



*"I'm not saying it's going to be easy, but that's no reason to give up. You'll be surprised what you can accomplish if you set your mind to it."*

**Louis Sachar**

- Y6 WORD READING**
- Read most words containing taught suffixes
  - Read and comprehend most words from Y5/6 statutory lists

- Y6 READING**
- Check a text makes sense and self-correct when appropriate
  - Work out the meaning of unknown words from the context
  - Discuss their understanding of, and explore, the meaning of words in context

- Y6 READING**
- Use knowledge of prefixes to explain the meaning of most words containing them
  - Retrieve, record and present information from non-fiction
  - Summarise the main ideas, identifying key details and using quotations for illustrations
  - Explain and discuss their understanding of what they have just read, drawing reasons inferences and justifying these with evidence

- Y6 READING**
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - Provide reasoned justifications for their views
  - Make predictions from details stated and implied
  - Appraise a text quickly and gather its overall meaning
  - Evaluate how authors use language, including figurative language, considering the impact on the reader
  - Make comparisons within and across texts

- Y6 WRITING**
- The pupil can write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader
  - In narratives, describe settings, characters and atmosphere
  - Integrate dialogue in narratives to convey character and advance the action
  - Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.

- Y6 WRITING**
- Use a range of device to build cohesion (e.g. conjunction, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
  - Use verb tenses consistently and correctly throughout their writing
  - Use punctuation taught at KS2 mostly correctly
  - Spell correctly most words from the Y5/6 spelling list and use a dictionary to check



- Autumn Term**
- Recount – Diary
  - Persuasion - Promotional leaflet
  - Narrative - letters in role as Willie/Zac (formality)
  - Report – Informative Article on an Endangered Animal
  - Narrative - Additional Scene (Willie's Recollections of his childhood) (published outcome an oral performance/reading).

- Spring 1**
- Biography – Nelson Mandela
  - Persuasion – Formal Speech to the House of Commons about Apartheid (published outcome an oral performance/reading).
  - Review – Theatre Review on the Royal Drummers of Burundi

- Spring 2/Summer 1**
- Discussion - Balanced Argument: Should Inmates Escape Camp Greenlake?
  - Narrative - Missing Chapter 7½
  - Narrative Letters – Formal and Informal Letters
  - Report – Informal Broadcast Transcript: Desertification in North America (published outcome an oral performance/reading).
  - Narrative – Re-write chapter 47 from perspective of the Warden (or Lawyer)

- Summer 2**
- Narrative – focussing on character and atmosphere, based on Act 1, Scene 7
  - Recount - Biography & Associated Newspaper Report
  - Persuasion – defence statements for Macbeth and/or Lady Macbeth

**YEAR**

**6**

**Autumn : Anderson Shelter**

**Spring 1: Harmonee – Lego City**

**Immersive Environment**

**Spring 2/Summer 1: Warden's Hut, oak Trees & hammock**

**Summer 2: Heathland**

- Y5 WORD READING**
- Read many words containing taught suffixes
  - Read and comprehend many words from the Y5/6 statutory word list

- Y5 READING – in age appropriate text**
- Check text makes sense, self correcting when appropriate
  - Work out the meaning of unknown words from the context

- Y5 READING – in age appropriate text**
- Discuss their understanding of, and explore, the meaning of words in context
  - Use knowledge of taught prefixes to explain the meaning of most words
  - Retrieve and record information from non-fiction texts
  - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

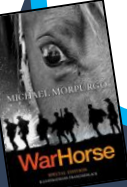
- Y5 READING – in age appropriate text**
- Explain and discuss their understanding of what they have just read, drawing reasons inferences and justifying these with evidence
  - Understand aspects of narrative structure including how chapters link together and how the passing of time is conveyed to the reader
  - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - Provide reasoned justifications for their views
  - Make predictions from details stated and implied
  - Appraise a text quickly and gather its overall meaning

- Y5 READING – in age appropriate text**
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
  - Explore how writers use language from comic and dramatic effects
  - Make comparisons within and across text

- Y5 WRITING**
- Write for a range of purposes and audiences
  - Some evidence of selecting vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
  - In narratives, describe settings, characters and atmosphere
  - Some use of adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision

- Y5 WRITING**
- Integrate dialogue in narratives to convey character and/or advance action
  - Using some cohesive devices, including use of adverbials (time, place and number), within and across sentences and paragraphs
  - Use of complex structures including the use of relative clauses
  - Sentence structures are varied throughout text
  - Using a wider range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause

- Y5 WRITING**
- Verb forms used accurately and appropriate tense choice maintained including use of modal verbs
  - Use the full range of punctuation taught in lower KS2 mostly correctly: Full stops; Capital letters; Exclamation Marks; Question Marks; Apostrophes for singular and plural possession; Inverted commas; Commas used to mark fronted adverbials and in a list
  - Inverted commas used mostly correctly



- Summer Term**
- Narrative – Internal Monologue Recipe – for corned beef meal
  - Balanced Argument – Should animals be used in war? (published outcome an oral performance/reading).
  - Narrative – alternative ending (from auction onwards).
  - Information Text – The Significance of the Cenotaph

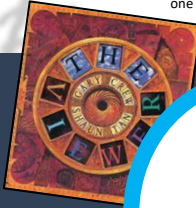
**Spring Term**

- Short suspense story – parallel chapter on Fagin's actions during Oliver's stay at Brownlow's (published outcome an oral performance/reading).
- Non-Chronological Report – detailing DT research on mechanisms: cantilever, cross brace, girder, strut, rafter
- Formal Letter – from a member of the public to the police about pickpockets
- Recount – biography on Queen Victoria
- Balanced Argument – Workhouses



- Autumn 2**
- Narrative – arrival scene from an alternative perspective
  - Newspaper Report - Mass killing on the Zong set in 1781
  - Manifesto – abolition of slavery

- Autumn 1**
- Narrative – setting description of an image from the Viewmaster.
  - Recount – Tristan's Diary when he disappears
  - Information Broadcast – natural disasters linked to tectonic plates (published outcome an oral performance/reading).



**YEAR**

**5**

**Aut 1: Desolate landscape**

**Aut2: Boat and Ocean Scene**

**Spring : Workhouse**

**Summer : WW1 Bunker**

- Y4 READING – in age appropriate text**
- Identify main ideas drawn from more than one paragraph and summarise these
  - Retell main points, discuss characters feelings, behaviour, relationship and make judgements
  - Explain what they have read, drawing inferences characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - Predict what might happen from details stated and implied

- Y4 WORD READING**
- Read most words containing taught suffixes
  - Read and comprehend most words from the Y3/4 statutory word list

- Y4 READING – in age appropriate text**
- Explore how different texts appeal to readers by using varied sentence structures and descriptive language
  - Make comparisons within texts

- Y4 READING – in age appropriate text**
- Write effectively for a range of purposes.
  - Features of text type or genre are appropriate for task e.g. layout, verb form and formality.
  - In narratives, describe settings and characters.
  - Use expanded noun phrases, adverbs and adjectives for precision, clarity and impact.
  - Some use of dialogue to convey character.
  - Use of fronted adverbials and pronoun referencing to link within and between paragraphs.
  - Variation of sentence structure through a range of openings (Fronted adverbials, subject reference and speech).

- Y4 WRITING**
- Using a range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause
  - Capital letters, full stops, question marks and exclamation marks consistently used accurately.
  - (Correct sentence boundary demarcation)
  - Apostrophes for singular and plural possession used mainly correctly. Inverted commas used mainly correctly.

- Y4 WRITING**
- Commas used to mark fronted adverbials – mainly correctly.
  - Using different verb forms which are mostly accurate (present and past progressive, present perfect and ing verbs).
  - Spelling KS1 common exception words correctly.
  - Spelling most words correctly (year 3/4).
  - Letters are consistent in size and proportion with both letters and words evenly spaced.

- Summer 2**
- Narrative – adventure story set in Tudor times
  - Promotional Leaflet – Haddon Hall
  - Biography – Carl Linnaeus (Science)

- Summer 1**
- Narrative - Alternative Opening (published outcome an oral performance/reading).
  - Extended Instructions – How to behead someone! (Comical, Horrible History Style)
  - Balanced Argument – Was Henry VIII a good leader?

- Spring 2**
- Information Text - Palm Oil: its uses and impact
  - Persuasive Letters – in role as a Plantation Owner & Rainforest Rescue Rep
  - Narrative – setting

**YEAR**

**4**

**Autumn 1: Boat and ocean scene**

**Autumn 2: Workshop**

**Immersive Environment**

**Spring Term: Rainforest**

**Summer Term: Castle/Turret**

- Y3 WORD READING**
- Read independently using phonics including a full range of digraphs and trigraphs to decode unknown words
  - Read many words containing taught prefixes
  - Read many words containing taught suffixes
  - Read and comprehend many words from year 3/4 statutory word list

- Y3 READING – in age appropriate texts**
- Check that the text makes sense, discuss their understanding and explain the meaning of many words in context
  - Use knowledge of taught prefixes to explain the meaning of some words
  - Retrieve and record information
  - Identify main ideas drawn from more than one paragraph and summarise these
  - Retell main points, discuss character feelings, behaviour, relationships and make judgements.
  - Draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence

- Y3 READING – in age appropriate texts**
- Make plausible predictions based on what has been read
  - Discuss words and phrases that capture the reader's interest and imagination
  - Make comparisons within and across texts

- Y3 WRITING**
- After discussion with the teacher, write for different purposes
  - Features of writing mainly appropriate to the selected task
  - In narratives, describe settings and characters.
  - Some use of expanded noun phrases to describe adding relevant and meaningful detail
  - Some evidence of adjectives being used for precision, clarity and impact
  - In narratives, some appropriate use of speech to convey character

- Y3 WRITING**
- Some use of simple adverbials and pronouns to link sentences, sections or paragraphs
  - Variation of sentence structure through use of sentences with more than one clause
  - Some use of subordinating and co-ordinating conjunctions to join sentences with more than one clause (eg and, but, so, or, because, when, if)
  - Tense choice mostly consistent and grammatically accurate including present perfect tense
  - Capital letters and full stops consistently used accurately
  - Some correct use of inverted commas

- Y3 WRITING**
- Commas used correctly in lists
  - Apostrophes for singular possession used mostly correctly
  - Spelling KS1 common exception words correctly
  - Spelling many words correctly\* (year 3/4)
  - Letters are consistent in size and proportion with both letters and words evenly spaced
  - Letters are joined using diagonal and horizontal strokes where appropriate

- Spring 2**
- Information Text - Survival guide for a long journey
  - Narrative – short mystery story set in Antarctica
  - Recount – Diary in role as Ernest Shackleton (published outcome an oral performance/reading).



- Spring 1**
- Narrative – character description for their own hero
  - Narrative – a legend
  - Recipe/Instructions – for a Viking Feast
  - Book band – lime



- Autumn 2:**
- Narrative – description of an alternative setting for the opening of 'The Iron Woman'
  - Narrative – re-write the opening of 'The Iron Woman', using the setting description to support.
  - Non-Chronological Report – Focussed on the Romans, linked to History

- Autumn 1:**
- Persuasion – 'Wanted' leaflet based on Iron Man (published outcome an oral performance/reading).
  - Narrative – character description for a chosen character (Spacebat...)
  - Recount – newspaper report linked to Iron Man
  - Book band – white/lime

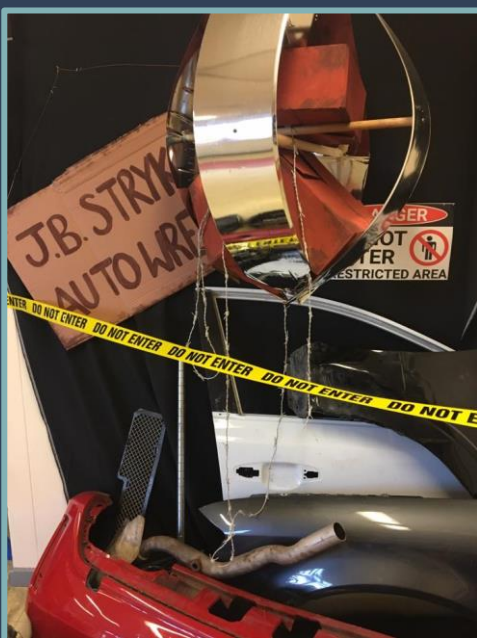
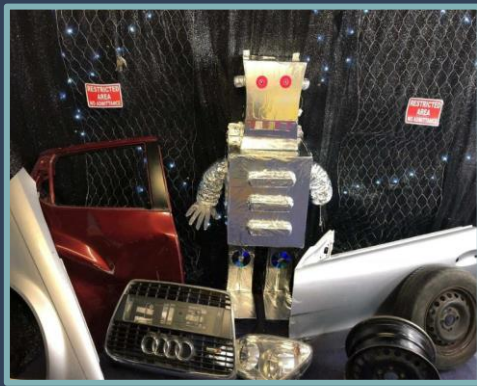
**YEAR**

**3**

**Autumn Term: Iron Man/Scrap Yard**

**Spring Term: Anglo-Saxon Hut**

**Summer Term: Snowy Forest/Battle Ground**



**The Basis of Novel Study**

**Why Novel Study?**

- Challenging and encouraging for all children
- Develops and supports a creative and stimulating curriculum
- Based on 1st hand experiences
- Builds confidence, independence and risk taking

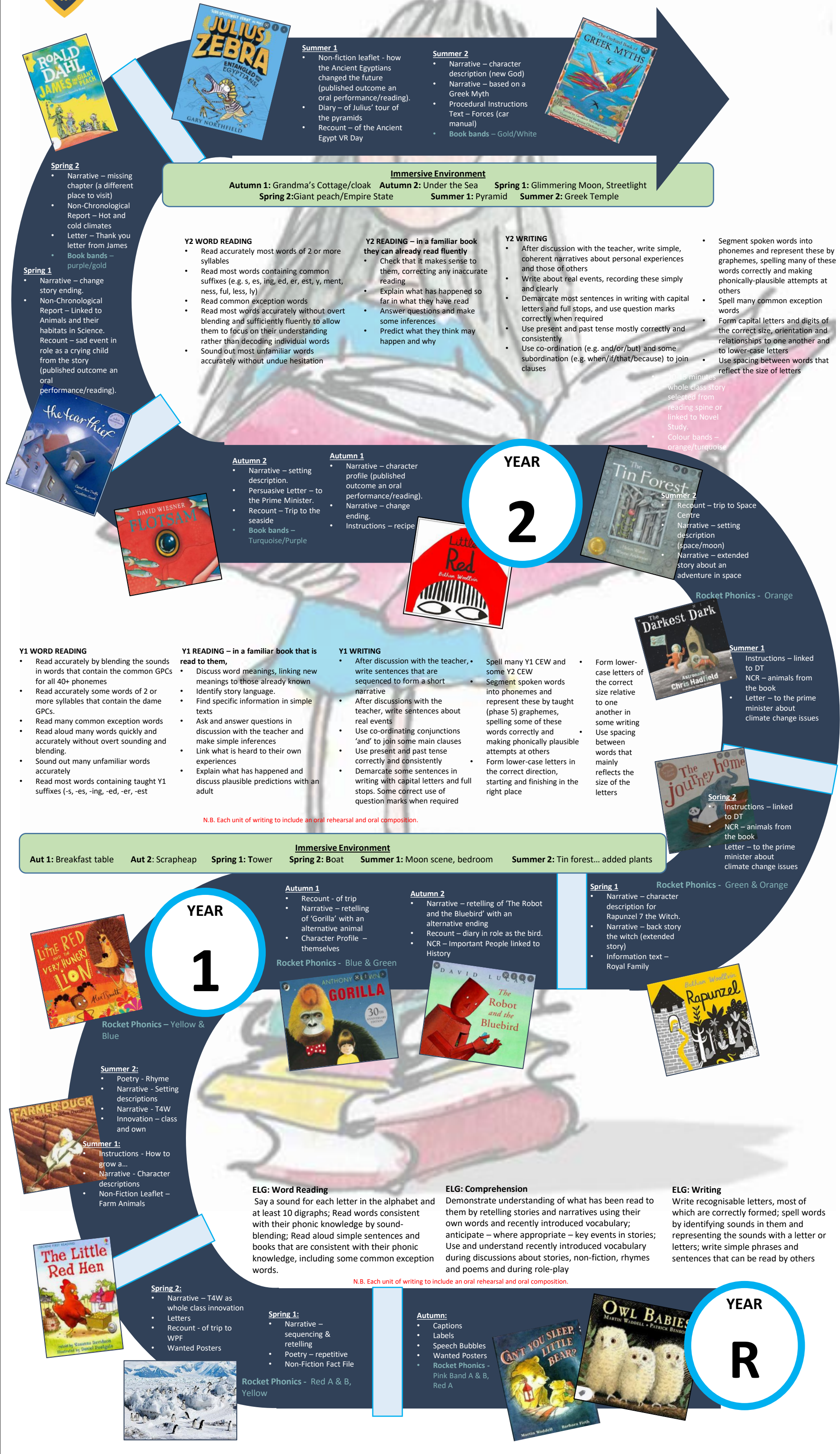
**What does Novel Study develop at its core?**

- All forms of communication
- Oracy and language
- Imagination – the ability to think, reflect and grow morally, socially and cognitively
- Deep analysis
- Trust – creates a safe place for children to express their inner most thoughts
- What is the pedagogy behind it?
- Immersive – engagement
- Reader Response Theory
- Mastery – deep analysis and questioning, reasoning with evidence
- AfL – develops alongside the children's reactions
- 4 Cs – Communication, Collaboration, Critical thinking and Creativity
- Holistic – covers all genres, writing process develops naturally, responses
- reflect deeper understanding of language and context



*"If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales."*

**Albert Einstein**



**Immersive Environment**  
**Autumn 1:** Grandma's Cottage/cloak **Autumn 2:** Under the Sea **Spring 1:** Glimmering Moon, Streetlight  
**Spring 2:** Giant peach/Empire State **Summer 1:** Pyramid **Summer 2:** Greek Temple

**Y2 WORD READING**

- Read accurately most words of 2 or more syllables
- Read most words containing common suffixes (e.g. s, es, ing, ed, er, est, y, ment, ness, ful, less, ly)
- Read common exception words
- Read most words accurately without overt blending and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words
- Sound out most unfamiliar words accurately without undue hesitation

**Y2 READING – in a familiar book they can already read fluently**

- Check that it makes sense to them, correcting any inaccurate reading
- Explain what has happened so far in what they have read
- Answer questions and make some inferences
- Predict what they think may happen and why

**Y2 WRITING**

- After discussion with the teacher, write simple, coherent narratives about personal experiences and those of others
- Write about real events, recording these simply and clearly
- Demarcate most sentences in writing with capital letters and full stops, and use question marks correctly when required
- Use present and past tense mostly correctly and consistently
- Use co-ordination (e.g. and/or/but) and some subordination (e.g. when/if/that/because) to join clauses

**Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others**

- Spell many common exception words
- Form capital letters and digits of the correct size, orientation and relationships to one another and to lower-case letters
- Use spacing between words that reflect the size of letters

**Spring 2**

- Narrative – missing chapter (a different place to visit)
- Non-Chronological Report – Hot and cold climates
- Letter – Thank you letter from James
- Book bands – purple/gold

**Spring 1**

- Narrative – change story ending.
- Non-Chronological Report – Linked to Animals and their habitats in Science. Recount – sad event in role as a crying child from the story (published outcome an oral performance/reading).

**Autumn 2**

- Narrative – setting description.
- Persuasive Letter – to the Prime Minister.
- Recount – Trip to the seaside
- Book bands – Turquoise/Purple

**Autumn 1**

- Narrative – character profile (published outcome an oral performance/reading).
- Narrative – change ending.
- Instructions – recipe

**YEAR 2**

**Y1 WORD READING**

- Read accurately by blending the sounds in words that contain the common GPCs for all 40+ phonemes
- Read accurately some words of 2 or more syllables that contain the same GPCs.
- Read many common exception words
- Read aloud many words quickly and accurately without overt sounding and blending.
- Sound out many unfamiliar words accurately
- Read most words containing taught Y1 suffixes (-s, -es, -ing, -ed, -er, -est)

**Y1 READING – in a familiar book that is read to them,**

- Discuss word meanings, linking new meanings to those already known
- Identify story language.
- Find specific information in simple texts
- Ask and answer questions in discussion with the teacher and make simple inferences
- Link what is heard to their own experiences
- Explain what has happened and discuss plausible predictions with an adult

**Y1 WRITING**

- After discussion with the teacher, write sentences that are sequenced to form a short narrative
- After discussions with the teacher, write sentences about real events
- Use co-ordinating conjunctions 'and' to join some main clauses
- Use present and past tense correctly and consistently
- Demarcate some sentences in writing with capital letters and full stops. Some correct use of question marks when required

**Spell many Y1 CEW and some Y2 CEW**

- Segment spoken words into phonemes and represent these by taught (phase 5) graphemes, spelling some of these words correctly and making phonically plausible attempts at others
- Form lower-case letters in the correct direction, starting and finishing in the right place

**Form lower-case letters of the correct size relative to one another in some writing**

- Use spacing between words that mainly reflects the size of the letters

N.B. Each unit of writing to include an oral rehearsal and oral composition.

**Immersive Environment**  
**Aut 1:** Breakfast table **Aut 2:** Scrapheap **Spring 1:** Tower **Spring 2:** Boat **Summer 1:** Moon scene, bedroom **Summer 2:** Tin forest... added plants

**YEAR 1**

**Autumn 1**

- Recount - of trip
- Narrative – retelling of 'Gorilla' with an alternative animal
- Character Profile – themselves

**Autumn 2**

- Narrative – retelling of 'The Robot and the Bluebird' with an alternative ending
- Recount – diary in role as the bird.
- NCR – Important People linked to History

**Spring 1**

- Narrative – character description for Rapunzel 7 the Witch.
- Narrative – back story the witch (extended story)
- Information text – Royal Family

**ELG: 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.

**ELG: 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

**ELG: Writing**

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

N.B. Each unit of writing to include an oral rehearsal and oral composition.

**Spring 2:**

- Narrative – T4W as whole class innovation
- Letters
- Recount - of trip to WPF
- Wanted Posters

**Spring 1:**

- Narrative – sequencing & retelling
- Poetry – repetitive
- Non-Fiction Fact File

**YEAR R**

**Autumn:**

- Captions
- Labels
- Speech Bubbles
- Wanted Posters
- Rocket Phonics - Pink Band A & B, Red A

**Early Reading at St Mary's**

**Phonics in Reception**

- **Autumn 1** – baseline assessments
- **Rocket Phonics YR Sequence (Teacher Guide 1)** - delivered in two groups with daily 'keep up' interventions.
- Phonetically plausible book closely matched to taught sounds changed weekly by the teacher. These commence once children have enough knowledge of sufficient knowledge of GPCs.
- Phonetically plausible books are introduced to children through guided reading sessions.
- Assessments carried out termly: sounds, blending & segmenting
- Tracking sheets for spelling and sounds taught

**Comprehension development in Reception**

- Reading characters introduced
- Daily story time; children vote for the books, linked to reading spine.
- Opportunities to borrow books from the school's reading for pleasure book hives.
- Books corners in classrooms with specific texts each term.

**Phonics in Y1**

- **Rocket Phonics Y1 Sequence (Teacher Guide 2)** - delivered in two groups with daily 'keep up' interventions.
- Phonetically plausible book closely matched to taught sounds changed weekly by the teacher.
- Assessments carried out termly: sounds, blending & segmenting incl. phonics screening materials
- Tracking sheets for spelling and sounds taught

**Comprehension development -Y1**

- Daily story time, linked to reading spine.
- Opportunities to borrow books from the school's reading for pleasure book hives.
- Books corners in classrooms with specific texts each term.
- Benchmarking assessment carried out at the end of the year.
- Guided Reading – 1ce per week
- Whole class reading comprehension taught discretely 1ce per week
- Reading characters used to support teaching

**Phonics in Y2**

- **Throughout Y2** – discrete lessons of 'Support for Spelling'.
- Children who didn't pass Phonics Screen in Y1 access phonics intervention sessions following Rocket Phonics. These children will still read phonetic books where required.
- Tracking sheets for spelling and sounds taught
- Assessments carried out termly as part of writing

**Comprehension Development -Y2**

- Individual colour band book linked to benchmarking assessments –can be changed daily by the child.
- Assessments carried out termly: benchmarking
- Guided Reading – 1ce per week
- Whole class reading 3 times/week – linked to reading spine.
- Whole class reading comprehension taught discretely 1ce per week
- Reading characters used to support teaching

**Reading Development**

**Reading in KS2**

- Whole class comprehension is taught discretely four times per week
- Whole class reading 3 times/week – linked to reading spine.
- Reading characters used to support teaching
- Individual colour band book linked to benchmarking assessments –can be changed daily by the child.
- Assessments carried out termly: benchmarking, NFER Reading tests.
- Teachers analyse and record assessments using the St Mary's Reading Assessment framework.
- Teachers also use trackers in the front of English and Applied Write Books to evidence children's progression.
- Phonics interventions where required
- Reading Fluency intervention where required
- Specific Literacy interventions where required.
- Guided reading intervention where required.