

# Y3 ENGLISH CURRICULUM

|                              | Grammatical Features   | Punctuation   | Phonics / Spelling   | Handwriting   |
|------------------------------|--|---|--|---|
|                              | <ul style="list-style-type: none"> <li>• Subject</li> <li>• Sentence</li> <li>• Paragraphs</li> <li>• Nouns and expanded noun phrases</li> <li>• Adjective</li> <li>• Pronouns</li> <li>• Most tenses correctly.</li> <li>• Fronted adverbials</li> <li>• Verbs / adverbs</li> <li>• Subordinating (AWHITEBUS)* and Coordinating clauses (FANBOYS)*</li> <li>• Some adverbials (TRaMP)*</li> </ul> | <ul style="list-style-type: none"> <li>• Aa.?! </li> <li>• Spaces to separate words</li> <li>• Capital Letter for start of sentence, names, personal pronoun - I</li> <li>• Apostrophe for contraction</li> <li>• Apostrophes to mark singular and plural possession</li> <li>• Commas in a list</li> <li>• Commas after fronted adverbials</li> <li>• Inverted commas</li> </ul> | <ul style="list-style-type: none"> <li>• Rules - sh sound spelt ch, i sound spelt y, u sound spelt ou, c sound spelt ch.</li> <li>• Prefixes - dis, in, re, anti, super, sub</li> <li>• Suffixes - ation, ly, ous, ion, ian, ture</li> <li>• Homophones - there/their/they're, not/knot, no/know, write/right</li> <li>• <a href="#">LKS2 Spelling Rules</a></li> <li>• <a href="#">LKS2 Spelling Words</a></li> </ul> | <ul style="list-style-type: none"> <li>• Start using some of the diagonal and horizontal strokes needed to join letters.</li> <li>• Progressing to mostly using cursive handwriting.</li> </ul> |
|                              | Autumn   | Spring  | Summer   |   |
| Writing / Genre Expectations | <p>Y3 PVPG</p> <p><u>Genres:</u></p> <ul style="list-style-type: none"> <li>• Non-Chronological Report</li> <li>• Instructions</li> <li>• Diary</li> <li>• Letter - to persuade</li> </ul> <p>Children to draft in English books and write final pieces in their Proud Books from now on.</p>  | <p><u>Genres:</u></p> <ul style="list-style-type: none"> <li>• Character Description (1 week)</li> <li>• Setting Description (1 week)</li> <li>• Narrative</li> <li>• Newspaper</li> <li>• Biography</li> </ul>   | <p><u>Genres:</u></p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Explanation</li> <li>• Discussion/Argument</li> <li>• Poetry - <b>Clerihew</b></li> </ul>  |   |
| Suggestions                  | <ul style="list-style-type: none"> <li>• Diary - Cave Boy</li> <li>• Letter - persuade Famous Author to come visit</li> <li>• Instructions - How to wash a woolly mammoth</li> <li>• NCR - Charlotte's Web / Harry the Poisonous centipede</li> </ul>  | <ul style="list-style-type: none"> <li>• Biography - Little People, Big Dreams books</li> <li>• Newspaper - BFG</li> <li>• Narrative - How to Live Forever / BFG</li> <li>• Character Description - you're a bad man Mr Gum - Andy Stanton</li> <li>• Setting Description - Wildsmith into the dark forest - Liz Flannigan</li> </ul>   | <ul style="list-style-type: none"> <li>• Narrative - Voices in the park Anthony Brown</li> <li>• Explanation - Eric Carle Tiny Seed it starts with a seed</li> <li>• Discussion / Argument - Is it right that Ms Davidson makes all the decisions? - Tilda Tries Again</li> </ul>  |   |
| Spelling                     | <ul style="list-style-type: none"> <li>• Spelling test after every two units to identify any rules to recap or to cover through intervention.</li> </ul> <p>Read, Write, Inc Spelling Book 2/3</p> <ul style="list-style-type: none"> <li>• Recap any Year 2 rules</li> <li>• Then Year 3 Book - Units 1-4</li> </ul>  | <ul style="list-style-type: none"> <li>• Spelling test after every two units to identify any rules to recap or to cover through intervention.</li> </ul> <p>Read, Write, Inc Spelling Book 3</p> <ul style="list-style-type: none"> <li>• Units 4-10</li> <li>• Focus on Y3/4 Spelling Words</li> </ul>   | <ul style="list-style-type: none"> <li>• Spelling test after every two units to identify any rules to recap or to cover through intervention.</li> </ul> <p>Read, Write, Inc Spelling Book 3</p> <ul style="list-style-type: none"> <li>• Units 10 - 14</li> <li>• Focus on Y3/4 Spelling Words</li> </ul>   |   |
| SPAG                         | <p>Autumn 2 - Capital letters for proper nouns (names and places) / common nouns</p>   | <ul style="list-style-type: none"> <li>• Spring 1 - Questions and exclamations</li> <li>• Spring 2 - <a href="#">Verb tenses</a></li> </ul>   | <ul style="list-style-type: none"> <li>• Summer 1 - Apostrophe possession single vs plural</li> <li>• Summer 2 - Commas for lists and fronted adverbials (TRaMP)</li> </ul>  |   |

|                      |  |                    |   |                    |  |                    |
|----------------------|--|--------------------|---|--------------------|--|--------------------|
| Reading Sessions     | <ul style="list-style-type: none"> <li>• 2x Whole Class Reading (record rapid retrieval, vocab and flying solo)</li> <li>• 2x Fluency - reading in groups</li> <li>• 1x Reading Comprehension sheet</li> </ul>   | Fluency Assessment | <ul style="list-style-type: none"> <li>• 2x Whole Class Reading (record rapid retrieval, vocab and flying solo)</li> <li>• 2x Fluency - reading in groups</li> <li>• 1x Reading Comprehension sheet</li> </ul>  | Fluency Assessment | <ul style="list-style-type: none"> <li>• 2x Whole Class Reading (record rapid retrieval, vocab and flying solo)</li> <li>• 2x Fluency - reading in groups</li> <li>• 1x Reading Comprehension sheet</li> </ul>   | Fluency Assessment |
| Class Novels / Texts | <p><u>Poetry to rehearse and perform in class</u></p> <ul style="list-style-type: none"> <li>• <a href="#">I was born in the Stone Age - Micheal Rosen</a></li> <li>• <a href="#">Over The Wintry by Natsume Sōseki</a></li> </ul> <p><u>Linking to Reading Overview / Themes:</u></p> <ul style="list-style-type: none"> <li>• Stone Age Boy</li> <li>• Cave Baby by Julia Donaldson</li> <li>• The Wild Way Home by Sophie Kirtley</li> <li>• How to wash a woolly mammoth</li> <li>• Secrets Stonehenge by Mick Manning</li> <li>• The first drawing</li> <li>• Who pushed humpty dumpty by David Levinthal</li> <li>• The true story of the three little pigs</li> <li>• Non-Fiction about the Stone, Bronze and Iron Ages</li> <li>• The History Detective Investigates: Stone Age to Iron Age</li> <li>• Live like a hunter gatherer</li> </ul> <p>Pupils / teacher to choose any extra texts.</p> |                    | <p><u>Poetry to rehearse and perform in class</u></p> <ul style="list-style-type: none"> <li>• <a href="#">The Sound Collector - Roger McGough</a></li> <li>• <a href="#">Dad and the Cat and the Tree - Kit Wright</a></li> </ul> <p><u>Linking to Reading Overview / Themes:</u></p> <ul style="list-style-type: none"> <li>• Mary and the riddle of the phoenix</li> <li>• How to find Egyptian treasure</li> <li>• The world according to humprey</li> <li>• Secrets of a sun king</li> <li>• Meet the Ancient Egyptians</li> <li>• So you think you've got it bad: A kid's life in Ancient Egypt</li> <li>• Egyptology: Search for the tomb of Osiris</li> <li>• Egyptian Myths Jean Menzies</li> </ul> <p>Pupils / teacher to choose any extra texts.</p> |                    | <p><u>Poetry to rehearse and perform in class</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Anger</a></li> <li>• <a href="#">Revolting Rhymes (any)</a></li> </ul> <p><u>Linking to Reading Overview / Themes:</u></p> <ul style="list-style-type: none"> <li>• The Wild robot by Peter Brown</li> <li>• Alice in Wonderland</li> <li>• The midnight fox</li> <li>• Something told the wild geese (poem)</li> </ul> <p>Pupils / teacher to choose some non-fiction texts.</p> |                    |
| RHs Favourites       | <p>The iron man<br/> Diary of a killer cat<br/> The abominables<br/> Stone girl bone girl<br/> BFG<br/> Snow Queen<br/> King of the cloud forest<br/> Aesop's fables<br/> Charlotte's web<br/> How the camel got his hump<br/> Harklights<br/> Tear thief<br/> Arthur and the golden rope</p>  |                    |   |                    |  |                    |

Important Dates

- W/C Monday 2<sup>nd</sup> September - Phonics Assessments
- W/C Monday 21<sup>st</sup> October - Phonics Assessments
- W/C Monday 25<sup>th</sup> November - Testbase Assessments
- W/C Monday 9<sup>th</sup> December - Reading Fluency Assessments
- W/C Monday 16<sup>th</sup> December - Phonics Assessments

- W/C Monday 3<sup>rd</sup> March - Phonics Assessments
- W/C Monday 17<sup>th</sup> March - Reading Fluency Assessments
- W/C Monday 24<sup>th</sup> March - Testbase Assessments

- W/C Monday 12<sup>th</sup> May - Phonics Assessments
- W/C Monday 16<sup>th</sup> June - Reading Fluency Assessments
- W/C Monday 23<sup>rd</sup> June - Testbase Assessments
- W/C Monday 14<sup>th</sup> July - Phonics Assessments

# Y4 ENGLISH CURRICULUM

| Grammatical Features  |  | Punctuation   | Spelling   | Handwriting  |
|---|--|---|--|--|
| <ul style="list-style-type: none"> <li>• Subject</li> <li>• Sentence</li> <li>• Paragraphs</li> <li>• Nouns and expanded noun phrases</li> <li>• Adjective</li> <li>• Pronouns</li> <li>• Tenses consistent</li> <li>• Fronted adverbials (ISPACE)</li> <li>• Verbs / adverbs</li> <li>• Subordinating (AWHITEBUS)* and Coordinating clauses (FANBOYS)*</li> <li>• Adverbials (TRaMP)</li> <li>• Subordinate clauses</li> <li>• Prepositions</li> </ul> |  | <ul style="list-style-type: none"> <li>• Aa?! </li> <li>• Spaces to separate words</li> <li>• Capital Letter for start of sentence, names, personal pronoun - I</li> <li>• Apostrophe for contraction</li> <li>• Apostrophes to mark singular and plural possession</li> <li>• Commas in a list</li> <li>• Commas after fronted adverbials</li> <li>• Commas to mark the clause</li> <li>• Inverted commas</li> </ul> | <ul style="list-style-type: none"> <li>• Spelling rules - ay sound spelt ei, eigh, ey, c spelt que, g sound spelt gue, u sound spelt ou, s sound spelt sc.</li> <li>• Homophones - peace/piece, rein/reign/rain, missed/mist, who's/whose</li> <li>• Suffixes - ous, ly, sion, sure</li> <li>• Prefixes - mis, auto, inter, il, un, dis, super, sub</li> <li>• <a href="#">LKS2 Spelling Rules</a></li> <li>• <a href="#">LKS2 Spelling Words</a></li> </ul> | <ul style="list-style-type: none"> <li>• Use joined-up handwriting throughout most of my writing.</li> </ul> |
| Autumn  |  | Spring  | Summer   |  |
| Writing / Genre Expectations  | Y4 PVPG<br><br><u>Genres:</u> <ul style="list-style-type: none"> <li>• Non-Chronological Report</li> <li>• Instructions</li> <li>• Diary</li> <li>• Letter - to persuade</li> </ul>  | <u>Genres:</u> <ul style="list-style-type: none"> <li>• Character Description (1 week)</li> <li>• Setting Description (1 week)</li> <li>• Narrative</li> <li>• Newspaper</li> <li>• Biography</li> </ul>  | <u>Genres:</u> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Explanation</li> <li>• Discussion/Argument</li> <li>• Poetry - Limerick</li> </ul>  |  |
| Core Texts / Stimulus   | <ul style="list-style-type: none"> <li>• Letter - WCR link - Famous Author to come visit</li> <li>• Instructions - How to Train Your Dragon</li> </ul>   | <ul style="list-style-type: none"> <li>• Newspaper Report - Viking Boy</li> </ul>   | <ul style="list-style-type: none"> <li>• Non-Chronological Report - Hybrid animal</li> </ul>   |  |
| Spelling  | <ul style="list-style-type: none"> <li>• Spelling test after every two units to identify any rules to recap or to cover through intervention.</li> </ul> Read, Write, Inc Spelling Book 3/4 <ul style="list-style-type: none"> <li>• Recap any Year 3 rules</li> <li>• Then Year 4 Book - Units 1-4</li> </ul> | <ul style="list-style-type: none"> <li>• Spelling test after every two units to identify any rules to recap or to cover through intervention.</li> </ul> Read, Write, Inc Spelling Book 4 <ul style="list-style-type: none"> <li>• Units 4-10</li> <li>• Focus on Y3/4 Spelling Words</li> </ul>  | <ul style="list-style-type: none"> <li>• Spelling test after every two units to identify any rules to recap or to cover through intervention.</li> </ul> Read, Write, Inc Spelling Book 4 <ul style="list-style-type: none"> <li>• Units 10-14</li> <li>• Focus on Y3/4 Spelling Words</li> </ul>  |  |
| SPAG  | Autumn 2 <ul style="list-style-type: none"> <li>• Capital letters for proper nouns (names and places)</li> <li>• Nouns - common and collective</li> </ul>  | <u>Spring 1</u><br>Noun phrases and verbs (to create sentences)<br><br><u>Spring 2</u><br>Commas for lists and fronted adverbials (TRaMP)   | Summer 1<br>Apostrophe possession single vs plural<br><br>Summer 2<br><a href="#">Verb tenses</a>  |  |

|                      |  |  |  |                    |
|----------------------|--|--|--|--------------------|
| Reading Sessions     | Fluency Assessment<br>• 2x Whole Class Reading (record rapid retrieval, vocab and flying solo)<br>• 2x Fluency - reading in groups<br>1x Reading Comprehension sheet   | Fluency Assessment<br>• 2x Whole Class Reading (record rapid retrieval, vocab and flying solo)<br>• 2x Fluency - reading in groups<br>• 1x Reading Comprehension sheet   | Fluency Assessment<br>• 2x Whole Class Reading (record rapid retrieval, vocab and flying solo)<br>• 2x Fluency - reading in groups<br>• 1x Reading Comprehension sheet   | Fluency Assessment |
| Class Novels / Texts | <p><u>Poetry to rehearse and perform in class</u></p> <ul style="list-style-type: none"> <li>• <a href="#">My Shadow' by Robert Louis Stevenson</a></li> <li>• <a href="#">Catch a little rhyme - Ever Merriam</a></li> </ul> <p><u>Linking to Reading Overview / Themes:</u></p> <ul style="list-style-type: none"> <li>• Escape from Pompeii</li> <li>• Queen of Darkness by Tony Bradman</li> <li>• What the Romans did for us</li> <li>• Man on the moon</li> <li>• The Jamie Drake Equation</li> <li>• Space Detectives by Mark Powers</li> <li>• Meet the Ancient Romans</li> <li>• Romans Magnified</li> <li>• What would you be in ancient rome?</li> <li>• We are the romans: Meet the people behind the history.</li> </ul> <p>Pupils / teacher to choose any extra texts.</p> | <p><u>Poetry to rehearse and perform in class</u></p> <ul style="list-style-type: none"> <li>• There Was an Old Man Who Supposed by Edward Lear</li> <li>• Life doesn't frighten me at all by Maya Angelou</li> </ul> <p><u>Linking to Reading Overview / Themes:</u></p> <ul style="list-style-type: none"> <li>• Viking Boy</li> <li>• Three little Vikings by Bethan woollvin</li> <li>• The Legend of Podkin One-Ear</li> <li>• Charlie and The Chocolate Factory</li> <li>• So you think you've got it bad: A kid's life as a viking</li> <li>• Viking voyagers</li> </ul> <p>Pupils / teacher to choose any extra texts.</p> | <p><u>Poetry to rehearse and perform in class</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Walking with my iguana - Brian Moses</a></li> </ul> <p><u>Linking to Reading Overview / Themes:</u></p> <ul style="list-style-type: none"> <li>• How To Train Your Dragon</li> <li>• The Firework maker's daughter</li> <li>• The Railway Children</li> </ul> <p>Pupils / teacher to choose some non-fiction texts.</p> |                    |
| RHs Favourites       | The boy who grew dragons<br>Matilda<br>The borrowers<br>Cosmic one giant leap for all boy kind<br>The brilliant world of Tom gates<br>Diary of a wimpy kid<br>The girl who stole an elephant<br>Artemis fowl<br>Mr Stink<br>Charlie and the chocolate factory<br>Voices in the park<br>Adventures of Robin Hood<br>Five children and it<br>Emil and the detectives<br>Last<br>Leo and the gorgan's curse<br>Hercules<br>Theseus and the Minotaur   |  |  |                    |

Important Dates

- W/C Monday 2<sup>nd</sup> September - Phonics Assessments
- W/C Monday 21<sup>st</sup> October - Phonics Assessments
- W/C Monday 25<sup>th</sup> November - Testbase Assessments
- W/C Monday 9<sup>th</sup> December - Reading Fluency Assessments
- W/C Monday 16<sup>th</sup> December - Phonics Assessments

- W/C Monday 3<sup>rd</sup> March - Phonics Assessments
- W/C Monday 17<sup>th</sup> March - Reading Fluency Assessments
- W/C Monday 24<sup>th</sup> March - Testbase Assessments
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- W/C Monday 12<sup>th</sup> May - Phonics Assessments
- W/C Monday 16<sup>th</sup> June - Reading Fluency Assessments
- W/C Monday 23<sup>rd</sup> June - Testbase Assessments
- W/C Monday 14<sup>th</sup> July - Phonics Assessments

# Y5 ENGLISH CURRICULUM

|                              | Grammatical Features  | Punctuation  | Spelling  | Handwriting  |
|------------------------------|---|--|---|--|
|                              | <ul style="list-style-type: none"> <li>• Subject</li> <li>• Sentence</li> <li>• Paragraphs</li> <li>• Adjectives</li> <li>• Figurative language e.g. similes and metaphors</li> <li>• Nouns and expanded noun phrases</li> <li>• Pronouns</li> <li>• Fronted adverbials (ISPACE)</li> <li>• Verbs &amp; modal verbs</li> <li>• Subordinating (AWHITEBUS)* and Coordinating clauses (FANBOYS)*</li> <li>• Adverbials (TRAMP)*</li> <li>• Correct use of simple past, past progressive and past perfect</li> <li>• Relative clauses and pronouns</li> <li>• Subjunctive form</li> <li>• Passive and active voice</li> </ul> | <ul style="list-style-type: none"> <li>• Aa?! </li> <li>• Spaces to separate words</li> <li>• Capital Letter for start of sentence, names, personal pronoun - I</li> <li>• Apostrophes for contraction and possession</li> <li>• Commas - list, fronted adverbial and clauses</li> <li>• Inverted commas</li> <li>• Parenthesis , - ( )</li> <li>• Dashes</li> <li>• Brackets</li> <li>• Colons</li> <li>• Semi-colons</li> <li>• Bullet points</li> </ul> | <ul style="list-style-type: none"> <li>• Spelling rules - silent k, g, l, b, t and n in words, ee sound spelt ei, ough as in ought / rough / through / dough / thorough</li> <li>• Suffixes - cious, tious, cial, tial, ent, ence, ant, ance, ible, able</li> <li>• Homophones and other words that are often confused - herd/heard, father/farther, allowed/aloud, passed/past,</li> <li>• <a href="#">UKS2 Spelling Rules</a></li> <li>• <a href="#">UKS2 Spelling Words</a></li> </ul> | Write using cursive handwriting with increasing speed. |
|                              | Autumn  | Spring   | Summer  |  |
| Writing / Genre Expectations | Y5 PVPG<br><br><u>Genres:</u> <ul style="list-style-type: none"> <li>• Non-Chronological Report</li> <li>• Instructions</li> <li>• Diary</li> <li>• Letter - to persuade</li> </ul>   | <u>Genres:</u> <ul style="list-style-type: none"> <li>• Character Description (1 week)</li> <li>• Setting Description (1 week)</li> <li>• Narrative</li> <li>• Newspaper</li> <li>• Biography</li> </ul>   | <u>Genres:</u> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Explanation</li> <li>• Discussion/Argument</li> <li>• Poetry - <b>Narrative</b></li> </ul>   |  |
| Core Texts / Stimulus        |   |  |   |  |
| Spelling                     | <ul style="list-style-type: none"> <li>• Spelling test after every two units to identify any rules to recap or to cover through intervention.</li> </ul> Read, Write, Inc Spelling <ul style="list-style-type: none"> <li>• Recap any Year 4 rules</li> <li>• Recap any Y3/4 Spelling Words</li> </ul>  | <ul style="list-style-type: none"> <li>• Spelling test after every two units to identify any rules to recap or to cover through intervention.</li> </ul> Read, Write, Inc Spelling Book 5 <ul style="list-style-type: none"> <li>• Units 1 - 8</li> <li>• Focus on Y5/6 Spelling Words</li> </ul>  | <ul style="list-style-type: none"> <li>• Spelling test after every two units to identify any rules to recap or to cover through intervention.</li> </ul> Read, Write, Inc Spelling Book 5 <ul style="list-style-type: none"> <li>• Units 8 - 12</li> <li>• Focus on Y5/6 Spelling Words</li> </ul>  |  |
| SPAG                         | <ul style="list-style-type: none"> <li>• Autumn 2 - <a href="#">Verb tenses</a></li> </ul>  | <ul style="list-style-type: none"> <li>• Spring 1 - Modal verbs and nouns ((collective, abstract, proper, common)</li> <li>• Spring 2 - Relative clauses and relative pronouns</li> </ul>  | <ul style="list-style-type: none"> <li>• Summer 1 - Colons vs semi colons and adverbials</li> <li>• Summer 2 - Parenthesis</li> </ul>   |  |

|                      |   |  |  |                    |
|----------------------|---|--|--|--------------------|
| Reading Sessions     | Fluency Assessment<br><ul style="list-style-type: none"> <li>• 2x Whole Class Reading (record rapid retrieval, vocab and flying solo)</li> <li>• 2x Fluency - reading in groups</li> <li>• 1x Reading Comprehension sheet</li> </ul>  | Fluency Assessment<br><ul style="list-style-type: none"> <li>• 2x Whole Class Reading (record rapid retrieval, vocab and flying solo)</li> <li>• 2x Fluency - reading in groups</li> <li>• 1x Reading Comprehension sheet</li> </ul>   | Fluency Assessment<br><ul style="list-style-type: none"> <li>• 2x Whole Class Reading (record rapid retrieval, vocab and flying solo)</li> <li>• 2x Fluency - reading in groups</li> <li>• 1x Reading Comprehension sheet</li> </ul>   | Fluency Assessment |
| Class Novels / Texts | <p><u>Poetry to rehearse and perform in class</u></p> <ul style="list-style-type: none"> <li>• <a href="#">The Tyger - William Blake</a></li> <li>• Snow by Adelaide Crapsey</li> </ul> <p><u>Linking to Reading Overview / Themes:</u></p> <ul style="list-style-type: none"> <li>• Treason by Bertie Doherty</li> <li>• The Queen's fool by Ally Sherrick</li> <li>• Who Let The Gods out? Maz Evans</li> <li>• Music: A Fold-Out Graphic History: I (What on Earth Fold-Out Graphic History)</li> <li>• The Boy at the Back of the Class</li> <li>• Cogheart - Peter Bunzl</li> <li>• Queen Elizabeth II and the Kings and Queens of Great Britain</li> <li>• Kings and Queens: Alfred the Great to King Charles III and everyone in between</li> </ul> <p>Pupils / teacher to choose any extra texts.</p> | <p><u>Poetry to rehearse and perform in class</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Football Mad by Benjamin Zephaniah</a></li> <li>• Do not stand on my grave and wrap by Mary Elizabeth Frye</li> </ul> <p><u>Linking to Reading Overview / Themes:</u></p> <ul style="list-style-type: none"> <li>• Famous Explorers by Joshua George</li> <li>• Explorers: Amazing Tales of the World's Greatest Adventurers</li> <li>• Explorers (Collins fascinating facts)</li> <li>• Great Adventures by Alastair Humphreys</li> <li>• Around the world in 80 days</li> <li>• Treasure Island</li> <li>• What was it like to be an ancient maya</li> <li>• The history detective investigates: Mayan Civilisation</li> </ul> <p>Pupils / teacher to choose any extra texts.</p> | <p><u>Poetry to rehearse and perform in class</u></p> <ul style="list-style-type: none"> <li>• Jaberwocky by Lewis Carroll</li> </ul> <p><u>Linking to Reading Overview / Themes:</u></p> <ul style="list-style-type: none"> <li>• Malamander by Thomas Taylor</li> <li>• Flotsam</li> <li>• A series of unfortunate events</li> </ul> <p>Pupils / teacher to choose some non-fiction texts.</p> |                    |
| RHs Favourites       | The boy at the back of the class<br>Room 13<br>The giants necklace<br>Fortunately the milk<br>Percy Jackson and the lightning thief<br>Boy in the girls bathroom<br>The witches<br>Beowulf<br>Journey pf the river sea<br>Katherine rundell explorer<br>Series of unfortunate events<br>Hidden figures<br>Sleeper and the spindle<br>Hansel & Gretel (compare with sleeper)<br>Arthur and the golden rope<br>On the move  |  |  |                    |



Important Dates

- W/C Monday 2<sup>nd</sup> September - Phonics Assessments
- W/C Monday 21<sup>st</sup> October - Phonics Assessments
- W/C Monday 25<sup>th</sup> November - Testbase Assessments
- W/C Monday 9<sup>th</sup> December - Reading Fluency Assessments
- W/C Monday 16<sup>th</sup> December - Phonics Assessments

- W/C Monday 3<sup>rd</sup> March - Phonics Assessments
- W/C Monday 17<sup>th</sup> March - Reading Fluency Assessments
- W/C Monday 24<sup>th</sup> March - Testbase Assessments
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- W/C Monday 12<sup>th</sup> May - Phonics Assessments
- W/C Monday 16<sup>th</sup> June - Reading Fluency Assessments
- W/C Monday 23<sup>rd</sup> June - Testbase Assessments
- W/C Monday 14<sup>th</sup> July - Phonics Assessments

# Y6 ENGLISH CURRICULUM

| Grammatical Features  |   | Punctuation  |  | Spelling   |  | Handwriting  |  |
|---|---|--|--|--|--|--|--|
| <ul style="list-style-type: none"> <li>• Subject</li> <li>• Sentence</li> <li>• Paragraphs</li> <li>• Adjectives</li> <li>• Figurative language e.g. similes and metaphors</li> <li>• Nouns and expanded noun phrases</li> <li>• Pronouns</li> <li>• Fronted adverbials (ISPACE)</li> <li>• Verbs &amp; modal verbs</li> <li>• Subordinating (AWHITEBUS)* and Coordinating clauses (FANBOYS)*</li> <li>• Adverbials (TRAMP)*</li> <li>• Correct use of simple past, past progressive and past perfect</li> <li>• Relative clauses and pronouns</li> <li>• Subjunctive form</li> <li>• Passive and active voice</li> </ul> |   | <ul style="list-style-type: none"> <li>• Aa?! </li> <li>• Spaces to separate words</li> <li>• Capital Letter for start of sentence, names, personal pronoun - I</li> <li>• Apostrophes for contraction, possession and to mark singular and plural possession</li> <li>• Commas</li> <li>• Inverted commas</li> <li>• Parenthesis , - ( )</li> <li>• Dashes</li> <li>• Brackets</li> <li>• Hyphens</li> <li>• Colons</li> <li>• Semicolon</li> </ul> |  | <ul style="list-style-type: none"> <li>• Spelling rules - silent letters k, g, l and n in words, i before e except after c, ough as in ought / rough / through / dough / thorough</li> <li>• Suffixes - ible, able</li> <li>• Homophones advise/advice, practice/practice</li> <li>• <a href="#">UKS2 Spelling Rules</a></li> <li>• <a href="#">UKS2 Spelling Words</a></li> </ul> |  | <ul style="list-style-type: none"> <li>• Maintain legibility in joined handwriting when writing at speed.</li> </ul> |  |
| Autumn  |   | Spring   |  | Summer   |  |  |  |
| Writing / Genre Expectations  | Y6 PVPG (1.5 weeks - cover rest one a week)   | Shorter bursts (1-2 weeks)   |  | Shorter bursts (1-2 weeks)   |  |  |  |
|   | <u>Genres:</u> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Procedural</li> <li>• Diary</li> </ul>   | <ul style="list-style-type: none"> <li>• Autobiography</li> <li>• Newspaper</li> <li>• Diary</li> <li>• Setting Description</li> </ul>   |  | <ul style="list-style-type: none"> <li>* Evacuee Letter</li> <li>* NCR</li> </ul>  |  |  |  |
| Core Texts / Stimulus   | <ul style="list-style-type: none"> <li>• Narrative - Francis - write opening</li> <li>• Procedural - link to theme if possible</li> <li>• Diary entry - Street Child</li> </ul> | Shorter bursts (1-2 weeks)   |  | Shorter bursts (1-2 weeks)   |  |  |  |
|   |   | <ul style="list-style-type: none"> <li>• Information text (evolution)</li> <li>• short narrative (piano stimulus Lit Shed)</li> <li>• Moana link (LS - 11.04 / 18.04 in PB)</li> <li>• Tourism Leaflet (visit North America - Geo link - persuasion)</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Explanation</li> <li>• Discussion / Argument</li> <li>• Poetry - Narrative</li> </ul>   |  |  |  |
|   |   | <ul style="list-style-type: none"> <li>• Newspaper - Titanic</li> <li>• Diary (fiction - Titanic)</li> <li>• Information text - Evolution</li> <li>• Short narrative - Piano stimulus (Lit Shed)</li> <li>• Moana x2 links (LS - 11.04 / 18.04 in PB)</li> <li>• Tourism Leaflet (visit North America - Geo link - persuasion)</li> </ul>  |  | <ul style="list-style-type: none"> <li>* NCR (hybrid animal)</li> </ul>  |  |  |  |

|                  |   |   |   |   |
|------------------|---|---|---|---|
| Spelling         | <ul style="list-style-type: none"> <li>Spelling test after every two units to identify any rules to recap or to cover through intervention.</li> </ul> <p>Read, Write, Inc Spelling Book 5/6</p> <ul style="list-style-type: none"> <li>Recap any Year 5 rules</li> <li>Then Year 6 Book - Units 1-4</li> </ul> |   | <ul style="list-style-type: none"> <li>Spelling test after every two units to identify any rules to recap or to cover through intervention.</li> </ul> <p>Read, Write, Inc Spelling Book 6</p> <ul style="list-style-type: none"> <li>Units 4-12</li> <li>Focus on Y5/6 Spelling Words</li> </ul>   | <ul style="list-style-type: none"> <li>Consolidate any Spelling Rules / Words necessary.</li> </ul> |
| Reading Sessions | <p>Fluency Assessment</p> <p><u>Fred's Teaching</u></p> <ul style="list-style-type: none"> <li>2x Whole Class Reading (record rapid retrieval, vocab and flying solo)</li> <li>2x Fluency - reading in groups</li> <li>1x Reading Comprehension sheet</li> </ul>  | <p>Fluency Assessment</p> <p><u>Spring 1</u></p> <ul style="list-style-type: none"> <li>Testbase Y5 Summer Assessments</li> <li>Testbase Y6 Autumn Assessments</li> <li>Testbase Y6 Spring Assessments</li> <li>Testbase Y6 Summer Assessments</li> </ul> <p><u>Spring 2</u></p> <ul style="list-style-type: none"> <li>Space Tourism</li> <li>Lost Queen</li> <li>Wild Ride</li> <li>Way of the Dodo</li> <li>Gaby to the Rescue</li> <li>Swimming the English Channel</li> <li>An Encounter at Sea</li> <li>The Giant Panda Bear</li> <li>The Park</li> <li>About Bumblebees</li> <li>The Parsnips</li> <li>My Circus Life</li> <li>A Traveller in Time</li> <li>A Noise in the Night</li> <li>A Howl at Dusk</li> <li>Bats Under the Bridge</li> </ul> <ul style="list-style-type: none"> <li>Grannie</li> <li>Albion's Dream</li> <li>Music Box</li> </ul> <p>Use to target any Greater Depth</p> | <p><u>Summer 1</u></p> <p>Revision, ensuring any texts not completed in Spring 2 are looked at as part of this.</p> <p><u>Summer 2 - Fred's Teaching</u></p> <ul style="list-style-type: none"> <li>2x Whole Class Reading (record rapid retrieval, vocab and flying solo)</li> <li>2x Fluency - reading in groups</li> <li>1x Reading Comprehension sheet</li> </ul> |   |

|                      |  |  |   |
|----------------------|--|--|---|
| Class Novels / Texts | <p><u>Poetry to rehearse and perform in class</u></p> <ul style="list-style-type: none"> <li><a href="#">In Flanders Field by John McCrae</a></li> </ul> <p><u>Linking to Reading Overview / Themes:</u></p> <ul style="list-style-type: none"> <li>Street child</li> <li>Oliver Twist</li> <li>Victorians (eyewitness) Ann Kramer</li> </ul> <p>Pupils / teacher to choose any extra texts.</p> | <p><u>Poetry to rehearse and perform in class</u></p> <ul style="list-style-type: none"> <li>Jabberwocky</li> </ul> <p><u>Linking to Reading Overview / Themes:</u></p> <ul style="list-style-type: none"> <li>Titanic (survivor) by Stephen Davies</li> <li>Death on the water by Tony and Tom Bradman</li> <li>Holes - Louis Sachar</li> <li>Rescuing Titanic - Stephen Davies</li> </ul> <p>Pupils / teacher to choose any extra texts.</p> | <p><u>Poetry to rehearse and perform in class</u></p> <ul style="list-style-type: none"> <li>The Highwayman by Alfred Noyes</li> </ul> <p><u>Linking to Reading Overview / Themes:</u></p> <ul style="list-style-type: none"> <li>Where the poppies now grow</li> <li>Peace Lily</li> <li>Wonder by R. J. Palacio</li> <li>Tales of World War II: Amazing True Stories from the War that shook the world.</li> </ul> <p>Pupils / teacher to choose any extra texts.</p> |
| RHs Favourites       | <p>Goodnight Mr Tom, Skellig, Kensuke's Kingdom, Just so stories<br/> Letters from the lighthouse<br/> Machine Gunners<br/> Windrush Child<br/> Boy roald Dahl<br/> The girl of ink and stars<br/> Boy in the striped pyjamas<br/> The island at the end of everything<br/> Wizard of oz<br/> Windrush<br/> Boy in the tower<br/> Drawin's Dragons<br/> Last Bear</p>                            |  |   |
| Important Dates      | <ul style="list-style-type: none"> <li>W/C 14<sup>th</sup> October - Mock SATS</li> <li>W/C 25<sup>th</sup> November - Mock SATS</li> <li>Meet with AB (possibly NH too) are class ready to move to shorter bursts?</li> </ul>   | <ul style="list-style-type: none"> <li>W/C 17<sup>th</sup> February - Mock SATS</li> <li>W/C 24<sup>th</sup> March - Mock SATS</li> </ul>  | <p>12.05.2025 - SATS Week<br/> Moderation possible</p>  |