



Year 1						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross Curricular Topics	Toys Over Time Everyday Materials	Great Britain Seasonal Changes	Great Fires Animals inc. humans	Map It Out Animals inc. humans	Kings and Queens Plants	Our World Plants
English Texts	Dogger	Katie Morag’s Island Stories	Funnybones	Follow that Map	Royal Lullaby Hullabaloo	The Hodgeheg
	Lost in the Toy Museum	Iggy Peck, Architect	The Great Fire of London	The Jolly Postman	Rapunzel	
Class/ Guided Reading Texts	Hairy Maclary Stanley’s Stick Naughty Bus	Cops and Robbers Katie in London Not Now Bernard	How to Wash a Woolly Mammoth We’re Going on a Bear Hunt	The Bad-tempered Ladybird Owl Babies Meercat Mail	The Queen’s Knickers Where the Wild Things Are The Rainbow Fish	Avocado Baby The Tiger Who Came to Tea A Bear called Paddington
Writing Genres	Non-Chronological Reports	Persuasive	Poetry	Instructions	Story Writing	Story Writing
	Adventure Stories	Explanation	Recounts	Letter Writing	Fairy Tales	
Grammar, Punctuation and Spelling	Introduction to Capital letters, Full stops. Using capital letters for names, places.		Joining words using clauses - ‘and’. Forming sentences with words. Introduction to exclamation mark. Using capital for ‘I’.		Year 1 Introduction to question marks. Using -s and -es for plural. Introduce prefix un-. Introduce spelling rule for suffixes -ed, -ing, -er. Sequencing sentences to form a narrative.	
Statutory Spelling	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck; The /ŋ/ sound spelt n before k: bank, think, honk, sunk; Division of words into syllables; -tch; The /v/ sound at the end of words; Adding s and es to words; Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word; Adding –er and –est to adjectives where no change is needed to the root word; Vowel digraphs and trigraphs (National Curriculum English Appendix 1); Words ending in –y; consonant spellings ph and wh; k for the k sounds; un- (prefix); compound words; common exception words.					
Handwriting	Children in Year 1 are taught the dynamic tripod grasp. They should form letters correctly and confidently. They are taught the pre-cursive script to prepare them for joining their handwriting by the end of Year 2 (Kingsfield Handwriting Policy).					
Oracy	On a daily basis, pupils should communicate with peers and adults clearly, respectfully and appropriately in a range of situations, using Standard English and coherent sentences. Pupils should be able to answer questions, give descriptions and explanations, justify their ideas, build on the ideas of others, and develop their vocabulary (including subject specific). They should use these spoken language skills to organise their ideas for writing and recording.					



Year 2						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross Curricular Topics	My School Uses of everyday materials	Our Town Animals including humans	Explorers Living Things and their Habitats	UK coasts, weather and holidays Living Thing/ Habitats	Castles Plants	European coasts, weather and holidays Plants
English Texts	A Necklace of Raindrops The Gigantic Turnip	The Twits Polar Express	Traction Man Is Here	<u>Julia Donaldson</u> Smartest Giant In Town Tiddler The Snail & the Whale	The Paperbag Princess Castles (non-fiction)	The Lighthouse Keeper’s Lunch If All The World Were....
Class/ Guided Reading Texts	Fungus the Bogeyman The Day the Crayons Quit Lost and Found	Flat Stanley Dairy of a Killer Cat The Clue is in the Poo	Mr Poppers Penguins The Great Explorer Out and About	George’s Marvellous Medicine Dougal’s Deep Sea Diary	The Enchanted Wood Mr Wolf’s Pancakes The Boy Who Grew Dragons	Beegu How to Live Forever Dr Xargle’s Book of Earthlets
Writing Genres	Folk tales Instructions	Story Writing Recount	Persuasive Story sequel	Adventure stories Poetry	Traditional Tales Non-chronological report	Instructions Poetry
Grammar and Punctuation	Using capital letters for names, places and personal pronoun ‘I’. Learning how to use both familiar and new punctuation correctly – capital letters, full stops, exclamation marks, question marks. Using ‘and’ to join words. Introduce commas for list. Introduce simple expanded noun phrases. Difference between question and command.		Introduce ‘but’, ‘or’ ‘when’, ‘if, ‘because’, ‘that’. Use ‘-ly’. To turn adjective into a dverb. Apostrophe for plural. Statement or exclamation? Using present and past tense Compounding words – whiteboard, superman Formation of adjectives using suffixes –ful, -ness.		Using Suffixes -er and -est for forming adjectives Consolidation of what has been taught ready for end of Key Stage test	
Statutory Spelling	The sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y; The sound spelt c before e, i and y; The sound spelt kn and (less often) gn at the beginning of words; The r sound spelt wr at the beginning of words; The /l/ or /əl/ sound spelt –le at the end of words; The /l/ or /əl/ sound spelt –el at the end of words; The /l/ or /əl/ sound spelt –al at the end of words; Words ending –il; The /aɪ/ sound spelt –y at the end of words; Adding –es to nouns and verbs ending in –y; Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it; Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it; Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter; The sound spelt a before l and ll; The sound spelt o; The /i/ sound spelt –ey; The sound spelt a after w and qu; The sound spelt or after w; The sound spelt ar after w; The sound spelt s; The suffixes –ment, –ness, –ful , –less and –ly; Contractions; The possessive apostrophe (singular nouns); Words ending in –tion; Homophones and near-homophones; Common exception words.					
Handwriting	Children in Key Stage 1 are taught the pre-cursive script to prepare them for joining their handwriting by the end of Year 2. Children in Year 2 are given the opportunity to earn pen licences for continuous, cursive handwriting (Kingsfield Handwriting Policy).					
Oracy	On a daily basis, pupils should communicate with peers and adults clearly, respectfully and appropriately in a range of situations, using Standard English and coherent sentences. Pupils should be able to answer questions, give descriptions and explanations, justify their ideas, build on the ideas of others, and develop their vocabulary (including subject specific). They should use these spoken language skills to organise their ideas for writing and recording.					



Year 3						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross Curricular Topics	Stone Age / Iron Age / Bronze Age Rocks		Water Cycles Forces and Magnets Plants		Egyptians Light Animals including Humans	
English Texts	The First Drawing Ug: Boy Genius of the Stone Age The Pebble in My Pocket		Jeannie Baker Where the Forest meets the Sea The Hidden Forest Circle Window	George’s Marvellous Medicine	The Story of Tutankhamun	Anthony Browne author study Voices in the Park Into the Forest Hansel and Gretel
Class/ Guided Reading Texts	Stone Age Boy The True Story of the Three Little Pigs Stig of the Dump		Tin Forest Flotsam The Rhythm of the Rain		The Minpins Egypt Magnified Ocean Meets the Sky	
Writing Genres	Historical Narrative Explanation		Narrative Persuasive	Play Scripts Instructions	Recount Biography	Discussion Traditional Tales
Grammar and Punctuation	Learning how to use both familiar and new punctuation correctly – capital letters, full stops, exclamation marks, question marks, Commas for list. Using expanded noun phrases. Understanding the differences between a: question; command; exclamation and statement. Conjunctions - Co-ordination (or, and, but) Subordination (when, if, that, because) Using time conjunctions. Apostrophes for missing letters and singular possession. Sentence - Using ‘a’ or ‘an’ depending on first letter of next word is consonant or vowel. Headings and subheadings for organisation		Using adverbs for time. Using Prepositions to show time and cause – (before, during, after, in, because of) Introduce inverted commas for direct speech. Use present perfect form of verbs instead of simple past Using past and present tense introduce the progressive form. Extending sentences by using more than one clause.		Learning about the different type of nouns. Using Paragraphs Looking at word families showing how words are related in form and meaning. Formation of nouns using a range of prefixes (super-, anti-, auto-)	
Statutory Spelling	More prefixes (National Curriculum English Appendix 1); Adding suffixes beginning with vowel letters to words of more than one syllable; The l sound spelt y elsewhere than at the end of words; the sound spelt ou; -ation (suffix); -ly (suffix); words with endings –ure; words with endings –sion; -ous (suffix); endings that sound like –tion, -sion, -ssion -cian; Words with the /k/ sound spelt ch; Words with the sh sound spelt ch; Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que; Words with the /s/ sound spelt sc; Words with the ay sound spelt ei, eigh or ey; Possessive apostrophe with plural words; Homophones and near-homophones; Word List Years 3 and 4 (National Curriculum English Appendix 1).					
Handwriting	The teaching of handwriting is linked to statutory spelling words. Pupils in Years 3 and 4 are given the opportunity to earn pen licenses for continuous, cursive handwriting (Kingsfield Handwriting Policy).					
Oracy	On a daily basis, pupils should communicate with peers and adults clearly, respectfully and appropriately in a range of situations, using Standard English and coherent sentences. Pupils should be able to ask and answer questions, give well-structured descriptions and explanations, justify their ideas, evaluate and build on the ideas					



	of others, and develop their vocabulary (including subject specific). They should develop their understanding through speculating, and exploring ideas. They should use these spoken language skills to organise their ideas for writing and recording.
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Year 4						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross Curricular Topics	Roman Britain States of Matter		Anglo-Saxons and Vikings Living Things and their Habitats Animals including Humans		Angry Planet (mountains, earthquakes and volcanoes) Sound, Electricity	
English Texts	The Journey Quest Return	Aaron Becker Escape from Pompeii	The Firework-Maker’s Daughter	The Dragon’s Hoard (anthology)	The Iron Man The Iron Woman	The Street Beneath My Feet (Concertina picture information book)
Class/ Guided Reading Texts	Explanation Historical Narrative	Fantasy Narrative Recount	Non-chronological reports Persuasive	Myths and Legends Play Scripts	News report Narrative Writing	Explanation Poetry
Writing Genres	Varmints Romans on the Rampage A Roman Adventure (the Histronauts)		How to Train Your Dragon The Butterfly Lion Beowulf		James and the Giant Peach Shakleton’s Journey When the Mountains Roared	
Grammar, and Punctuation	Conjunctions - Using a wider range of conjunction (when, before, after, while, so, because, next, soon, therefore. Using nouns and pronouns to avoid repetition. Fronted adverbials		Using <u>apostrophes</u> for plural possession Using and punctuation <u>direct speech</u> using inverted commas. <u>Expanding noun phrases</u> using addition of, modifying adjectives, nouns and prepositions.		Using Standard English (we were not we was) Using Paragraphs to organise ideas Suffixes - Spell suffixes, including –ation,-ly,-ous, - tion, -sion, -ssion, -cian, understanding related word classes.	
Statutory Spelling	More prefixes (National Curriculum English Appendix 1); Adding suffixes beginning with vowel letters to words of more than one syllable; The I sound spelt y elsewhere than at the end of words; the sound spelt ou; -ation (suffix); -ly (suffix); words with endings –ure; words with endings –sion; -ous (suffix); endings that sound like –tion, -sion, -ssion -cian; Words with the /k/ sound spelt ch; Words with the sh sound spelt ch; Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que; Words with the /s/ sound spelt sc; Words with the ay sound spelt ei, eigh or ey; Possessive apostrophe with plural words; Homophones and near-homophones; Word List Years 3 and 4 (National Curriculum English Appendix 1).					
Handwriting	The teaching of handwriting is linked to statutory spelling words. Pupils in Years 3 and 4 are given the opportunity to earn pen licenses for continuous, cursive handwriting (Kingsfield Handwriting Policy).					
Oracy	On a daily basis, pupils should communicate with peers and adults clearly, respectfully and appropriately in a range of situations, using Standard English and coherent sentences. Pupils should be able to ask and answer questions, give well-structured descriptions and explanations, justify their ideas, evaluate and build on the ideas of others, and develop their vocabulary (including subject specific). They should develop their understanding through speculating, and exploring ideas. They should use these spoken language skills to organise their ideas for writing and recording.					



Year 5						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross Curricular Links	Ancient Greece Earth and Space		Mayans Forces Properties and Changes of Material		Amazing Amazon Living Things and their Habitats Animals including Humans	
English Texts	Who let the Gods out? Greek myths	Percy Jackson and the Lightning Thief	Charlie and the Chocolate Factory	Classic poetry The Highwayman Lady of Shallot	The Great Kapok Tree	Journey to the River Sea
Class/ Guided Reading Texts	The Girl of Ink and Stars There’s a Boy in the Girls’ Bathroom Hidden Figures		Beetle Boy A Series of Unfortunate Events Cogheart		Kensuke’s Kingdom The Boy in the Tower King Kong	
Writing Genres	Myths and legends Persuasive	Non-chronological Reports Recounts	Narrative Journalistic	Narrative Poetry	Persuasive Narrative	Discussion Explanation
Grammar, and Punctuation	Choosing Nouns or Pronouns for clarity and avoiding repetition. Expanding Noun phrases by addition or modifying Adjectives, Nouns, and Prepositional phrases. Using commas for Fronted adverbials. Difference between Plural and Possessive –s. Use of inverted commas and other punctuation to indicate direct speech. Using Relative clauses with who, which, where, when, whose, that or with an implied relative pronoun. Using Modal verbs to indicate possibility Using Adverbs to indicate degrees of possibility.		Using Brackets, Dashes or Commas to indicate Parenthesis. Using Expanded Noun Phrases to convey information concisely. Using the Perfect form of verbs to mark relationship of time and cause.		Using Commas to clarify meaning to avoid ambiguity. 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] Using Prefixes (dis-, de-, mis-, over-,re-) Converting nouns or adjectives into verbs using Suffixes (-ate, -ise, -ify.)	
Statutory Spelling	Endings that sound like –cious or –tious; endings that sound like –cial, -tial; Words ending in –ant, –ance/–ancy, –ent, –ence/–ency; Words ending in –able and –ible Words ending in –ably and –ibly; Adding suffixes beginning with vowel letters to words ending in –fer; Use of the hyphen; words spelt ei after c; Words containing the letter-string ough; Words with ‘silent’ letters; Homophones and other words that are often confused (National Curriculum English Appendix 1); Word List Years 5 and 6 (National Curriculum English Appendix 1).					
Handwriting	The teaching of handwriting is linked to statutory spelling words. Pupils in Years 5 and 6 should use pens for continuous, cursive handwriting (Kingsfield Handwriting Policy). By the end of Key Stage 2, pupils are expected to maintain legibility in joined handwriting when writing at speed (Teacher Assessment Framework).					
Oracy	On a daily basis, pupils should communicate with peers and adults clearly, respectfully and appropriately in a range of situations, using Standard English and coherent sentences. Pupils should be able to ask and answer questions, give well-structured descriptions and explanations, justify their ideas, negotiate, evaluate and build on					



	the ideas of others, and develop their vocabulary (including subject specific). They should develop their understanding through speculating, hypothesising and exploring ideas. They should use these spoken language skills to organise their ideas for writing and recording.
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Year 6						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross Curricular Topics	The World Wars Electricity Light		The Victorians and Trade Evolution and Inheritance		Fair Trade Living Things and their Habitats Animals including Humans	
English Texts	WW1 poetry The Piano (film) Farther	Goodnight Mr. Tom	Oliver Twist	Street Child	The Invention of Hugo Cabret	Shakespeare Plays
Class/ Guided Reading Texts	When Hitler Stole Pink Rabbit Holes, Carrie’s War Private Peaceful		The Secret Garden Oranges in No Man’s Land Tom’s Midnight Garden		Why the Whales Came Journey to Jo’burg The Island	
Writing Genres	Poetry/ War Poetry	Explanation	Discussion	Narrative	Non-chronological	Recount
	Narrative	Historical Narrative	Interview Journalistic	Persuasive	Narrative	Playscripts
Grammar, and Punctuation	Using Relative clauses with who, which, where, when, whose, that. Using Modal verbs and Adverbs to indicate possibility. Using Commas to avoid ambiguity. Synonyms and Antonyms Formal vs Informal speech and writing including Subjunctive form. Recognising Subjunctive Form		Using Brackets, Dashes or Commas for Parenthesis. Using Expanded Noun Phrases to convey information concisely. Using the Perfect form of verbs Using a colon to introduce a list. Using Semi-colons within lists. Punctuating Bullet points. Using Passive verbs. Formal vs Informal speech and writing including Subjunctive form. Recognising Subjunctive Form Using semi-colons, colons, dashes to mark boundaries between independent clauses. Using Hyphens to avoid ambiguity.		GPS Revision (Y5/6 GPS requirements). Cohesion – Linking ideas across paragraphs using a wider range of cohesive devices. Layout devices to structure text.	
Statutory Spelling	Endings that sound like –cious or –tious; endings that sound like –cial, -tial; Words ending in –ant, –ance/–ancy, –ent, –ence/–ency; Words ending in –able and –ible; Words ending in –ably and –ibly; Adding suffixes beginning with vowel letters to words ending in –fer; Use of the hyphen; words spelt ei after c; Words containing the letter-string ough; Words with ‘silent’ letters; Homophones and other words that are often confused (National Curriculum English Appendix 1); Word List Years 5 and 6 (National Curriculum English Appendix 1).					
Handwriting	The teaching of handwriting is linked to statutory spelling words. Pupils in Years 5 and 6 should use pens for continuous, cursive handwriting (Kingsfield Handwriting Policy). By the end of Key Stage 2, pupils are expected to maintain legibility in joined handwriting when writing at speed (Teacher Assessment Framework).					
Oracy	On a daily basis, pupils should communicate with peers and adults clearly, respectfully and appropriately in a range of situations, using Standard English and coherent sentences. Pupils should be able to ask and answer questions, give well-structured descriptions and explanations, justify their ideas, negotiate, evaluate and build on the ideas of others, and develop their vocabulary (including subject specific). They should develop their understanding through speculating, hypothesising and exploring ideas. They should use these spoken language skills to organise their ideas for writing and recording.					