|  |
| --- |
| EYFS |
| Communication and Language  Three and Four-Year-Olds  • Enjoy listening to longer stories and can remember much of what happens.  • Pay attention to more than one thing at a time, which can be difficult.  • Use a wider range of vocabulary.  • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.  • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  • Sing a large repertoire of songs.  • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’  • Use longer sentences of four to six words.  • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  • Can start a conversation with an adult or a friend and continue it for many turns.  • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.  Reception  • Understand how to listen carefully and why listening is important.  • Learn new vocabulary.  • Use new vocabulary through the day.  • Ask questions to find out more and to check they understand what has been said to them.  • Articulate their ideas and thoughts in well-formed sentences.  • Connect one idea or action to another using a range of connectives.  • Describe events in some detail.  • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  • Develop social phrases.  • Engage in story times.  • Listen to and talk about stories to build familiarity and understanding.  • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.  • Use new vocabulary in different contexts.  • Listen carefully to rhymes and songs, paying attention to how they sound.  • Learn rhymes, poems and songs.  • Engage in non-fiction books.  • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Early Learning Goal  Listening, Attention and Understanding  • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  • Make comments about what they have heard and ask questions to clarify their understanding.  • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  Speaking  • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher |
| Literacy - Reading  Three and Four-Year-Olds   * Understand the five key concepts about print:   - print has meaning  - print can have different purposes  - we read English text from left to right and from top to bottom  - the names of the different parts of a book  - page sequencing  • Develop their phonological awareness, so that they can:  • spot and suggest rhymes  • count or clap syllables in words  • recognise words with the same initial sound, such as money and mother  • Engage in extended conversations about stories, learning new vocabulary  Reception  • Read individual letters by saying the sounds for them.  • Blend sounds into words, so that they can read short words made up of letter-sound correspondences.  • Read some letter groups that each represent one sound and say sounds for them.  • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words  • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Early Learning Goal  Comprehension  • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  • Anticipate (where appropriate) key events in stories.  • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play  Word Reading  • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |
| Writing  Three and Four-Year-Olds  • Use large-muscle movements to wave flags and streamers, paint and make marks.  • Use one-handed tools and equipment, for example, making snips in paper with scissors.  • Use a comfortable grip with good control when holding pens and pencils.  • Shows a preference for a dominant hand.  • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy  • Write some letters accurately.  • Engage in extended conversations about stories, learning new vocabulary.  • Write some or all of their name.  • Write some letters accurately.  Reception  • • Form lower-case and capital letters correctly.  • Spell words by identifying the sounds and then writing the sound with letter/s.  • Write short sentences with words with known letter–sound correspondences using a capital letter and full stop.  • Re-read what they have written to check that it makes sense.  Early Learning Goal  • Write recognisable letters, most of which are correctly formed.  • Spell words by identifying sounds in them and representing the sounds with a letter or letters.  • Write simple phrases and sentences that can be read by others. |

|  |
| --- |
| Suggested Texts – EYFS |

|  |  |
| --- | --- |
| Elmer (Paperback) | David McKee |
| Maisy's Wonderful Weather Book (Maisy Books) | Lucy Cousins |
| Hot Days (Welcome Books: Weather Report | Jennifer S. Burke |
| There Was an Old Lady Who Swallowed a Fly | Pam Adams |
| The Wheels on the Bus | Annie Kubler |
| Our Cat Cuddles | Gervase Phinn |
| Over on the Farm | Christopher Gunson |
| The Baby who wouldn’t go to bed | Helen Cooper |
| The Owl Who Was Afraid of the Dark | Jill Tomlinson & Paul Howard |
| Ponko and the South Pole | Meredith Hooper & Jan Ormerod |
| Bumper to Bumper | Jakki Wood |
| Fire-fighters (People Who Help Us) | Claire Oliver |
| Ambulance Crew (People Who Help Us) | Claire Oliver |
| My Day (Let's Explore) | Henry Pluckrose |
| My World, My Seasons | Siobhan Dodds |
| You Can Be My Friend (Charlie & Lola) | Lauren Child |
| I Can Do Anything That's Everything All on My Own (Charlie & Lola) | Lauren Child |
| Ruby's Rainy Day (Max and Ruby) | Rosemary Wells |
| One Snowy Night (Tales from Percy's Park) | Nick Butterworth |
| After the Storm (Tales from Percy's Park) | Nick Butterworth |
| The Incredible Book Eating Boy (Book & CD) | Oliver Jeffers |
| We work at the hospital | Angela Aylmore |
| Kipper's Rainy Day | Mick Inkpen |
| Kipper's Sunny Day | Mick Inkpen |
| Weather (First Kipper) | Mick Inkpen |
| Kipper's Snowy Day | Mick Inkpen |
| Penguin Small | Mick Inkpen |
| The Giant Jam Sandwich | John Vernon Lord |
| The Snail and the Whale Big Book | Julia Donaldson |
| Little Polar Bear | Hans de Beer |
| Rainbow Fish: Big Book (Big Books) (Paperback) | Marcus Pfister |
| The Rumble in the Jungle: Pop-up Book (Hardcover) | Giles Andreae |
| Emergency! | Margaret Mayo & Alex Ayliffe |
| Cock-a-doodle-doo! Farmyard Hullabaloo! | Giles Andreae |
| Doing the Animal Bop Big Book (Paperback) | Jan Ormerod |
| Read at Home: First Skills: Kipper's Weather Week (Hardcover) | Roderick Hunt |
| Beautiful Bananas Big Book (Paperback) | Elizabeth Laird |
| One Warm Fox | Nick Butterworth |
| I Absolutely Must Do Colouring-in Now (Charlie and Lola) (Paperback) | Lauren Child |
| Panda Bear, Panda Bear, What Do You See? (Paperback) | Eric Carle |
| Mister Seahorse (Picture Puffin) (Paperback) | Eric Carle |
| The Enormous Crocodile (Paperback) | Roald Dahl |
| The Mixed-up Chameleon (Picture Puffin) (Paperback) | Eric Carle |
| The Very Hungry Caterpillar (Giant Board Book) | Eric Carle |
| The Tiny Seed (Picture Puffin) (Paperback) | Eric Carle |
| From Head to Toe (Picture Puffin) (Paperback) | Eric Carle |
| The Very Hungry Caterpillar (Paperback) | Eric Carle |
| The Bad-tempered Ladybird (Paperback) | Eric Carle |
| Polar Bear, Polar Bear, What Do You Hear? (Paperback) | Eric Carle |
| Brown Bear, Brown Bear, What Do You See? (Paperback) | Eric Carle |
| Do You Want to be My Friend? (Picture Puffin) (Paperback) | Eric Carle |
| The Snowman (Picture Puffin) (Paperback) | Raymond Briggs |
| Looking at animals in cold places | Moira Butterfield |
| Rosie’s Walk | Pat Hutchins |
| The Wind Blew (Red Fox picture books) (Paperback) | Pat Hutchins |
| One Stormy Night (Red Fox picture books) (Paperback) | Ruth Brown |
| The Foggy Day (Postman Pat Story Books) (Paperback) | John Cunliffe |
| Pancakes, Pancakes! (Paperback) | Eric Carle |
| Time to get up | Gill Mclean |
| On the Moon (First Discovery) (Hardcover) | Anna Milbourne |
| The Scarecrows Secret (Farmyard Tales) (Paperback) | Heather Amery |
| Cuddly Dudley | Jez Alborough |
| Friends | Kim Lewis |
| We're Going on a Bear Hunt (Paperback) | Michael Rosen |
| This is the Bear (Big Books) (Paperback) | Sarah Hayes |
| Emma's lamb | Kim Lewis |
| Can't You Sleep, Little Bear (Paperback) | Martin Waddell |
| The Train Ride: Big Book (Big Books) (Hardcover) | June Grebbin |
| Spot's Snowy Day (Board book) | Eric Hill |
| Open Wide!: My First Trip to the Dentist (New Experiences) (Paperback) | Jen Green & Mike Gordon |
| **Year 1** | |
| Reading objectives: word reading  Apply phonic knowledge and skills at the route to decode words.  Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.  Read accurately blending sounds in unfamiliar words containing GPCs that have been taught.  Read common exception words (tricky words) noting unusual correspondences between spelling and sound and where these occur in the word.  Read words containing GPCs and –s, -es, -ing, - ed, -er and –est endings. -read words of more than one syllable that contain taught GPCs.  Read words with contractions (for example I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s).  Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.  Re-read these books to build up their fluency and confidence in reading words. | |
| Reading objectives: comprehension  Develop pleasure in reading, motivation to read, vocabulary and understanding by:   * Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. * Being encouraged to link what they read or hear read to their own experiences. * Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. * Recognising and joining in with predictable phrases * Learning to appreciate rhymes and poems, and recite some by heart. * Discussing word meanings, linking new meanings to those already known.   Understand both the books they can already read accurately and fluently and those they listen to by:   * Drawing on what they already know or on background information and vocabulary provided by the teacher. * Checking that the text makes sense to them as they read and correcting inaccurate reading. * Discussing the significance of the title and events. * Making inferences on the basis of what is being said and done. * Predicting what might happen on the basis of what has been read so far. * Participate in discussion about what is read to them, taking turns and listening to what others say.   Explain clearly their understanding of what is read to them. | |
| Speaking and listening objectives   * Listen and respond appropriately to adults and their peers. * Ask relevant questions to extend their understanding and knowledge. * Use relevant strategies to build their vocabulary. * Articulate answers, arguments and opinions. * Structure descriptions, explanations and narratives including expressing feelings. * Maintain attention and participate effectively in collaborative conversations, staying on topic and initiating and responding to comments. * Use spoken language to develop understanding through imagining and exploring ideas. * Speak audibly and fluently. * Participate in discussions, performances, role play and improvisations. * Gain and maintain the interest of the listener(s) * Consider different viewpoints, attending to and building on the contributions of others. * Use appropriate registers for effective communication. | |
| Writing: transcription:  Spell:   * Words containing each of the 40+ phonemes already taught. * Common exception words. * The days of the week.   Name the letters of the alphabet:   * Naming the letters of the alphabet in order. * Using letter names to distinguish between alternative spellings of the same sound.   Add prefixes and suffixes   * Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. * Using the prefix un- * Using –ing, -ed, -er and –est where no change is needed in the spelling of root words [for example: helping, helped, helper, eating, quicker, quickest] * Apply spelling rules and guidance [see spelling section] * Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | |
| Writing Composition:  Write sentences by:   * Saying out loud what they are going to write about. * Composing a sentence orally before writing it. * Sequencing sentences to form short narratives. * Re-reading what they have written to check it makes sense. * Discuss what they have written with the teacher or other pupils. * Read aloud their writing clearly enough to be heard by their peers and the teacher. | |
| Handwriting objectives:  HANDWRITING TO BE TAUGHT AT LEAST TWICE A WEEK.  Pupils should be taught to:   * Sit correctly at a table, holding a pencil comfortably and correctly. * Begin to form lower case letters in the correct direction, starting and finishing in the right place. * Form capital letters. * Form digits 0-9. * Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. | |
| Vocabulary, grammar and punctuation objectives:  Develop their understanding of:   * Leaving spaces between words. * Joining words and clauses using ‘and’ -Beginning to punctuate sentences using a capital letter and full stop, question mark or exclamation mark. * Using a capital letter for names of people, places, the days of the week and using the personal pronoun ’I’.   (see vocabulary, grammar and punctuation overview for more details) | |
| Spelling objectives  Please see spelling overview | |

|  |
| --- |
| Vocabulary, Grammar and Punctuation Overview – Year One |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Word** | **Sentence** | **Text** | **Punctuation** | **Terminology for pupils** |
| To use regular plural noun suffixes –s or – es [for example, dog, dogs; wish, wishes] including the effects of these suffixes on the meaning of the  noun.  • Recognise verbs as action words.  • Know that suffixes can be added to verbs where no change is needed in the spelling of root words (eg:  helping, helped, helper)  • How the prefix changes the meaning of verbs.  • Recognise adjectives as describing words.  • Recognise changes to  the meaning of adjectives. | • Know that every sentence has a subject and a verb.  • Understand how words can be combined to make sentences.  • To join words using ‘and’  • To join clauses using ‘and’ | Sequencing sentences to form short narratives. | Separate words with spaces.  • Use a capital letter at the beginning of every sentence.  • Use a full stop at the end of a sentence.  • Use a question mark at the end of a question.  • Use an exclamation mark for a command or a dramatic sentence.  • Use capital letters for names of places.  • Use capital letters for names of people.  • Use capital letters for the days of the week.  • Use a capital ‘I’ for the personal pronoun. | Please display this as part of your literacy working wall:  verb  adjective  subject  capital letter  word  singular  plural  sentence  punctuation  Full stop  Question mark  Exclamation mark. |

|  |
| --- |
| **Year 2** |
| Reading objectives: word reading  Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.   * Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. * Read accurately words of two or more syllables that contain the same graphemes as above. * Read words containing common suffixes. * Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. * Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. * Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. * Re-read these books to build up their fluency and confidence in word reading. |
| Reading objectives: comprehension  Develop pleasure in reading, motivation to read, vocabulary and understanding by:   * Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. * Discussing the sequence of events in books and how items of information can be related. * Becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales. |
| Speaking and listening objectives   * Listen and respond appropriately to adults and their peers. * Ask relevant questions to extend their understanding and knowledge. * Use relevant strategies to build their vocabulary. * Articulate answers, arguments and opinions. * Structure descriptions, explanations and narratives including expressing feelings. * Maintain attention and participate effectively in collaborative conversations, staying on topic and initiating and responding to comments. * Use spoken language to develop understanding through imagining and exploring ideas. * Speak audibly and fluently. * Participate in discussions, performances, role play and improvisations. * Gain and maintain the interest of the listener(s) * Consider different viewpoints, attending to and building on the contributions of others. * Use appropriate registers for effective communication. |
| Writing transcription:  Spell by:   * Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. * Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some new words with each spelling, including a few common homophones. * Learning to spell common exception words. * Learning to spell more words with contracted forms. * Learning the possessive apostrophe (singular) [for example, the girl’s book] * Distinguishing between homophones and near homophones. * Add suffixes to spell longer words, including –ment, ness, -ful, -less and –ly. |
| Writing composition:  Develop positive attitudes towards and stamina for writing by:   * Writing narratives about personal experiences and those of others (real and fictional) * Writing about real events * Writing poetry. * Writing for different purposes.   Consider what they are going to write before beginning by:   * Planning or saying out loud what they are going to write about. * Writing down ideas and/or key words, including new vocabulary. * Encapsulating what they want to say, sentence by sentence. |
| Handwriting objectives  HANDWRITING TO BE TAUGHT TWICE A WEEK.   * Form lower-case letters of the correct size relative to one another. * Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. * Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. * Use spacing between words that reflects the size of the letters. |
| Vocabulary, grammar and punctuation objectives:   * Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.   Learn how to use:   * Sentences with different forms: statement, question, exclamation, command. * Expanded noun phrases. * Present and past tenses correctly and consistently including the progressive form. * Subordination and co-ordination. * Some features of written Standard English. |
| Spelling objectives  Please see spelling overview |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Vocabulary, Grammar and Punctuation Overview – Year Two | | | | |
| **Word** | **Sentence** | **Text** | **Punctuation** | **Terminology for pupils** |
| • To know that a noun is a naming word.  • To create compound words for example superman, whiteboard  • To change adjectives into nouns by using – ness  • To change verbs into nouns by adding –er (e.g.: baker, robber)  • To change verbs into  adjectives by adding – ful and –less  • Use the suffixes –er and –est in adjectives  • Use –ly in Standard English to turn adjectives into adverbs. | • To use subordination  (when, if, that, because) to join clauses.  • To use co-ordination (or, and, but)  • To build on knowledge of nouns and adjectives to  create expanded noun phrases (the blue butterfly, plain flour, the man in the moon)  • To recognise that a statement is a telling sentence.  • To recognise that a question is an asking sentence.  • To recognise that an  exclamation is an excited sentence.  • To recognise that a command is a sentence giving an order. | To be able to use present tense consistently and correctly.  • To be able to use past tense consistently and correctly.  • To choose correctly when to use present tense and when to use past tense.  • To use the progressive forms of verbs in the present and past tense.(e.g. he was drumming, she  was shouting) | • To use full stops to demarcate statements.  • To use question marks to demarcate questions.  • To use exclamation marks to demarcate exclamations and commands.  • To use commas to separate items in a list.  • To use apostrophes to mark where letters are missing in spelling.  • To use possessive apostrophes to make singular possession in nouns. (E.g. the girl’s name.) | Please display this as part of your literacy working wall.  Noun adjective  Noun phrase  Adverb  Statement  Question  Command  Exclamation  Compound  Suffix  Present tense  Past tense  Apostrophe  Comma |

|  |
| --- |
| Suggested Texts – Year 1 & Year 2 |

Fiction

|  |  |
| --- | --- |
| Not now Bernard | David McKee |
| The Tiger Who Came to Tea | Judith Kerr |
| When a Monster is Born | Sean Taylor |
| Little Mouse’s Big Book of Fears | Emily Gravett |
| Traditional Tales  Little Red Riding Hood  Jack and the Beanstalk  The Gingerbread Man  Hansel and Gretel  The Three Little Pigs |  |
| The Lion Inside | Rachel Bright |
| The Giant Jam Sandwich | Janet Burroway |
| Winnie the Witch Stories | Valerie Thomas |
| Dogger | Shirley Hughes |
| The Dark | Lemony Snicket |
| Into the Forest | Antony Brown |
| The Bear and the Piano | David Litchfield |
| The Wonder | Faye Hanson |
| Orion and the Dark | Emma Yarlett |
| Owl Babies | Martin Waddell |
| Beegu | Alexis Deacon |
| The Enormous Crocodile | Roald Dahl |
| Handa’s Surprise | Eileen Browne |
| Room on a Broom | Julia Donaldson |
| This is the Bear and the Scary Night | Sarah Hayes |
| Lost in the Toy Museum | David Lucas |
| On the way home | Jill Murphy |
| This is our House | Michael Rosen |
| How to hide a Lion | Helen Stephens |
| After the fall | Dan Santat |
| Ocean Meets the Sky | The Fan Brothers |
| The Antlered Ship | Dashka Slater |

Non-Fiction

|  |  |
| --- | --- |
| National Geographic Website |  |
| Mixed a Colourful Story | Arree Chung |
| How to Wash a Woolly Mammoth | Michelle Robinson |
| Tad | Beryl Davies |
| What Mr Darwin Saw | Mick Manning |
| How Many Seeds in a Pumpkin | Magaret McNamara and G. Brian Karas |

Poetry (Many can be downloaded from the poetry archive site)

|  |  |
| --- | --- |
| The Puffin Book of Fantastic First Poems | June Crebbin |
| Poems to Perform | Julia Donaldson |
| Pirate Pete | James Carter |
| The Jumblies | Edward Lear |
| The Owl and the Pussycat | Edward Lear |
| The Door | Miroslav Holub |

|  |
| --- |
| **Year 3** |
| Reading objectives: word reading   * Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet. * Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word. |
| Reading objectives: comprehension   * Develop positive attitudes to reading and understanding of what they read by: * Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books. * Reading books that are structured in different ways and reading for a range of purposes. * Using dictionaries to check the meanings of words that they have read. * Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. * Identifying themes and conventions in a wide range of books. * Preparing poems and play scripts to read aloud and perform, showing understanding through intonation and action. * Discussing words and phrases that capture the reader’s interest and imagination. * Recognising some different forms of poetry [for examples: free verse, narrative poetry.] * Understand what they read, in books they can read independently, by:- * Checking the text makes sense to them, discussing their understanding.   - Asking questions that improve their understanding of a text.  - Drawing inferences such as inferring characters’ feelings, thoughts and motives through their actions.  - Predicting what might happen from details stated.  - Identifying main ideas drawn from more than one paragraph.  - Identifying how language, structure and presentation contribute to meaning.  - Retrieve and record information from non-fiction.  - Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say. |
| Speaking and listening objectives   * Listen and respond appropriately to adults and their peers. * Ask relevant questions to extend their understanding and knowledge. * Articulate and justify answers and arguments. * Give well-structured descriptions and explanations for different purposes. * Maintain attention and participate effectively in collaborative conversations, staying on topic and initiating and responding to comments. * Use spoken language to develop understanding through speculating, imagining and exploring ideas. * Speak audibly and fluently with an increasing command of Standard English. * Participate in discussions, presentations, performances, role play and improvisations. * Gain and maintain the interest of the listener(s) consider different viewpoints, attending to and building on the contributions of others. * Select and use appropriate registers for effective communication. |
| Writing transcription:   * Use further prefixes and suffixes and understand how to add them * Spell further homophones. * Spell words that are often misspelt * Place the possessive apostrophe accurately in words with regular plurals [for examples, girls’, boys’ ] * Use the first two letters in 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. |
| Writing composition:   * Plan their writing by:   - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  - Discussing and recording ideas.  - Draft and write by composing and rehearsing sentences orally (including dialogue)  - Build up a varied and rich vocabulary to use in writing.  - Using conjunctions to join clauses (when, before, after, while, so, because)  - Using adverbs that show time, place or cause (then, next, soon, In the distance, therefore)  - To use prepositions (before, after, during, in, because of)  - Beginning to use paragraphs by grouping related material. |
| Handwriting objectives   * Use the diagonal and horizontal strokes that are needed to join letters. * Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downward strokes of letters are parallel and equidistant] |
| Vocabulary, grammar and punctuation objectives:   * Extend the range of sentences with more than one clause by using a wider range of conjunctions. * Using the present form of verbs {he has gone out to play rather than he went out to play] * Choosing nouns appropriately for the clarity and cohesion and to avoid repetition. * Use conjunctions, adverbs and prepositions to express time and cause. * Using inverted commas to punctuate direct speech. |
| Spelling objectives  Please see spelling overview |

|  |
| --- |
| Vocabulary, Grammar and Punctuation Overview – Year Three |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Word** | **Sentence** | **Text** | **Punctuation** | **Terminology for pupils** |
| * Formation of nouns using a range of prefixes [for example super-, anti-, auto-] * To distinguish between consonants and vowels. * Use the forms a or an according to whether the next word begins with a consonant or vowel. * Make word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble) | * Use conjunctions to express time (before, after, when, while) * Use conjunctions to express cause (so, because) * Use adverbs to express time (then, next, after, soon, later, meanwhile) * Use adverbs to express place (Far away, in the distance, next to, near to) * Use adverbs to express cause (therefore, due to the fact that, as long as) * use prepositions (before, after, during, in, because of) | * To begin to group related material into paragraphs. * To use headings and subheadings when organising writing. * Use the present perfect form of verbs (He has gone out to play, I have been to Mexico before, he has seen the play many times) | * To use inverted commas to punctuate direct speech. * To use the possessive apostrophe accurately for regular plurals. | Please display on your  literacy working wall.  Preposition  conjunction  word family  prefix  clause  subordinate clause  direct speech  consonant  vowel  inverted commas (also  known as speech marks) |

|  |
| --- |
| Suggested Texts – Year 2 & 3 |

Fiction

|  |  |
| --- | --- |
| The Magic Finger | Roald Dahl |
| Charlie and the Chocolate Factory | Roald Dahl |
| Iron Man | Ted Hughes |
| The Hodgeheg | Dick King Smith |
| Leon and the Place Between | Angela McAlister |
| The Ice Bear | Jackie Morris |
| Tell me a Dragon | Jackie Morris |
| The Village that Vanished | Ann Grifalconi, |
| The Tin Forest | Helen Ward and Wayne Anderson |
| The Ice Palace | Robert Swindells |
| The Lost Happy Endings | Carol Ann Duffy, |
| Gregory Cool | Caroline Binch |
| The Enchanted Horse | Magdeline Nabb |
| The Frog Prince |  |
| The True Story of the Three Little Pigs | Jon Scieszka |
| The Sheep Pig | Dick King-Smith |
| Flat Stanley | Jeff Brown |
| Marcy and the Riddle of the Sphinx | Joe Todd-Stanton |
| Flotsam | David Wiesner |
| Diary of a Killer Cat | Anne Fine |
| Tuesday | David Wiesner |

Non-Fiction

|  |  |
| --- | --- |
| National Geographic Website |  |
| The Rhythm of the Rain | Graheme Baker Smith |
| Once Upon a Raindrop | James Carter |
| The Book of Trees | Piotr Socha |
| Polar Bear | Jenni Desmond |
| The River | Patricia Hegarty |

Poetry

|  |  |
| --- | --- |
| Where my Wellies Take Me | Michael Morpurgo |
| I am the seed that grew | Fiona Waters & Frann Preston-Gannon |
| Little Red | Jessica Mcdonald |
| Benjamin Bear | Josie Whitehead |
| The Tale of Custard the Dragon | Ogden Nash |

|  |
| --- |
| **Year 4** |
| Reading objectives: word reading   * Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meanings of the new words they meet. * Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. |
| Reading objectives: comprehension   * PLEASE NOTE: THESE OBJECTIVES ARE VERY SIMILAR TO Y3-BUT MORE COMPLEX FORMS OF WRITING SHOULD BE USED. * Develop positive attitudes to reading and understanding of what they read by:   + Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books.   + Reading books that are structured in different ways and reading for a range of purposes.   + Using dictionaries to check the meanings of words that they have read. * Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. * Identifying themes and conventions in a wide range of books. * Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action. * Discussing words and phrases that capture the reader’s interest and imagination. * Recognising some different forms of poetry for example: free verse, narrative poetry. * Understand what they read, in books they can read independently, by:-   + Checking the text makes sense to them, discussing their understanding and explaining the meaning of words in context.   + Asking questions that improve their understanding of a text.   + Drawing inferences such as inferring characters’ feelings, thoughts and motives through their actions, and justifying inferences with evidence.   + Predicting what might happen from details stated and implied.   + Identifying main ideas drawn from more than one paragraph.   + Identifying how language, structure and presentation contribute to meaning.   + Retrieve and record information from non-fiction.   + Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say. |
| Speaking and listening objectives   * Listen and respond appropriately to adults and their peers. * Ask relevant questions to extend their understanding and knowledge. * Articulate and justify answers and arguments. * Use relevant strategies to build their vocabulary. * Give well-structured descriptions and explanations for different purposes. * Maintain attention and participate effectively in collaborative conversations, staying on topic and initiating and responding to comments. * Use spoken language to develop understanding through speculating, imagining and exploring ideas. * Speak audibly and fluently with an increasing command of Standard English. * Participate in discussions, presentations, performances, role play and improvisations. * Gain and maintain the interest of the listener(s) * Consider different viewpoints, attending to and building on the contributions of others. * Select and use appropriate registers for effective communication. |
| Writing transcription:   * Use further prefixes and suffixes and understand how to add them. * Spell further homophones. * Spell words that are often misspelt. * Place the possessive apostrophe accurately in words with irregular plurals (for example: children’s] * Use the first three letters in a word to check its spelling in a dictionary. |
| Writing composition:   * Plan their writing by: * Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. * Discussing and recording ideas. * draft and write by:   + Composing and rehearsing sentences orally (including the correct layout of dialogue)   + Progressively building on a varied and rich vocabulary.   + Organise paragraphs around a theme. * In narratives, create descriptions of settings and characters using expanded noun phrases. * In narratives, create a plot. * In non-narrative material, use organisational devices. * Evaluate and edit by:   + Assessing the effectiveness of their own and others’ writing and suggesting improvements.   + Proof-read for spelling and punctuation errors.   + Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. * Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. |
| Handwriting objectives  THIS NEEDS TO BE TAUGHT TWICE A WEEK.   * Use the diagonal and horizontal strokes that are needed to join letters. * Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downward strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders do not touch.] |
| Vocabulary, grammar and punctuation objectives:  (See the Y4 vocabulary, grammar and punctuation Year 4 overview for more guidance)   * Use conjunctions to write sentences with more than one clause including when, because, if , although * Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. * Use fronted adverbials at the beginning of sentences. * Use a comma after a fronted adverbial. * Indicate possession by using the possessive apostrophe with plural nouns. * Using and punctuating direct speech. |
| Spelling objectives  Please see spelling overview |

|  |
| --- |
| Vocabulary, Grammar and Punctuation Overview – Year Four |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Word** | **Sentence** | **Text** | **Punctuation** | **New Terminology for pupils** |
| * To consolidate understanding that we can use –s to indicate plurals. * To consolidate understanding that we can also use –s to indicate possession. * To distinguish between when a possessive –s or plural –s has been used. | * To expand noun phrases by adding modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to the strict maths teacher with curly hair or the cat being expanded to the shy cat with a stripy black and white tail) * Use fronted adverbials at the beginning of sentences (adverbs tell us the time, place or manner of an action) [e.g.: Later on, that day, the girl went to bed. In the far distance, I could see birds flying around. Suddenly, the squirrel began to run] | * Use paragraphs to organise ideas around a theme. * Choose an appropriate pronoun within and across sentences to aid cohesion and avoid repetition. * Choose an appropriate noun within and across sentences to aid cohesion and avoid repetition. | * Use inverted commas to indicate direct speech. * Use a comma after the reporting clause e.g. The conductor shouted, “Sit down!” * End punctuation within inverted commas. (“It’s not fair!” shouted the boy.) * Use a comma after a fronted adverbial (Before he could move, the lion pounced; Excitedly, she opened her presents; Next to the statue, a man stood waiting for his friend) | Please display on your literacy working wall.   * Determiner * Pronoun * Possessive pronoun * Adverbial |
| Suggested Texts – Year 4 & 5 | | | | |

Fiction

|  |  |
| --- | --- |
| Beowulf | Michael Morpurgo |
| I was a Rat | Phillip Pullman |
| The Railway Children (Ladybird Classic) | E. Nesbitt |
| The Butterfly Lion | Michael Morpurgo |
| Not Bad for a Bad Lad | Michael Morpurgo |
| The Amazing Adventures of Adolphus Tips | Michael Morpurgo |
| Shackleton’s Journey | William Grill |
| The Wreck of the Zanzibar | Michael Morpurgo |
| Rose Blanche | Christophe Gallaz and Roberto Innocenti |
| The Lion and the Unicorn | Shirley Hughes |
| The Mousehole Cat | Antonia Barber |
| Stig of the Dump | Clive King |
| Tilly and the Time Machine | Ade Edmondson |
| Fantastic Flying Books of Mr Morris Lessmore | W. E. Joyce |
| Harry Potter and the Philosopher’s Stone | J.K. Rowling |
| A Stone for Sascha | Aaron Becker |
| The Polar Express | Chris Van Allsburg |
| The Twits | Roald Dahl |
| The Witches | Roald Dahl |
| Varmints | Helen Ward |
| Armstrong – The Adventurous Journey of a Mouse to the Moon | Torben Kuhlmann |
| The Many Worlds of Albie Bright | Christopher Edge |
| Rumble Star | Abi Elphinstone |

Non-Fiction

|  |  |
| --- | --- |
| National Geographic Website |  |
| Amazing Animal Journeys | Chris Packham |
| The Sea Book | Charlotte Milner |
| Planet | Jess French |
| We travel So Far | Laura Knowles |
| Everest- The Remarkable Story of Edmund Hilary and Tenzig Norgay | Alex Stewart |
| Can we Save the Tiger | Martin Jenkins |

Poetry

|  |  |
| --- | --- |
| A First Book of the Sea | Nicola Davies |
| The Lion and Albert | Marriot Edgar |
| The Tyger | William Blake |
| The Spider and the Fly | Mary Howitt |
| Macavity | T.S. Elliot |
| The Walrus and the Carpenter | Lewis Carroll |
| Night Mail | W H Auden |

|  |
| --- |
| **Year 5** |
| Reading objectives: word reading   * Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet. |
| Reading objectives: comprehension  PLEASE NOTE: THESE OBJECTIVES ARE VERY SIMILAR TO Y3/4-BUT MORE COMPLEX FORMS OF WRITING SHOULD BE USED.   * Maintain positive attitudes to reading and understanding of what they read by:   + Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.   + Reading books that are structured in different ways and reading for a range of purposes.   + Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions.   + Recommending books that they have read to their peers, giving reasons for their choices.   + Identifying themes and conventions in and across a wide range of writing.   + Making comparisons within and across books.   + 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. * Understanding what they read by:   + Checking that the book makes sense to them, discussing the understanding and exploring the meaning of words in context.   + Asking questions to improve their understanding.   + Drawing inferences such as inferring characters’ feelings, thoughts and motives through their actions.   + Predicting what might happen from details stated.   + Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.   + Identify how language, structure and presentation contribute to meaning.   + Discuss and evaluate how authors use language. Including figurative language.   + Distinguish between statements of fact and opinion.   + Retrieve, record and present information from non-fiction. * Participate in discussion about books that are read to them and those they can read for themselves, building on their own and others’ ideas. * Explain and discuss their understanding of what they have read, including through formal presentations and debates. * Provide reasoned justifications for their views. |
| Speaking and listening objectives   * Listen and respond appropriately to adults and their peers. * Ask relevant questions to extend their understanding and knowledge. * Articulate and justify answers and arguments and opinions. * Use relevant strategies to build their vocabulary. * Give well-structured descriptions, explanations and narratives for different purposes. * Maintain attention and participate effectively in collaborative conversations, staying on topic and initiating and responding to comments. * Use spoken language to develop understanding through speculating hypothesising, imagining and exploring ideas. * Speak audibly and fluently with an increasing command of Standard English. * Participate in discussions, presentations, performances, role play and improvisations and debates. * Gain and maintain the interest of the listener(s) * Consider and evaluate different viewpoints, attending to and building on the contributions of others. * Select and use appropriate registers for effective communication. |
| Writing transcription:   * Use further prefixes and suffixes and understand the guidance for adding them. * Spell some words with ‘silent’ letters [for example, knight, psalm] * Continue to distinguish between homophones. * Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically * Use the first three or four letters of a word to check the spelling, meaning or both of these in a dictionary. * To find synonyms in a thesaurus. |
| Writing composition:  Plan their writing by:  • Identifying the audience for and the purpose of writing, selecting the appropriate form and using other similar writing models as their own.  • noting and developing initial ideas.  • In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed   * Draft and write by:   + Selecting appropriate grammar and vocabulary, understanding how such choices can change meaning.   + In narratives, describing settings, character and integrating dialogue to convey the character.   + Précising longer passages.   + Using devices to build cohesion within and across paragraphs.   + Using further organisational and presentational devices to structure text and guide the reader {e.g.: headings, bullet points, underlining.] * Evaluate and edit by:   + Assessing the effectiveness of their own and others’ writing.   + Proposing changes to vocabulary, grammar and punctuation to clarify meaning.   + Ensuring the consistent and correct use of tense through a piece of writing including the use of modal verbs.   + Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.   + Proof-read for spelling and punctuation errors. |
| Handwriting objectives  THIS NEEDS TO BE TAUGHT TWICE A WEEK   * Write legibly, fluently and with increasing speed by:   + Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. |
| Vocabulary, grammar and punctuation objectives:  (See the vocabulary, grammar and punctuation Year 5 overview for more detail)   * Use the perfect form of verbs to mark relationships of time and cause (have/has) * Using expanded noun phrase to convey complicated information concisely. * Using modal verbs to indicate possibility. * Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e.) omitted relative pronoun. * Using commas to clarify meaning. |
| **Spelling objectives**  Please see spelling overview |

|  |
| --- |
| Vocabulary, Grammar and Punctuation Overview – Year Five |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Word** | **Sentence** | **Text** | **Punctuation** | **New Terminology for pupils** |
| * Convert nouns or adjectives into verbs using suffixes (for example, -ate, -ise, -ify) * Use verb prefixes [for example, dis-, de-, mis-, over and re-] | * Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (eg: This is the skirt I bought in the sales) * Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] * Use the perfect form of verbs (I have finished; he has walked in; we will have been running for an hour) | * Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly] * Link ideas across paragraphs using adverbials of time [for example, later] place[for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] | * Use brackets, dashes or commas to indicate parenthesis. * Use commas to clarify meaning or avoid ambiguity. * Use Ellipsis. | * Please display on your Literacy working wall.   Modal verb, relative  pronoun, relative clause,  parenthesis, bracket, dash, cohesion, ambiguity. |

|  |
| --- |
| **Year 6** |
| Reading objectives: word reading  Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet. |
| Reading objectives: comprehension  PLEASE NOTE: THESE OBJECTIVES ARE VERY SIMILAR TO Y3/4-BUT MORE COMPLEX FORMS OF WRITING SHOULD BE USED.   * Maintain positive attitudes to reading and understanding of what they read by:   + Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.   + Reading books that are structured in different ways and reading for a range of purposes.   + Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions.   + Recommending books that they have read to their peers, giving reasons for their choices.   + Identifying and discussing themes and conventions in and across a wide range of writing.   + Making comparisons within and across books.   + 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 the meaning is clear to the audience. * Understanding what they read by:   + Checking that the book makes sense to them, discussing the understanding and exploring the meaning of words in context.   + Asking questions to improve their understanding.   + Drawing inferences such as inferring characters’ feelings, thoughts and -provide reasoned justifications for their views. motives through their actions, and justifying inferences with evidence.   + Predicting what might happen from details stated and implied.   + Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. * Identify how language, structure and presentation contribute to meaning. * Discuss and evaluate how authors use language including figurative language, considering the impact on the reader. * Distinguish between statements of fact and opinion. * Retrieve, record and present information from non-fiction. * Participate in discussion 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. * Explain and discuss their understanding of what they have read, including through formal presentations and debates. |
| Speaking and listening objectives   * Listen and respond appropriately to adults and their peers. * Ask relevant questions to extend their understanding and knowledge. * Articulate and justify answers and arguments and opinions. * Use relevant strategies to build their vocabulary. * Give well-structured descriptions, explanations and narratives for different purposes. * Maintain attention and participate effectively in collaborative conversations, staying on topic and initiating and responding to comments. * Use spoken language to develop understanding through speculating hypothesising, imagining and exploring ideas. * Speak audibly and fluently with an increasing command of Standard English. * Participate in discussions, presentations, performances, role play and improvisations and debates. * Gain and maintain the interest of the listener(s) * Consider and evaluate different viewpoints, attending to and building on the contributions of others. * Select and use appropriate registers for effective communication. |
| Writing transcription:   * Use further prefixes and suffixes and understand the guidance for adding them. * To extend the bank of words spelt with a silent letter {e.g.: solemn] * Continue to distinguish between homophones. * Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically * Use a dictionary with confidence to check the spelling and meaning of words. * To use a thesaurus and use the words found in the thesaurus in a meaningful context. |
| Writing composition:   * Plan their writing by:   + Identifying the audience for and the purpose of writing, selecting the appropriate form and using other similar writing models as their own.   + Noting and developing initial ideas.   + In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. * Draft and write by:   + Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.   + In narratives, describing settings, character and atmosphere and integrating dialogue to convey the character.   + Précising longer passages.   + Using devices to build cohesion within and across paragraphs.   + Using further organisational and presentational devices to structure text and guide the reader {e.g.: headings, bullet points, underlining.] * Evaluate and edit by:   + Assessing the effectiveness of their own and others’ writing.   + Proposing changes to vocabulary, grammar and punctuation to enhance effects clarify meaning.   + Ensuring the consistent and correct use of tense through a piece of writing.   + Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing appropriate register.   + Proof-read for spelling and punctuation errors. |
| Handwriting objectives  THIS NEEDS TO BE TAUGHT TWICE A WEEK.   * Write legibly, fluently and with increasing speed by:   + Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.   + Choosing the writing implement that is best suited for a task. |
| Vocabulary, grammar and punctuation objectives:   * Develop their understanding of:   + Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.   + Using passive verbs to affect the presentation of information in a sentence. * Indicate grammatical and other features by:   + Using commas to clarify meaning or avoid ambiguity in writing.   + Using hyphens to avoid ambiguity.   + Using brackets, dashes or commas to indicate parenthesis.   + Using semi-colons, colons or dashes to mark boundaries between independent clauses.   + Using a colon to introduce a list.   + Punctuating bullet points consistently. |
| Spelling objectives  Please see spelling overview |

|  |
| --- |
| Vocabulary, Grammar and Punctuation Overview – Year Six |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Word** | **Sentence** | **Text** | **Punctuation** | **New Terminology for pupils** |
| * Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for- request; go in – enter] * Understand how words are related by meaning as synonyms and antonyms [for example, big, large, little] | * Use the passive to affect the presentation of information in a sentence [for example, broke the window in the greenhouse versus The window in the greenhouse was broken by me] * Know the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very normal writing and speech.] | * -Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections {for example, the use of adverbials such as on the other hand, in contrast or as a consequence], and ellipsis. * Use layout devices [for example, headings, subheadings, columns, bullets or tables to structure text] | * Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it’s raining; I’m fed up] * Use a colon to introduce a list and use of semi-colons within lists. * Use bullet points to list information * Understand how hyphens can be used to avoid ambiguity [for example, man-eating shark versus maneating shark, or recover versus re-cover] | * Please display on your literacy working wall.   Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon, bullet points. |

|  |
| --- |
| Suggested Texts – Year 5 & 6 |

Fiction

|  |  |
| --- | --- |
| Journey to the River Sea | Eva Ibbotson |
| The Umbrella Mouse | Anna Fargher |
| BFG | Roald Dahl |
| Matilda | Roald Dahl |
| Wonder | R J Palacio |
| Kensuke’s Kingdom | Michael Morpurgo |
| Phoenix | S F Said |
| The Girl of Ink and Stars | Kiran Millwood |
| The River | Allesandro Samra |
| The Many Worlds of Abbie Bright | Christopher Edge |
| Coraline | Neil Gaiman |
| The Wolves in the Walls | Neil Gaiman |
| Flour Babies | Anne Fine |
| The Arrival | Shaun Tan |
| Letters from the Lighthouse | Emma Carroll |
| The Matchbox Diary | Paul Fleischman |
| Once | Morris Gleitzman |
| Then | Morris Gleitzman |
| Skellig | David Almond |
| Short! | Kevin Crossley-Holland |
| Mirror Mirror | Secret Author! |
| The Giant’s Necklace | Michael Morpurgo |
| Fog Hounds, Wind Cat, Sea Mice | Joan Aitkin |
| The Wind in the Wall | Sally Gardener and Rovina Cai |
| The Nameless Holiday from Tales from Outer Suburbia | Shaun Tan |
| The Mischievians | William Joyce |
| The Clockwork Crow | Catherine Fisher |
| The Eye of the Wolf | Catherine Fisher |
| The Thief Lord | Cornelia Funke |
| The Girl Who Speaks Bear | Sophie Anderson |
| The Wolf Wilder | Katherine Rundell |
| Rooftoppers | Katherine Rundell |
| The Good Thieves | Katherine Rundell |
| The 1000 Year Old Boy | Ross Wellford |
| Holes | Louis Sachar |
| Boy Overboard | Morris Glietzman |
| The Boy at the Back if the Class | Onjali Q Rauf |

Non-Fiction

|  |  |
| --- | --- |
| National Geographic Website |  |
| Science Squad | Robert Winston |
| Island – The story of the Galapagos | Jason Chin |
| The Story of Inventions | Anna Claybourne and Adam Larkum |
| Race to the Frozen North | Catherine Johnson |
| Rivers | Peter Goes |
| Moth: An Evolution Story | Isabel Thomas |

Poetry

|  |  |
| --- | --- |
| Flannan Isle | Wilfred Wilson Gibson |
| The Raven | Edgar Allen Poe |
| The Highwayman | Alfred Noyes |
| The Witches Spell | William Shakespeare |
| Matilda | Hilaire Belloc |
| The Listeners | Walter De La Mere |
| Inchcape Rock | Robert Southney |