

Curriculum Intent & Progression Document

English (KS2)

St. Mary's Catholic Voluntary Academy, Grantham

2022-23



Subject Leader: Sudha Howle

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St. Mary's Catholic Voluntary Academy, Grantham
2022-23

Mission Statement

Christ is at the centre of St. Mary's as we strive to nurture and care for all our community members by encouraging them to **Believe, Succeed** and **Soar** within God's love, to achieve the very best that they can, in all areas.

Our Vision

We are disciples who put our faith into action in all that we do.
We are role models who encourage others to shine and be the best version of themselves that they can be.
We are investigators who ask questions about the past, the present and the future.
We are artists who show our creativity and talents with flair and imagination.
We are storytellers who have a passion for reading and are able to communicate in many ways.
We are problem solvers who tackle tasks with an open mind and a positive approach.
We are team players who work together to achieve our goals.
We are explorers who learn new skills, embrace other cultures and value our locality and the wider world.
We **Believe. We Succeed. We Soar.**

Our Gospel Virtues

To achieve our full Christian potential, we all need to live out our Gospel Virtues: -

Love

A Christ-like love respects the talent of each person in our school.

Faith

Faith helps us to do God's will in this world.

Hope

Hope helps us to see a new life beyond our present one.

Peace

We know that if we love one another, peace will be all around us.

Mercy

We believe that mercy will be shown by the way we forgive others.

Community

We believe our community here unites us all as followers of Jesus.

Curriculum Intent General Principles:

Below, the General Principles of our whole school curriculum intention are in black print, along with what this translates to as regards English in red:

The **General Principles** of our curriculum are that children:

- Meet Jesus through all aspects of their work. The skills developed in English are transferable and can be used in order to enhance, deepen and extend children's understanding of Bible stories and scripture. The many different authors of the bible, used different styles of writing and produces different genres including poetry, prayer, letters, historical accounts, psalms and biographies thereby providing opportunities for the children to 'encounter' God. These genres are also covered in the National Curriculum for English and allow the children to compare and discuss God's Word with themes read in a wide variety of books.
- Experience the challenge and enjoyment of learning. At St Mary's, we will empower the children with exciting, stimulating and broad ranging lessons that will fire their natural curiosity and wonder of the modern world we live in. They will be based on carefully chosen, vocabulary rich, high-quality texts. The children will be exposed to a wide variety of genres: fiction which includes both contemporary and classic literature; non-fiction and poetry. We intend for our children to be both independent and reflective readers who can read fluently, for meaning and most importantly for pleasure. A variety of reading skills will enable them to access all other areas of learning/the curriculum where we will give them opportunities to apply their understanding of how the different text types work. Children are encouraged to use their knowledge of texts to write for a variety of purposes. We aim for all of our children to be able to write independently in a variety of genres and for a range of purposes with fluency, accuracy and enjoyment. We believe children should understand from an early age that their writing needs to be accurate, legible and set out in an appropriate way. It is our hope for them that they will learn to enjoy writing, see the value of it and for them to leave us as confident, accomplished writers.
- Learn within a coherent and progressive framework. Our English curriculum is implemented through the use of rich texts and engaging pupils with a cross-curricular approach. Texts are chosen to link with other subjects and these are used as a springboard to inspire pupils to read and write. We believe that choosing the right context and starting point to engage our children in their learning is vital in fostering a love for reading and writing. Our English framework aims to enable pupils to acquire knowledge and build on what they already know. Reading, creative writing, grammar and punctuation are interwoven throughout our English curriculum to provide meaning and context to the children's learning. Shared reading and writing are used regularly as a strategy to teach and model all aspects of reading and writing and children are encouraged to work collaboratively. We provide opportunities for pupils to develop a secure knowledge base in English which follows a clear progression as they advance through the primary curriculum. Rigorous assessments, formative and summative, ensure we are able to provide targeted support to enable every child to be successful in English. Every year group will cover a range of reading and writing genres and purposes. The long-term plan is designed to ensure whole school coverage of both fiction, nonfiction and poetry text types. Technology is used to inspire, enhance and support the learning of English throughout the school.
- See clear links between different aspects of their learning. Our English curriculum aims to provide many purposeful opportunities for reading, writing and discussion. We want all of our children to be proficient readers, writers, spellers and speakers, who can transfer their English skills to other curriculum subjects and who are prepared for the next steps in their education. Our English lessons develop pupils' spoken language, reading, writing, grammar and vocabulary, teaching them how to write within specific genres and which structural and language features to include to be successful. Example texts are used to start this process to enable pupils to use other similar writing as models for their own. Lessons also focus on teaching specific spelling, grammar and punctuation skills to enable our pupils to apply the skills they have been taught to their extended writing and writing across the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Teachers use a wide variety of resources as appropriate to their classes, but also ensure that cross curricular links are woven into the programme of study.

- Understand the purpose and value of their learning and see its relevance to their past, present and future. We aim to equip our children with the skills they need to use Standard English confidently and effectively throughout their school career and into their lives beyond school. We feel that all the skills developed through our English curriculum are essential to our pupils being able to participate fully as a member of society; and we are committed to developing these skills as we know that those who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.
- Explore the breadth and depth of the national curriculum. The English Curriculum structures learning in a way that guides children through a variety of areas and is linked to the 'core' subjects such as Maths, Science and RE and also History, Geography, Art, DT, French and Computing. Starting in the early years, Children focus on the fundamentals of English, and as they progress, the curriculum dives deeper and lingers longer into various areas, exploring not only the more nuanced and complex aspects, but also how they relate to other areas of study.

Curriculum Intent: English (KS2) (2022-23)

Year 3 English Reading					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
Class text: 'The Stone Age Boy' by Satoshi Kitamura Poetry 'Literacy Shed + VIPERS' - 'Leon and the Place Between' by Angela McAllister;	Class text: 'The Iron Man' by Ted Hughes 'Literacy Shed + VIPERS' - 'The Tunnel' by Anthony Browne	Class texts: 'The Street Beneath my Feet' by Charlotte Guillain. 'When The Giant Stirred; Legend of a Volcanic Island' by Celia Godkin 'Literacy Shed + VIPERS' - 'The Bear and the Piano' by David Litchfield	Class text: 'Medusa's Curse' by AJ Hunter Poetry 'Literacy Shed + VIPERS' - 'Leo and The Gorgon's Curse' by Joe Todd-Stanton	Class text: '101 Dalmatians' by Dodie Smith 'Literacy Shed + VIPERS' - 'Young, Gifted and Black' by Jamia Wilson	Class texts: 'A River' by Marc Martin 'Journey' by Aaron Becker 'Tuesday' by David Weisner 'Literacy Shed + VIPERS' - 'An alien in the Jam Factory' by Chrissie Sands
Reading Objectives					
Children will: <ul style="list-style-type: none"> • Know how to develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ○ Knowing how to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ Knowing that reading books that are structured in different ways and reading for a range of purposes ○ Knowing how to use dictionaries to check the meaning of words that they have read ○ Know, with increasing their familiarity, a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ○ Knowing how to identify themes and conventions in a wide range of books 					

- Knowing how to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Knowing how to discuss words and phrases that capture the reader's interest and imagination
- Knowing how to recognise some different forms of poetry [for example, free verse, narrative poetry]
- Know how to understand what they read, in books they can read independently, by:
 - Knowing how to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - Knowing how to ask questions to improve their understanding of a text
 - Knowing how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - Knowing how to predict what might happen from details stated and implied
 - Knowing how to identify main ideas drawn from more than one paragraph and summarising these
 - Knowing how to identify how language, structure, and presentation contribute to meaning
- Know how to retrieve and record information from non-fiction
- Know how 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.

Reading Statement

Children accessing the Year 3 curriculum will be taught reading comprehension through 'The Literacy Shed + VIPERS' materials. VIPERS stands for:

V – vocabulary

I – inference

P – predict

E – explain

R – retrieve

S – sequence or summarise

Each of these comprehension strategies will be explicitly taught and practised using carefully chosen, high quality texts.

Each child accessing the Year 3 curriculum will be provided with a reading book which will be selected by the children from our extensive lower key stage 2 band of books and will be monitored closely by the class adults. Children will be expected to read across the whole range of books including fiction, non-fiction, poetry and classics etc. Adults will discuss the children's reading as part of the ongoing assessment for reading comprehension.

In addition, children will also be able to select books for reading for pleasure which is encouraged throughout the school.

For children not yet able to access the Year 3 curriculum, phonics, reading (decoding) and comprehension will be taught through our 'Read, Write, Inc' programme. This will include the provision of reading books to match their phonic level.

In addition, children will also be able to select books for reading for pleasure from the KS1 resources and, if appropriate, from the LKS2 resources as detailed above.

As well as the books above, Year 3 has a specially curated 'book spine' of engaging age-related books which all members of the class are encouraged to read throughout the year, with awards for children who manage to read the entire spine within the year. The purpose of this is to further foster the love of reading in our children. The books are not meant to be read in any particular order and the texts are selected under the headings of 'Classic texts', 'Non-linear texts', 'Complexity of narrator', 'Figurative texts', 'Resistant texts' and 'Non-fiction' texts. The books in the Year 3 book spine are:

Classic Texts

Five children and It - Lucy M Boston
A Bear called Paddington – Michael Bond
How the Camel got his Hump – Rudyard Kipling

Non-linear Texts

Nim's Island – Wendy Orr
The Legend of Captain Crow's Teeth – Eoin Culfer

Complexity of Narrator

George's Marvellous Medicine – Roald Dahl
The Sheep Pig – Dick King Smith
The Midnight Fox – Betsy Briars

Figurative Texts

The Tin Forest – Helen Ward
Journey – Aaron Becker

Resistant Texts

The Mysteries of Harris Burdick - Chris Van Allsburg
Cloud Busting - Malorie Blackman

Non-fiction Texts

The Street Beneath my Feet - Charlotte Guillian
A Moment in Time: A perpetual picture atlas – Thomas Hegbrook
Great Women Who Changed the World – Kate Pankhurst

Spoken Language

Children will:

- Know how to listen and respond appropriately to adults and their peers

- Know how to ask relevant questions to extend their understanding and knowledge
- Know how to use relevant strategies to build their vocabulary
- Know how to articulate and justify answers, arguments and opinions
- Know how to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Know how to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Know how to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Know how to speak audibly and fluently with an increasing command of Standard English
- Know how to participate in discussions, presentations, performances, role play, improvisations and debates
- Know how to gain, maintain and monitor the interest of the listener(s)
- Know how to consider and evaluate different viewpoints, attending to and building on the contributions of others
- Know how to select and use appropriate registers for effective communication.

English Writing

Fiction: Diary – historical Non-fiction: Biography of Roald Dahl	Fiction: Fantasy narrative inc. character and setting work. Poetry: Catholic Christmas calligrams.	Non-fiction: Explanation text.	Fiction: Myths and Legends inc. character and setting work.	Non-fiction: Informal letter Advert – wanted poster Poetry: Villainous verses	Non-fiction: Recount – river trip Instructions
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Handwriting

Children will:

- Know how 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
- Know how to increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)

Grammar

Children will:

- Know how to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Know how to use the present perfect form of verbs in contrast to the past tense
- Know how to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Know how to use conjunctions, adverbs and prepositions to express time and cause
- Know how to use fronted adverbials
- Know how to indicate grammatical and other features by:
 - Knowing how to use commas after fronted adverbials
 - Knowing how to indicate possession by using the possessive apostrophe with plural nouns
 - Knowing how to use and punctuate direct speech
- Know how to use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel
- Know how to use headings and sub-headings to aid presentation
- Know how to form nouns using a range of prefixes, including super -, anti-, auto-

Children will:

- Know how to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Know how to use the present perfect form of verbs in contrast to the past tense
- Know how to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Know how to use conjunctions, adverbs and prepositions to express time and cause
- Know how to use fronted adverbials
- Know how to indicate grammatical and other features by:
 - Knowing how to use commas after fronted adverbials
 - Knowing how to indicate possession by using the possessive apostrophe with plural nouns
 - Knowing how to use and punctuate direct speech
- Know how to use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel
- Know how to use headings and sub-headings to aid presentation
- Know how to form nouns using a range of prefixes, including super -, anti-, auto-

Vocabulary

Key stage 1 vocabulary plus: Preposition, conjunction, prefix, clause, subordinate clause, direct speech, consonant, vowel inverted commas, speech marks, word families

Spelling

L1 & 2: Adding the prefixes dis- and in- L3 & 4: Adding the prefix im- to root words beginning with m or p	L1& 2: Adding the suffix -ly (<i>to adjectives to form adverbs</i>) L3 & 4: Words ending in -ture	L1& 2: Words with the c sound spelt ch L3 & 4: Words with the sh sound spelt ch	L1& 2: Adding the suffix -ian (<i>to root words ending in c or cs</i>) L3 & 4: Adding the prefix re-	L1& 2: Adding the prefix super- L3 & 4: Adding the prefix sub- L5 & 6: Revision	Revision of all units.
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L5 & 6::Adding the suffix -ous	L5 & 6: Adding -ation to verbs to form nouns	L5 & 6: Adding the suffix -ion (<i>to root words ending in t or te</i>)	L5 & 6: Adding the prefix anti-		
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**Year 4
English Reading**

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
Class Text: 'Midsummer Night's Dream by William Shakespeare, Andrew Matthews and Tony Ross 'Literacy Shed + VIPERS' - 'Anthony and Cleopatra by by William Shakespeare, Andrew Matthews and Tony Ross	Class text: 'Charlie and the Chocolate Factory' by Roald Dahl 'Literacy Shed + VIPERS' - 'The Great Chocoplot' by Chris Callaghan Poetry – Michael Rosen Chocolate Cake	Class Text: 'The Lion, The Witch and the Wardrobe' by C S Lewis 'Literacy Shed + VIPERS' - 'A Bear called Paddington' by Michael Bond	Class Texts: 'Flotsam' by David Wiesner 'Journey' by Aaron Becker 'Literacy Shed + VIPERS' - 'Flat Stanley' by Jeff Brown	Class Text: 'How to be a Viking' by Cressida Cowell Poetry –Kennings 'Literacy Shed + VIPERS' - 'Amazing Grace' by Mary Hoffman	Class Text: 'King of the Cloud Forest' by Michael Morpurgo 'Literacy Shed + VIPERS' - 'Bill's New Frock' by Anne Fine

Reading Objectives

- Children will:
- Know how to develop positive attitudes to reading and understanding of what they read by:
 - Knowing how to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - Knowing that reading books that are structured in different ways and reading for a range of purposes
 - Knowing how to use dictionaries to check the meaning of words that they have read
 - Know, with increasing their familiarity, a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - Knowing how to identify themes and conventions in a wide range of books
 - Knowing how to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - Knowing how to discuss words and phrases that capture the reader's interest and imagination

- Knowing how to recognise some different forms of poetry [for example, free verse, narrative poetry]
- Know how to understand what they read, in books they can read independently, by:
 - Knowing how to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - Knowing how to ask questions to improve their understanding of a text
 - Knowing how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - Knowing how to predict what might happen from details stated and implied
 - Knowing how to identify main ideas drawn from more than one paragraph and summarising these
 - Knowing how to identify how language, structure, and presentation contribute to meaning
- Know how to retrieve and record information from non-fiction
- Know how 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.

Reading Statement

Children accessing the Year 4 curriculum will be taught reading comprehension through 'The Literacy Shed + VIPERS' materials. VIPERS stands for:

V – vocabulary

I – inference

P – predict

E – explain

R – retrieve

S – sequence or summarise

Each of these comprehension strategies will be explicitly taught and practised using carefully chosen, high quality texts.

Each child accessing the Year 4 curriculum will be provided with a reading book which will be selected by the children from our extensive lower key stage 2 band of books and will be monitored closely by the class adults. Children will be expected to read across the whole range of books including fiction, non-fiction, poetry and classics etc. Adults will discuss the children's reading as part of the ongoing assessment for reading comprehension.

In addition, children will also be able to select books for reading for pleasure which is encouraged throughout the school.

For children working below the lower KS2 level, phonics, reading (decoding) and comprehension will be taught through our 'Read, Write, Inc' programme. This will include the provision of reading books to match their phonic level.

In addition, children will also be able to select books for reading for pleasure from the KS1 resources and, if appropriate, from the LKS2 resources as detailed above.

As well as the books above, Year 4 has a specially curated 'book spine' of engaging age-related books which all members of the class are encouraged to read throughout the year, with awards for children who manage to read the entire spine within the year. The purpose of this is to further foster the love of

reading in our children. The books are not meant to be read in any particular order and the texts are selected under the headings of 'Classic texts', 'Non-linear texts', 'Complexity of narrator', 'Figurative texts', 'Resistance texts' and 'Non-fiction' texts. The books in the Year 4 book spine are:

Classic Texts

The Railway Children by Edith Nesbit

The Borrowers by Mary Norton

Alice's Adventures in Wonderland by Lewis Carroll

Non-linear Texts

The Butterfly Lion by Michael Morpurgo

The Strange Worlds Travel Agency by LD Lapinski

The Girl Who Stole an Elephant by Nizrana Farook

Complexity of Narrator

The Field Guide (Spiderwick Chronicles Book 1) by Holly Black and Tony DiTerlizzi

Clever Polly and the Stupid Wolf by Catherine Storr

Charlie and the Chocolate Factory by Roald Dahl

Figurative Texts

Topsy Turvey World (poem) by William Brighty Rands

Malala's Magic Pencil by Malala Yousafzai

Fantastic Flying Books of Mr Morris Lessmore by William Joyce

Resistance Texts

The Door by Jihyeon Lee

Chalk by Bill Thomson

Spoken Language

Children will:

- Know how to listen and respond appropriately to adults and their peers
- Know how to ask relevant questions to extend their understanding and knowledge
- Know how to use relevant strategies to build their vocabulary
- Know how to articulate and justify answers, arguments and opinions

- Know how to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Know how to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Know how to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Know how to speak audibly and fluently with an increasing command of Standard English
- Know how to participate in discussions, presentations, performances, role play, improvisations and debates
- Know how to gain, maintain and monitor the interest of the listener(s)
- Know how to consider and evaluate different viewpoints, attending to and building on the contributions of others
- Know how to select and use appropriate registers for effective communication.

English Writing

Non-fiction: Biography of William Shakespeare Formal letter	Non-fiction: Newspaper report Poetry: Cinquain	Fiction: Adventure narrative inc. characters and settings work.	Non-fiction: Non-chronological report	Non-fiction: Persuasive writing – brochure/leaflet advert	Fiction: Fantasy narrative inc. characters and settings work. Fairy tales with alternative endings Poetry – Revolting Rhymes – Roald Dahl
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Handwriting

Children will:

- Know how 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
- Know how to increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)

Grammar

Children will:

Children will:

- Know how to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Know how to use the present perfect form of verbs in contrast to the past tense
- Know how to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Know how to use conjunctions, adverbs and prepositions to express time and cause
- Know how to use fronted adverbials
- Know how to indicate grammatical and other features by:
 - Knowing how to use commas after fronted adverbials
 - Knowing how to indicate possession by using the possessive apostrophe with plural nouns
 - Knowing how to use and punctuate direct speech
- Know how to use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel
- Know how to use headings and sub-headings to aid presentation
- Know the grammatical difference between plural and possessive – s
- Know the standard English form for verb inflections instead of local spoken forms
- Know how to expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases.
- Know how to use paragraphs to organise ideas around a theme
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- Know how to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Know how to use the present perfect form of verbs in contrast to the past tense
- Know how to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Know how to use conjunctions, adverbs and prepositions to express time and cause
- Know how to use fronted adverbials
- Know how to indicate grammatical and other features by:
 - Knowing how to use commas after fronted adverbials
 - Knowing how to indicate possession by using the possessive apostrophe with plural nouns
 - Knowing how to use and punctuate direct speech
- Know how to use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel
- Know how to use headings and sub-headings to aid presentation

Vocabulary

Year 3 vocabulary plus: Determiner, pronoun, possessive pronoun, adverbial

Spelling

L1 & 2: Adding the prefix mis-	L1 & 2: Adding the suffix -ly (<i>to adjectives to form adverbs</i>)	L1 & 2: Words ending in -ous	L1 & 2: Adding il- and revising un- , in- , mis- and dis	L1 & 2: Adding the prefix super-	Revision of all units.
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L3 & 4: Words ending in zhuh spelt -sure L5 & 6: Adding the prefix auto-	L3 & 4: Adding the prefix inter- L5 & 6: Words with the ay sound spelt ei, eigh, ey	L3 & 4: Words with the s sound spelt sc L5 & 6: Words ending in zhun spelt -sion	L3 & 4: The c sound spelt -que and the g sound spelt -gue L5 & 6: Adding ir- to words beginning with r	L3 & 4: Adding the prefix sub- L5 & 6: Revision	
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Year 5 English Reading					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
Class Text: 'Private Peaceful' by Michael Morpurgo Poet Study; Wilfred Owen 'Literacy Shed + VIPERS' - 'Private Peaceful' by Michael Morpurgo	Class Text: 'The Snow Sister' by Emma Carroll 'Literacy Shed + VIPERS' - 'The Snow Sister' by Emma Carroll	Class Text: 'Cosmic' by Cotterall Brice 'Literacy Shed + VIPERS' - 'Cosmic' by Cotterall Brice	Class Text: 'The Boy who Biked the World Part 2' by Alistair Humphreys 'Literacy Shed + VIPERS' - 'The Boy who Biked the World Part 2' by Alistair Humphreys	Class Text: 'Windrush Child' by Benjamin Zephaniah 'Literacy Shed + VIPERS' - 'Windrush Child' by Benjamin Zephaniah	Class Text: 'Varjak Paw' by SF Said 'Literacy Shed + VIPERS' - 'Varjak Paw' by SF Said
Reading Objectives					
Children will: <ul style="list-style-type: none"> ▪ Know how to maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ▪ Knowing how to continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ▪ Knowing how to read books that are structured in different ways and reading for a range of purposes ▪ Knowing how to increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions ▪ Knowing how to recommend books that they have read to their peers, giving reasons for their choices ▪ Knowing how to identify and discuss themes and conventions in and across a wide range of writing 					

- Knowing how to make comparisons within and across books
- Knowing a wider range of poetry by heart
- Knowing how to prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Know how to understand what they read by:
 - Knowing how to check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - Knowing how to ask questions to improve their understanding
 - Knowing how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - Knowing how to predict what might happen from details stated and implied
 - Knowing how to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - Knowing how to identify how language, structure and presentation contribute to meaning
- Know how to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Know how to distinguish between statements of fact and opinion
- Know how to retrieve, record and present information from non-fiction
- Know how to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Know how 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
- Know how to provide reasoned justifications for their views

Reading Statement

Children accessing the Year 5 curriculum will be taught reading comprehension through 'The Literacy Shed + VIPERS' materials. VIPERS stands for:

V – vocabulary

I – inference

P – predict

E – explain

R – retrieve

S – sequence or summarise

Each of these comprehension strategies will be explicitly taught and practised using carefully chosen, high quality texts.

Each child accessing the Year 5 curriculum will be provided with a reading book which will be selected by the children from our extensive upper key stage 2 band of books and will be monitored closely by the class adults. Children will be expected to read across the whole range of books including fiction, non-fiction, poetry and classics etc. Adults will discuss the children's reading as part of the ongoing assessment for reading comprehension.

In addition, children will also be able to select books for reading for pleasure which is encouraged throughout the school.

Children working within the Year 3 and 4 curricula, will select reading books and books for pleasure from the lower key stage 2 band of books. They will be expected to read across the whole range and will be monitored and continuously assessed as above.

For children not yet able to access the KS2 curriculum, phonics, reading (decoding) and comprehension will be taught through our 'Fresh Start' Read, Write, Inc programme. This will include the provision of reading books to match their phonic level, however, these will not be the same as those in KS1; they will be age-appropriate.

In addition, children will also be able to select books for reading for pleasure from the KS1 resources and, if appropriate, from the LKS2 resources as detailed above.

As well as the books above, Year 5 has a specially curated 'book spine' of engaging age-related books which all members of the class are encouraged to read throughout the year, with awards for children who manage to read the entire spine within the year. The purpose of this is to further foster the love of reading in our children. The books are not meant to be read in any particular order and the texts are selected under the headings of 'Classic texts', 'Non-linear texts', 'Complexity of narrator', 'Figurative texts', 'Resistant texts' and 'Non-fiction' texts. The books in the Year 5 book spine are:

Classic Texts

Treasure Island by Robert Louis Stevenson

The Railway Children by E Nesbitt

The Secret Garden by F Hodgson

Black Beauty by Anna Sewell

Non Linear Texts

An Eagle in the Snow by Michael Murpurgo

When Hitler Stole Pink Rabbit by Judith Kerr

Set of Shakespeare Stories by William Shakespeare, Andrew Matthews and Tony Ross

Complexity of Author

The Boy at the Back of the Class by Onjali Rauf

A Series of Unfortunate Events by Lemony Snicket

The Girl who Speaks Bear by Sophie Anderson

Figurative Texts

Poems – Rudyard Kipling
Sky in the Pie – Roger McCough
How to Live Forever by Colin Thompson

Resistant Texts

Voices in the Park by Anthony Browne

Non Fiction Texts

Guinness World Records compiled by Guinness World Records
The Street Beneath my Feet by Charlotte Guillian
A Child Through Time by Phil Wilkinson
The Hidden Figures by Margot Lee Shetterley
Matisses Garden by Samantha Friedman
There's a Boy in the Girl's Bathroom by Louis Sachar
The Boy Who Swam with Piranhas by David Almond

Spoken Language

Children will:

- Know how to listen and respond appropriately to adults and their peers
- Know how to ask relevant questions to extend their understanding and knowledge
- Know how to use relevant strategies to build their vocabulary
- Know how to articulate and justify answers, arguments and opinions
- Know how to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Know how to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Know how to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Know how to speak audibly and fluently with an increasing command of Standard English
- Know how to participate in discussions, presentations, performances, role play, improvisations and debates
- Know how to gain, maintain and monitor the interest of the listener(s)

- Know how to consider and evaluate different viewpoints, attending to and building on the contributions of others
- Know how to select and use appropriate registers for effective communication

English Writing

Non-fiction: Balanced argument – Should 18 year olds join the war effort? Persuasive letter	Fiction: Mystery narrative inc. characters and settings work. Poetry: Free verse	Non-fiction: Explanation text	Non-fiction: Instructions – food prep, recipe	Fiction: Diary entry Poetry: Sonnets	Fiction: Legend/quest narrative inc. characters and settings work. Non-fiction: Recount of boat trip down River Trent
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Handwriting

Children will:

- Know how to write legibly, fluently and with increasing speed by:
 - Knowing how to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - Knowing how to choose the writing implement that is best suited for a task.

Grammar

Children will:

- Know how to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Know how to use passive verbs to affect the presentation of information in a sentence
- Know how to use the perfect form of verbs to mark relationships of time and cause
- Know how to use expanded noun phrases to convey complicated information concisely
- Know how to use modal verbs or adverbs to indicate degrees of possibility
- Know how to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Know how to indicate grammatical and other features by:
 - Knowing how to use commas to clarify meaning or avoid ambiguity in writing
 - Knowing how to use hyphens to avoid ambiguity
 - Knowing how to use brackets, dashes or commas to indicate parenthesis
 - Knowing how to use semi-colons, colons or dashes to mark boundaries between independent clauses
 - Knowing how to use a colon to introduce a list
 - Knowing how to punctuate bullet points consistently
- Know how to convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify
- Know how to use the verb prefixes e.g. dis-, de-, mis-, over- and re-
- Know how to use devices to build cohesion within a paragraph

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<ul style="list-style-type: none"> Know how to link ideas across paragraphs using adverbials of time, place and number or tense choices 	<ul style="list-style-type: none"> Know how to link ideas across paragraphs using adverbials of time, place and number or tense choices
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Vocabulary

Year 4 vocabulary plus: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Spelling

L1 & 2: Words with silent letter b L3 & 4: Words ending in -ible L5 & 6: Words ending in -able	L1 & 2: Words with silent letter t L3 & 4: Words ending in -ibly and -ably L5 & 6: Words ending in -ent	L1 & 2: Words ending in -ence L3 & 4: The ee sound spelt ei L5 & 6: Words ending in -ant, -ance and -ancy	L1 & 2: Words ending in shus spelt -cious L3 & 4: Words ending in shus spelt -tious L5 & 6: Words ending in shul spelt -cial or -tial	Revision of all units.	Revision of all units
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Year 6 English Reading

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
Class Text: 'Letters from The Lighthouse' by Emma Carroll 'Literacy Shed + VIPERS' - 'Letters from The Lighthouse' by Emma Carroll	Class Text: 'Pig Heart Boy' by Malorie Blackman 'Literacy Shed + VIPERS' - 'Pig Heart Boy' by Malorie Blackman	Class Text: 'Journey to the River Sea' by Eva Ibbotson 'Literacy Shed + VIPERS' - 'Journey to the River Sea' by Eva Ibbotson	Class Text: 'Clockwork' by Phillip Pullman 'Literacy Shed + VIPERS' - 'Clockwork' by Phillip Pullman	Class Text: 'Kensuke's Kingdom' by Michael Morpurgo 'Literacy Shed + VIPERS' - 'Kensuke's Kingdom' by Michael Morpurgo	Class Text: 'A Midsummer's Night's Dream' play script by William Shakespeare/ Lazy Bee Scripts Preparation for and performance of above script.

Reading Objectives

Children will:

- Know how to maintain positive attitudes to reading and understanding of what they read by:
 - Knowing how to continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - Knowing how to read books that are structured in different ways and reading for a range of purposes
 - Knowing how to increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
 - Knowing how to recommend books that they have read to their peers, giving reasons for their choices
 - Knowing how to identify and discuss themes and conventions in and across a wide range of writing
 - Knowing how to make comparisons within and across books
 - Knowing a wider range of poetry by heart
 - Knowing how to prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Know how to understand what they read by:
 - Knowing how to check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - Knowing how to ask questions to improve their understanding
 - Knowing how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - Knowing how to predict what might happen from details stated and implied
 - Knowing how to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - Knowing how to identify how language, structure and presentation contribute to meaning
- Know how to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Know how to distinguish between statements of fact and opinion
- Know how to retrieve, record and present information from non-fiction
- Know how to participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

- Know how 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
- Know how to provide reasoned justifications for their views

Reading Statement

Children accessing the Year 6 curriculum will be taught reading comprehension through 'The Literacy Shed + VIPERS' materials. VIPERS stands for:

V – vocabulary

I – inference

P – predict

E – explain

R – retrieve

S – sequence or summarise

Each of these comprehension strategies will be explicitly taught and practised using carefully chosen, high quality texts.

Each child accessing the Year 6 curriculum will be provided with a reading book which will be selected by the children from our extensive upper key stage 2 band of books and will be monitored closely by the class adults. Children will be expected to read across the whole range of books including fiction, non-fiction, poetry and classics etc. Adults will discuss the children's reading as part of the ongoing assessment for reading comprehension. In addition, children will also be able to select books for reading for pleasure which is encouraged throughout the school.

Children working within the Year 3 and 4 curricula, will select reading books and books for pleasure from the lower key stage 2 band of books. They will be expected to read across the whole range and will be monitored and continuously assessed as above.

For children not yet able to access the KS2 curriculum, phonics, reading (decoding) and comprehension will be taught through our 'Fresh Start' Read, Write, Inc programme. This will include the provision of reading books to match their phonic level, however, these will not be the same as those in KS1; they will be age-appropriate.

In addition, children will also be able to select books for reading for pleasure from the KS1 resources and, if appropriate, from the LKS2 resources as detailed above.

As well as the books above, Year 6 has a specially curated 'book spine' of engaging age-related books which all members of the class are encouraged to read throughout the year, with awards for children who manage to read the entire spine within the year. The purpose of this is to further foster the love of reading in our children. The books are not meant to be read in any particular order and the texts are selected under the headings of 'Classic texts', 'Non-linear texts', 'Complexity of narrator', 'Figurative texts', 'Resistant texts' and 'Non-fiction' texts. The books in the Year 6 book spine are:

Classic Texts

The Hobbit by J R Tolkien

Tom's Midnight Garden by Philippa Pearce

Swallows and Amazons by Arthur Ransome
Journey to the Centre of the Earth by Jules Verne

Non Linear Texts

Holes by Louis Sachar
The Nowhere Emporium by Ross Mackenzie
Journey to the River Sea by Eva Ibbotson
Alex Rider; Stormbreaker by Anthony Horowitz

Complexity of Narrator

Wonder by RJ Palacio
Cogheart by Peter Bunzl
The Eye of the Wolf by Daniel Pannac

Figurative Texts

In Flanders Field by John McCree
Jabberwocky by Louis Carroll
The Lie Tree by Frances Hardinge
A Monster Calls by Patrick Ness

Non-Fiction

The History Detective Investigates: Mayan Civilization by Claire Hibbert
Victorians (Eyewitness) by Dorling Kindersley
Woeful Second World War by Terry Deary

Poetry

If by Rudyard Kipling
Charge of the Light Brigade by Alfred Lord Tennyson

Spoken Language

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- Know how to use relevant strategies to build their vocabulary

- Know how to articulate and justify answers, arguments and opinions
- Know how to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
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- Know how to gain, maintain and monitor the interest of the listener(s)
- Know how to consider and evaluate different viewpoints, attending to and building on the contributions of others
- Know how to select and use appropriate registers for effective communication.

English Writing

<p>Fiction: Adventure/mystery narrative inc. characters and settings work. Non-fiction: Newspaper report about the outbreak of war.</p>	<p>Non-fiction: Formal letter from Dr Bryce. Epic Poetry: – The Highway Man.</p>	<p>Non-fiction: Non-chronological report on The Amazon Rainforest.</p>	<p>Non-fiction: Balanced argument – Should Prince Otto give up his heart?</p>	<p>Non-fiction: Persuasive writing- Persuade poachers not to poach on the Island in Kensuke’s Kingdom. Poetry: Haikus</p>	<p>Fiction: A Midsummer Night’s dream play script. Rewrite to personalise for our school. Rehearse and perform.</p>
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 - Knowing how to punctuate bullet points consistently
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Vocabulary

Year 5 vocabulary plus: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi colon, bullet points.

Spelling

L1 & 2: Special focus 1 Words that contain the letter string - ough L3 & 4: Special focus 3 Homophones L5 & 6: Homophones and other words that are often confused	L1 & 2: Adding suffixes beginning with vowel letters to words ending in -fer. L3 & 4: Silent letters (<i>silent k, g, l, n</i>) L5 & 6: Homophones and other words that are often confused	L1 & 2: Special focus 6 Homophones L3 & 4: Silent letters (<i>silent k, g, l, n</i>) The ee sound spelt ei L5 & 6: The spellings ei and ie	L1 & 2: Words ending in -ible and -able L3 & 4: Spell some words with 'silent' letters, e.g. knight, psalm, solemn. L5 & 6: Special focus 12 Homophones and other words that are often confused	L1 & 2: Special focus 2 and 4 L3 & 4: Special focus 5 and 7 L5 & 6: Special focus 8 and 11	Revision of taught units.
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