

## ENGLISH

### Significant people

#### Aspire London will:

- Develop pupils' knowledge and understanding of the world and people, past and present, who shape it
- Provide identifiable role models to raise ambition and aspiration

### Community

#### Aspire London will:

- Immerse the children in the historically rich and diverse nature of London
- Give pupils an understanding of the positive impact of migration and a cultural appreciation of our community

### Equality & Justice

#### Aspire London will:

- Empower pupils to be advocates who address issues of prejudice and discrimination
- Ensure pupils value fairness and resolve differences through positive discussion

### Environmental Responsibility

#### Aspire London will:

- Educate children of the need to protect God's planet from environmental damage
- Create eco- friendly citizens who are aware of the impact of their individual actions and those of the wider world.





	<p>tales, retelling them and considering their particular characteristics</p> <p>To know a range of age appropriate stories</p>	<p>To read and understand a widening range of vocabulary</p> <p>To recognise and join in with predictable phrases</p> <p>To recite some rhymes and poems by heart</p> <p>To discuss word meanings, linking new meanings to those already known</p> <p>To understand what they have independently read</p> <p>To understand a story which has been read to them</p> <p>To self-correct inaccurate reading</p> <p>To make inferences and predictions on what they have read or has been read to them</p> <p>To participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>To explain clearly their understanding of what is read to them</p>	<p>Max Egg Drop That Rabbit Belongs to Emily Brown Farmer Duck Puffin Book of Fantastic First Poems Naughty Bus Previously Gravity The Story Tree Can't You Sleep Little Bear? Suddenly The Emperor's Egg Seahorse What's the Time Mr Wolf Ruby's Worry Look Up The Tiger Who Came To Tea Where The Wild Things Are. The Elephant And The Bad Baby On the Way Home Here Comes Frankie Peace At Last Mister Magnolia Avocado Baby Lost And Found Dogger Cops And Robbers</p>
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			<p>Elmer The Proudest Blue We are Going to Find the Monster The New Small Person The Faraway Tree</p>
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	<p><b>Writing Composition</b> To know how to write a sentence</p>	<p><b>Writing Composition</b> To say out loud what they are going to write about</p> <p>To compose a sentence orally before writing it</p> <p>To sequence sentences to form short narratives</p> <p>To re-read what they have written to check that it makes sense</p> <p>To discuss what they have written</p> <p>To read aloud their writing clearly</p> <p>To write simple dictated sentences</p>	<p><b>Writing Outcomes to be Covered</b> <i>Narrative</i> <i>Recount</i> <i>Instructions</i> <i>Letter</i> <i>Book Review</i> <i>Character descriptions</i> <i>Information</i> <i>Poetry</i></p> <p><b>Assessment</b></p> <p><b>Autumn 1: Recount</b></p> <p><b>Autumn 2: Narrative</b></p> <p><b>Spring 1: Instructions</b></p> <p><b>Spring 2: Character Description</b></p> <p><b>Summer 1: Letter</b></p> <p><b>Summer 2: Information</b></p>
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	<p><b>Spelling</b> To use phonic strategies to spell decodable words</p> <p>To know how to spell common exceptions words from the Year 1 list</p> <p>To know the name of the letters of the alphabet</p> <p>To know what a prefix and a suffix is</p> <p>To know simple spelling rules</p>	<p><b>Spelling</b> To apply taught phonetic knowledge</p> <p>To use letter names to distinguish between alternative spellings of the same sound</p> <p>To add prefixes and suffixes to spell words correctly, for example using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words</p> <p>To apply simple spelling rules in pieces of written work</p>	
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	<p><b>Handwriting</b> To know how to form letters and digits correctly</p> <p><b>Grammar, vocabulary and punctuation</b> To understand basic concepts of grammar</p>	<p><b>Handwriting</b> To sit correctly at a table, holding a pencil comfortably and correctly</p> <p>To begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>To form capital letters</p> <p>To form digits 0-9</p> <p>To understand which letters belong to which handwriting 'families'</p> <p>To write neatly keeping all letters an even size</p> <p>To write keeping letters appropriately on a line</p> <p><b>Grammar, vocabulary and punctuation</b> To leave spaces between words</p> <p>To join words and clauses using 'and'</p> <p>To begin to punctuate sentences using a capital letter and a full stop</p> <p>To begin to use question marks or exclamation marks</p> <p>To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	
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	<p><b>Speaking and Listening</b></p> <p>To develop an understanding of makes a good speaker and listener</p>	<p><b>Speaking and Listening</b></p> <p>To listen and respond appropriately to adults and their peers</p> <p>To ask relevant questions to extend their understanding and knowledge</p> <p>To use relevant strategies to build their vocabulary</p> <p>To give descriptions, including for expressing feelings</p> <p>To maintain attention and participate actively in collaborative conversations</p> <p>To use spoken language to develop ideas</p> <p>To speak audibly and fluently with an increasing command of Standard English</p> <p>To participate in performances and role play/improvisations</p>	
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2	<b>Reading</b> To know how to read with increased fluency	<b>Reading</b> To continue to apply phonic knowledge and skills in order to decode words until automatic decoding has become embedded and reading is fluent  To recognise alternative sounds for graphemes  To read accurately words of two or more syllables  To read words containing common suffixes  To read further common exception words  To read most words quickly and accurately, without overt sounding and blending  To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately  To re-read these books to build up their fluency and confidence in word reading  To listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently  To discuss the sequence of events in books and how items of information are related  To understand that non-fiction books are structured in different ways  To be introduced to non-fiction books and recognise simple recurring literary language in stories and poetry	<div> <i>Beegu</i>  <i>The Great Fire of London</i>  <i>Snail and the Whale</i>  <i>The Storm Whale</i>  <i>Queen Victoria's Diaries ()</i>  <i>Magic Finger</i>   <i>Claude in the City</i>  <i>Look Up</i>            The Jolly Postman            The Last Wolf         </div> <div> <b>Books and Authors to be Enjoyed</b>   <b>Significant People:</b>            Rosa Parks            Jane Goodall            Martin Luther King            David Attenborough            Greta Thunberg            Aretha Franklin             Leon and Bob            Who's Afraid of the Big Bad Book         </div>
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	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>To continue to build up a repertoire of poems learnt by heart, reciting some, with appropriate intonation to make the meaning clear</p> <p>To draw on what children already know or on background information and vocabulary provided by the teacher</p> <p>To check that the text makes sense to them as they read and correct inaccurate reading</p> <p>To make inferences on the basis of what is being said and done</p> <p>To ask and answer questions</p> <p>To predict what might happen on the basis of what has been read so far</p> <p>To participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>The Frog Prince Continued</p> <p>Where do Clothes Come From?</p> <p>The Invisible World of Microbes</p> <p>Again</p> <p>Charlotte's Web</p> <p>Anna Hibiscus</p> <p>Dino Dinners</p> <p>William and the Missing Masterpiece</p> <p>The Worst Princess</p> <p>The Magic Finger</p> <p>Gorilla</p> <p>Into the Forest</p> <p>The Snowman</p> <p>The Owl Who Was Afraid of the Dark</p> <p>Diary of a Killer Cat</p> <p>The Famous Adventures of Jack</p> <p>My Life as a Goldfish</p> <p>You Wait Till Im Older than You</p> <p>Use Your Imagination</p> <p>Once Upon an Ordinary School Day</p> <p>Meerkat Mail</p> <p>George Speaks</p> <p>We're in the Wrong Book</p>
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			Just So Stories Puss in Boots The Light House Keeper's Lunch Amazing Grace Who's Afraid of the Big, Bad Book Dr Xargle's Book Of Earthlets Not Now Bernard Tuesday The Flower Emily Brown And The Thing Frog And Toad Together The Giraffee, The Pelly And Me Fantastic Mr Fox The Hodgeheg Flat Stanley If All the World Were Malala's Magic Pencil How to be Extraordinary
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	<p><b>Writing</b> To understand how to write for a range of purposes</p>	<p><b>Writing</b> To develop stamina for writing by writing narratives about personal experiences and those of others writing about real events</p> <p>To write poetry</p> <p>To write for different purposes</p> <p>To plan or say out loud what they are going to write about</p> <p>To write down ideas and/or key words, including new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence</p> <p>To make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation</p> <p>To be able to read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><b>Writing Outcomes to be Covered</b> <i>Narrative</i> <i>Recount</i> <i>Instructions</i> <i>Letter</i> <i>Book Review</i> <i>Character descriptions</i> <i>Explanation</i> <i>Diary Entry</i> <i>Information</i> <i>Poetry</i></p> <p><b>Assessment</b> <b>Autumn 1: Recount</b></p> <p><b>Autumn 2: Narrative</b></p> <p><b>Spring 1: Instructions</b></p> <p><b>Spring 2: Character Description</b></p> <p><b>Summer 1: Letter</b> <b>Summer 2: Information</b></p>
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	<p><b>Spelling</b> To know how to accurately spell a widening range of vocabulary</p> <p><b>Handwriting</b> To know how to join all letters correctly</p>	<p><b>Spelling</b> To segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>To learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>To be able to spell common exception words</p> <p>To be able to spell more words with contracted forms</p> <p>To use the possessive apostrophe (singular)</p> <p>To distinguish between homophones and near-homophones</p> <p>To be able to add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p><b>Handwriting</b> To form lower-case letters of the correct size relative to one another</p> <p>To start using some of the diagonal and horizontal strokes needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>To use spacing between words that reflects the size of the letters.</p>	
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	<p><b>Grammar, vocabulary and punctuation</b></p> <p>To know how to use and apply grammatical forms</p>	<p><b>Grammar, vocabulary and punctuation</b></p> <p>To learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>To learn how to use:</p> <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul>	
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	<p><b>Speaking and listening</b></p> <p>To build on speaking and listening skills</p>	<p><b>Speaking and Listening</b></p> <p>To listen and respond appropriately to adults and their peers</p> <p>To ask relevant questions to extend their understanding and knowledge</p> <p>To use relevant strategies to build their vocabulary</p> <p>To articulate and justify answers</p> <p>To give descriptions, and explanations including for expressing feelings</p> <p>To maintain attention and participate actively in collaborative conversations, focusing for longer periods of time</p> <p>To use spoken language to develop ideas</p> <p>To speak audibly and fluently with an increasing command of Standard English</p> <p>To participate in, performances and role play/improvisations</p> <p>To gain the interest of the listener(s)</p>	
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3	<p><b>Reading</b> To have knowledge of root words, prefixes and suffixes</p> <p>To know the meaning of new words</p> <p>To understand the exceptions to the spelling rules</p> <p>To develop positive attitudes to reading and understand what they read</p>	<p><b>Reading</b> To be able to read words which have common prefixes and suffixes</p> <p>To read new words and understand their definition</p> <p>To read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>To read books that are structured in different ways and read for a range of purposes</p> <p>To use dictionaries to check the meaning of words that they have read</p> <p>To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>To identify themes and conventions in a wide range of books</p> <p>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>To discuss words and phrases that capture the reader's interest and imagination</p> <p>To recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>To check that the text makes sense to them, discussing their understanding and</p>	<p><i>The Lost Happy Endings</i> <i>Pebble in my Pocket</i> <i>The Iron Man</i> <i>Jeremy Button</i> <i>Into the Forest</i></p> <p>The Ice Palace The Lost Happy Ending <i>Fly Eagle Fly</i> Gregory Cool</p> <p>Books and Authors to be Enjoyed</p> <p>Significant People Audrey Hepburn Mother Teresa Muhammad Ali Dolly Parton Zaha Hadid</p> <p>The Steadfast Tin Soldier True Story of the Three Little Pigs The Wolves in the Walls</p>
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	<p>To understand what they read, in books they can read independently</p>	<p>explain the meaning of words in context</p> <p>To ask questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>To predict what might happen from details stated and implied</p> <p>To identify the main ideas drawn from more than one paragraph and summarise the text</p> <p>To identify how language, structure and presentation contribute to meaning</p> <p>To retrieve and record information from non-fiction</p> <p>To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>The Little Prince</p> <p>Complete Nonsense of Edward Lear</p> <p>Where My Wellies Take Me</p> <p>Come Into This Poem</p> <p>Hermelin</p> <p>Wanted the Perfect Pet</p> <p>The Day the Crayons Quit</p> <p>Kindlekrax</p> <p>Ice Palace</p> <p>Gregory Cool</p> <p>Dear Greenpeace</p> <p>James and the Giant Peach</p> <p>Legend of Captain Crow's Teeth</p> <p>Ottoline and the Yellow Cat</p> <p>Mousehole Cat</p> <p>When Jessie Came Across the Sea</p> <p>The Green Ship</p> <p>The Selfish Giant</p> <p>Greek Myths</p> <p>Cat Tales: Ice Cat</p> <p>The Sheep-Pig</p> <p>The Abominables</p> <p>The Lion, The Witch And The Wardrobe</p> <p>The Battle Of Bubble And Squeak</p> <p>Hansel And Gretel</p>
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			<p>Sulwe Betsey Books How to Change the World Winnie the Pooh</p>
		<p><b>Writing Composition</b></p>	

	<p><b>Writing Composition</b> To start to understand how to plan their writing</p> <p>To start to understand how to draft their writing</p> <p>To begin to evaluate and edit</p>	<p>To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>To discuss and record ideas with support</p> <p>To compose and rehearse sentences orally (including dialogue), building a varied and rich vocabulary and a range of sentence structures organising paragraphs around a theme with support</p> <p>To create settings, characters and plots in narratives</p> <p>To use simple organisational devices [for example headings] in non-narrative material</p> <p>To assess the effectiveness of their own writing and suggest improvements</p> <p>To propose changes to grammar and vocabulary to improve consistency</p> <p>To proof-read for spelling and punctuation errors</p> <p>To read aloud their own writing, to a group or the whole class, using appropriate intonation so that the meaning is clear</p> <p><b>Handwriting</b></p>	<p>Writing Outcomes to be Covered</p> <p><i>Narrative</i></p> <p><i>Recount</i></p> <p><i>Instructions</i></p> <p><i>Letter</i></p> <p><i>Diary Entry</i></p> <p><i>Information</i></p> <p><i>Setting Description</i></p> <p><i>Character Descriptions</i></p> <p><i>Poetry</i></p> <p><i>News Paper Report</i></p> <p><i>Balanced Argument</i></p> <p><i>Non- Chronological Report</i></p> <p><i>Chronological Report</i></p> <p><i>Persuasive</i></p> <p>Assessment</p> <p>Autumn 1: Recount</p> <p>Autumn 2: Narrative</p> <p>Spring 1: Non-chronological report</p> <p>Spring 2: Character Description</p> <p>Summer 1: Letter</p> <p>Summer 2: Persuasive</p>
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	<p><b>Handwriting</b> To understand how to correctly form letters for joining</p> <p><b>Grammar, vocabulary and punctuation</b> To develop their understanding of the concept of grammar, vocabulary and punctuation</p> <p>To understand how grammar can improve writing</p>	<p>To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p><b>Grammar, vocabulary and punctuation</b> To extend the range of sentences with more than one clause by using a range of conjunctions expressing time, place and cause [for example, <i>when, before, after, while, so, because</i>]</p> <p>To 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>]</p> <p>To use adverbs and prepositions to express time and cause adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]</p> <p>To form nouns using a range of prefixes [for example <i>super-, anti-, auto-</i>]</p> <p>To use the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>]</p> <p>To use word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p> <p>To indicate possession by using the possessive apostrophe To introduce inverted commas to punctuate direct speech</p>	
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	<p>To understand the grammatical terminology</p> <p><b>Spelling</b> To have a sufficient knowledge of spelling in order to use dictionaries efficiently</p> <p>To understand how to spell new words correctly</p> <p>To understand the concept of word structure</p>	<p>To use the terminology of preposition, conjunction word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p> <p><b>Spelling</b> To be able to use alphabetical order to find words in a dictionary</p> <p>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>To use further prefixes and suffixes</p> <p>To spell further homophones</p> <p>To spell words that are often misspelt</p> <p>To place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys']</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary</p> <p>See year 3- and 4-word list in National Curriculum</p> <p><b>Speaking and Listening</b></p>	
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	<b>Speaking and Listening</b>  To further develop speaking and listening skills	To listen and respond appropriately to adults and their peers  To ask relevant questions to extend their understanding and knowledge  To use relevant strategies to build their vocabulary  To articulate and justify answers and opinions  To give descriptions, explanations and narratives including for expressing feelings  To maintain attention and participate actively in collaborative conversations, staying on topic  To use spoken language to develop ideas through imagining and exploring ideas  To speak audibly and fluently with an increasing command of Standard English  To participate in, performances, presentations and role play/improvisations  To gain and maintain the interest of the listener(s)	
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4	<p><b>Reading</b> To have the knowledge of root words, prefixes and suffixes</p> <p>To know the meaning of new words</p> <p>To understand the exceptions to the spelling rules</p> <p>To develop positive attitudes to reading and understanding of what they read</p>	<p><b>Reading</b> To be able to read words which have further prefixes and suffixes</p> <p>To read new words and understand their definition</p> <p>To read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>To read books that are structured in different ways and read for a range of purposes</p> <p>To use dictionaries to check the meaning of words that they have read</p> <p>To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>To identify themes and conventions in a wide range of books</p> <p>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>To discuss words and phrases that capture the reader's interest and imagination</p> <p>To recognise some different forms of poetry [for example, free verse, narrative and prose]</p> <p>To check that the text makes sense to them, discussing their understanding and</p>	<p>The Miraculous Journey of Edward Tulane Arthur and the Golden Rope Belonging The Story of Tutankhamun () Hot Like Fire</p> <p>Tom The Sausage Lion Krindlekrax Iron Man Varjak Paw</p> <p>Books and Authors to be Enjoyed</p> <p>Significant People Ella Fitzgerald Ada Lovelace Vivienne Westwood Mahatma Gandhi Wilma Rudolph Bruce Lee</p> <p>Bill's New Frock Lob The Silver Donkey Battle Bunny The Promise Little Mouse's Big Book of</p>
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	<p>To understand what they read in books that they can read independently</p>	<p>explaining the meaning of words in context</p> <p>To ask questions to improve their understanding of a text</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>To predict what might happen from details stated and implied</p> <p>To identify the main ideas drawn from more than one paragraph and summarise these</p> <p>To identify how language, structure, and presentation contribute to meaning</p> <p>To retrieve and record information from non-fiction</p> <p>To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>To know how to use contents pages and indexes to locate information</p> <p>To learn the conventions of different types of writing</p> <p><b>Writing Composition</b></p>	<p>Fears</p> <p>I Was a Rat</p> <p>Tales of Odysseus</p> <p>Abominables</p> <p>How to Train Your Dragon</p> <p>Hot Like Fire</p> <p>The Snow Queen</p> <p>Seasons of Splendour</p> <p>Major Glad and Major Dizzy</p> <p>Varjak Paw</p> <p>The Arabian Nights</p> <p>Streetchild</p> <p>Flotsam</p> <p>The Village that Vanished</p> <p>The Borrowers</p> <p>Peter Pan</p> <p>Dish and the Spoon</p> <p>The Lion the Witch and the Wardrobe</p> <p>Deadly</p> <p>Charlotte's Web</p> <p>Why The Whale Came</p> <p>Firework Maker's Daughter</p> <p>Snow Walker's Son</p> <p>Perry Angel's Suitcase</p> <p>Voices In The Park</p> <p>The Young Magicians</p> <p>Heroes of Olympus</p> <p>Beatrix Potter</p> <p>Writing Outcomes to be</p>
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	<p><b>Writing Composition</b> To understand how to plan their writing</p> <p>To know how to draft and write</p> <p>To evaluate and edit</p>	<p>To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>To discuss and record ideas with support</p> <p>To compose and rehearse sentences orally (including dialogue), building a varied and rich vocabulary and a range of sentence structures</p> <p>To organise paragraphs around a theme with support in narratives, creating settings, characters and a plot</p> <p>To use simple organisational devices [for example headings] in non-narrative material</p> <p>To assess the effectiveness of their own writing and suggest improvements</p> <p>To propose changes to grammar and vocabulary to improve consistency</p> <p>To proof-read for spelling and punctuation errors</p> <p>To read aloud their own writing, to a group or the whole class, using appropriate intonation so that the meaning is clear.</p> <p><b>Handwriting</b></p>	<p>Covered</p> <p><i>Narrative</i></p> <p><i>Recount</i></p> <p><i>Instructions</i></p> <p><i>Letter</i></p> <p><i>Diary Entry</i></p> <p><i>Information</i></p> <p><i>Setting Description</i></p> <p><i>Character Descriptions</i></p> <p><i>Poetry</i></p> <p><i>News Paper Report</i></p> <p><i>Balanced Argument</i></p> <p><i>Non- Chronological Report</i></p> <p><i>Chronological Report</i></p> <p><i>Persuasive</i></p> <p>Assessment</p> <p>Autumn 1: Recount</p> <p>Autumn 2: Narrative</p> <p>Spring 1: Non-chronological report</p> <p>Spring 2: Character Description</p> <p>Summer 1: Letter</p> <p>Summer 2: Persuasive</p>
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	<p><b>Handwriting</b> To understand how to correctly form letters for joining</p> <p><b>Grammar, vocabulary and punctuation</b> To develop their understanding of the grammar, vocabulary and punctuation to improve their writing</p>	<p>To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p><b>Grammar, vocabulary and punctuation</b> To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>To use the present perfect form of verbs in contrast to the past tense and Standard English forms for verb inflections instead of local spoken form [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p> <p>To use appropriate choice of pronouns or nouns within and across sentences to aid cohesion and avoid repetition</p> <p>To use noun phrases expanded by the addition of modifying adjectives, noun and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>To use conjunctions, adverbs and prepositions to express time and cause</p> <p>To use of commas after fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]</p> <p>To know and use the grammatical difference between plural and possessive [for example, <i>the girl's name</i>, <i>the girls' names</i>]</p>	
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	<p>To use paragraphs to organise ideas around a theme</p> <p>To 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, "Sitdown!"</i>]</p> <p>To know: determiner, pronoun, possessive, pronoun, adverbial</p> <p><b>Spelling</b></p> <p>To be able to use the alphabetical order to find words in a dictionary</p> <p>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>To use further prefixes and suffixes</p> <p>To spell further homophones</p> <p>To spell words that are often misspelt</p> <p>To place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary</p> <p>See year 3 and 4 word list in National Curriculum</p> <p><b>Speaking and Listening</b></p>	
	<p>To understand the grammatical terminology</p> <p><b>Spelling</b></p> <p>To have a sufficient knowledge of spelling in order to use dictionaries and thesaurus efficiently</p> <p>To understand how to spell new words correctly</p> <p>To understand the concept of word structure</p> <p><b>Speaking and</b></p>	

	<p><b>Listening</b></p> <p>To continue to develop speaking and listening skills</p>	<p>To listen and respond appropriately to adults and their peers</p> <p>To ask relevant questions to extend their understanding and knowledge</p> <p>To use relevant strategies to build their vocabulary</p> <p>To articulate and justify answers, arguments and opinions</p> <p>To give descriptions, explanations and narratives including for expressing feelings</p> <p>To maintain attention and participate actively in collaborative conversations, staying on topic and responding to comments</p> <p>To use spoken language to develop ideas through imagining and exploring ideas</p> <p>To speak audibly and fluently with an increasing command of Standard English</p> <p>To participate in discussions, performances, presentations and role play/improvisations</p> <p>To gain and maintain the interest of the listener(s)</p> <p>To consider viewpoints</p> <p>To select and use appropriate registers for effective communication</p>	
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5	<b>Reading</b> To be able to maintain positive attitudes to reading and show an understanding of what they have read	<b>Reading</b> To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  To become increasingly more familiar with a wide range of books, including myths and legends  To recommend books that they have read to their peers, giving reasons for their choices  To make comparisons within and across books learning a wider range of poetry by heart  To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  To ask questions to improve their understanding  To predict what might happen from details stated and implied  To identify how language, structure and presentation contribute to meaning  To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary  To distinguish between statements of fact and opinion  To retrieve, record and present information from non-fiction	<i>Treason</i> <i>Macbeth</i> <i>Ride the Wind</i> <i>The Explorer ()</i> <i>Odysseus</i> <i>The Highwayman ()</i>  <i>Journey to the River Sea</i> <i>The Boy and a Bear in a Boat</i>  Books and Authors to be Enjoyed  Significant People Frida Kahlo Emmeline Pankhurst Jane Goodall Stephen Hawking Pele Ernest Shackleton  Five Children on the Western Front Eye of the Wolf Story of the Blue Planet My Place The Wolves Of Willoughby Chase
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			The Lost Thing Coraline Michael Rosen's A - Z Walter Tull's Scrapbook London Eye Mystery Wolf Brother The Midnight Fox The Highwayman Way Home Millions Matchbox Diary Cloud Busting The Tunnel Carrie's War Wind in the Willows Asterix in Britain Tom's Midnight Garden FARThER The Silence Seeker Fly Me Home Jane Austen Collection Charles Dickens Collection
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	<p><b>Writing</b> To be able to plan and write for a range of audiences showing an understanding of the purpose of the writing</p> <p>To know how to evaluate and edit</p>	<p><b>Writing</b> To identify the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>To consider within narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>To use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] :</p> <p>To assess the effectiveness of their own and others' writing</p> <p>To ensure the consistent and correct use of tense throughout a piece of writing</p> <p>To ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>To proof-read for spelling and punctuation errors</p> <p>To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Writing Outcomes to be Covered</p> <p><i>Narrative</i> <i>Recount</i> <i>Instructions</i> <i>Letter</i> <i>Book Review</i> <i>Explanation</i> <i>Diary Entry</i> <i>Information</i> <i>Setting Description</i> <i>Character Descriptions</i> <i>Poetry</i> <i>News Paper Report</i> <i>Balanced Argument</i> <i>Non- Chronological Report</i> <i>Chronological Report</i> <i>Biography</i> <i>Auto-biography</i> <i>Persuasive</i> <i>Assessment</i></p> <p>Autumn 1: Recount</p> <p>Autumn 2: Narrative</p> <p>Spring 1: Non-chronological report</p> <p>Spring 2: Character</p>
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	<p><b>Handwriting</b> Pupils should write legibly, fluently and with increasing speed</p> <p><b>Vocabulary, Grammar and Punctuation</b> Pupils should understand, there are skills and processes essential for writing</p>	<p><b>Handwriting</b> To choose which shape of a letter to use when given choices and to decide whether or not to join specific letters</p> <p>To choose the writing implement that is best suited for a task.</p> <p><b>Vocabulary, Grammar and Punctuation</b> Word To convert nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</p> <p>To use the correct Verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</p> <p>Sentence To use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun To indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</p> <p>Text To use devices to build cohesion within a paragraph [for example, <i>then</i>, <i>afterthat</i>, <i>this</i>, <i>firstly</i>] To 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]</p>	<p>Description</p> <p>Summer 1: Letter</p> <p>Summer 2: Persuasive</p>
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		<p>Punctuation To use brackets, dashes or commas to indicate parenthesis To use of commas to clarify meaning or avoid ambiguity</p> <p>Terminology To use modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	
	<p><b>Spelling</b> To understand how the history of words and the relationships between them can help with spelling</p> <p>To know how to spell word on the Year 5 &amp; 6 list</p>	<p><b>Spelling</b> To use further prefixes and suffixes and understand the guidance for adding them</p> <p>To spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</p> <p>To continue to distinguish between homophones and other words which are often confused To use the knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>To use dictionaries to check the spelling and meaning of words</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>To use a thesaurus</p> <p>To spell words with: Endings which sound like /fəs/spelt –cious or–tious</p>	

		<p>Endings which sound like /fəl/</p> <p>Words ending in –ant,–ance/–ancy,–ent, –ence/–ency</p> <p>Words ending –able and –ible</p> <p>Words ending in –ably and –ibly</p> <p>Adding suffixes beginning with vowel letters towards ending in –fer</p> <p>Use of the hyphen</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Words containing the letter-string ough</p> <p>Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Homophones and other words that are often confused</p>	
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	<p><b>Speaking and Listening</b> To confidently develop speaking and listening skills</p>	<p><b>Speaking and Listening</b> To listen and respond appropriately to adults and their peers</p> <p>To ask relevant questions to extend their understanding and knowledge</p> <p>To use relevant strategies to build their vocabulary</p> <p>To articulate and justify answers, arguments and opinions</p> <p>To give <i>well-structured</i> descriptions, explanations and narratives <i>for different purposes</i> including for expressing feelings</p> <p>To maintain attention and participate actively in collaborative conversations, staying on topic and <i>initiating and</i> responding to comments</p> <p>To use spoken language to develop understanding through <i>speculating</i>, imagining and exploring ideas</p> <p>To speak audibly and fluently with an increasing command of Standard English</p> <p>To participate in discussions, performances, presentations and role play/improvisations <i>and debates</i></p> <p>To gain and maintain the interest of the listener(s)</p> <p>To consider viewpoints</p> <p>To select and use appropriate registers for effective communication</p>	
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6	<p><b>Reading</b> To be able to maintain positive attitudes to reading and show an understanding of what they have read</p>	<p><b>Reading</b> To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>To increase their familiarity with a wide range of books, including myths, legends</p> <p>To recommend books that they have read to their peers, giving reasons for their choices</p> <p>To make comparisons within and across books</p> <p>To learning a wider range of poetry by heart</p> <p>To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>To ask questions to improve their understanding</p> <p>To predict what might happen from details stated and implied</p> <p>To identify how language, structure and presentation contribute to meaning</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>To distinguish between statements of fact and opinion</p> <p>To retrieve, record and present information from non-fiction</p>	<p><i>Goodnight Mr Tom</i> <i>Rose Blanche</i> <i>Tales of the Caribbean</i> <i>A Boy Called Slow ()</i> <i>Diary of an Edo Princess</i> <i>Floodland</i></p> <p><i>The Lady of Shalott</i> <i>Maria's Island</i> <i>The London Eye Mystery</i></p> <p>Books and Authors to be Enjoyed</p> <p>Significant People Maya Angelou Marie Curie Georgia O' Keeffe Harriet Tubman Anne Frank Mary Shelley Alan Turing Jesse Owens Agatha Christie</p> <p>The Happy Prince and Other</p>
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			Stories The Graveyard Book Clockwork The Hobbit The Sword in the Stone The Seeing Stone The Rabbits The Viewer Skellig Beowulf The Savage Trash Wonder Garbage King Holes The Sleeper and the Spindle Jungle Book Battle Bunny Rose Blanche Journey to Jo-Burg Once Smith Fireweed River Boy The Arrival I am Malala How High the Moon The Hypnotist Amazing Muslims who changed World
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	<p><b>Writing</b> To be able to plan and write for a range of audiences showing an understanding of the purpose of the writing</p> <p>To consider within narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>To have the understanding to draft and write</p>	<p><b>Writing</b> To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>To be able to discuss and write their own characters and settings based on their reading and stories they have heard or seen</p> <p>To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>To use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>To assess the effectiveness of their own and others' writing</p> <p>To ensure the consistent and correct use of tense throughout a piece of writing</p> <p>To ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>To proof-read for spelling and punctuation errors</p> <p>To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Windrush Child Writing Outcomes to be Covered</p> <p><i>Narrative</i> <i>Recount</i> <i>Instructions</i> <i>Letter</i> <i>Book Review</i> <i>Explanation</i> <i>Diary Entry</i> <i>Information</i> <i>Setting Description</i> <i>Character Descriptions</i> <i>Poetry</i> <i>News Paper Report</i> <i>Balanced Argument</i> <i>Non- Chronological Report</i> <i>Chronological Report</i> <i>Biography</i> <i>Auto-biography</i> <i>Persuasive</i></p> <p><b>Assessment</b> Autumn 1: Recount</p> <p>Autumn 2: Narrative</p> <p>Spring 1: Non-chronological report</p>
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	<p><b>Handwriting</b> Pupils should write legibly, fluently and with increasing speed</p>	<p><b>Handwriting</b> To choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>To choose the writing implement that is best suited for a task</p>	<p>Spring 2: Character Description</p> <p>Summer 1: Letter</p> <p>Summer 2: Persuasive</p>
	<p><b>Vocabulary,</b></p>		

	<p><b>Grammar and Punctuation</b> To be able to evaluate and edit</p>	<p><b>Vocabulary, Grammar and Punctuation</b></p> <p>Word To convert nouns or adjectives into verbs using suffixes [for example—ate; –ise; –ify]</p> <p>Verb prefixes [for example, dis–, de–, mis–, over– and re–]</p> <p>Sentence To use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p> <p>To indicate degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</p> <p>Text To use devices to build cohesion within a paragraph [for example, <i>then</i>, <i>afterthat</i>, <i>this</i>, <i>firstly</i>]</p> <p>To 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]</p> <p>Punctuation To use brackets, dashes or commas to indicate parenthesis</p> <p>To use of commas to clarify meaning or avoid ambiguity</p> <p>Terminology To use modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	
	<p><b>Spelling</b></p>		



	<p>To understand how the history of words and the relationships between them can help with spelling</p> <p>To know how to spell words on the Year 5 &amp; 6 list</p>	<p><b>Spelling</b></p> <p>To use further prefixes and suffixes and understand the guidance for adding them</p> <p>To spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</p> <p>To continue to distinguish between homophones and other words which are often confused</p> <p>To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>To use dictionaries to check the spelling and meaning of words</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>To use a thesaurus.</p> <p>To spell:</p> <p>Endings which sound like /ʃəs/spelt –cious or–tious</p> <p>Endings which sound like /ʃəl/</p> <p>Words ending in – ant, -ance/–ancy, –ent, –ence/–ency</p> <p>Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly</p> <p>Adding suffixes beginning with vowel letters towards ending in –fer</p> <p>Use of the hyphen</p> <p>Words with the /i:/ sound spelled after c</p> <p>Words containing the letter-string ough</p> <p>Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the</p>	
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	<p>pronunciation of the word) Homophones and other words that are often confused</p> <p><b>Speaking and Listening</b> To become confident and articulate speakers and listeners</p> <p><b>Speaking and Listening</b> To listen and respond appropriately to adults and their peers</p> <p>To ask relevant questions to extend their understanding and knowledge</p> <p>To use relevant strategies to build their vocabulary</p> <p>To articulate and justify answers, arguments and opinions</p> <p>To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>To use spoken language to develop understanding through speculating, <i>hypothesising</i>, imagining and exploring ideas</p> <p>To speak audibly and fluently with an increasing command of Standard English</p> <p>To participate in discussions, presentations, performances, role play/improvisations and debates</p> <p>To gain, maintain and monitor the interest of the listener(s)</p>	
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		<p>To consider and evaluate different viewpoints, <i>attending to and building on the contributions of others</i></p> <p>To select and use appropriate registers for effective communication</p>	
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