



"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)
- Book band – sapphire 30

Spring 1

- Biography – Nelson Mandela
- Persuasion – Formal Speech to the House of Commons about Apartheid
- 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
- Narrative – Re-write chapter 47 from perspective of the Warden (or Lawyer)
- Book bands – black

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



Summer Term

- Narrative – Internal Monologue Recipe – for corned beef meal
- Balanced Argument – Should animals be used in war?
- Narrative – alternative ending (from auction onwards)
- Information Text – The Significance of the Cenotaph
- Book band – sapphire 30

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

Spring Term

- Short suspense story – parallel chapter on Fagin's actions during Oliver's stay at Brownlow's
- 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
- Book band – sapphire 29 -30

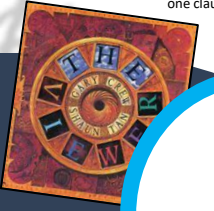


Autumn 2

- 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
- Book band – ruby 28 – sapphire 29



YEAR

5

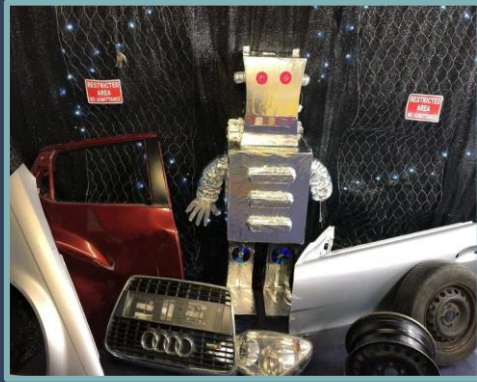
Aut 1: Desolate landscape

Aut2: Boat and Ocean Scene

Immersive Environment

Spring : Workhouse

Summer : WW1 Bunker



Summer 2

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

Summer 1

- Narrative - Alternative Opening
- Extended Instructions – How to behave someone! (Comical, Horrible History Style)
- Balanced Argument – Was Henry VIII a good leader?
- Book band – ruby 27 - 28



Spring 2

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

Y4 READING – in age appropriate text

- Check that the text makes sense, self correcting when appropriate
- Explain the meaning of many words in context
- Use knowledge of taught prefixes to explain the meaning of many words
- Retrieve and record information

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 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 WRITING

- 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.



YEAR

4

Autumn 1: Boat and ocean scene

Autumn 2: Workshop

Immersive Environment

Spring Term: Rainforest

Summer Term: Castle/Turret



Summer 2

- Recount – Lucy's Diary
- Informative Article – The Battle of Hastings
- Report - Film Review of 'The Lion, The Witch and The Wardrobe'

Summer 1

- Narrative Letters – between Lucy and Mr Tumnus
- Information Text – Leaflet on Tourism and tourist attractions in Europe.
- Report – on the discovery of a new world – Narnia!
- Book band – copper/topaz 25

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



Spring 1

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



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)
- Narrative – character description for a chosen character (Spacebat...)
- Recount – newspaper report linked to Iron Man
- Book band – white/lime

YEAR

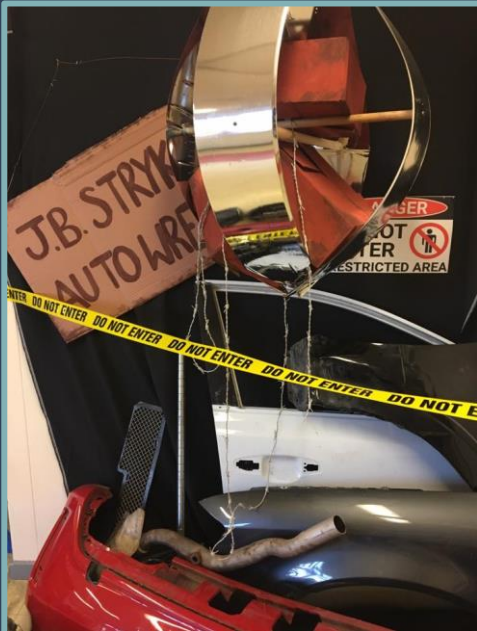
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Autumn Term: Iron Man/Scrap Yard

Spring Term: Anglo-Saxon Hut

Immersive Environment

Summer Term: Snowy Forest/Battle Ground

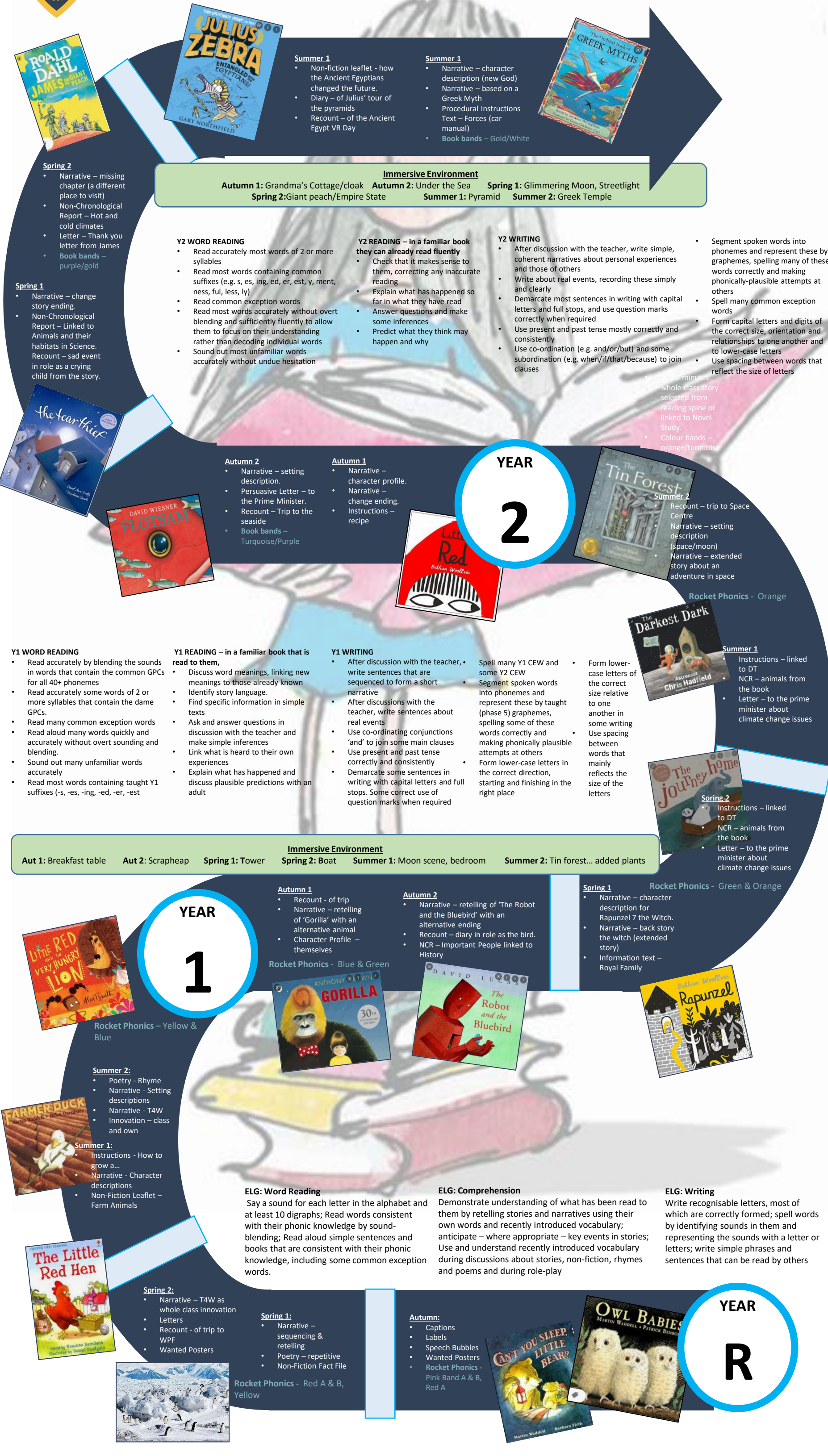


KS2 ENGLISH: we aim to develop language and communication skills and cultivate character



"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



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.