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|  | |  | | **Autumn 1** | | | | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | | | **Summer 1** | **Summer 2** |
| **YEAR 3** | | **Core Text (s)** | | The three billy goats gruff by Johnathon Langley  The Owl Who Was Afraid of the Dark – Jill Tomlinson | | | | | | | George’s Marvellous medicine by Roald Dahl | | | | | | Firework makers daughter by Phillip Pullman | |
| **Genre** | | Text 1   * Narrative 3rd Person (2-3 weeks) * Innovated narrative – innovate character (1-2 weeks)   Text 2   * Narrative 1st person (2-3 weeks) * Fact file-non-chronological report (2-3 weeks) * Innovated narrative – innovate nocturnal animal (1-2 weeks)   Poetry (1 week) | | | | | | | * Narrative - Retell with added detail (2-3 weeks) * Persuasive instructions (2 weeks) * Narrative 1st person - George perspective (2 weeks) * Innovated narrative – own medicine (2 week) * Poetry (1 week) | | | | | | * Poetry (2 weeks) * Informal letter – Lyla to her father (2 weeks) * Narrative – Retell of Chapter 1 adding fireworks (2-3 weeks) * Narrative 1st person – Lyla’s perspective firework competition (2 weeks) * Persuasive poster – firework competition (2 weeks) * Non- chron – What is a Volcano? (2-3 weeks) | |
| **Reading for pleasure** | | The Iron Man by Ted Hughes  Child-led from class library | | | | | | | Spells by Emily Gravett  Child-led from class library | | | | | | James and the giant peach  Running Wild – Michael Morpurgo  Child-led from class library | |
| **Poetry** | | Acrostic Christmas poem | | | | | | | Roald Dahl’s Revolting Rhymes-GMM  Shakespeare –Tempest-cinquains and Haikus-whole school event | | | | | | Shape poetry - fireworks | |
| **NNS** | | **Term** | | * Week 1-   suffixes from Year 2: ‘-s’, ‘-es’, ‘-er’, ‘-ed’, ‘-ing’   * Week 2-   suffixes from Year 2 dis-’ Apply prefix ‘un and dis   * Week 3-   Apostrophe- contraction   * Week 4 - Learn Strategies for learning words: words from statutory and personal spelling lists * Week 5- Rarer GPCs: words with the /eɪ/ sound spelt ‘ei’ (vein), ‘eigh’ (eight), ‘aigh’ (straight) or ‘ey’ (they) * Week 6- s strategies for learning words: words from statutory and personal spelling list * Week 7- homophones (brake/ break, grate/great, eight/ ate, weight/wait, son/sun) * Week- recap-/ year ¾ stat | | | | | | * Week 1- Recap of last term practice. * Week 2 - Prefixes ‘mis-’ and ‘re-’ * Week 3 – stat list * Week 4 - the /ɪ/ sound spelt ‘y’ * Week 5 – proof reading – own spellings * Week 6 - strategies for learning words: * Week 7 –   words ending with the /g/ sound spelt ‘-gue’  and  he /k/ sound spelt ‘- | * Week 1 - From Year 2: suffixes ‘-ness’ and ‘-ful’ following a consonant * Week 2- Prefixes ‘sub-’ and ‘tele- * Week 3   practise From Year 2: apostrophe for contraction  and  strategies for learning words: words from statutory and personal spelling lists   * Week 4 –   words with the /ʃ/ sound spelt ‘ch’ (mostly French in origin) as well as ‘s’, ‘ss(ion/ure)’   * Week 5   suffixes ‘-less’, ‘-ness’, ‘-ful’ and ‘-ly’ | | | * Week 1 ‘super’ and ‘auto’ * Week 2   Strategies for learning   * Week 3   Strategies at the point of writing – homophones   * Week 4   Proofreading   * Week 5   Strategies  /k/ sound sound spelt ch | | | * Week 1 * previously taught suffixes -ed -ing -es -s -ness -ful -less –ly * Week2 – * Suffixe –ly with root words ending in ‘ie’ and ‘ic’ * Week 3- * Apostrophe for contraction, strategies for learning words – statutory spellings * Week 4 * Rare GPS (/*I/*  sound * Week 5 * strategies for learning words – statutory spellings * Week 6 * Year 1 and 2 vowel diagraphs` (ai,ea, ie) * Week 7 * strategies for learning words – statutory spellings | * Week 1 * Spellings from previous half term – suffixes etc * Week 2 * the //\ / sound ou * Week 3 * Year 3 spelling statutory and personal spelling list * Week 4 * Homophones – heel, heal, plain, plane grown groan, rein, rain and reign * Week 5 * Proof reading - in style of an unpunctuated * Strategies for spellings * Week 6 * Statutory spelling list and aspects |
| **YEAR 4** | | **Core Text (s)** | | The Egyptian Cinderella by Shirley Climo  Secrets on a sun king by Emma Carroll | | | | | | | Pied Piper by Michael Morpurgo | | | | | Wind in the Willows-Kenneth Grahame | | |
| **Genre** | | Text 1   * Innovated narrative (2-3 weeks)   Text 2   * Narrative (2 weeks) * Instructions on mummification (2 weeks) * Biography of Howard Carter (2 weeks) * Fact file Tutankhamun (2 weeks) * Narrative – different perspectives using historical knowledge (2 weeks)   Poetry (2 weeks) | | | | | | | * Narrative 3rd person – Invasion of the rats (2 weeks) * Formal letter to the Mayor (2 weeks) * Narrative 1st person – leading to the cave (2 weeks) * Non chron-information leaflet – sound (2 weeks) * Narrative poem (2 weeks) | | | | | * Innovated narrative – chapter 1 (2 weeks) * Innovated narrative, new character in the style of the author – chapter 2 (2-3 weeks) * Persuasive letter to the Judge – Toad’s sentencing (2 weeks) * Narrative – Explore the moment character and setting (2 weeks) * 1st person recount – raindrop journey (2 weeks) * Cinquain poetry – Once upon a raindrop (1 week) * Explanation-Water cycle (2 weeks) | | |
| **Reading for pleasure** | | The Incredible Book Eating Boy  Oliver Jeffers  Non-fiction books on the digestive system  Non-fiction texts on Ancient Egypt  Traditional version of Cinderella | | | | | | | Non- fiction texts on sound  Non-fiction texts on Romans | | | | | The Promise Nicola Davies  The rhythm of the rain.  Grahame Baker-Smith  The Water Cycle | | |
| **Poetry** | | Collected Poems for Children – Ted Hughes | | | | | | | Performance Poetry | | | | | Cinquain Poetry | | |
| **NNS** | | **Terms** | | Lesson 1 Revise Strategies at the point of writing: Have a go  Lesson 2 Learn/Practise Strategies for learning words: words from statutory spelling list  Lesson 3 Assess Words from statutory and personal spelling lists  Assess previous year spellings (eg. Go back to year 2).  Week 2  Lesson 3 Assess Words from statutory and personal spelling lists  All week  Week 3  Lesson 4 Teach Words ending /ʒə/  Lesson 5 Practise Words ending /ʒə/  lesson 6 Assess Words ending /ʒə/  Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists  Lesson 8 Teach From Year 2: possessive apostrophe with singular proper nouns  Week 4  Homophones  Week 5 + 6  Strategies for statutory words.  Week 7 +8  Consolidation of gaps | Week 1  Strategies for learning words: words from statutory and personal spelling list  Week 2  Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-  Week 3  Strategies for learning words: words from statutory and personal spelling lists  Week 4  Words with the /eɪ/ sound spelt ‘ei’, ‘eigh’ or ‘ey’ Words with the /ʃ/ sound spelt ‘ch’ and the /ʌ/ sound spelt ‘ou’  Week 5  Strategies for learning words: words from statutory and personal spelling lists  Week 6  Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’)  Week 7  Consolidate | | | | | | Week 1  Gu sound  Week 2  Homophones  Week 3  Ture  Week 4  Apostrophes – possessive and plurals  Week 5  Strategies for learning words: words from statutory and personal spelling list | | | | Week 1  Strategies for learning words: words from statutory and personal spelling list  Week 2  Prefix anti/inter  Week 3  Cian sion tion ssion  Week 4  Strategies for learning words: words from statutory and personal spelling list  Week 5  Assessment | Week 1  Sc words  Week 2  Strategies for learning words: words from statutory and personal spelling list  Week 3  Sion  Week 4  Strategies for learning words: words from statutory and personal spelling list  Week 5  Apostrophes possesion sigular and plural  Week 6  Homophones  Week 7  Strategies for learning words: words from statutory and personal spelling list | Week 1  Suffix ous  Week 2  prefixes ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’  Week 3  Strategies for learning words: words from statutory and personal spelling list  Week 4  suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’  Week 5  Strategies for learning words: words from statutory and personal spelling list  Week 6  Assess  Week 7  Assess | |
| **YEAR 5** | | **Core Text (s)** | | Beowulf by Michael Morpurgo | | | | | | | Street child by Berlie Doherty | | | | | | The explorer by Katherine Rundell | |
| **Genres** | | * Narratve-3rd person (3 weeks) * Kennings poetry (2 weeks) * Informal letter (2 weeks) * 1st person narrative (2-3 weeks) * Innovation narrative – dragon’s (2-3 weeks) * Non-Chron about dragons (2 weeks) | | | | | | | * Narrative 1st person – Emily’s perspective Mr Spink (2 weeks) * Recount with tension – Escape (2 weeks) * Biography Thomas Barnado (2 weeks) * Non-Chron-information text about Victorian Workhouses (2 weeks) * Poetry (2 weeks) | | | | | | * Information leaflet about the rainforest (3 weeks) * Narrative 1st person innovate and embellish chapter(s) (3 weeks) * Balanced argument – deforestation (2-3 weeks) * Poetry (1 week) * Persuasive leaflet (2 weeks) * Newspaper report (2-3 weeks) | |
| **Reading for pleasure** | | How to train your dragon – Cressida Cowell  Viking Boy – Tony Bradman | | | | | | | Phoenix – FF Said | | | | | | The Nowhere Emporium - Ross MacKenzie | |
| **Poetry** | | Kenning Poems | | | | | | | Shakespeare –Tempest-cinquains and Haikus-whole school event | | | | | | Animal and habitat Haiku poetry | |
| **NNS** | | **Term** | | **Week 1:**  Lesson 1: Y4 overlearning  Lesson 2: Y4 overlearning  Lesson 3: Y4 overlearning  Lesson 4: Y4 overlearning  Lesson 5: Y4 overlearning  **Week 2:** Lesson 1 - Strategies at the point of writing: Have a go  Lesson 2 - Words with the letter string ‘ough’  Lesson 3 - Words with the letter string ‘ough’  Lesson 4 - Words with the letter string ‘ough’  Lesson 5 - Test  **Week 3:** Lesson 1 - Words with ‘silent’ letters  Lesson 2 - Strategies for learning words: words with ‘silent’ letters from statutory and personal spelling lists  Lesson 3 - Words with ‘silent’ letters: dictation  Lesson 4 – Test  Lesson 5 - Use of spelling journals for etymology  **Week 4:**  Lesson 1 - Words ending in ‘-able’ and ‘-ible’  Lesson 2 - Words ending in ‘-able’ and ‘-ible’  Lesson 3 - Words ending in ‘-able’ and ‘-ible’  Lesson 4 - Words ending in ‘-able’ and ‘-ible’  Lesson 5 – Test  **Week 5:**  Lesson 1 - Homophones (isle/aisle, aloud/allowed, affect/ effect, herd/heard, past/ passed) teach  Lesson 2 - Homophones (isle/aisle, aloud/allowed, affect/ effect, herd/heard, past/ passed) Practice  Lesson 3 - Homophones (isle/aisle, aloud/allowed, affect/ effect, herd/heard, past/ passed) Apply  Lesson 4 - Homophones (isle/aisle, aloud/allowed, affect/ effect, herd/heard, past/ passed) Apply  Lesson 5 – Test  **Week 6:**  Lesson 1 - Strategies for learning words: words from statutory and personal spelling lists  Lesson 2 - Strategies for learning words: words from statutory and personal spelling lists  Lesson 3 - Strategies for learning words: words from statutory and personal spelling lists  Lesson 4 - Strategies for learning words: words from statutory and personal spelling lists  Lesson 5 – Test  **Week 7:** Revise tricky words from the half term with strategies  **Week 8:** Revise tricky words from the half term with strategies | | | | **Week 1:**  Lesson 1: Revise Selected spellings taught last half term and new spellings for this half term  Lesson 2: Revise Selected spellings taught last half term and new spellings for this half term  Lesson 3: Revise Selected spellings taught last half term and new spellings for this half term  Lesson 4: Revise Selected spellings taught last half term and new spellings for this half term  Lesson 5: test  **Week 2:**  Lesson 1: Revise/Teach From previous years: plurals (adding ‘-s’, ‘-es’ and ‘-ies’)  Lesson 2: From previous years: apostrophe for contraction and possession  Lesson 3: From previous years: apostrophe for contraction and possession  Lesson 4: Strategies for learning words: words from statutory and personal spelling lists  Lesson 5 – Test  **Week 3:**  Lesson 1: Use of the hyphen  Lesson 2: Use of the hyphen  Lesson 3: Use of the hyphen  Lesson 4: Use of the hyphen  Lesson 5: Test  **Week 4:**  Lesson 1: Strategies for learning words: words from statutory and personal spelling lists  Lesson 2: Strategies for learning words: words from statutory and personal spelling lists  Lesson 3: Strategies for learning words: words from statutory and personal spelling lists  Lesson 4: Strategies for learning words: words from statutory and personal spelling lists  Lesson 5: Test  **Week 5:**  Lesson 1: Proofreading, focusing on checking words from personal lists  Lesson 2: Proofreading, focusing on checking words from personal lists  Lesson 3: Proofreading, focusing on checking words from personal lists  Lesson 4: Proofreading, focusing on checking words from personal lists  Lesson 5: Proofreading, focusing on checking words from personal lists  **Week 6:**  Lesson 1: Using a dictionary to support learning word roots, derivations and spelling patterns  Lesson 2: Using a dictionary to support learning word roots, derivations and spelling patterns  Lesson 3: Using a dictionary to support learning word roots, derivations and spelling patterns  Lesson 4: Using a dictionary to support learning word roots, derivations and spelling patterns  **Week 7:**  Revise tricky words from the half term with strategies | | | **Revisit**  Strategies at the point of writing: Have a go Apostrophe for possession  **Rare GPCs**  Teach words with rare GPCs from the Year 5 and 6 word list (*bruise, guarantee, queue, immediately, vehicle, yacht*)  Words with the /i:/ sound spelt ‘ei’ after ‘c’ (*receive, ceiling*)  **Morphology/ Etymology**  Teach extension of base words using word matrices.  **Word endings**  Words ending in ‘-ably’ and ‘-ibly’  Revise words ending in ‘-able’ and ‘-ible’  **Homophones**  *altar/alter, led/lead, steal/steel* | | | **Dictionary**  Use a dictionary to create collections of words with common roots  **Proofreading**  Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)  **Learning and Practising spellings**  Pupils:   * + Learn selected words taught in new knowledge this term.   + Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)   + Learn words from personal lists.   Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the  Years 5 and 6 word list.  (Y5 to add from Twilight session) | | | Week 1:  1)Revise Strategies at the point of writing: Have a go  2)Using own writing – Edit using spelling strategies.  3) Revise Strategies for learning words: using a range of strategies  4) Revise Strategies for learning words: using a range of strategies  5) Revise Strategies for learning words: using a range of strategies  Week 2:  1)Assess Words from statutory  2)Assess words from personal spelling lists  3)Teach Strategies at the point of writing: using morphological strategies for spelling  4)Teach Strategies at the point of writing: using morphological strategies for spelling  5)Assess Strategies at the point of writing: using etymological strategies for spelling  Week 3:  1)Learn Strategies for learning words: words from statutory and personal spelling lists  2)Assess Words from statutory and personal spelling lists  3)Teach Using spelling journals for etymology  4)Etymology – roots of words  5) Assess  Week 4  )Teach Proofreading for words on statutory list  2)Proofread against given text inc statutory words.  3) Practise Proofreading for words on statutory list  4)Commonly misspelt words teach  5)Commonly misspelt words assess  Week 5  1)Apply Proofreading for words on statutory list  2)Revisit  2)Teach Homophones (cereal/ serial, father/farther, guessed/guest, morning/ mourning, who’s/whose)  3) Homophones spellings strategies  4) Practise Homophones  5) Assess homophones  Week 6  )Apply/Assess Homophones  2)Learn Strategies for learning words: words from statutory and personal spelling lists  3)Revisit and reteach prior spelling gaps  4)Revisit and reteach prior spelling gaps  5)Assess prior spelling gaps  Assessment week-spelling assessment | Week 1:  1) Revise Spellings taught in the last half term  2) Revise Spellings taught in the last half term  3) Revise/Assess Spellings taught in the last half term: pair testing  4) Teach Proofreading: use of dictionary to check words, referring to first three or four letters  5) Practise Proofreading: use of dictionary to check words  Week 2:  1) Learn Strategies for learning words: words from statutory and personal spelling lists  2)Revise Strategies for learning words: problem suffixes  3) Practise Strategies for learning words: problem suffixes  4) Practise Strategies for learning words: problem suffixes  5) Assess Problem suffixes  Week 3:  Revise/Practise Homophones  2) Revise/Practise Homophones  3) Learn Strategies for learning words: words from statutory and personal spelling lists  4) Learn Strategies for learning words: words from statutory and personal spelling lists  5)) Assess Words from statutory and personal spelling  Week 4:  Revise Spelling aspects from Year 5 that are not secure  2) Revise Spelling aspects from Y5 that are not secure  3) Revise Spelling aspects from Y5 that are not secure  4) Apply spellings from Y5  5)Assess spellings from year 5  Week 5:  1) Revise Spelling aspects from Year 5 that are not secure  2) Revise Spelling aspects from Y5 that are not secure  3) Revise Spelling aspects from Y5 that are not secure  4) Apply spellings from Y5  5)Assess spellings from year 5  Week 6:  1) Revise Spelling aspects from Year 5 that are not secure  2) Revise Spelling aspects from Y5 that are not secure  3) Revise Spelling aspects from Y5 that are not secure  4) Apply spellings from Y5  5)Assess spellings from year 5  Week 7:  Personalised bookmarks to take through to Year 6 |
| **YEAR 6** | | **Core Text (s)** | | Pig Heart Boy – Malorie Blackman | | | | | | | R.J. Palacio The Spider and the Fly -Mary Howitt and Tony DiTerlizzi | | | Trash by Andy Mulligan | | | | Wonder – R J Palacio |
| **Reading for pleasure** | | The executioner’s daughter by Jane Hardstaff | | | | | | | Non-fiction on classification and animals  Trash  Non-fiction texts on Brazil | | | | | | Pupil-led text | |
| **Poetry** | | Highwayman | | | | | | | Shakespeare –Tempest-cinquains and Haikus | | | | | | VeSRE - ‘Love that Dog’ narrative poem book | |
| **Genre** | | * Narrative 1st person (2-3 weeks) * Newspaper report (2 weeks) * Balanced argument (2 weeks) * Narrative 3rd person (2-3 weeks) * Diary (2 weeks) * Explanation linked to Science (2 weeks) * Poetry (1 week) | | | | | | | * Narrative 1st or 3rd person (3 weeks) * Recount-school visit (1 week) * Poetry (1 week) | | | * Narrative 1st person (3 weeks) * Setting description – Explode the moment (2 week) * Narrative 3rd person (2-3 weeks) * Persuasive letter to Mrs Carrigan (2 weeks) | | | | * Monologue (2 weeks) * Autobiography (2 weeks) * Non-Chron linked to Science (2 weeks) * Poetry (1 week) |
| **No Nonsense**  **Spelling** | |  | | (Aut 1-8 weeks)  Week 1 (3 lessons) PRE-TEST FOR THE YEAR Revise/Learn Words from statutory word lists  Week 2 (3 lessons) VIP words for the topic.  Week 3 (2 lessons) Words ending ‘-able’/ ‘-ably’, and ‘-ible’/‘-ibly’  Week 4 (3 lessons) Strategies for learning words: words ending ‘-able’ and ‘-ible  Week 5 (3 lessons) Adding suffixes beginning with vowels to words ending in ‘-fer’  Week 6 (3 lessons)  SATS practice  Week 7 (3 lessons) Proofreading in smaller chunks (sentences, paragraphs)  Week 8 (3 lessons) Revise/Learn Words from statutory word lists | | | Autumn 2 (7 weeks)  Week 1 (3 lessons) VIP words for the topic.  Week 2 (3 lessons) Revise/Learn Words from statutory word lists (S)  Week 3 (3 lessons) Homophones (‘ce’/‘se’)  Week 4 (3 lessons) Strategies for learning words: words from personal spelling lists.  Week 5 (3 lessons) Endings that sound like /ʃəs/ spelt ‘-cious’ or ‘-tious’  Week 6 (3 lessons) Strategies for learning words: words from statutory word list  Week 7 (3 lessons) Strategies for learning words: words from statutory word list | | | | Spring 1 (5 weeks)  Week 1 (3 lessons) VIP words for the topic.  Week 2 (3 lessons) Words with ‘ough’ letter string  Week 3 (3 lessons) Strategies for learning words: words from personal spelling lists.  Week 4 (3 lessons) Words ending ‘-cial’ and ‘-tial’  Week 5 (3 lessons) Proofreading someone else’s writing | | | | Spring 2 (5 weeks)  Week 1 (3 lessons) VIP words for the topic.  Week 2 (3 lessons) Words from statutory and personal spelling lists   Week 3 (3 lessons) Homophones (dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit)  Week 4 (3 lessons) Generating words from prefixes and roots  Week 5 (3 lessons) Proofreading | | Sum 1 (7 weeks)  Week 1 (3 lessons) VIP words for the topic.  Week 2 (3 lessons) Strategies for learning words: rare GPCs from statutory word list  -Silent b (lamb, thumb, plumb, dumb, succumb, limb, tomb, numb, doubt, subtle, bomb, comb & debt)  Week 3 (3 lessons) Words ending in ‘ant’, ‘-ance’ and ‘-ancy’  Week 4 (3 lessons) Prefix and suffix  Week 5 (3 lessons)  Homophones (of, off, there, their, they’re, to, too, two, which, witch, hear, here, wear, were, we’re, where) | Sum 2 (7 weeks)  Week 1 (3 lessons) VIP words for the topic.  Week 2 (3 lessons) Words ending ‘-ent’, ‘-ence’ and ‘-ency’  Week 3 (3 lessons) Homophones (draught/ draft, dissent/descent, precede/proceed, wary/ weary)  Week 4 (3 lessons) Strategies for learning words: words from statutory word list  Week 5 (3 lessons) Strategies for learning words: words from statutory word list |