



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	Reading	Reading	Reading	Reading	Reading
Text	Text	Text	Text	Text	Text
The Sea Book	Ice Palace	The Iron Man	This Morning I Met a	Illustrated Atlas of	The Egyptian
Charlotte Milner	Robert Swindells	Ted Hughes	Whale	Britain and Ireland	Cinderella
			Michael Morpurgo	Struan Reid and Megan Cullis	Shirley Climo
Non-Fiction	Fiction	Fiction			
			Fiction	Non-Fiction	Fiction
Mastery Focus	Mastery Focus	Mastery Focus	Mastery Focus	Mastery Focus	
•Retrieve and record	•Retrieve and record	•Retrieve and record	•Retrieve and record	•Retrieve and record	Mastery Focus
information from non-fiction	information from non-fiction	information from non-fiction	information from non-fiction	information from non-fiction	•Retrieve and record
•Use dictionaries to check the	 Use dictionaries to check the 	 Use dictionaries to check the 	•Use dictionaries to check the	•Use dictionaries to check the	information from non-fiction
meaning of words that they	meaning of words that they	meaning of words that they	meaning of words that they	meaning of words that they	Use dictionaries to check the
have read	have read	have read	have read	have read	meaning of words that they
 Ask questions to improve 	 Ask questions to improve 	 Ask questions to improve 	 Ask questions to improve 	 Ask questions to improve 	have read
understanding	understanding	understanding	understanding	understanding	Ask questions to improve
●Identify main ideas drawn	●Identify main ideas drawn	●Identify main ideas drawn	●Identify main ideas drawn	●Identify main ideas drawn	understanding
from more than one paragraph	from more than one paragraph	from more than one paragraph	from more than one paragraph	from more than one paragraph	●Identify main ideas drawn
and summarise	and summarise	and summarise	and summarise	and summarise	from more than one paragraph
●Draw inferences (inferring	Draw inferences (inferring	Draw inferences (inferring	●Draw inferences (inferring	●Draw inferences (inferring	and summarise
characters' feelings, thoughts	characters' feelings, thoughts	characters' feelings, thoughts	characters' feelings, thoughts	characters' feelings, thoughts	Draw inferences (inferring
and motives from their actions)	and motives from their actions)	and motives from their actions)	and motives from their actions)	and motives from their actions)	characters' feelings, thoughts
and justify with evidence	and justify with evidence	and justify with evidence	and justify with evidence	and justify with evidence	and motives from their actions)
Identify themes and	Identify themes and	Identify themes and	●Identify themes and	●Identify themes and	and justify with evidence
conventions in a wide range of	conventions in a wide range of	conventions in a wide range of	conventions in a wide range of	conventions in a wide range of	 Identify themes and
books	books	books	books	books	conventions in a wide range of
Identify how language,	 Identify how language, 	 Identify how language, 	●Identify how language,	●Identify how language,	books
structure and presentation	structure and presentation	structure and presentation	structure and presentation	structure and presentation	●Identify how language,
contribute to meaning	contribute to meaning	contribute to meaning	contribute to meaning	contribute to meaning	structure and presentation
 Discuss words and phrases 	 Discuss words and phrases 	 Discuss words and phrases 	 Discuss words and phrases 	 Discuss words and phrases 	contribute to meaning
that capture the reader's	that capture the reader's	that capture the reader's	that capture the reader's	that capture the reader's	•Discuss words and phrases
interest and imagination	interest and imagination	interest and imagination	interest and imagination	interest and imagination	that capture the reader's
					interest and imagination
Writing	Writing	Writing	Writing	Writing	Writing





Text	Text	Text	Text	Journey	Text
Seal Surfer	Winter's Child	Stone Age Boy	Big Blue Whale	Aaron Becker	Zeraffa Giraffa
Michael Foreman	Angela McAllister	Satoshi Kitamura	Nicola Davies		Diane Hoffmeyer
				Fiction	
Fiction	Fiction	Fiction	Fiction		Fiction
GPS	GPS	GPS	GPS	GPS	GPS
 Group related ideas into 	 Use conjunctions and 	• Form nouns with a range of	 Use adverbs to express 	 Use the present perfect form 	Build an increasing range of
paragraphs	adverbs to express, time,	prefixes	time, place and cause	of verbs in contrast to the	sentence structures
 Build a varied and rich 	place and cause	 Use present and past 	 Build an increasing range of 	past tense	 In non-narrative material,
vocabulary	• Use a or an according to	tenses correctly and	sentence structures	 Use prepositions, 	use simple organisational
 Use prepositions to express 	whether the next word	consistently including	 Use headings and 	conjunctions and adverbs to	devices including headings
time, place and cause	begins with a vowel or	progressive and present	subheadings to aid presentation	express time, place and	and sub-headings to aid
 Introduce inverted commas 	consonant	perfect forms	 Assess the effectiveness of 	cause (demonstrating some	presentation
to punctuate direct speech	• In narratives, create	Use inverted commas to	own and others' writing	awareness of purpose	 Use present and past
(one session)	characters, settings and	punctuate direct speech		through selection of relevant	tenses correctly and
	plot	(using dialogue to show		content)	consistently including the
	 Use inverted commas to 	relationship between		Group related ideas into	progressive form (Y2) and
	punctuate direct speech	characters)		paragraphs	the present perfect form
		Build a varied and rich		Use a or an according to	(Y3)
		vocabulary		whether the next word	
				begins with a noun or a	
				consonant	
Outcome	Outcome	Outcome	Outcome	Outcome	Outcome
To write a letter from the boy	To write a fantasy story based	Write the story from the point	Write an informative article	Write an adventure story based	Plan and write a persuasive
to his grandfather telling him	on a fable	of view of the boy	about whales persuading for	on Journey using the language	guide for visiting Zeraffa at the
about the events he has missed			the protection of the blue	of Berlie Doherty	Jardin des Plantes in Paris
			whale		
Spelling	Spelling	Spelling	Spelling	Spelling	Spelling
Review/Mastery Focus	Review/Mastery Focus	Review/Mastery Focus	Review/Mastery Focus	Review/Mastery Focus	Review/Mastery Focus
• Common exception words	• Common exception words	• Common exception words	• Common exception words	• Common exception words –	• Common exception words –
• Word list – years 3 and 4	• Word list – years 3 and 4	• Word list – years 3 and 4	(Y2)	year 2	year 2
			• Word list — years 3 and 4	• Word list — years 3 and 4	• Word list — years 3 and 4





- Adding the endings -ing, ed to words of one syllable ending where no change is needed to the root word
- Adding -ing, -ed to words of one syllable ending in vowel consonant (Y2*)
- Adding -ing, -ed to a root word ending in y (Y2*)
- Adding -ing, -ed to words ending in e (Y2*)
- The suffixes -ment, -ness, ful, -less and -ly
- Adding suffixes beginning with vowel letters to words of more than one syllable
- The suffixes -ment, -ness, ful, -less and -ly (to root words ending in -y)
- Adding suffixes beginning with vowel letters to words of more than one syllable
- The sound /l/ or /⇒l/ sound spelt -al and -il at the end of words • The suffix -ly (added straight on to most root words and root word

- The /ax/ sound spelt -y at the end of words
- Adding -es to nouns and verbs ending in -y (Y2 mastery)
- The /i:/ sound spelt -ey
- Words with the /ex/ sound spelt ei, eigh, or ey
- The /⊅/ sound spelt a after
 w- and qu-
- Words with the /eI/ sound spelt ei, eigh, or ey
- Homophones and nearhomophones (Y2)
- Homophones and near-homophones
- Homophones and nearhomophones (Y2)
- Personal spelling log

- Adding the prefix un-
- More prefixes: dis
- Adding the prefix un-, dis-
- More prefixes: mis-, in-, re
- More prefixes dis-, mis-, in-, re-
- More prefixes: sub-, inter-, super
- The /s/ sound spelt c before e, i and y
- More prefixes: anti-, auto
- The /ɔ:/ sound spelt a before I and II
- Use the forms a or an according to whether the next word begins with a consonant or a vowel

- Contractions (high frequency and common exception words)
- Contractions (Y2*)
- The /▲/ sound spelt o
- The /▲/ sound spelt ou
- Words ending in -tion
- Word families based on common words
- Homophones and nearhomophones (Y2 mastery)
- Homophones and near-homophones
- Homophones and nearhomophones (Y2 mastery)
- Personal Spelling Log

- The /3/ sound spelt s
- Words with endings sounding like /3ə/ or /tʃə/ (-sure and -ture)
- The /d3/ sound spelt as -ge and -dge at the end of words
- Words with endings sounding like /3ə/ or /tʃə/ (-sure and -ture)
- The /n/ sound spelt kn and (less often) gn at the beginning of words
- Endings which sound like /ʒ∍n/, spelt as -sion
- The /r/ sound spelt wr at the beginning of words
- Endings which sound like
 /ʒ⇒n/, spelt as -sion
- The /3:/ sound spelt or after w
- The possessive apostrophe (singular nouns) (Y2*)

- The /ɔ:/ sound spelt ar after w
- The /I/ sound spelt y elsewhere than at the end of words
- Adding -ing, -ed, -er, -est, en to words
- Word families based on common words
- The suffixes -ment, -ness, ful, -less and -ly
- Contractions (year 2*)
- Homophones and nearhomophones (year 2)
- Homophones and nearhomophones
- Homophones and nearhomophones (year 2)
- Personal Spelling Log





ending in -y with a consonant		
letter before it)		
• The sound /l/ or /əl/		
sound spelt -el and -le at the		
end of words		
• The suffix -ly (root word		
ending with -le, root word		
ending in -ic and		
other exceptions)		