

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The me	Time Travellers	Above and Beyond	Telling Tales	A World Apart	Blue Planet	This is Me
<p>Handwriting objectives to run throughout the year:</p> <p>Year 3: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>Year 4: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>Year 5: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.</p> <p>Year 6: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.</p>						
Year 3						
Reading	participate in discussion about both books that are read to them identifying main ideas drawn from more than 1 paragraph and summarising these Predicting what might happen from details stated and implied Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology)	Participate in discussion about both books that are read to them and those they can read for themselves Vocabulary development Books that are structured in different ways. Retrieve and record information from non-fiction Recognising some different forms of poetry Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Read books that are structured in different ways. Retrieve and record information from non-fiction Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action participate in discussion about both books that are read to them drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends Recognise different forms of poetry Perform poetry Books that are structured in different ways. retrieve and record information from non-fiction identifying themes and conventions in a wide range of books participate in discussion about both books that are read to them Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology)	drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Ask and answer questions to improve understanding. identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning participate in discussion about both books that are read to them	identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning Predicting what might happen from details stated and implied participate in discussion about both books that are read to them Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) using the present perfect form of verbs in contrast to the past tense
	Writing	Using conjunctions to express time. Spell further homophones	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Paragraphing Fronted adverbials Editing 3 part sentences Paragraphing	Subordinate clauses Fronted adverbials Possessive apostrophes Formation of nouns using a range of prefixes	Extending the range of sentences with more than one clause

	Use of a and an	Using conjunctions, adverbs and prepositions to express time. Headings and sub-headings to aid presentation Possessive apostrophes Direct speech	Word families based on common words Adverbs Headings and sub-headings to aid presentation. Formation of nouns using a range of prefixes	Paragraphing Word families based on common words Adverbs Headings and sub-headings to aid presentation using the present perfect form of verbs in contrast to the past tense	Word families based on common words, showing how words are related in form and meaning Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Paragraphing	Extending the range of sentences with more than one clause
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Year 4

Reading	Prediction Identifying main ideas drawn from more than 1 paragraph and summarising these Retrieve and record information Identifying how language, structure, and presentation contribute to meaning	Infer meaning from the text Locate information quickly and effectively Retrieve and record key details Clarify the meaning of ambitious words and phrases. Predict what might happen Summarise the main themes	Meaning of words in context Ask questions to improve understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions Prediction Identifying main ideas drawn from more than 1 paragraph and summarising these Retrieve and record information	Find and copy questions (pixl) Infer meaning from the text Predict what might happen Clarify the meaning of ambitious words and phrases. Identifying how language, structure, and presentation contribute to meaning	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Discussing words and phrases that capture the reader's interest and imagination Recognising some different forms of poetry [for example, free verse, narrative poetry] retrieve and record information from non-fiction Participate in discussion	Reading books that are structured in different ways and reading for a range of purposes Using dictionaries to check the meaning of words that they have read Apply their growing knowledge of root words, prefixes and suffixes
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Writing	use further prefixes and suffixes and understand how to add them using the present perfect form of verbs in contrast to the past tense Punctuate direct speech	Use commas to mark clauses Use subordinate clauses Plan my writing after orally rehearsing what I want to say. To use sophisticated conjunctions Use linguistic features Use paragraphs to organise my writing Commas to mark clauses Imperative verbs Plan my writing Prefix / suffix	Prefix / suffix Contractions Time/place conjunctions Past tense verbs Noun phrases Fronted adverbials Inverted commas Apostrophes	Prefix / suffix Inverted commas Apostrophes Sophisticated conjunctions Prepositions Pronouns Complex sentences – more than one clause. Noun phrases with prepositions	Prefix / suffix spell further homophones proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences using the present perfect form of verbs in contrast to the past tense	use further prefixes and suffixes and understand how to add them choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use paragraphs to organise my writing Commas to mark clauses
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Year 5

Reading	Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Explain and discuss their understanding of what they have read, including through formal	Read and discuss a wide range of non-fiction text Distinguish between fact and opinion Ask questions to improve understanding Check that the book makes sense to them, discussing their understanding	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories recommending books that they have read to their peers, giving reasons for their choices	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Asking questions to improve their understanding Drawing inferences such as inferring characters' feelings, thoughts and	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph,
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	<p>presentations and debates, maintaining a focus on the topic</p> <p>Provide justifications for their views</p> <p>Learning a wider range of poetry by heart</p> <p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	<p>and exploring the meaning of words in context</p> <p>Retrieve, record and present information from non-fiction</p> <p>Infer characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words they meet.</p>	<p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p>	<p>understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Distinguish between statements of fact and opinion</p>	<p>motives from their actions, and justifying inferences with evidence</p> <p>Making comparisons within and across books</p> <p>Retrieve, record and present information from non-fiction</p> <p>Distinguish between statements of fact and opinion</p>	<p>identifying key details that support the main ideas</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>
Writing	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>use further organisational and presentational devices to structure text and to guide the reader</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p>	<p>Plan, research and build vocabulary & knowledge.</p> <p>Editing and improving.</p> <p>Using expanded noun phrases to convey complicated information concisely.</p> <p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>	<p>Converting nouns or adjectives into verbs using suffixes</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun use modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p>	<p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p>	<p>Devices to build cohesion within a paragraph</p> <p>Linking ideas across paragraphs using adverbials of time</p> <p>use passive verbs to affect the presentation of information in a sentence</p> <p>use the perfect form of verbs to mark relationships of time and cause</p> <p>use expanded noun phrases to convey complicated information concisely</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Use hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Use a colon to introduce a list punctuating bullet points consistently</p>
Year 6						
Reading	<p>Apply their growing knowledge of root words, prefixes and suffixes</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p>	<p>Retrieve information from non-fiction including formal presentations.</p> <p>Apply growing knowledge of root words, prefixes and suffixes. Identify points of view from which a story is told.</p> <p>Explain a character's motive. Make comparisons within and across books.</p> <p>Predict what might happen Summarise</p>	<p>Participate in discussions about books that are read to them and those they can read for themselves.</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories.</p> <p>Making comparisons within and across books</p>	<p>Asking questions to improve their own understanding</p> <p>Explore the meaning of words in a context</p> <p>Drawing inferences such as inferring character's feelings, thoughts and motives and justifying with evidence. Provide reasoned justifications for views</p> <p>Discuss and evaluate how authors use language and consider the impact on the reader.</p> <p>Read and discuss a wide range of poetry.</p>	<p>Participate in discussions about books that are read to them and those they can read for themselves,</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p>	<p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>
Writing	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p>	<p>Use simple devices to structure writing in non-narrative work.</p> <p>Inverted commas, commas for clarity and punctuation for parenthesis.</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices</p>	<p>Using a wide range of devices to build cohesion within and across paragraphs</p>	<p>using passive verbs to affect the presentation of information in a sentence</p>	<p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Using hyphens to avoid ambiguity</p>

	<p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>Use different techniques to introduce and conclude my work appropriately</p> <p>Use vocabulary and structure appropriate to formality. Coordinating and subordinating conjunctions.</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p>	<p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Using relative clauses</p> <p>Using brackets, dashes and commas to indicate parenthesis</p> <p>Using colons, semi colons and dashes</p> <p>Using commas to avoid ambiguity</p> <p>Apply root words, prefixes, suffixes</p> <p>Integrating dialogue to convey character and advance the action - Ensuring consistent tense throughout a piece of writing</p>	<p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p>	<p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Using a colon to introduce a list</p> <p>Punctuating bullet points consistently</p>
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