Our intent:

At Stanley Park Junior School, we are committed to providing children with the skills to confidently comprehend and successfully communicate in the English language. During their time with us, they will study a wide range of literature and a variety of text types. Quality texts are at the heart of our writing and reading lessons to provide the best model and to ensure our children have a diverse literary experience. Engagement is maintained through support or challenge and learning is inspired by immersive activities that provide an emotional hook to purposeful writing. Children are exposed to a learning environment of speaking, exploring and creating, where they receive clear, direct and timely oral feedback. They are active in the process of improving and editing their work, where they are encouraged to analyse and evaluate their writing and the writing of others. We teach your children the fundamentals of reading, writing and oracy whilst striving to inspire an imaginative, cultured and accomplished generation.

Curricular Goal:

✓ **Children are confident communicators**

✓ **They are well read and can do so for pleasure and to gain knowledge**

✓ **They are not passive and have the analytical ability to draft/edit/improve and comment on literature**

✓ **They can make a choice about what appeals to them and why**

Autumn / Spring / Summer	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	The Bear & the Piano *David Litchfield* **The Indoor Pirates on Treasure Island** *Jeremy Strong*	**James and the Giant Peach** *Roald Dahl* **The Journey** *Aaron Becker*	**The Switch** *Anthony Horowitz* **The Adventures of Odysseus** *Hugh Lupton*	**Kensuke's Kingdom** *Michael Morpurgo*
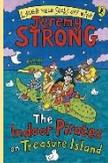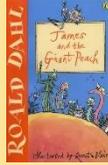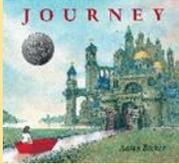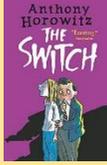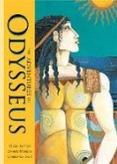
Texts	The Diary of a Killer Cat Anne Fine	The Day the Crayons Quit Drew Daywalt Iron Man Ted Hughes	The Arrival Shaun Tan Journey to the River Sea Eva Ibbotson	Wonder R.J Palacio
	Cinderella of the Nile Beverley Naidoo Friend or Foe Michael Morpurgo	The Lion the Witch & the Wardrobe C.S Lewis	Holes Louis Sachar	Macbeth William Shakespeare
Purpose for Writing	**To entertain-** Narrative Poetry Diary **To persuade –** Letter **To inform-** Directions/Instructions Non-Chronological Report	**To entertain-** Narrative Play Scripts Diary **To persuade –** Letter **To inform-** Non-Chronological Report Explanations Newspaper	**To entertain-** Narrative Diary Poetry **To persuade –** Letter **To inform-** Non-Chronological Report Instructions Newspaper	**To entertain-** Narrative Diary **To persuade –** Advert **To inform-** Newspaper Recipe Instructions Non-Chronological Report Autobiography Biography **To discuss-** Complaint Letter
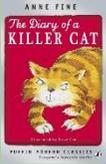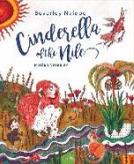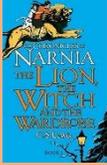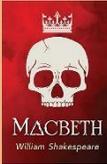
Poems	I opened a book *Julia Donaldson*	Don't *Michael Rosen*	Please Mrs Butler *Allan Ahlberg*	Nature: The Menace *BBC Poetry*
	Nature Trail – *Benjamin Zephaniah*	'Mr Mackie said' from Cloud Busting *Malorie Blackman*	Life doesn't frighten me *Maya Angelou*	Windrush Child *John Agard*
	My Shadow *Robert Louis Stevenson*	Jabberwocky *Lewis Carroll*	The Highway Man *Alfred Noyes*	Song of the Witches *William Shakespeare*

Purpose	Learning a wider range of poetry by heart. Preparing 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.

| Spelling

Autumn
Spring
Summer | ❖ Revise Prefixes and Suffixes
❖ Words with the prefix 're-'
❖ The long vowel /a/ sound spelled 'ai' ,'ei', 'ey.' (alternatives)
❖ Homophones
❖ Alternative /ow/ sound spelled 'ou'
❖ The suffix '-sion' pronounced /ʒən/
❖ The /l/ sound spelled '-al' at the end of words | ❖ Prefixes – 'super-' 'anti' and 'auto'
❖ The 'ee' sound spelled with an 'i'
❖ The 'au' digraph
❖ The /s/ sound spelled c before 'i' and 'e'
❖ The prefix bi- meaning two
❖ Addition of plural noun suffixes –s, -es | ❖ Homophones or near homophones
❖ Words with 'silent' letters at the start
❖ Adverbials of time
❖ Words containing the letter string 'ough' where the sound is /aw/ or /o/ as in boat or 'ow' as in cow
❖ Words ending in '-able' and '-ible'
❖ Words ending in '-able.' If this is | ❖ Words with the short vowel sound /i/ spelled y
❖ Words with the long vowel sound /i/ spelled with a y
❖ Adding the prefix '-over' to verbs
❖ Convert nouns or verbs into adjectives using suffix '-ful'
❖ Words which can be nouns and verbs |

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- The /l/ sound spelled '-le' at the end of words
- Words with endings that sound like /ze/ as in measure are always spelled with '-sure'

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being added to a root word ending in –ce or –ge
- Words ending in '-ious'
- Words ending in '–cious' if the root word ends in –ce
- Adding suffixes beginning with vowel letters to words ending in -fer

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- Words with an /o/ sound spelled 'ou' or 'ow'
- Words with a 'soft c' spelled /ce/
- Prefix dis, un, over, im
- Words with the /f/ sound spelled ph.

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- The prefix 'mis-'
- The /i/ sound spelled with a 'y'
- Words ending with the /g/ sound spelled '-gue'
- Words with a -sh- sound spelt -ch- . E.g. chef
- sub- means 'under'
- the /k/ sound spelled '-que'
- Words with the /s/ sound spelled 'sc'
- Words with endings that sound like /ch/ is often spelled –'ture'

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- The prefix 'in-' , 'ir-' or 'il-' meaning 'not'
- The prefix 'sub-'
- The prefix 'inter-'
- Adding '-ly' to create adverbs of manner. Remembering words ending in '-y' become '-ily' and words ending in '–le' become '–ly.'
- Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'
- The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion'
- The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit'
- The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'

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- Suffix revision
- Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu
- Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/
- Ending '-cial' and '-tial'
- Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place.
- Words ending in '-ance.'
- Words ending in '-ably' and '-ibly.'
- 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably

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- Words with origins in other countries
- Words with unstressed vowel sounds
- Words with endings /shuhl/ after a vowel letter
- Words with the common letter string 'acc' at the beginning of words
- Words ending in '-ably'
- Words ending in '-ible'
- Adding the suffix '-ibly' to create an adverb
- Changing '-ent' to '–ence'
- -er, -or, -ar at the end of words

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❖ Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled ❖ Words with the /k/ sound spelled 'ch' ❖ Adding the suffix –ly ❖ The /u/ sound spelled 'ou' ❖ Revision of rules learned and Year 3/4spelling list	❖ The suffix '-ation' is added to verbs to form nouns ❖ Adding the suffix '–ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion' ❖ Word with the 'sh' sound spelled ch. These words are French in origin ❖ Homophones & near homophones ❖ Plural possessive apostrophes ❖ Adding the suffix –ous ❖ Revision of rules learned and Year 3/4spelling list	❖ Plurals Revision ❖ Adverbs of time ❖ Adverbs of possibility ❖ Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one ❖ Revision of rules learned and Year 5/6 spelling list	❖ Revision of rules learned and Y5/6 spelling list
P&G **Autumn** **Spring** **Summer**	❖ Full stops, capital letters, !, ? ❖ Sentence types ❖ Co-ordination (or,and,but,) ❖ Subordination (when, if, that, because) ❖ Commas to separate items in a list ❖ Present and Past Tense ❖ Word class (noun, adjective, adverb, verb) ❖ Addition of plural noun suffixes –s,	❖ Full stops, capital letters, !, ? ❖ Sentence types ❖ Co-ordination (or,and,but,) ❖ Word class (noun, adjective, adverb, verb, determiner, pronoun, preposition) ❖ Subordination (when, if, that, because) ❖ Commas to separate items in a list ❖ Present and Past Tense	❖ Full stops, capital letters, !, ? ❖ Pronouns ❖ Sentence types ❖ Commas to separate items in a list ❖ Apostrophes for contraction and possession ❖ Present and Past Tense ❖ Word class/word families (noun, adjective, adverb, verb, determiner, pronoun, preposition)	❖ Word classes; Types of nouns and adverbs ❖ Subject and object and active/ passive ❖ Subordinating conjunctions ❖ Co-ordinating conjunctions ❖ All Pronouns ❖ Prepositions/ Prepositional Phrases ❖ formal and informal speech (embedded in all writing topic)

❖ -es ❖ Expanded noun phrases ❖ Apostrophes for contraction ❖ Using prepositions (before, after, during, in, because of) ❖ Using adverbs to express time, place and cause (*then, next, soon*) ❖ Introduction of paragraphs to group related material ❖ Using fronted adverbials with a comma ❖ Present Perfect Use of a Present Perfect tense instead Simple Past	❖ Using prepositions to express time and cause (before, after, during, in, because of) ❖ Pronouns ❖ Choosing nouns and pronouns appropriately to avoid repetition and to add cohesion ❖ Possessive pronoun ❖ Speech (Using and punctuating direct speech) ❖ Types of nouns including abstract nouns	❖ Express time, place and cause using conjunctions (eg. When, before, after, while, so, because) ❖ Fronted adverbials with a comma ❖ Prepositions ❖ Relative Clauses ❖ Paragraphs	❖ Sentence types ❖ Determiners/ Articles ❖ Main and subordinate Clauses ❖ Simple Present and Past Tense ❖ Perfect tenses ❖ Progressive tense ❖ Headings & subheadings
❖ Determiners, use a or an according to the next word in the text ❖ Speech - Introduction to inverted commas to punctuate speech ❖ Apostrophe for regular plural possession ❖ Headings and sub-headings to aid presentation. ❖ Present Perfect Use of a Present Perfect tense instead Simple Past	❖ Apostrophes for contraction ❖ Apostrophes to mark plural possession (for example the girl's name, the girls' names) ❖ Present and Past Tense including progressive (I am reading)	❖ Cohesion - Devices to build cohesion within a paragraph (for example, then, after that) ❖ Linking ideas across paragraphs using adverbials of time (later), place (nearby) or tense choices (he had seen her before). ❖ Multi-clause sentences ❖ Integration of dialogue ❖ Present Perfect – Use of a Present Perfect tense instead Simple Past (e.g. He has gone out to play contrasted with He went out to play.) ❖ Determiners - Use a or an	❖ Parenthesis ❖ Speech ❖ Modal verbs ❖ Hyphen ❖ Apostrophes for contraction and possession ❖ Expanded noun phrases; Adverbial Phrase; Relative Clause and Fronted adverbials ❖ Full stops, capital letters, !, ? ❖ Commas (list) ❖ Using commas to clarify meaning or avoid ambiguity in writing ❖ Synonyms and Antonyms ❖ The subjunctive form

			according to the next word in the text	❖ Colon ❖ semi colons ❖ dashes
	❖ REVISION AS REQUIRED FOR TEXT TYPE	❖ Present Perfect – Use of a Present Perfect tense instead Simple Past ❖ Determiners: Use a or an according to the next word in the ❖ REVISION AS REQUIRED FOR TEXT TYPE	❖ Parenthesis: Using brackets, dashes or commas to indicate parenthesis. ❖ Speech (Using and punctuating direct speech) ❖ Modal verbs ❖ Adverbs ❖ Commas for clarity ❖ REVISION AS REQUIRED FOR TEXT TYPE	❖ REVISION AS REQUIRED FOR TEXT TYPE

National Curriculum:

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Reading - word reading and spelling	**Word families – Spelling taught in DERIC lessons.** ❖ Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble).			
	❖ To apply their knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words ❖ read further exception words	❖ To apply their knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words ❖ read further exception words	❖ To apply their knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words	❖ To apply their knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words
Reading –	❖ Covering the National	❖ Covering the National Curriculum	❖ Covering the National Curriculum	❖ Covering the National Curriculum

comprehension	Curriculum Progress Descriptors, as per The Read with DERIC pupil 'I can' statements Y3	Progress Descriptors, as per the as per the Read with DERIC pupil 'I can' statements Y4	Progress Descriptors, as per the Read with DERIC pupil 'I can' statements Y5	Progress Descriptors, as per the Read with DERIC pupil 'I can' statements Y6
Writing – transcription	❖ Use the first two or three letters of a word to check its spelling in a dictionary ❖ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far ❖ Know what a thesaurus is used for and discuss synonyms for well-known words ❖ Use the diagonal and horizontal strokes that are needed to join letters ❖ Increase the legibility, consistency and quality of their handwriting	❖ Use the first two or three letters of a word to check its spelling in a dictionary ❖ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far ❖ Use a thesaurus with support to expand their vocabulary ❖ Use the diagonal and horizontal strokes that are needed to join letters ❖ Increase the legibility, consistency and quality of their handwriting	❖ Use dictionaries to check the spelling and meaning of words ❖ Use the first three or four letters of a word to check spelling, meaning or both in a dictionary ❖ Use a thesaurus independently to select the most appropriate vocabulary ❖ To develop a legible, joined and fluent handwriting style, with increasing speed ❖ Choosing the writing implement that is best suited to the task	❖ Use dictionaries to check the spelling and meaning of words ❖ Use the first three or four letters of a word to check spelling, meaning or both in a dictionary ❖ Use a thesaurus independently to select the most effective vocabulary ❖ To develop a legible, joined and fluent handwriting style, with increasing speed ❖ Choosing the writing implement that is best suited to the task
Writing – composition	**Pupils to be taught to:** ❖ Plan their writing though text exploration and modelling; discussing and recording ideas **Draft and write by:** ❖ composing and rehearsing sentences, progressively building a varied and rich vocabulary ❖ organising paragraphs around a theme ❖ in narratives, creating settings, characters and plot ❖ using simple organisational devices in non-narrative **Evaluate and edit to improve grammar and vocabulary:** ❖ Proofread for spelling and	**Pupils to be taught to:** ❖ Plan their writing though text exploration and modelling; discussing and recording ideas **Draft and write by:** ❖ composing and rehearsing sentences, progressively building a varied and rich vocabulary ❖ organising paragraphs around a theme ❖ in narratives, creating settings, characters and plot ❖ using simple organisational devices in non-narrative **Evaluate and edit to improve grammar and vocabulary:** ❖ Proofread for spelling and	**Pupils to be taught to:** ❖ Plan their writing by identifying audience and purpose; noting and developing ideas and drawing on their own reading **Draft and write by:** ❖ selecting appropriate grammar and vocabulary ❖ in narrative, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ❖ precising longer passages ❖ using a range of cohesive devices ❖ in non-narrative, using organisational and presentational devices to structure the text **Evaluate and edit to:** ❖ improve grammar and vocabulary ❖ ensure consistency of tense	**Pupils to be taught to:** ❖ Plan their writing by identifying audience and purpose; noting and developing ideas and drawing on their own reading **Draft and write by:** ❖ selecting appropriate grammar and vocabulary ❖ in narrative, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ❖ precising longer passages ❖ using a range of cohesive devices ❖ in non-narrative, using organisational and presentational devices to structure the text **Evaluate and edit to:** ❖ improve grammar and vocabulary ❖ ensure consistency of tense

	punctuation errors ❖ Read aloud their own writing ❖ Understand and use the grammar and punctuation as per the attached National Curriculum requirements for Y3	punctuation errors ❖ Read aloud their own writing ❖ Understand and use the grammar and punctuation as per the attached National Curriculum requirements for Y4	❖ ensure subject/verb agreement ❖ Proofread for spelling and punctuation errors ❖ Perform their own compositions. ❖ Understand and use the grammar and punctuation as per the attached National Curriculum requirements for Y5	❖ ensure subject/verb agreement ❖ Proofread for spelling and punctuation errors ❖ Perform their own compositions. ❖ Understand and use the grammar and punctuation as per the attached National Curriculum requirements for Y6