Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Hook(s) if applicable	The Minpins (Roald Dahl) Overcoming the monster narrative **POR text:** Into the Forest (Anthony Browne)	**POR text:** The Iron Man (Ted Hughes) Quest (Aaron Becker) **Narrative**	**POR text:** The Iron Man (Ted Hughes) *Continued* **POR text:** Pebble in my Pocket (Meredith Hooper) ***Recounts*** Stone Age Boy (Satoshi Kitamura)	**POR text:** The Miraculous Journey of Edward Tulane (Kate DiCamillo) ***Continued*** How to Wash a Woolly Mammoth (Michelle Robinson) ***instructions unit***	**POR text:** Edward Tulane (Kate DiCamillo) ***Continued***	**POR text:** Jemmy Button (Alix Barzelay)
Other texts	Esio Trot (3H)/ Giraffe, Pelly and Me (3JB)- (Roald Dahl)	Poppy Pym and the Pharoah's curse (Laura Wood)	Ug- (Raymond Briggs) *GR*	The Griffin Gate (Vashti Hardy)	A River (Marc Martin)	Wild (follow on from Jemmy)-Emily Hughes The Twits (Roald Dahl)
Writing outcomes	• Setting and character descriptions • Story opening • Overcoming the monster story • Story ending prediction	• Recount (diary entry) • Persuasive letters • Free verse poem • Shape poem • Setting description	• Non-chronological report • Recount text • Free verse poem	• Instructions • Setting and character descriptions • Story ending prediction (narrative) • Recount writing	• Recount (diary) • Persuasive letter • A lost and found story • Explanation text • Playscripts	• Discussion text • Setting description • A voyage and return story • Free verse poem
Cross curricular writing outcomes (e.g. topic)	• Recount of start topic 'WOW' afternoon. • Setting description – entering a tomb (display) • Describing/information text about the importance of the Nile. •	• Diary entry in the role of Howard Carter. • Recount about our end of topic 'WOW'.	• Setting description – 'If I woke up in Stone Age Britain'. • Persuasive advert for a Stone Age home/Information page about a Stone Age home.	• Instructions – How to make a Stone Age weapon/ Evaluating a Stone Age weapon. • Non-chronological report on the changes in the Bronze and Iron ages.	• Setting description of the rainforest. • Recount of a rainforest explorer/ person living in the rainforest. • Non-chronological report about a rainforest animal.	• Discussion text – effect of deforestation. • Instructions – how to make a rainforest headdress (DT day). • Recount about topic visitor.
Writing objectives (KPIs)	<td colspan="6">**Composition:** • In some writing, organise paragraphs around a theme. DEPTH: Writing shows cohesion within each paragraph. • In non-fiction, used headings and sub-headings to aid presentation. DEPTH: Headings and sub headings are well selected and appropriate to context. • In narratives creates settings, characters and plot. DEPTH: Settings and character are described in increasing detail. • Composes sentences , progressively building a rich and varied vocabulary. DEPTH: Some use of figurative language and devices. • Proof reads for spelling errors including non-negotiable and high frequency words when identified by the teacher. DEPTH: Independently, proof reads for spelling errors including non-negotiable and high frequency words. • Proof reads for punctuation errors (CL . ? ! "" , in a list ' for contractions) when identified by the teacher. DEPTH: Independently, proof reads for punctuation errors (CL . ? ! "" , in a list ' for contractions)</td>

	Vocabulary, Grammar and Punctuation • Use conjunctions, adverbs and prepositions to express time and cause within a sentence (when, if, that, because, so, that, since, during). DEPTH: Vary the position of conjunctions, adverbs and propositions within a sentence. • Chooses an appropriate pronoun or noun within sentences. DEPTH: Can choose either a noun or pronoun to add impact to writing. • Use possessive apostrophe mostly accurately with singular nouns. DEPTH: Sometimes uses possessive apostrophe accurately with plural nouns • Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play in contrast to He went out to play. DEPTH: Uses both present perfect and simple past forms to add variety in writing. • Some use of inverted commas to punctuate direct speech. DEPTH: Punctuating some direct speech accurately e.g. ? ! • Using capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly effectively. DEPTH: Uses taught punctuation to add effect to writing. **Handwriting** • Use the diagonal and horizontal strokes needed to join letters in most of their writing and understand which letters, when adjacent to one another, are best left unjoined. DEPTH: Some handwriting is joined and legible. **Transcription** • Spell many of the words from the Y3/4 spelling list accurately. DEPTH: Spell most of the words from the Y3/4 spelling list accurately. • Apply knowledge of spelling rules and patterns taught in Year 3
Reading objectives (KPIs)	**Word Reading:** • Read aloud and understand words based on knowledge of root words, prefixes and suffixes. DEPTH: Apply knowledge of root words, prefixes and suffixes to work out the meaning of unfamiliar words. **Maintain positive attitudes to reading and understanding of what they read by:** • Read a range of age-appropriate fiction, poetry, plays and non-fiction. DEPTH: Express opinions about a range of fiction, poetry, plays and non-fiction books. • Use dictionaries to check the meanings of words that they have read. DEPTH: Confidently and efficiently use a dictionary to explore new vocabulary. • Read a wide range of stories such as myths, legends or traditional stories and retell some of these orally. DEPTH: Retelling a wider range of myths, legends and traditional stories orally, with increasing detail • Perform age-appropriate plays and poetry aloud using intonation, tone, volume and action. DEPTH: Show understanding of poems and plays, and awareness of audience, through intonation, tone, volume and action. **Comprehension** • Check the text makes sense to them, discussing their understanding and explaining the meaning of words in context. DEPTH: To independently self-correct on the basis of words in context. • Retrieve and record information from non-fiction. DEPTH: Use skimming and scanning techniques effectively to retrieve information efficiently. • Makes inferences on the basis of what is said and done and can explain characters' feelings. DEPTH: Justify predictions on the basis of evidence drawn from the text. • Discuss words and phrases which capture reader's interest and imagination. DEPTH: Begin to explain an author's language choices. Explain personal response to words or phrases

Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Hook(s) if applicable	**POR text:** Oliver and the Seawigs (Sarah Mcintyre and Philip Reeve)	**POR text:** Krindlekrax (Phillip Ridley)	**POR text:** Romulus and Remus	Haiku – Various Poems • Basho • Malorie Blackman • Finney • Hackett	**POR text:** Jabberwocky (Lewis Carrol) Julia Donaldson focus	**POR text:** Zoo (Anthony Browne)
Other texts	Short stories from other cultures: Fragile planet/Tales of Wisdom and wonder/Noah and the devil. Mousehole Cat(Antonia Barber) PPA - GR 4W- Beowulf part 1 (Michael Morpurgo)	Oliver and the Seawigs (Sarah Mcintyre and Philip Reeve) *continued* 4JC- The Owl Tree (Jenny Nimmo) 4W- The Nine Lives of Montezuma (Michael Morpurgo)	Romans on the Rampage (Jeremy Strong) 4W- Jet Smoke and Dragon Fire (Anthony Charles)	4JC (TBC) 4W- Varjak Paw (SF Said)	Butterfly Lion (Michael Morpurgo) -GR 'Old Sticky' - Michael Morpurgo	**POR text:** The Green Ship (Quentin Blake)
Writing outcomes	• Narrative including speech • Setting description • Charater description • Explanation texts	• Setting description • Narrative • Explanation	• Recounts *including diary entries and newspaper reports* • Persuasive letters	• Poetry - Haiku • Figurative language	• Discussion texts • Persuasive writing	• Non-chronological reports • Poetry – rhyming couplets
Cross curricular writing outcomes (e.g. topic)	• Diary of a Tudor sailor • Tudor life information booklet • recounts of school trips	• A letter to Christopher Columbus's Father • A recruitment poster • Comparisons of Tudor and modern maps	• Iliona - Diary of a young slave • Celtic house Leaflet • Celtic jobs in the village • Description of Boudicca • Roman artefact explanations • Army recruitment poster • Information about Roman army formations	• Join the Roman Army - persuasion poster • Explanation of Roman Baths • Recount of Caerleon • Features of a Roman village	• Information booklet on desert animals • Ocean habitat / ocean layer explanation	• Grassland animal factfile • Recount of the animal man visit
Writing objectives (KPIs)	**Vocabulary, grammar and punctuation** • Punctuate direct speech accurately (including punctuation within and surrounding inverted commas). DEPTH: Uses a variety of reporting clauses to add detail and interest. • In narrative, used direct speech to convey character. DEPTH: In narrative can combine speech and actions to convey character.					

	- Use fronted adverbials to show where, when and how with comma mostly accurate. DEPTH: Varies the adverbials e.g., with care instead of carefully with accurate use of punctuation. - Use possessive apostrophe mostly accurately with plural nouns. DEPTH: Always uses possessive apostrophe for both singular and plural pronouns correctly. - Chooses an appropriate pronoun or noun within or across sentences to aid cohesion and avoid repetition. DEPTH: Choose appropriate pronoun or noun to add impact to writing. **Composition** - In narratives creates settings, characters and plot. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. DEPTH: Maintaining the viewpoint of the character - Uses rich and varied vocabulary including use of figurative language and devices. DEPTH: Uses language and vocabulary choices with control to create impact and viewpoint. - Composing sentences progressively increasing range of sentences structures: simple, compound, complex. DEPTH: Sentence structures are chosen for effect. - Extend the range of sentences with more than one clause by using a wider range of conjunctions including e.g. when, if, because, although, which. DEPTH: Varies the position of the subordinate clause for effect and variety. - Paragraphs organised around a theme, in most writing. DEPTH: Use fronted adverbials to develop cohesion between paragraphs. - Independently, proof reads for punctuation errors (CL . ? ! "" , in a list ' for contractions, punctuation for direct speech). DEPTH: To edit and change punctuation for effect and variety. - Independently, proof reads for spelling errors including non-negotiable and high frequency words. DEPTH: Edit and changes vocabulary for effect and variety. **Transcription** - Spells most of the words from the Year 3/ 4 spelling list accurately. DEPTH: Spells some of the words from the Year 5/6 spelling list accurately. - Apply knowledge of spelling rules and patterns taught in Year 4. DEPTH: Beginning to apply Year 5 spelling rules. **Handwriting** - Most handwriting is legible and joined. DEPTH: Producing legible joined handwriting.
Reading objectives (KPIs)	**Word Reading** - Read further exception words, noting the unusual correspondences between spellings and sound and where these occur in the words. DEPTH: can read fluently with minimal errors. **Maintain positive attitudes to reading and understanding of what they read by:** - Identify themes and conventions in a range of books. DEPTH: from wider reading, link themes and conventions across a range of texts. - Recognise some different forms of poetry. DEPTH: Compare a range of poetry forms. **Comprehension** - Use organisational devices, and skimming and scanning skills to support efficient retrieval of information in non-fiction texts. DEPTH: Explain how organizational devices enable efficient retrieval of information. - Identify main ideas drawn from more than one paragraph and summarise these. DEPTH: Demonstrated by selecting all important and relevant details throughout the whole text. - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. DEPTH: Can link and compare evidence throughout a text to develop understanding of characters. - Predict what might happen from details stated or implied. DEPTH: justify plausible predictions based on evidence from the text. - Identify how language structure contributes to meaning. DEPTH: Explain the effect of some forms of figurative language on the reader

Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Hook (if applicable)	**POR text:** There's a Girl in the Boys Bathroom (Louis Sachar)	**POR text:** The Adventures of Odysseus (Hugh Lupton)	*Non-fiction focus*	**POR text:** Skellig (David Almond)	**POR text:** The Highwayman (Alfred Noyes) **POR text:** Sensational! Poems inspired by the senses- various	A dragon's "lifecycle" Midsummer Night's Dream
Other texts (e.g. GR/class novels)	Discrete short texts to support GR	Discrete short texts to support GR	Kaspar: Prince of Cats (Michael Morpurgo)- GR Cosmic (Frank Cottrell-Boyce) **POR text:** Cosmic Disco (Grace Nicholls) - *Poetry PoR text to support poetry week*	Cosmic (Frank Cottrell-Boyce) *continued* Hidden Figures (Margot Lee Shetterly)	How to Train Your Dragon (Cressida Cowell)	How to Train Your Dragon (Cressida Cowell)
Writing outcomes	• Diary entry • Narrative (additional chapter) – setting descriptions	• Balanced argument • Persuasive letter • Newspaper report	• Persuasive writing • Information texts • Poetry (riddles and limericks)	• Setting description • Narrative (focus on dialogue)	• Narrative • Poetry	• Explanation texts
Cross curricular writing outcomes (e.g. topic)	• Factfile of a mythological creature • Persuasive travel brochure for Greece • Collaborative poster about daily life of Ancient Greeks • Research & write key facts about Greek Gods/Goddesses (ZigZag books) • (philosophers) in Ancient Greece.	• Annotate a picture of a Greek theatre • Summarising the role of ancient Greek army • Précising key information about key thinkers • Poster comparing Athenians and Spartans.	• Diary entry: Sputnik 1's successful mission • Small balanced argument/discussion (Laika) • Dialogue between two cosmonauts • News bulletin (disasters and successes leading up to successful moon landings)	• Disaster relief report using satellite imagery	• Collaborative non-chronological report (the treasures found in Sutton Hoo excavation) • Summarising key facts about who the Anglo-Saxons were, where they came from and why they came. • Annotating a picture of an Anglo-Saxon house/settlement. • Balanced argument (crime & punishment)	• Summarising Viking Day. • Précising key facts about Vikings defeating the Anglo Saxons • Poster: were the Vikings traders or raiders?
Writing objectives (KPIs)	**Composition** • Sometimes selects vocabulary and grammatical structures that reflect the level of formality required. DEPTH: Selecting vocabulary and grammatical structures that reflect the level of formality required mostly accurately.					

- Use coordinating and subordinating conjunctions with increasing confidence e.g. as, while, despite, even though. DEPTH: Varying the position of the subordinate clause in a sentence. Use of compound/complex sentences
- Can use a dictionary and thesaurus to check spellings and word meanings. DEPTH: Independently choose resources e.g. Dictionaries/ thesauruses to check spellings, word meanings in order to edit and improve work.
- Evaluate and edit their own and others' writing by proposing changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning. DEPTH: Extensively edits and re-writes their own writing in order to improve it.
- In narrative, creating atmosphere by describing characters and settings and integrating dialogue. DEPTH: In narrative, creating atmosphere by describing characters and settings; making appropriate vocabulary choices; varying sentence lengths and integrating dialogue.
- Making some use of adverbials, pronouns, conjunctions and prepositions within and across sentences and paragraphs to show cohesion. DEPTH: Can make informed choices of adverbials, pronouns, conjunctions and prepositions to build cohesion in writing.

Vocabulary, Grammar and Punctuation
- Relative clauses are used such as: who, which, where, when, whose, that or an omitted relative pronoun. DEPTH: Use of embedded clauses.
- Makes use of adverbs, prepositional phrases and noun phrases to add detail and clarity. DEPTH: Selects adverbs, prepositional phrases and noun phrases to create effect in writing.
- Using different verb forms mostly appropriately, including some passive and modal verbs. DEPTH: Can select verb forms for meaning and effect.
- Using inverted commas and commas for clarity. DEPTH: Use of inverted commas and commas avoids any ambiguity in writing.
- Beginning to use punctuation for parenthesis mostly correctly and making some correct use of semi colons, dashes, colons and hyphens. DEPTH: Often punctuation for parenthesis mostly correctly and making correct use of semi colons, dashes, colons and hyphens.

Handwriting
- Handwriting is legible and joined. DEPTH: Maintaining legibility, fluency and speed in handwriting.

Transcription
- Apply knowledge of spelling rules and patterns taught in Year 5 when spelling words, including words with silent letters and homophones, with a reasonable degree of accuracy. DEPTH: Correctly spell agreed Year 5 high frequency / non-negotiable words.
- Spells many of the words from the Year 5/6 spelling list. DEPTH: Spells most words from the Year 5/6 spelling list.

Reading objectives (KPIs)

Word Reading
- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Maintain positive attitudes to reading and understanding of what they read by:
- Increase familiarity with a wide range of books. DEPTH: Make comparisons within and across books
- Recommend books that they have read, giving justified reasons for their choices. DEPTH: Making comparisons within and across a wide range of literature
- Explain and discuss their understanding of what they have read, including through formal presentations and debates. DEPTH: Build on the ideas of others and challenge views.
- Perform age-appropriate plays and poetry aloud, using intonation, tone, volume and action. DEPTH: Show understanding of poems and plays, and awareness of audience, through intonation, tone, volume and action.

Comprehension
- Checking that text makes sense by exploring the meaning of words in context in an age-appropriate text. DEPTH: Able to identify synonyms related to initial word checked.
- Retrieve, record, group and present information from non-fiction. DEPTH: Retrieve, record, group and present information from a range of non-fiction sources
- Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. DEPTH: Summarise the main ideas across a whole text.
- Justify inferences with evidence in more complex texts. DEPTH: Develops and explains answers with supporting evidence and reasoned justifications for their views.

	• Predicting what might happen from meanings and implied. DEPTH: Prior knowledge to be able to explore future happenings e.g. Use knowledge of genre or use wider general knowledge.
	• Distinguish between statements of fact and opinion. DEPTH: Identify bias
	• Discuss and evaluate how authors use language, considering the impact on the reader. DEPTH: Discuss and evaluate the use of a range of figurative language and explain the impact on the reader.

Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Hook(s) if applicable	**POR text:** Street Child (Berlie Doherty)	The Giant's Necklace (Michael Morpurgo) A Christmas Carol (Charles Dickens)	**POR text:** Shackleton's Journey (William Grill) C/C Art: Graffiti	**POR text:** Floodland (Marcus Sedgewick) C/C Geography: Extreme weather	The Caravan (Pie Corbett)	The Rain Player (Maya myth)
Other texts/ hooks	• Roberts factory fire	Far from home-6M class novel Clockwork-Philip Pullman-6B class novel	My Name is Parvana-Deborah Ellis- Year 6 class novel		The Storm Keepers Island- 6M class novel	**POR (tbc):** Wonder-(R. J. Palacio)
Writing outcomes	• First person narrative • Description • Character letter • Diary entry • Instructions (topic link) • Continuing a narrative • Newspaper report	• Biography • Persuasive letter	• Fact file • Formal letter • Log • Newspaper report • Recount • Explanation text (science link) • Information text • Formal letter revision	• Information text (topic link) • Letter to advise/persuade • Balanced argument • First person narrative • Character description	• Short story • Newspaper report (CC link to H&F week)	• Maya myth
Cross curricular writing outcomes (e.g. topic)	• Diary of a Victorian school child. • Victorian washday instruction writing.	• Biography of Charles Dickens. How steam engines work. • Influential Victorians and how they changed British law for children (PSHME cross research project). • Poster on the different living conditions of the rich and poor. • How did the Victorians celebrate Christmas (research project).	• What are the different layers of the earth? (Short writing.) • How mountains are formed (science write up). • How volcanoes occur. • Persuasive letter/ email to a resident of Montserrat (volcano affected area).	• Extreme weather • Science - Penguins adaptation • How an earthquake happens. • Climate zones (short writing). • Extreme weather (literacy / topic unit). • How penguins have adapted (science / literacy cross unit).	• Who were the Maya, where and when did they live and what were they famous for (extended research and info text project).	• How chocolate is made (explanation text). • Fact files on the Mayan Gods. • Different layers of Maya society (info text). • Research project and write up on the theories of what happened to the Maya.
Writing objectives	**Revision of KS2 writing objectives** **End of KS2 Assessment Criteria (EXPECTED):**					

(KPIs)	• Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • In narratives, describe settings, characters and atmosphere • Integrate dialogue in narratives to convey character and advance the action • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Use verb tenses consistently and correctly throughout their writing • Use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech). [^] This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident. • Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. * * These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell. • Maintain legibility in joined handwriting when writing at speed [2]. [2] maintain legibility in joined handwriting when writing at speed. **End of KS2 Assessment Criteria (DEPTH):** • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) • Distinguish between the language of speech and writing [3] and choose the appropriate register. [3] Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar. • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this • Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity^. ^This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.
Reading objectives (KPIs)	**Word Reading** • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. **Maintain positive attitudes to reading and understanding of what they read by:** • Increase familiarity with a wide range of books. • Recommend books that they have read, giving justified reasons for their choices. • Explain and discuss their understanding of what they have read, including through formal presentations and debates. • Perform age-appropriate plays and poetry aloud, using intonation, tone, volume and action. • **Read age appropriate books with confidence and fluency** • **Read aloud with intonation** **Comprehension** • Checking that text makes sense by exploring the meaning of words in context in an age-appropriate text. • Retrieve, record, group and present information from non-fiction. • Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. • Justify inferences with evidence in more complex texts. • Predicting what might happen from meanings and implied. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.