositions to express time, place and cause</li> <li>• Apostrophes for singular possession</li> <li>• Consistent present tense including present progressive</li> <li>• Capitals for proper nouns</li> <li>• Question marks</li> </ul>	<ul style="list-style-type: none"> <li>• Simple, compound and complex sentences using a variety of conjunctions</li> <li>• Use of adverbs and prepositions to express time, place and cause</li> <li>• Consistent past tense including past progressive</li> <li>• Present perfect tense for diary and letters</li> <li>• Capitals for proper nouns</li> <li>• Question and exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>• Concise simple sentences (statements and commands)</li> <li>• Use of adverbs and prepositions to express time, place and cause</li> <li>• Commas in a list</li> <li>• Question and exclamation marks in openings and closings</li> <li>• Consistent present tense</li> </ul>	<ul style="list-style-type: none"> <li>• Simple, compound and complex sentences using a variety of conjunctions</li> <li>• Use of adverbs and prepositions to express time, place and cause</li> <li>• Consistent present tense including present progressive (unless explaining a historical event)</li> </ul>	<ul style="list-style-type: none"> <li>• Simple, compound and complex sentences using a variety of conjunctions</li> <li>• Use of adverbs and prepositions to express time, place and cause</li> <li>• Apostrophes for possession</li> <li>• Question and exclamation marks</li> </ul>		<ul style="list-style-type: none"> <li>• Simple, compound and complex sentences using a variety of conjunctions</li> <li>• Use of adverbs and prepositions to express time, place and cause</li> <li>• Use of inverted commas to punctuate direct speech</li> <li>• Consistent past or present tense including past /present progressive e.g. the sun was shining</li> <li>• Capitals for proper nouns</li> </ul>



## Pathways to Spell

### Year 3 Overview – Autumn Term

Autumn 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"> <li>Common exception words</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 3 and 4</li> </ul>
2	<ul style="list-style-type: none"> <li>Adding the endings <i>-ing</i>, <i>-ed</i> to words of one syllable ending where no change is needed to the root word</li> </ul>	<ul style="list-style-type: none"> <li>Adding <i>-ing</i>, <i>-ed</i> to words of one syllable ending in vowel consonant (Y2*)</li> <li>Adding <i>-ing</i>, <i>-ed</i> to a root word ending in <i>y</i> (Y2*)</li> <li>Adding <i>-ing</i>, <i>-ed</i> to words ending in <i>e</i> (Y2*)</li> </ul>
3	<ul style="list-style-type: none"> <li>The suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i>, <i>-less</i> and <i>-ly</i></li> </ul>	<ul style="list-style-type: none"> <li>Adding suffixes beginning with vowel letters to words of more than one syllable</li> </ul>
4	<ul style="list-style-type: none"> <li>The suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i>, <i>-less</i> and <i>-ly</i> (to root words ending in <i>-y</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Adding suffixes beginning with vowel letters to words of more than one syllable</li> </ul>
5	<ul style="list-style-type: none"> <li>The sound /l/ or /al/ sound spelt <i>-al</i> and <i>-il</i> at the end of words</li> </ul>	<ul style="list-style-type: none"> <li>The suffix <i>-ly</i> (added straight on to most root words and root word ending in <i>-y</i> with a consonant letter before it)</li> </ul>
6	<ul style="list-style-type: none"> <li>The sound /l/ or /al/ sound spelt <i>-el</i> and <i>-le</i> at the end of words</li> </ul>	<ul style="list-style-type: none"> <li>The suffix <i>-ly</i> (root word ending with <i>-le</i>, root word ending in <i>-ic</i> and other exceptions)</li> </ul>

Autumn 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"> <li>Common exception words</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 3 and 4</li> </ul>
2	<ul style="list-style-type: none"> <li>The /ai/ sound spelt <i>-y</i> at the end of words</li> </ul>	<ul style="list-style-type: none"> <li>Adding <i>-es</i> to nouns and verbs ending in <i>-y</i></li> </ul>
3	<ul style="list-style-type: none"> <li>The /i:/ sound spelt <i>-ey</i></li> </ul>	<ul style="list-style-type: none"> <li>Words with the /ei/ sound spelt <i>ei</i>, <i>eigh</i>, or <i>ey</i></li> </ul>
4	<ul style="list-style-type: none"> <li>The /a/ sound spelt <i>a</i> after <i>w</i> and <i>qu</i></li> </ul>	<ul style="list-style-type: none"> <li>Words with the /ei/ sound spelt <i>ei</i>, <i>eigh</i>, or <i>ey</i></li> </ul>
5	<ul style="list-style-type: none"> <li>Homophones and near-homophones (Y2 mastery)</li> </ul>	<ul style="list-style-type: none"> <li>Homophones and near-homophones</li> </ul>
6	<ul style="list-style-type: none"> <li>Homophones and near-homophones (Y2 mastery)</li> </ul>	<ul style="list-style-type: none"> <li>Personal spelling log</li> </ul>



## Pathways to Spell

### Year 3 Overview – Spring Term

Spring 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"> <li>Common exception words</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 3 and 4</li> </ul>
2	<ul style="list-style-type: none"> <li>Adding the prefix <i>un-</i></li> </ul>	<ul style="list-style-type: none"> <li>More prefixes: <i>dis-</i></li> </ul>
3	<ul style="list-style-type: none"> <li>Adding the prefix <i>un-</i>, <i>dis-</i></li> </ul>	<ul style="list-style-type: none"> <li>More prefixes: <i>dis-</i>, <i>mis-</i>, <i>in-</i>, <i>re-</i></li> </ul>
4	<ul style="list-style-type: none"> <li>More prefixes <i>dis-</i>, <i>mis-</i>, <i>in-</i>, <i>re-</i></li> </ul>	<ul style="list-style-type: none"> <li>More prefixes: <i>sub-</i>, <i>inter-</i>, <i>super-</i></li> </ul>
5	<ul style="list-style-type: none"> <li>The /s/ sound spelt <i>c</i> before <i>e</i>, <i>i</i> and <i>y</i></li> </ul>	<ul style="list-style-type: none"> <li>More prefixes: <i>anti-</i>, <i>auto-</i></li> </ul>
6	<ul style="list-style-type: none"> <li>The /ɔ:/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i></li> </ul>	<ul style="list-style-type: none"> <li>Use the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel</li> </ul>

Spring 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"> <li>Common exception words</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 3 and 4</li> </ul>
2	<ul style="list-style-type: none"> <li>Contractions (high frequency and common exception words)</li> </ul>	<ul style="list-style-type: none"> <li>Contractions (Y2*)</li> </ul>
3	<ul style="list-style-type: none"> <li>The /ʌ/ sound spelt <i>o</i></li> </ul>	<ul style="list-style-type: none"> <li>The /ʌ/ spelt <i>ou</i></li> </ul>
4	<ul style="list-style-type: none"> <li>Words ending in <i>-tion</i></li> </ul>	<ul style="list-style-type: none"> <li>Word families based on common words</li> </ul>
5	<ul style="list-style-type: none"> <li>Homophones and near-homophones (Y2 mastery)</li> </ul>	<ul style="list-style-type: none"> <li>Homophones and near-homophones</li> </ul>
6	<ul style="list-style-type: none"> <li>Homophones and near-homophones (Y2 mastery)</li> </ul>	<ul style="list-style-type: none"> <li>Personal spelling log</li> </ul>





## Pathways to Spell

### Year 3 Overview – Summer Term

Summer 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"><li>Common exception words</li></ul>	<ul style="list-style-type: none"><li>Word list – years 3 and 4</li></ul>
2	<ul style="list-style-type: none"><li>The /z/ sound spelt <i>s</i></li></ul>	<ul style="list-style-type: none"><li>Words with endings sounding like /zə/ or /tʃə/ (-sure and -ture)</li></ul>
3	<ul style="list-style-type: none"><li>The /dʒ/ sound spelt as <i>-ge</i> and <i>-dge</i> at the end of words</li></ul>	<ul style="list-style-type: none"><li>Words with endings sounding like /zə/ or /tʃə/ (-sure and -ture)</li></ul>
4	<ul style="list-style-type: none"><li>The /n/ sound spelt <i>kn</i> and (less often) <i>gn</i> at the beginning of words</li></ul>	<ul style="list-style-type: none"><li>Endings which sound like /ʒən/, spelt as <i>-sion</i></li></ul>
5	<ul style="list-style-type: none"><li>The /r/ sound spelt <i>wr</i> at the beginning of words</li></ul>	<ul style="list-style-type: none"><li>Endings which sound like /ʒən/, spelt as <i>-sion</i></li></ul>
6	<ul style="list-style-type: none"><li>The /z:/ sound spelt <i>or</i> after <i>w</i></li></ul>	<ul style="list-style-type: none"><li>The possessive apostrophe (singular nouns) (Y2*)</li></ul>

Summer 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"><li>Common exception words</li></ul>	<ul style="list-style-type: none"><li>Word list – years 3 and 4</li></ul>
2	<ul style="list-style-type: none"><li>The /ɔ:/ sound spelt <i>or</i> after <i>w</i></li></ul>	<ul style="list-style-type: none"><li>The /ɪ/ sound spelt <i>y</i> elsewhere than at the end of words</li></ul>
3	<ul style="list-style-type: none"><li>Adding <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i> to words</li></ul>	<ul style="list-style-type: none"><li>Word families based on common words</li></ul>
4	<ul style="list-style-type: none"><li>The suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i>, <i>-less</i> and <i>-ly</i></li></ul>	<ul style="list-style-type: none"><li>Contractions (Y2*)</li></ul>
5	<ul style="list-style-type: none"><li>Homophones and near-homophones (Y2 mastery)</li></ul>	<ul style="list-style-type: none"><li>Homophones and near-homophones</li></ul>
6	<ul style="list-style-type: none"><li>Homophones and near-homophones (Y2 mastery)</li></ul>	<ul style="list-style-type: none"><li>Personal spelling log</li></ul>

# Year 4

<b>Grammar-word</b>	<ul style="list-style-type: none"> <li>• Recognise the grammatical difference between plural and possessive –s</li> <li>• Use standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</li> </ul> <p><i>Plus Year 2/3 objectives:</i></p> <ul style="list-style-type: none"> <li>• Form nouns with a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</li> <li>• Use <i>a</i> or <i>an</i> according to whether the next word begins with a vowel or con-sonant</li> <li>• Form nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</li> <li>• Form adjectives using suffixes such as <i>-ful</i>, <i>-less</i> (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</li> <li>• Use the suffixes <i>-er</i>, <i>-est</i> in adjectives and use <i>-ly</i> in</li> <li>• Standard English to turn adjectives into adverbs</li> </ul>
<b>Grammar-sentence</b>	<ul style="list-style-type: none"> <li>• Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when</i>, <i>if</i>, <i>because</i>, <i>although</i></li> </ul> <p><i>Plus Year 2/3 objectives:</i></p> <ul style="list-style-type: none"> <li>• Write expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</li> <li>• Use subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>)</li> <li>• Write sentences with different forms: Statement, question, exclamation or command</li> </ul>
<b>Grammar-Paragraphs</b>	<ul style="list-style-type: none"> <li>• Use paragraphs to organise ideas around a theme</li> <li>• Use Fronted adverbials [for example, <i>later that day</i>, <i>I heard the bad news.</i>]</li> <li>• Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition</li> </ul> <p><i>Plus Year 3 objectives:</i></p> <ul style="list-style-type: none"> <li>• Group related ideas into paragraphs</li> <li>• Use headings and sub-headings to aid presentation</li> <li>• Expressing time, place and cause using conjunctions, adverbs and prepositions</li> </ul>
<b>Grammar-Tenses</b>	<ul style="list-style-type: none"> <li>• Use the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</li> </ul> <p><i>Plus Year 2/3 objectives:</i></p> <ul style="list-style-type: none"> <li>• Use present and past tenses correctly and consistently</li> <li>• Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</li> </ul>
<b>Grammar-Punctuation</b>	<ul style="list-style-type: none"> <li>• Use commas after fronted adverbials</li> <li>• Indicate apostrophes to mark plural possession [for example, <i>the girl's name</i>, <i>the girls' names</i>]</li> <li>• Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</li> </ul> <p><i>Plus Year 2/3 objectives:</i></p> <ul style="list-style-type: none"> <li>• Use inverted commas to punctuate direct speech</li> <li>• Use commas to separate items in a list</li> </ul>

	<ul style="list-style-type: none"> <li>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</li> </ul>							
<b>Writing - Composition</b>	<p><b>Plan writing:</b>  Plan writing by discussing the structure, vocab and grammar of similar writing  Discuss and record ideas  Draft and write:  Compose and rehearse sentences orally  Build a varied and rich vocabulary  Build an increasing range of sentence structures  In narratives, create settings, characters and plot  In non-narrative use simple organisational devices such as heading, sub-headings</p> <p><b>Evaluate and edit:</b>  Assess the effectiveness of own and others' writing  Propose changes to grammar and vocabulary to improve consistency  Proof-read for spelling and punctuation errors</p>							
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Consistently maintains legibility in joined handwriting.</li> <li>Legibility and quality of handwriting is consistent (i.e. down strokes of letters are parallel and equidistant).</li> <li>Ascenders and descenders are controlled to maintain legibility from line to line.</li> <li>To write in pen, children will need to be able to demonstrate fluency and accuracy of letter formation in both their English and all other topic books.</li> <li>Children will address inaccuracies by put a line neatly through the error.</li> <li>Accuracy of spelling will need to be considered prior to using a Berol handwriting pen.</li> <li>Pens use will be taught in handwriting sessions from Year 4 onwards when writing is unlaboured.</li> </ul>							
<p><b>Terminology children MUST know by the end of Year 4</b>  <i>Word family, conjunction, adverb, preposition, direct speech, inverted commas (speech marks), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause.</i></p> <p><b>Determiner , pronoun, possessive pronoun, adverbial</b></p>								
<b>Adventurous vocabulary examples</b>	allegiance anticipation arrogant barren blunder consequence	diligent dwell elaborate futile hostile inept inevitable loathe	meagre monotonous odious omniscient	optimist persecute predicament primitive	prominent radiating reluctant remorse rigorous	sanctuary smouldering stifle subsequent terrain	trait treacherous vacate vital	trait treacherous vacate vital

Year 4

Autumn Term		Spring Term		Summer Term	
<b>Counting on Katherine by Helaine Becker</b>	<b>Where the Forest Meets the Sea by Jeannie Baker Rainforests in 30 Seconds by Jen Green</b>	<b>Leon and the place between by Graham Baker-Smith</b>	<b>Escape from Pompeii by Christina Balit</b>	<b>When the Giant stirred by Celia Godkin</b>	<b>Blue John by Berlie Doherty</b>
<b>Additional Texts:</b>	<b>Additional Texts:</b> The Boy Who Biked the World: Part 1 On the Road to Africa by Alastair Humphreys	<b>Additional Texts:</b> The Big-Top Mysteries: The Case of the Vanishing Granny by Alexander McCall Smith	<b>Additional Texts:</b> Pompeii: A Roman Girl's Diary by Sue Reid	<b>Additional Texts:</b> Journey to the Centre of the Earth Usborne Young Reader or Ariki and the Island of Wonders by Nicola Davies	<b>Additional Texts:</b> Alternative Berlie Doherty novel or A Bear Grylls Adventure: Cave Challenge by Bear Grylls
<b>Writing outcome:</b> To write a fact file about Katherine Johnson, including a short biography <b>Greater depth writing outcome:</b> Include quotes from people who knew her in the fact file which show her character.	<b>Outcome</b> Information text: information board for a rainforest exhibit <b>Greater Depth</b> Include an interactive element	<b>Outcome</b> Recount: diary from Leon's point of view <b>Greater Depth</b> Write from a different POV	<b>Outcome</b> Fiction: historical narrative from character's point of view <b>Greater Depth</b> Write from the POV of the captain	<b>Outcome</b> Fiction: adventure story from POV of the boy <b>Greater Depth</b> Write from the POV of the God	<b>Outcome</b> Letters: letter to a caving enthusiast, including an explanation <b>Greater Depth</b> Include a paragraph of information.
<b>Prior Learning (Gateway Keys)</b>	<b>Prior Learning (Gateway Keys)</b>	<b>Prior Learning (Gateway Keys)</b>	<b>Prior Learning (Gateway Keys)</b>	<b>Prior Learning (Gateway Keys)</b>	<b>Prior Learning (Gateway Keys)</b>
<b>Sentence</b> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	<b>Sentence</b> Build a varied and rich vocabulary Propose changes to grammar and vocabulary to improve consistency	<b>Sentence</b> Extend the range of sentences with more than one clause by using a wider range of conjunctions Use Standard English forms for verb inflections	<b>Sentence</b> Variety of verb forms used correctly and consistently including the progressive and the present perfect forms Use Standard English forms for verb inflections	<b>Sentence</b> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases	<b>Sentence</b> Build a varied and rich vocabulary and an increasing range of sentence structures Variety of verb forms used correctly and consistently including the progressive and the present perfect forms
<b>Text</b> Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	<b>Text</b> Use paragraphs to organise information and ideas around a theme	<b>Text</b> Build a varied and rich vocabulary	<b>Text</b> Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs)	<b>Text</b> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	<b>Text</b> Use paragraphs to organise information and ideas around a theme

<b>Punctuation</b> Use commas after fronted adverbials Re-cap: Use inverted commas for direct speech (Year 3)	<b>Punctuation</b> Indicate possession by using the possessive apostrophe with plural nouns. The grammatical difference between plural and possessive 's'	<b>Punctuation</b> Indicate possession by using the possessive apostrophe with plural nouns. The grammatical difference between plural and possessive 's'	<b>Punctuation</b> Use and punctuate direct speech (using dialogue to show the relationship between characters)	<b>Punctuation</b> Use and punctuate direct speech Use commas after fronted adverbials	<b>Punctuation</b>
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<b>Pathways Vocabulary</b>	grave peril astronaut mission project explosion feat celebrate research mathematician universe	agency spaceship destination n energy design orbit flight path fuel slingshot gravity	impatient lantern fidget twitch swish lurch awkward applause astonishment majestic	big top lantern braid barrel organ carousel mechanical handkerchief pantaloon trousers lute	haggle protector looming quiver awning bray bolt muffle barren	Roman forum tremor pumice molten citizen eruption earthquake excavate	vermillion spouting phenomenon tranquillity (in)hospitable (un)inhabited belched cinders navigate isolated	erode colonise waterborn e wind-dispersed fauna species crater tidal wave migrate thatched	wilderness extreme lush conditions flourish sweltering swathed extensive	equator temperate tropics mangrove deforestation biodiversity conservation ecosystem	surge gush billow chamber snatch mould clasp enchantment sprawl ebony	glacier cavern stalactites stalagmites formation pools amethyst amber grotto ledge
	<b>Y3/4 Vocabulary</b>	believe century consider different difficult earth eight famous favourite history important	interest knowledge learn popular possible question remember separate special strength woman/ women	appear describe disappear famous favourite guide heard heart imagine	material occasion popular regular sentence special although through various	accident believe century continue earth eight experiment extreme	history perhaps probably recent reign thought woman women	answer build calendar centre circle decide different difficult early	eighth group island natural position separate strength though	actually business caught complete consider grammar guard increase important	library medicine minute notice possible purpose quarter question suppose	



**What should be included for genres for Y4:**

<b>Non-chronological report</b>	<b>Recount</b> (including trips and visits, historical events, diaries, letters, news reports, biographies)	<b>Instructions</b>	<b>Explanation</b>	<b>Persuasion</b> (adverts, posters and letters)	<b>Discussion</b>	<b>Narrative</b>
<ul style="list-style-type: none"> <li>• Expanded noun phrases (modifying adjectives, nouns and preposition phrases)</li> <li>• Fronted adverbials to vary sentence structure</li> <li>• Commas after fronted adverbials (both phrases and clauses)</li> <li>• The difference between plural and possessive s</li> <li>• Possessive apostrophes after plural nouns e.g. Vikings' treasure</li> <li>• Possessive apostrophes after plural nouns e.g. Vikings' treasure</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded noun phrases (modifying adjectives, nouns and preposition phrases)</li> <li>• Fronted adverbials to vary sentence structure</li> <li>• Commas after fronted adverbials (both phrases and clauses)</li> <li>• Consistent past tense including past progressive</li> <li>• Continue to work on present perfect tense from Y3 for diary and letters</li> <li>• Use of inverted commas and other speech punctuation in news reports for direct quotes</li> </ul>	<ul style="list-style-type: none"> <li>• Concise and clear expanded noun phrases (modifying adjectives, nouns and preposition phrases)</li> <li>• Fronted adverbials to vary sentence structure</li> <li>• Commas after fronted adverbials (both phrases and clauses)</li> <li>• Concise simple sentences (statements and commands)</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded noun phrases (modifying adjectives, nouns and preposition phrases)</li> <li>• Variety of sentence types (simple, compound and complex)</li> <li>• Commas after fronted adverbials (both phrases and clauses)</li> <li>• Possessive apostrophes after plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded noun phrases (modifying adjectives, nouns and preposition phrases)</li> <li>• Variety of sentence types (simple, compound and complex)</li> <li>• Standard English forms for verb inflections</li> </ul>		<ul style="list-style-type: none"> <li>• Expanded noun phrases (modifying adjectives, nouns and preposition phrases)</li> <li>• Fronted adverbials to vary sentence structure</li> <li>• Commas after fronted adverbials (both phrases and clauses)</li> <li>• Standard English forms for verb inflections</li> <li>• The difference between plural and possessive s</li> <li>• Use of inverted commas and other speech</li> </ul>



## Pathways to Spell

### Year 4 Overview – Autumn Term

Autumn 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"> <li>Common exception words</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 3 and 4</li> </ul>
2	<ul style="list-style-type: none"> <li>The suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i> and <i>-less</i></li> </ul>	<ul style="list-style-type: none"> <li>Adding <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i> to words of one syllable ending in vowel consonant (Y2*)</li> <li>Adding <i>-ing</i> <i>-ed</i> to words ending in <i>e</i> with a consonant before it (Y2*)</li> <li>Adding <i>-ing</i> <i>-ed</i> to a root word ending in <i>y</i> with a consonant before it (Y2*)</li> </ul>
3	<ul style="list-style-type: none"> <li>The suffixes <i>-ment</i>, <i>-ness</i>, <i>-ful</i> and <i>-less</i> (to root words ending in <i>-y</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Adding <i>-er</i>, <i>-est</i> to a root word ending in <i>y</i> and <i>e</i> with a consonant before it (Y2*)</li> </ul>
4	<ul style="list-style-type: none"> <li>The suffix <i>-ly</i> (added straight on to most root words and root word ending in <i>-y</i> with a consonant letter before it)</li> </ul>	<ul style="list-style-type: none"> <li>Adding suffixes beginning with vowel letters to words of more than one syllable</li> </ul>
5	<ul style="list-style-type: none"> <li>The suffix <i>-ly</i> (root word ending with <i>-le</i>, root word ending in <i>-ic</i> and other exceptions)</li> </ul>	<ul style="list-style-type: none"> <li>Adding suffixes beginning with vowel letters to words of more than one syllable</li> </ul>
6	<ul style="list-style-type: none"> <li>The /n/ sound spelt <i>kn</i> and (less often) <i>gn</i> at the beginning of words</li> </ul>	<ul style="list-style-type: none"> <li>Words with the /k/ sound spelt <i>ch</i></li> </ul>

Autumn 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"> <li>Common exception words</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 3 and 4</li> </ul>
2	<ul style="list-style-type: none"> <li>The /r/ sound spelt <i>wr</i> at the beginning of words</li> </ul>	<ul style="list-style-type: none"> <li>Words spelt with the //j/ sound spelt <i>ch</i></li> </ul>
3	<ul style="list-style-type: none"> <li>The possessive apostrophe (singular nouns)</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes to mark plural possession</li> </ul>
4	<ul style="list-style-type: none"> <li>The possessive apostrophe (singular nouns)</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes to mark plural possession</li> </ul>
5	<ul style="list-style-type: none"> <li>Homophones and near-homophones (previously taught)</li> </ul>	<ul style="list-style-type: none"> <li>Homophones and near-homophones</li> </ul>
6	<ul style="list-style-type: none"> <li>Homophones and near-homophones (previously taught)</li> </ul>	<ul style="list-style-type: none"> <li>Personal spelling log</li> </ul>



## Pathways to Spell

### Year 4 Overview – Spring Term

Spring 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"> <li>Word list – years 3 and 4 (previously taught)</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 3 and 4</li> </ul>
2	<ul style="list-style-type: none"> <li>Words ending in <i>-tion</i></li> </ul>	<ul style="list-style-type: none"> <li>Endings which sound like /ʃən/ spelt <i>-tion</i>, <i>-sion</i></li> </ul>
3	<ul style="list-style-type: none"> <li>Words with endings sounding like /ʒə/ or /tʃə/ (<i>-sure</i> and <i>-ture</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Endings which sound like /ʃən/ spelt <i>-ssion</i></li> </ul>
4	<ul style="list-style-type: none"> <li>Endings which sound like /ʒən/, spelt as <i>-sion</i></li> </ul>	<ul style="list-style-type: none"> <li>Endings which sound like /ʃən/ spelt <i>-cian</i></li> </ul>
5	<ul style="list-style-type: none"> <li>Word families based on common words</li> </ul>	<ul style="list-style-type: none"> <li>The suffix <i>-ation</i></li> </ul>
6	<ul style="list-style-type: none"> <li>Word families based on common words</li> </ul>	<ul style="list-style-type: none"> <li>The suffix <i>-ation</i></li> </ul>

Spring 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"> <li>Word list – years 3 and 4 (previously taught)</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 3 and 4</li> </ul>
2	<ul style="list-style-type: none"> <li>Adding the prefix <i>un-</i></li> </ul>	<ul style="list-style-type: none"> <li>More prefixes: <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i></li> </ul>
3	<ul style="list-style-type: none"> <li>More prefixes: <i>dis-</i>, <i>mis-</i>, <i>in-</i>, <i>re-</i></li> </ul>	<ul style="list-style-type: none"> <li>More prefixes: <i>in-/im-</i></li> </ul>
4	<ul style="list-style-type: none"> <li>More prefixes: <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i></li> </ul>	<ul style="list-style-type: none"> <li>More prefixes: <i>il-</i>, <i>ir-</i></li> </ul>
5	<ul style="list-style-type: none"> <li>Homophones and near-homophones (previously taught)</li> </ul>	<ul style="list-style-type: none"> <li>Homophones and near-homophones</li> </ul>
6	<ul style="list-style-type: none"> <li>Homophones and near-homophones (previously taught)</li> </ul>	<ul style="list-style-type: none"> <li>Personal spelling log</li> </ul>





## Pathways to Spell

### Year 4 Overview – Summer Term

#### Summer 1

Wk	Review	Mastery focus
1	<ul style="list-style-type: none"> <li>Word list – years 3 and 4 (previously taught)</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 3 and 4</li> </ul>
2	<ul style="list-style-type: none"> <li>Contractions (common exception words)</li> </ul>	<ul style="list-style-type: none"> <li>Contractions (Y2*)</li> </ul>
3	<ul style="list-style-type: none"> <li>The /ʌ/ spelt <i>ou</i></li> </ul>	<ul style="list-style-type: none"> <li>The suffix <i>-ous</i></li> </ul>
4	<ul style="list-style-type: none"> <li>The /ɪ/ sound spelt <i>y</i> elsewhere than at the end of words</li> </ul>	<ul style="list-style-type: none"> <li>The suffix <i>-ous</i></li> </ul>
5	<ul style="list-style-type: none"> <li>Words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i></li> </ul>	<ul style="list-style-type: none"> <li>Words ending with the /g/ sound spelt <i>-gue</i> and /k/ sound spelt <i>-que</i></li> </ul>
6	<ul style="list-style-type: none"> <li>Words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i></li> </ul>	<ul style="list-style-type: none"> <li>Words ending with the /g/ sound spelt <i>-gue</i> and /k/ sound spelt <i>-que</i></li> </ul>

#### Summer 2

Wk	Review	Mastery focus
1	<ul style="list-style-type: none"> <li>Word list – years 3 and 4 (previously taught)</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 3 and 4</li> </ul>
2	<ul style="list-style-type: none"> <li>The /i:/ sound spelt <i>-ey</i></li> </ul>	<ul style="list-style-type: none"> <li>Words with the /s/ sound spelt <i>sc</i></li> </ul>
3	<ul style="list-style-type: none"> <li>The /aɪ/ sound spelt <i>-y</i> at the end of words</li> <li>Adding <i>-es</i> to nouns and verbs ending in <i>-y</i></li> </ul>	<ul style="list-style-type: none"> <li>Adding <i>-ing, -ed</i> to a root word ending in <i>y</i>, words ending in <i>e</i> and words of one syllable ending in vowel consonant (Y2*) including those with more than one syllable and the suffix (Y3/4*)</li> </ul>
4	<ul style="list-style-type: none"> <li>The possessive apostrophe (singular nouns)</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes to mark plural possession</li> </ul>
5	<ul style="list-style-type: none"> <li>Homophones and near-homophones (previously taught)</li> </ul>	<ul style="list-style-type: none"> <li>Homophones and near-homophones</li> </ul>
6	<ul style="list-style-type: none"> <li>Homophones and near-homophones (previously taught)</li> </ul>	<ul style="list-style-type: none"> <li>Personal spelling log</li> </ul>

# Year 5

<b>Grammar-word</b>	<ul style="list-style-type: none"> <li>Convert nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>]</li> </ul> <p><i>Plus Year 3/4 objectives:</i></p> <ul style="list-style-type: none"> <li>Use verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>]</li> <li>Recognise the grammatical difference between plural and possessive <i>-s</i></li> <li>Use standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</li> <li>Form nouns with a range of prefixes [for example <i>super-, anti-, auto-</i>]</li> <li>Use <b>a</b> or <b>an</b> according to whether the next word begins with a vowel or con-sonant</li> <li>Form nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</li> </ul>
<b>Grammar-sentence</b>	<ul style="list-style-type: none"> <li>Use relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</li> </ul> <p><i>Plus Year 3/4 objectives:</i></p> <ul style="list-style-type: none"> <li>Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i></li> </ul>
<b>Grammar-Paragraphs</b>	<ul style="list-style-type: none"> <li>Organise paragraphs around a theme with a focus on more complex narrative structures</li> <li>Use devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</li> <li>Link ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</li> </ul> <p><i>Plus Year 3/4 objectives:</i></p> <ul style="list-style-type: none"> <li>Use paragraphs to organise ideas around a theme</li> <li>Use Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]</li> <li>Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition</li> <li>Group related ideas into paragraphs</li> <li>Use headings and sub-headings to aid presentation</li> <li>Expressing time, place and cause using conjunctions, adverbs and prepositions</li> </ul>
<b>Grammar-Tenses</b>	<ul style="list-style-type: none"> <li>Link ideas using tense choices</li> <li>Use modal verbs [for example, <i>might, should, will, must</i>] or adverbs [for example, <i>perhaps, surely</i>] to indicate degrees of possibility</li> </ul> <p><i>Plus Year 3/4 objectives:</i></p> <ul style="list-style-type: none"> <li>Use the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</li> <li>Use present and past tenses correctly and consistently</li> <li>Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</li> </ul>
<b>Grammar-Punctuation</b>	<ul style="list-style-type: none"> <li>Use commas to clarify meaning or avoid ambiguity</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> </ul> <p><i>Plus Year 2/3/4 objectives:</i></p> <ul style="list-style-type: none"> <li>Use commas after fronted adverbials</li> </ul>

	<ul style="list-style-type: none"> <li>• Indicate apostrophes to mark plural possession [for example, the girl's name, the girls' names]</li> <li>• Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</li> <li>• Use inverted commas to punctuate direct speech</li> <li>• Use commas to separate items in a list</li> <li>• Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</li> </ul>
<b>Writing - Composition</b>	<p><b>Plan writing:</b>  Identify the audience for and purpose of writing  Note and develop initial ideas, drawing on reading and research  Draft and write:  Enhance meaning through selecting appropriate grammar and vocabulary  Describe settings, characters and atmosphere  Integrate dialogue to convey character and advance the action  Précis longer passages  Use a wide range of devices to build cohesion  Use organisational and presentational devices</p> <p><b>Evaluate and edit:</b>  Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  Use consistent and correct tense  Subject and verb agreement when using singular and plurals  Distinguish between the language of speech and writing  Choose the appropriate register  Proof-read for spelling and punctuation errors</p>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Write legibly, fluently and with speed so that they are able to quickly and accurately record clarify/express their thoughts.</li> <li>• Use the best implement suited for the task</li> <li>• To write in pen, children will need to be able to demonstrate fluency and accuracy of letter formation in both their English and all other topic books.</li> <li>• Children will address inaccuracies by put a line neatly through the error.</li> <li>• Accuracy of spelling will need to be considered prior to using a Berol handwriting pen.</li> <li>• Pens use will be taught in handwriting sessions from Year 4 onwards when writing is unlaboured.</li> </ul>
<p><b>Terminology children MUST know by the end of Year 5</b>  <i>Word family, conjunction, adverb, preposition, direct speech, inverted commas (speech marks), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause. Determiner, pronoun, possessive pronoun, adverbial.</i></p> <p><b>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</b></p>	

<b>Adventurous vocabulary examples</b>	aspire acrid bellow	bewilder canine catastrophe concur conjure	devour distraught flabbergast hunches impede	infamous insinuate lavish legitimate lurk maroon	quench melancholy noteworthy notorious obnoxious pelt	plagued predatory robust shirk simultaneously sullen	unscathed vindictive vocation wince wrath	
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Year 5

Autumn Term		Spring Term		Summer Term	
<b>Young, Gifted and Black by Jamia Wilson</b> <b>Race to the Frozen North: The Matthew Henson Story by Catherine Johnson</b>	<b>The Darkest Dark by Chris Hadfield</b>	<b>Arthur and the Golden Rope by Joe Todd-Stanton</b>	<b>The Lost Happy Endings by Carol Ann Duffy</b>	<b>The Paperbag Prince by Colin Thompson</b>	<b>The Hunter by Paul Geraghty</b>
<b>Additional Texts:</b>	<b>Additional Texts:</b> <i>Cosmic by Frank Cottrell Boyce or The boy who climbed into the moon by David Almond</i>	<b>Additional Texts:</b> <i>Myths of the Norsemen by Roger Lancelyn Green Sue Reid</i>	<b>Additional Texts:</b> <i>Hansel and Gretel by Neil Gaiman</i>	<b>Additional Texts:</b> <i>The Last Wild by Piers Torday</i>	<b>Additional Texts:</b> <i>The child's elephant by Rachel</i>
<b>Outcome:</b> To write a series of diary entries about significant events in Matthew Henson's life. <b>Greater depth writing outcome:</b> To write a series of diaries about significant events in Matthew Henson's life including his viewpoint on other characters e.g. Janey, Captain Childs or Commander Peary.	<b>Outcome</b> Recount: biography <b>Greater Depth</b> A first-person recount with an experience from the person's life within the biography	<b>Outcome</b> Fiction: myth Create heroes, villains and monsters <b>Greater Depth</b> Vary the viewpoint from which the myth is told	<b>Outcome</b> Fiction: traditional tale <b>Greater Depth</b> Traditional tale from another character's POV	<b>Outcome</b> Persuasion/ information: hybrid leaflet <b>Greater Depth</b> Write an oral presentation for a TV or radio broadcast as expert	<b>Outcome</b> Fiction: adventure story <b>Greater Depth</b> Write a leaflet/ letter to a film director explaining why 'The Hunter' should
<b>Prior Learning (Gateway Keys)</b>	<b>Prior Learning (Gateway Keys)</b>	<b>Prior Learning (Gateway Keys)</b>	<b>Prior Learning (Gateway Keys)</b>	<b>Prior Learning (Gateway Keys)</b>	<b>Prior Learning (Gateway Keys)</b>
<b>Sentence</b>	<b>Sentence</b>	<b>Sentence</b>	<b>Sentence</b>	<b>Sentence</b>	<b>Sentence</b>

	Use fronted adverbials	Variety of verb forms used correctly and consistently including the present perfect Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions	Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Use expanded noun phrases to convey complicated information concisely	Use modal verbs to indicate degrees of possibility	Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility						
	<b>Text</b> Plan writing by identifying audience and purpose Organise paragraphs around a theme	<b>Text</b> Link ideas across paragraphs using adverbials Link ideas using tense choices	<b>Text</b> Link ideas across paragraphs using adverbials	<b>Text</b> Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action	<b>Text</b> Use devices to build cohesion within a paragraph Choose the appropriate register Enhance meaning through selecting appropriate grammar and vocabulary	<b>Text</b> Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices						
	<b>Punctuation</b> Commas after fronted adverbials Use commas to clarify meaning or avoid ambiguity in writing	<b>Punctuation</b> Use brackets, dashes or commas to indicate parenthesis	<b>Punctuation</b> Use commas to clarify meaning or avoid ambiguity in writing	<b>Punctuation</b> Use of inverted commas and other punctuation to punctuate direct speech	<b>Punctuation</b> Use brackets, dashes or commas to indicate parenthesis	<b>Punctuation</b>						
<b>Pathways Vocabulary</b>	restless fearless outstretched visible cascading plunge pounding hypnotised survive survival adjusted discombobulation spectators	remarkable locomotive handkerchiefs barrel lecture halls currents downriver shoreline widow rapids waterfall	declared depended gathered experiment darkness explore exploration resilient aspiration impossible	astronaut gravity lunar atmosphere universe galaxy spherical moonless orbited military	elements mighty bounded gravely ravaged realms peril endurance fruitful valiant	ravines molten embers townsfolk meddler fjord warrior cauldron	drifted skywards villainous vicious hobbled hysterical wailing sorrow seized thorniest	hideously sullen remains kindling spittle oak tree silver birch walnut (face) cinders	vanished emerged gathered jammed thundery managed scavenge responsible attention	refrigerators carriage steam engine council rubbish dump stove machine brambles paradise	mighty tracked stalked tugged mournful endless rasping nuzzled blazing whimper	the bush pride of lions honey birds a clearing herd acacia horizon poachers tuskers
<b>Year 5/6 Vocabulary</b>	accompany communicate opportunity achieve environment competition equipment individual physical prejudice	language appreciate sufficient curiosity muscle recommend temperature determined government thorough	according amateur communicate develop equipment existence forty frequently	government leisure physical programme soldier system vehicle	attached category committee definite exaggerate excellent foreign interrupt lightening	marvellous mischievous privilege relevant rhythm stomach symbol twelfth yacht	ancient accompany aggressive community conscience environment familiar	mischievous neighbour nuisance recognise sufficient variety	apparent appreciate average awkward bargain cemetery competition conscious controversy correspond criticise environment	explanation guarantee interfere occupy parliament pronunciation secretary signature sincerely thorough vegetable	accommodate convenience desperate determined harass hindrance identity individual language	lightning necessary occur persuade prejudice shoulder suggest temperature



What should be included for genres for Y5:

Non-chronological report	Recount (including trips and visits, historical events, diaries, letters, news reports, biographies)	Instructions	Explanation	Persuasion	Discussion	Narrative
<ul style="list-style-type: none"> <li>• Expanded noun phrases - factual</li> <li>• Relative clauses</li> <li>• Adverbs and modals for possibility</li> <li>• Brackets</li> <li>• Possessive apostrophes after plural nouns e.g. Vikings' treasure</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded noun phrases</li> <li>• Relative clauses</li> <li>• Fronted adverbials</li> <li>• Modal verbs</li> <li>• Commas after to fronted adverbials, to clarify meaning or avoid ambiguity</li> <li>• Use of inverted commas and other speech punctuation in news reports for direct quotes</li> <li>• Use of dashes for informal parenthesis in letters and emails</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded noun phrases</li> <li>• Colons and bullets points in a list</li> <li>• Brackets for extra information</li> <li>• Adverbs and fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded noun phrases</li> <li>• Relative clauses</li> <li>• Variety of clauses structures – use of a wide range of subordinating conjunctions and adverbs</li> <li>• Modals verbs and adverbs for possibility</li> <li>• Possessive apostrophes after plural nouns</li> <li>• Brackets for extra information</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded noun phrases</li> <li>• Relative clauses</li> <li>• Adverbs and modals for possibility – <i>'you should definitely visit this centre'</i></li> <li>• Brackets and dashes for parenthesis</li> <li>• Use of inverted commas and other speech punctuation for quotes and recommendations</li> </ul>	<p>For introducing Y5 to discussion, children should write several paragraphs supporting one viewpoint and only one on the opposing viewpoint.</p> <ul style="list-style-type: none"> <li>• Expanded noun phrases</li> <li>• Relative clauses</li> <li>• Brackets and dashes for parenthesis</li> <li>• Modals and adverbs for possibility</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded noun phrases</li> <li>• Relative clauses</li> <li>• Adverbs and modals for possibility</li> <li>• Range of verb forms including past/present progressive and present perfect</li> <li>• Use of inverted commas and other speech punctuation</li> </ul>

Year 5 Overview – Autumn Term

Autumn 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"> <li>Word list – years 3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 5 and 6</li> </ul>
2	<ul style="list-style-type: none"> <li>Adding <i>-ing</i>, <i>-ed</i> to words of one syllable ending in vowel consonant</li> </ul>	<ul style="list-style-type: none"> <li>Adding <i>-ing</i>, <i>-ed</i> to words of one syllable ending in vowel consonant (Y2*) including those with more than one syllable and the suffix (Y3/4*)</li> </ul>
3	<ul style="list-style-type: none"> <li>The suffix <i>-ly</i></li> </ul>	<ul style="list-style-type: none"> <li>Adding <i>-ing</i>, <i>-ed</i> to a root word ending in <i>y</i> and words ending in <i>e</i></li> </ul>
4	<ul style="list-style-type: none"> <li>Contractions</li> </ul>	<ul style="list-style-type: none"> <li>Contractions</li> </ul>
5	<ul style="list-style-type: none"> <li>Words with the /ei/ sound spelt <i>ei</i>, <i>ei</i>gh, or <i>ey</i></li> </ul>	<ul style="list-style-type: none"> <li>Words containing the letter-string <i>ough</i></li> </ul>
6	<ul style="list-style-type: none"> <li>Words with the /ei/ sound spelt <i>ei</i>, <i>ei</i>gh, or <i>ey</i></li> </ul>	<ul style="list-style-type: none"> <li>Words containing the letter-string <i>ough</i></li> </ul>

Autumn 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"> <li>Word list – years 3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 5 and 6</li> </ul>
2	<ul style="list-style-type: none"> <li>Singular possessive apostrophe</li> </ul>	<ul style="list-style-type: none"> <li>Plural possessive apostrophe</li> </ul>
3	<ul style="list-style-type: none"> <li>More prefixes: <i>anti-</i>, <i>un-</i>, <i>in-</i></li> </ul>	<ul style="list-style-type: none"> <li>Verb prefixes: <i>dis-</i>, <i>mis-</i></li> </ul>
4	<ul style="list-style-type: none"> <li>More prefixes: <i>il-</i>, <i>in-/im-</i>, <i>ir-</i></li> </ul>	<ul style="list-style-type: none"> <li>Verb prefixes: <i>de-</i>, <i>re-</i>, <i>over-</i></li> </ul>
5	<ul style="list-style-type: none"> <li>Homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>Homophones and other words that are often confused</li> </ul>
6	<ul style="list-style-type: none"> <li>Homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>Personal spelling log</li> </ul>

Year 5 Overview – Spring Term

Spring 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"> <li>Word list – years 3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 5 and 6</li> </ul>
2	<ul style="list-style-type: none"> <li>Words with endings sounding like /ʒə/ or /tʃə/ (<i>-sure</i> and <i>-ture</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Words with the /i:/ sound spelt <i>ei</i> after <i>c</i></li> </ul>
3	<ul style="list-style-type: none"> <li>Words ending with the /g/ sound spelt <i>-gue</i> and /k/ sound spelt <i>-que</i></li> </ul>	<ul style="list-style-type: none"> <li>Words with the /i:/ sound spelt <i>ei</i> after <i>c</i></li> </ul>
4	<ul style="list-style-type: none"> <li>Words with the /k/ sound spelt <i>ch</i></li> </ul>	<ul style="list-style-type: none"> <li>Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)</li> </ul>
5	<ul style="list-style-type: none"> <li>Words with the /j/ sound spelt <i>ch</i></li> </ul>	<ul style="list-style-type: none"> <li>Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)</li> </ul>
6	<ul style="list-style-type: none"> <li>Words with the /s/ sound spelt <i>sc</i></li> </ul>	<ul style="list-style-type: none"> <li>Endings which sound like /ʃəs/ spelt <i>-cious</i> or <i>-tious</i></li> </ul>

Spring 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"> <li>Word list – years 3 and 4</li> </ul>	<ul style="list-style-type: none"> <li>Word list – years 5 and 6</li> </ul>
2	<ul style="list-style-type: none"> <li>Adding <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i>, <i>-en</i> to words of one syllable ending in vowel consonant including those with more than one syllable</li> </ul>	<ul style="list-style-type: none"> <li>Converting nouns or adjectives into verbs using suffixes: <i>-ate</i>, <i>-ise</i>, <i>-ify</i></li> </ul>
3	<ul style="list-style-type: none"> <li>Adding <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i>, <i>-en</i> to a root word ending in <i>y</i> and words ending in <i>e</i></li> </ul>	<ul style="list-style-type: none"> <li>Converting nouns or adjectives into verbs using suffixes: <i>-ate</i>, <i>-ise</i>, <i>-ify</i></li> </ul>
4	<ul style="list-style-type: none"> <li>Adding <i>-ing</i>, <i>-ed</i>, <i>-er</i>, <i>-est</i>, <i>-en</i> to a root word ending in <i>y</i> and words ending in <i>e</i></li> </ul>	<ul style="list-style-type: none"> <li>Converting nouns or adjectives into verbs using suffixes: <i>-ate</i>, <i>-ise</i>, <i>-ify</i></li> </ul>
5	<ul style="list-style-type: none"> <li>Homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>Homophones and other words that are often confused</li> </ul>
6	<ul style="list-style-type: none"> <li>Homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>Personal spelling log</li> </ul>



## Pathways to Spell

### Year 5 Overview – Summer Term

Summer 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"><li>Word list – years 3 and 4</li></ul>	<ul style="list-style-type: none"><li>Word list – years 5 and 6</li></ul>
2	<ul style="list-style-type: none"><li>The suffix <i>-ation</i></li></ul>	<ul style="list-style-type: none"><li>Words ending in <i>-able/-ably</i> and <i>-ible/-ibly</i></li></ul>
3	<ul style="list-style-type: none"><li>Endings which sound like /ʃən/ spelt <i>-tion</i>, <i>-sion</i>, <i>-ssion</i></li></ul>	<ul style="list-style-type: none"><li>Words ending in <i>-able</i> and <i>-ably</i></li></ul>
4	<ul style="list-style-type: none"><li>Endings which sound like /ʃən/ spelt <i>-cian</i></li></ul>	<ul style="list-style-type: none"><li>Words ending in <i>-ible</i> and <i>-ibly</i></li></ul>
5	<ul style="list-style-type: none"><li>The sound /l/ or /əl/ sound spelt <i>-el</i> and <i>-le</i> at the end of words</li></ul>	<ul style="list-style-type: none"><li>Endings which sound like /ʃəl/ (<i>-cial</i> and <i>-tial</i>)</li></ul>
6	<ul style="list-style-type: none"><li>The sound /l/ or /əl/ sound spelt <i>-al</i> and <i>-il</i> at the end of words</li></ul>	<ul style="list-style-type: none"><li>Endings which sound like /ʃəl/ (<i>-cial</i> and <i>-tial</i>)</li></ul>

Summer 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"><li>Word list – years 3 and 4</li></ul>	<ul style="list-style-type: none"><li>Word list – years 5 and 6</li></ul>
2	<ul style="list-style-type: none"><li>Contractions</li></ul>	<ul style="list-style-type: none"><li>Singular and plural possessive apostrophe</li></ul>
3	<ul style="list-style-type: none"><li>Endings which sound like /ʒən/ spelt as <i>-sion</i></li></ul>	<ul style="list-style-type: none"><li>Words with the /i:/ sound spelt <i>ei</i> after <i>c</i></li></ul>
4	<ul style="list-style-type: none"><li>More prefixes: <i>auto-</i>, <i>inter-</i>, <i>sub-</i>, <i>super-</i></li></ul>	<ul style="list-style-type: none"><li>Verb prefixes: <i>dis-</i>, <i>mis-</i>, <i>de-</i>, <i>re-</i>, <i>over-</i></li></ul>
5	<ul style="list-style-type: none"><li>Homophones and near-homophones</li></ul>	<ul style="list-style-type: none"><li>Homophones and other words that are often confused</li></ul>
6	<ul style="list-style-type: none"><li>Homophones and near-homophones</li></ul>	<ul style="list-style-type: none"><li>Personal spelling log</li></ul>

# Year 6

<b>Grammar-word</b>	<ul style="list-style-type: none"> <li>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</li> </ul> <p><i>Plus Year 3/4/5 objectives:</i></p> <ul style="list-style-type: none"> <li>Convert nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>]</li> <li>Use verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>]</li> <li>Recognise the grammatical difference between plural and possessive <i>-s</i></li> <li>Use standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</li> <li>Form nouns with a range of prefixes [for example <i>super-, anti-, auto-</i>]</li> <li>Use <i>a</i> or <i>an</i> according to whether the next word begins with a vowel or con-sonant</li> <li>Form nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</li> </ul>
<b>Grammar-sentence</b>	<p><i>Plus Year 3/4/5 objectives:</i></p> <ul style="list-style-type: none"> <li>Use relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</li> <li>Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i></li> </ul>
<b>Grammar-Paragraphs</b>	<ul style="list-style-type: none"> <li>Link ideas across paragraphs using a wider range of cohesive devices [for example, repetition, adverbials, ellipsis]</li> <li>Use layout devices</li> </ul> <p><i>Plus Year 3/4/5 objectives:</i></p> <ul style="list-style-type: none"> <li>Organise paragraphs around a theme with a focus on more complex narrative structures</li> <li>Use devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</li> <li>Link ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]</li> <li>Use paragraphs to organise ideas around a theme</li> <li>Use Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]</li> <li>Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition</li> <li>Group related ideas into paragraphs</li> <li>Use headings and sub-headings to aid presentation</li> <li>Expressing time, place and cause using conjunctions, adverbs and prepositions</li> </ul>
<b>Grammar-Tenses</b>	<ul style="list-style-type: none"> <li>Use the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</li> </ul> <p><i>Plus Year 3/4/5 objectives:</i></p> <ul style="list-style-type: none"> <li>Use subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech</li> <li>Link ideas using tense choices</li> <li>Use modal verbs [for example, <i>might, should, will, must</i>] or adverbs [for example, <i>perhaps, surely</i>] to indicate degrees of possibility</li> </ul>

	<ul style="list-style-type: none"> <li>• Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</li> <li>• Use present and past tenses correctly and consistently</li> <li>• Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</li> </ul>
<b>Grammar- Punctuation</b>	<ul style="list-style-type: none"> <li>• Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it's raining; I'm fed up]</li> <li>• Use the colon to introduce a list and use semi-colons within lists</li> <li>• Punctuate bullet points consistently</li> <li>• Use hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</li> </ul> <p><i>Plus Year 3/4/5 objectives:</i></p> <ul style="list-style-type: none"> <li>• Use commas to clarify meaning or avoid ambiguity</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• Use commas after fronted adverbials</li> <li>• Indicate apostrophes to mark plural possession [for example, the girl's name, the girls' names]</li> <li>• Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</li> <li>• Use inverted commas to punctuate direct speech</li> <li>• Use commas to separate items in a list</li> <li>• Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</li> </ul>
<b>Writing - Composition</b>	<p><b>Plan writing:</b>  Identify the audience for and purpose of writing  Note and develop initial ideas, drawing on reading and research  Draft and write:  Enhance meaning through selecting appropriate grammar and vocabulary  Describe settings, characters and atmosphere  Integrate dialogue to convey character and advance the action  Précis longer passages  Use a wide range of devices to build cohesion  Use organisational and presentational devices</p> <p><b>Evaluate and edit:</b>  Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  Use consistent and correct tense  Subject and verb agreement when using singular and plurals  Distinguish between the language of speech and writing  Choose the appropriate register  Proof-read for spelling and punctuation errors</p>

<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Write legibly, fluently and with speed so that they are able to quickly and accurately record clarify/express their thoughts.</li> <li>• Use the best implement suited for the task</li> <li>• To write in pen, children will need to be able to demonstrate fluency and accuracy of letter formation in both their English and all other topic books.</li> <li>• Children will address inaccuracies by put a line neatly through the error.</li> <li>• Accuracy of spelling will need to be considered prior to using a Berol handwriting pen.</li> <li>• Pens use will be taught in handwriting sessions from Year 4 onwards when writing is unlaboured.</li> </ul>
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**Terminology children MUST know by the end of Year 6**  
*Word family, conjunction, adverb, preposition, direct speech, inverted commas (speech marks), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause.*  
*Determiner, pronoun, possessive pronoun, adverbial*  
*Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity*  
**Semi colon, subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, bullet points.**

<b>Adventurous vocabulary examples</b>	agile apprehend articulate audacious authority avid bizarre clarify confiscate	conventional crucial deceptive desolate disgruntled elite enhance exceptional	excruciating flustered gaunt haggard heritage imperative luminous	onslaught perspective plausible proficient pungent	rebuke revenue shackle sublime trepidation turbulent ultimate
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Year 6

Autumn Term		Spring Term		Summer Term	
<b>The Place For Me: Stories about the Windrush generation by K.N. Chimbiri</b>	<b>Star of Hope, Star of Fear by Jo Hoestlandt</b>	<b>Selfish Giant by Oscar Wilde</b>	<b>Island by Jason Chin Jemmy Button by Alix Barzelay</b>	<b>Manfish by Jennifer Berne</b>	<b>Sky Chasers by Emma Carroll</b>
<b>Additional Texts:</b> Windrush Child by Benjamin Zephaniah (Novel to link) Black and British by David Olusoga	<b>Additional Texts:</b> <i>An Eagle in the snow by Michael Morpurgo</i>	<b>Additional Texts:</b> <i>Gulliver's Travels retold by Martin Jenkins, illustrated by Chris Riddell</i>	<b>Additional Texts:</b> <i>The Explorer by Katherine Rundell</i>	<b>Additional Texts:</b> <i>Dolphin Song by Lauren St John or 20,000 leagues under the sea (either original by Jules Verne or abridged version by Classic starts)</i>	<b>Additional Texts:</b> <i>The Unforgotten Coat by Frank Cottrell Boyce</i>
<b>Outcome</b> To write an information leaflet about a period in Black history (hybrid text type including information, recount and explanation). <b>Greater Depth</b> To write an information leaflet about a core period in Black history with extra sections about other periods (hybrid text type including information, recount and explanation).	<b>Outcome</b> Fiction: flashback story Information text <b>Greater Depth</b> To write a narrative with a flashback including a section in recount genre <i>e.g. diary, letter, eye-witness account</i>	<b>Outcome</b> Fiction: classic narrative Explanation <b>Greater Depth</b> Write the narrative from a different viewpoint	<b>Outcome</b> Recount: journalistic report (hybrid text) Discussion <b>Greater Depth</b> Write a magazine article/hybrid text	<b>Outcome</b> Recount: biography Fiction <b>Greater Depth</b> Add in a script commentary about role in conservation debate	<b>Outcome</b> Fiction: adventure story Recount: autobiography <b>Greater Depth</b> Include a section written from the viewpoint of another person
<b>Prior Learning (Gateway Keys)</b>	<b>Prior Learning (Gateway Keys)</b>	<b>Prior Learning (Gateway Keys)</b>	<b>Prior Learning (Gateway Keys)</b>	<b>Prior Learning (Gateway Keys)</b>	<b>Prior Learning (Gateway Keys)</b>
<b>Sentence</b> Use modal verbs or adverbs to indicate degrees of possibility	<b>Sentence</b> Use expanded noun phrases to convey	<b>Sentence</b> Recognise vocabulary and structures for formal speech and	<b>Sentence</b> Use passive verbs	<b>Sentence</b> Use relative clauses beginning with who, which, where, when,	<b>Sentence</b>

		complicated information concisely (Y5) Use passive verbs	writing, including subjunctive forms Use passive verbs	Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	whose, that or an omitted relative pronoun (Y5)	Recognise vocabulary and structures for formal speech and writing, including							
<b>Text</b>	Enhance meaning through selecting appropriate grammar and vocabulary	<b>Text</b> Link ideas across paragraphs using a wider range of cohesive devices (Y5) Integrate dialogue to convey character and advance the action	<b>Text</b> Distinguish between the language of speech and writing Integrate dialogue to convey character and advance the action	<b>Text</b> Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text	<b>Text</b> Use a wider range of devices to build cohesion	<b>Text</b> Identify the audience and purpose for writing Choose the appropriate register							
<b>Punctuation</b>	Use a colon to introduce a list Use brackets, dashes or commas to indicate parenthesis	<b>Punctuation</b> Use a colon to introduce a list (Punctuate bullet points consistently)	<b>Punctuation</b> Use semi-colons to mark boundaries between independent clauses (Punctuate bullet points consistently)	<b>Punctuation</b> Use colons or dashes to mark boundaries between independent clauses	<b>Punctuation</b> Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity	<b>Punctuation</b> Use semi-colons, colons or dashes to mark boundaries between independent clauses							
<b>Year 5/6 Vocabulary</b>	<b>Pathways Vocabulary</b>	originally especially including definitely unfortunately probably extraordinary wrongly abolitionists citizen	colonise discrimination enslave empire immigrant nationality institutional racism segregation Windrush	friction benevolence compassion angst authority conflict dispute timidly pounding invaded	Jew Jewish holocaust Nazi occupation apartment thread keyhole Madame Monsieur community	bore rattled ceased blossoms bitterly longed admired merely	hastened slay ogre trespasser casement wound awe	revolutionary emerge transform exchange magnificent stirring frequent flourish several	evolution endemic seamount natural selection extinction descendants terrain elevation colony/colonise	fascinated villainous surrounded perilous pioneer inventor legacy innovations camouflage eascape	marine scorpion dorado's emeralds sapphires rubies checkerboard truck fish moustache	inventor obsession contraption setback ingenuity experiment airfish triumph deceit contraption	espionage mechanics pickpocket prototype aeronautical paper mill airborne rooster poultry orphan
	<b>Year 5/6 Vocabulary</b>	according achieve appreciate committee communicate controversy community conscience determined explanation	foreign government harass identity individual neighbour opportunity prejudice queue sacrifice	aggressive cemetery convenience desperate immediately necessary neighbour occupy prejudice queue	recognise restaurant sacrifice soldier symbol	ancient awkward community correspond determined familiar forty harass	hindrance interrupt nuisance privilege rhyme rhythm stomach vegetable	accommodate apparent average environment excellent existence explanation individual	occur physical pronunciation relevant system temperature thorough variety	accompany achieve amateur conscience conscious curiosity determined environment	equipment foreign muscle programme shoulder sufficient vehicle	appreciate attached available bruise curiosity definite identity language	leisure lightning marvellous mischievous opportunity profession recommend suggest twelfth



What should be included for genres for Y6:

Non-chronological report	Recount (including trips and visits, historical events, diaries, letters, news reports, biographies)	Instructions	Explanation	Persuasion	Discussion	Narrative
<ul style="list-style-type: none"> <li>• Expanded noun phrases - factual</li> <li>• Relative clauses</li> <li>• Adverbs and modals for possibility</li> <li>• Brackets</li> <li>• Colons and semicolons</li> <li>• Hyphens and dashes</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded noun phrases</li> <li>• Relative clauses</li> <li>• Passive voice in news reports - use of agentless passive <i>'The windows were smashed.'</i></li> <li>• Dashes and brackets for informal comments</li> <li>• Present perfect in diary - <i>'I have been very busy today. I have helped my mum...'</i></li> <li>• Shifts in formality (GD)</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded noun phrases</li> <li>• Colons and bullets points in a list</li> <li>• Brackets for extra information</li> <li>• Adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded noun phrases</li> <li>• Relative clauses</li> <li>• Variety of clauses structures – use of a wide range of subordinating conjunctions and adverbs</li> <li>• Passive voice - 'the cog was turned by the chain'.</li> <li>• Modals verbs and adverbs for possibility</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded noun phrases</li> <li>• Relative clauses</li> <li>• Passive voice</li> <li>• Adverbs and modals for possibility – <i>'you should definitely visit this centre'</i></li> <li>• Use of subjunctive</li> <li>• Shifts in formality (GD)</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded noun phrases</li> <li>• Relative clauses</li> <li>• Passive voice</li> <li>• Semi-colons for contrasting viewpoints</li> <li>• Modals and adverbs for possibility</li> <li>• Use of subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded noun phrases</li> <li>• Relative clauses</li> <li>• Adverbs and modals for possibility</li> <li>• Past and present progressive in setting descriptions – <i>'the sun was shining, the birds were tweeting'</i></li> <li>• Passive voice</li> <li>• Hyphens in adjectives to avoid ambiguity</li> <li>• Use of subjunctive</li> <li>• Shifts in formality (GD)</li> </ul>



## Pathways to Spell

### Year 6 Overview – Autumn Term

Autumn 1		
Wk	Review	Mastery focus
1	• Word list – years 3 and 4	• Word list – years 5 and 6
2	• Adding <i>-ing, -ed, -er, -est, -en</i> to root words ending in <i>y</i> and words ending in <i>e</i>	• Adding <i>-ed, -ing, -er, -est, -en</i> to words with more than one syllable (Y3/4*)
3	• Adding <i>-ed, -ing, -er, -est, -en</i> to words with more than one syllable	• Adding suffixes beginning with vowel letters to words ending in <i>-fer</i>
4	• Adding <i>-ing, -ed, -er, -est, -en</i> to words of one syllable ending in vowel consonant, to words ending in <i>y</i> , words ending in <i>e</i> , including words with more than one syllable	• Adding suffixes beginning with vowel letters to words ending in <i>-fer</i>
5	• Words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i>	• Words containing the letter-string <i>ough</i>
6	• Words with the /eɪ/ sound spelt <i>ei, eigh, or ey</i>	• Words containing the letter-string <i>ough</i>

Autumn 2		
Wk	Review	Mastery focus
1	• Word list – years 3 and 4	• Word list – years 5 and 6
2	• The suffix <i>-ous</i>	• Endings which sound like /ʃəs/ spelt <i>-cious</i> and <i>-tious</i>
3	• The suffix <i>-ous</i>	• Endings which sound like /ʃəs/ spelt <i>-cious</i> and <i>-tious</i>
4	• Singular and plural possessive apostrophe	• Use of the hyphen
5	• Homophones and near-homophones	• Homophones and other words that are often confused
6	• Homophones and near-homophones	• Personal spelling log



## Pathways to Spell

### Year 6 Overview – Spring Term

Spring 1		
Wk	Review	Mastery focus
1	• Word list – years 5 and 6 (previously taught)	• Word list – years 5 and 6
2	• Words with the /i:/ sound spelt <i>ei</i> after <i>c</i> (year 5 mastery)	• Words with the /i:/ sound spelt <i>ei</i> after <i>c</i>
3	• Words with the /i:/ sound spelt <i>ei</i> after <i>c</i>	• Words with the /i:/ sound spelt <i>ei</i> after <i>c</i>
4	• Words with 'silent' letters (year 5 mastery)	• Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)
5	• Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)	• Words with 'silent' letters (i.e. whose presence cannot be predicted from the pronunciation of the word)
6	• Contractions (high frequency and common exception words)	• Contractions

Spring 2		
Wk	Review	Mastery focus
1	• Word list – years 5 and 6 (previously taught)	• Word list – years 5 and 6
2	• Word list – years 5 and 6 (identifying nouns and adjectives)	• Converting nouns or adjectives into verbs using suffixes: <i>-ate, -ise, -ify</i>
3	• Endings which sound like /ʃən/ spelt <i>-tion, -sion, -ssion</i>	• Words ending in <i>-able/-ably</i> and <i>-ible/-ibly</i>
4	• Endings which sound like /ʃən/ spelt <i>-cian</i>	• Words ending in <i>-able/-ably</i> and <i>-ible/-ibly</i>
5	• Homophones and near-homophones	• Homophones and other words that are often confused
6	• Homophones and near-homophones	• Personal spelling log



## Pathways to Spell

### Year 6 Overview – Summer Term

Summer 1		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"><li>Word list – years 5 and 6 (previously taught)</li></ul>	<ul style="list-style-type: none"><li>Word list – years 5 and 6</li></ul>
2	<ul style="list-style-type: none"><li>The suffix <i>-ation</i></li></ul>	<ul style="list-style-type: none"><li>Words ending in <i>-ant, -ance/-ancy</i></li></ul>
3	<ul style="list-style-type: none"><li>The suffix <i>-ation</i></li></ul>	<ul style="list-style-type: none"><li>Words ending in <i>-ant, -ance/-ancy</i></li></ul>
4	<ul style="list-style-type: none"><li>Endings which sound like /ʃən/ spelt <i>-tion, -sion, -ssion</i></li></ul>	<ul style="list-style-type: none"><li>Words ending in <i>-ent, -ence/-ency</i></li></ul>
5	<ul style="list-style-type: none"><li>Endings which sound like /ʃən/ spelt <i>-cian</i></li></ul>	<ul style="list-style-type: none"><li>Words ending in <i>-ent, -ence/-ency</i></li></ul>
6	<ul style="list-style-type: none"><li>Apostrophes for contraction and possession (singular and plural)</li></ul>	<ul style="list-style-type: none"><li>Use of the hyphen</li></ul>

Summer 2		
Wk	Review	Mastery focus
1	<ul style="list-style-type: none"><li>Word list – years 5 and 6 (previously taught)</li></ul>	<ul style="list-style-type: none"><li>Word list – years 5 and 6</li></ul>
2	<ul style="list-style-type: none"><li>Homophones and near-homophones</li></ul>	<ul style="list-style-type: none"><li>Homophones and other words that are often confused</li></ul>
3	<ul style="list-style-type: none"><li>Homophones and near-homophones</li></ul>	<ul style="list-style-type: none"><li>Homophones and other words that are often confused</li></ul>
4	<ul style="list-style-type: none"><li>Word list – years 5 and 6</li></ul>	<ul style="list-style-type: none"><li>Personal spelling log</li></ul>
5	<ul style="list-style-type: none"><li>Word list – years 5 and 6</li></ul>	<ul style="list-style-type: none"><li>Personal spelling log</li></ul>
6	<ul style="list-style-type: none"><li>Word list – years 5 and 6</li></ul>	<ul style="list-style-type: none"><li>Personal spelling log</li></ul>