

English

<p>Intent – what do we want to achieve?</p>	<p>Reading has always had an extremely high profile across our Federation. We aim to provide a reading culture that instils a lifelong love of reading, where there is no ceiling to achievement and all children have the opportunity to reach at least age related expectations or above.</p> <p>We aim to create a curriculum that encourages our children to become enthusiastic and engaged with writing. We link our writing context to our curriculum topics, finding purposeful reasons for children to write. Learning to write is so important, as children use their writing in almost all other subjects within our curriculum. Good writing also gives children a voice to share their ideas with the world. We believe in creating rich and varied learning opportunities throughout the school. We recognise the importance of nurturing a culture where our children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts.</p>
<p>Implementation – how will we achieve this?</p>	<p>We aim to provide a vocabulary rich environment that permeates all subjects, with reading at the heart of everything we do. Starting in our Early Years unit, we understand that enjoyable and effective reading experiences have an impact on future success in reading. The use of key vocabulary and high quality texts can be seen through the school as well as encouraging every child to pick up a book, both for pleasure and to learn. We aim to develop children’s resilience, confidence and perseverance in reading and writing to ensure success. We follow the Bug Club scheme to implement early reading. We also use a variety of other schemes which children are able to read to consolidate and expand skills and knowledge. We share, listen to and explore high quality class texts. We model and share reading skills. We have daily guided reading sessions in class, some groups and some whole class. We teach daily phonics sessions to enable decoding and reading with independence. Our library and class book areas contain a wide range of fiction and non-fiction books for children to choose from. We celebrate books by significant authors and encourage visits and virtual storytelling experiences. We encourage parental engagement, through workshops and effective use of reading diaries.</p> <p>Writing starts in our EYFS setting, where children from age 3 are encouraged to ‘mark make’ and emergent writing is embraced.</p> <p>In Reception children will continue to work on forming their letters correctly. They will be encouraged to use their knowledge of phonics to write words in ways which match their spoken sounds. By the end of the year, children will be expected to write simple sentences which can be read by themselves and others. In Year 1 children will be taught to write sentences by saying our loud what they are going to write about, put several sentences together and re-read their writing to check that it makes sense. They will also be expected to discuss what they have written and to read it aloud. In Year 2 children learn to write for a range of purposes, including stories, information texts and poetry. Children are encouraged to plan what they are going to write and to read through their writing to make corrections and improvements. In Year 3 & 4 children are encouraged to draft and write by talking about their writing. They will continue to learn how to organise paragraphs and if they are writing non-fiction, to use heading. When they are writing stories, children will learn to use settings, characters and plots. Children in Year 3 & 4 will also be expected to use what they know about grammar in their writing and to read through what they have written, to find ways to improve it. In Years 5 & 6 children will</p>

*Our vision is to work in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning*

KT Federation Curriculum Progression

	continue to develop their skills in planning, drafting and reviewing what they have written. Children learn to identify the audience for and purpose of their writing. They will be expected to use grammar appropriately. In non-fiction writing, children will use organisational skills such as headings and bullet points. They will be expected to describe settings, characters and to use dialogue in their story writing.					
Impact – what will be the impact on learning?	<p>Reading is assessed on a daily basis in classrooms. This is used to inform future planning and to address misconceptions or expand learning horizons through quality first teaching. Each half term, reading comprehension assessments take place in KS1 and KS2. The outcomes of these assessments are used to determine necessary interventions for supporting and stretching children further.</p> <p>Children are taught early on to self and peer assess their writing. There is a clear structure for assessment. Each half term, written assessments take place, which inform pupil attainment and indicate next steps.</p> <p>Teaching staff are encouraged to undertake CPD in reading and writing. Writing moderation takes place across the Federation and within other schools in Bedford Borough.</p>					
Cycle 1 - EYFS						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	This is Me!					
Core texts	Peace at Last Only One You All are welcome The Scarecrows Wedding What's in the Witch's Kitchen?	The Jolly Postman at Christmas Funny bones Owl Babies Stickman A Year in Percy's Park The Christmas Story	The Three Little Pigs Zog The Gruffalo Puff the Magic Dragon The Great Race Room on the Broom	Rhinos Don't Eat Pancakes The Three Billy Goats Gruff Cinderella The Elves and the Shoemaker Easter Story	Whatever Next! Grandads Island Flat Stanley Charlies Superhero Underpants Lost and Found	Handa's Surprise Tiddler Walking Through the Jungle Where the Forest meets the Sea The Koala Who Could
Poetry and rhyme	Nursery Rhymes, number songs	Nursery Rhymes, number songs	Nursery Rhymes, number songs	Nursery Rhymes, number songs	Nursery Rhymes, number songs, poems	Nursery Rhymes, number songs, poems
Phonics	Phase 1: Daily singing, rhythm and rhyme activities Games to encourage and reinforce listening and attention skills Stories, poems and	Phase 2: 6 week teaching sequence: sound and letter: s a t p i n m d g o c k ck e u r h b f l ff ll ss. Blending sounds to read simple words	Phase 3: j v w x y z q ch sh th ng ay ee igh oa oo oo ar or Learning additional 'sight' words Learning letter names and alphabet order	Phase 3: ir ow oy ear air ure er Learning additional 'sight' words	Phase 4: Blending/segmenting adjacent consonants in words Learning additional 'sight' words, and recognising a growing	Phase 4: Blending/segmenting adjacent consonants in words Learning additional 'sight' words, and recognising a growing

KT Federation Curriculum Progression

	<p>songs with 'join in' element</p> <p>Oral blending and segmenting games and practise</p> <p>Small group work to support children in identifying initial sounds in words (with vocabulary focus)</p> <p>Phase 1 activities continue throughout the year</p>	<p>and phrases Learning first set of 'sight' words (not phonic)</p> <p>Applying phonic and word recognition skills when reading simple texts</p> <p>Segmenting sounds to write simple words and phrases</p>			<p>number of 'high frequency' words when reading</p> <p>Consolidate and apply skills in different contexts to increase confidence and independence</p>	<p>number of 'high frequency' words when reading</p> <p>Consolidate and apply skills in different contexts to increase confidence and independence</p>
Writing opportunities	Word/Phrase writing	Word/Phrase and Sentence Writing Labels	Word/Phrase and Sentence Writing labels	Phrase and Sentence Writing Letters/Messages Labels	Phrase and Sentence Writing Labels Lists Letters/Messages Sentence Writing Lists Letters/Message	Phrase and Sentence Writing Labels Lists Letters/Messages Sentence Writing Lists Letters/Message
Cycle 1 – Year 1 & 2						
	Autumn		Spring		Summer	
Topic	Where my trainers take me/lets go wild		Once upon a time		Where in the world?	
Core texts	<p>Tiger That Came to Tea</p> <p>Giraffes Can't Dance</p> <p>Hibernation Hotel</p> <p>Bears</p> <p>Gunpowder Plot</p> <p>Toby and the Great Fire of London</p>		<p>Gingerbread Man</p> <p>The Runaway Chapatti</p> <p>The Stinky Cheese Man</p> <p>Little Red</p> <p>Goldilocks</p> <p>Princess and the Pea</p> <p>The Princess and the Peas</p>		<p>Here We Are</p> <p>Meerkat Mail</p> <p>Stanley's Stick</p> <p>Ivy and the Lonely Raincloud</p>	
Poetry (analyse, perform, create)	Acrostic Poem- Christmas		Shape Poetry- Big Bad Wolf		Seaside shape poem	

*Our vision is to work in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning*

KT Federation Curriculum Progression

Core writing outcomes	List writing- Party list for Tiger that came to Tea Party food instruction recipe Character description- Hibernation Hotel Non- chronological report on Bears Non-fiction narrative- Gunpowder Plot Diary entry- Toby and the Great Fire of London Bear and the Hare- Write a sequel Letter to Santa.	Retell- Gingerbread Man Character creation- perform own version of Gingerbread Man Setting description- Woodland Alternative version- Goldilocks and the three bears Pea Soup Recipe- Princess and the pea Letter to Dad- The princess and the Peas	Non- Chronological Report- Here we are Postcard- Meerkat Mail Setting description- Stanley’s Stick Character description- Ivy and the lonely Raincloud Non-Chronological report on transport.
Enrichment writing	Independent Tasks: Opportunities for independent writing across the curriculum, in all topics Writing recounts of exciting events within the school calendar		
Grammar and punctuation	<u>Year 1</u> Autumn 1: Ready to write Autumn 2: Punctuating sentences Autumn 3: Word class Autumn 3: Capital letters <u>Year 2</u> Autumn 1: Ready to write Autumn 2: Commas Autumn 3: Word Classes Autumn 4: Conjunctions Autumn 5: Sentence Types	<u>Year 1</u> Spring 1: Conjunctions Spring 2: Exclamations Spring 3: Capital letters <u>Year 2</u> Spring 1: Word Classes Spring 2: Apostrophes Spring 3: Sentence Types Spring 4: Tenses Spring 5: Suffixes	<u>Year 1</u> Summer 1: Questions Summer 2: Singular and Plural Summer 3: Prefixes Summer 4: Suffixes Summer 5: Sequencing and sentences <u>Year 2</u> Summer 1: Suffixes Summer 2: Assessments (SATs) Summer 3: Consolidation (key stage 1)
Phonics (Y1)	Unit 13- wh, ph Unit 14- ay, a-e, eigh, ey, ei	Unit 23- c,k,ck,ch Unit 24- c(e), c(l), c(y), sc, st, se	Revisit diagraphs and split diagraphs Alien word

KT Federation Curriculum Progression

	<p>Unit 15 – ea, e-e, ie, ey, y Unit 16- ie, l-e, y, l Unit 17- ow,o-e, o, oe Unit 18- ew, ue, u-e, u, oul Unit 19- aw, au, al Unit 20- ir,er,ear Unit 21- ou, oy Unit 22- ear, ere, eer, air, are, ear</p>	<p>Unit 25- g(e), g(i), g(y), dge Unit 26- le,mb,kn,gn,wr Unit 27- tch, sh, e, zh, wa, o Unit 28- ing, ed, Unit 29- -s, -es, ss, x, -es, ch, sh, tch Unit 30- re-, un-</p>	<p>Tricky words Phonic screening practice</p>
<p>Spelling (Y1 and Y2)</p>	<p><u>Year 1</u> Taught through phonics concentrating on words with tricky bits: and, the, to, no, go, l, he, she, we, me, be, was, my, you, they, her, all, are</p> <p><u>Year 2</u> <u>Autum 1</u> Week 1: The sounds /n/ spelt ‘kn’ and less often ‘gn’ at the beginning of words Week 2: The sounds /r/ spelt ‘wr’ at the beginning of words Week 3: The sound /s/ spelt ‘c’ before e, i and y Week 4: The sound /j/ spelt with ‘-dge’ and ‘-ge’ at the end of words Week 5: The sound /j/ often spelt with g before e, i and y. The sound /j/ always spelt with ‘j’ before a, o and u Week 6: Common Exception Words</p>	<p><u>Year 1</u> Taught through phonics concentrating on words with tricky bits: said, so, have, like, some, come, were, there, little, one, do, when, out, what</p> <p><u>Year 2</u> <u>Spring 1</u> Week 1: Adding –ed, -er and –est to a word ending in –y with a consonant before it Week 2: Adding –ing to a word ending in –y with a consonant before it Week 3: Adding –ing, -ed, -er, -est and –y to words ending in –e with a consonant before it Week 4: Adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single consonant after a single vowel Week 5: The sound /or/ spelt ‘a’ before l or ll Week 6: Common Exception Words</p> <p><u>Spring 2</u> Week 1: The sound /u/ spelt with ‘o’ Week 2: The sound /ee/ spelt with ‘-ey’ Week 3: The /o/ sound spelt with ‘a’ after w and qu</p>	<p>Year 1 Discrete Spelling Lessons (addressing class needs) Independent learning of ‘Year 1 common exception words.</p> <p><u>Year 2</u> <u>Summer 1</u> Week 1: The suffixes –ment, -ness and -ful Week 2: The suffixes –ment, -ness and -ful Week 3: Words ending in -tion Week 4: Contractions Week 5: The possessive apostrophe Week 6: Common Exception Words</p> <p><u>Summer 2</u> Week 1: Homophones and near homophones Week 2: Homophones and near homophones Week 3: Homophones, near homophones and conjunctions Week 4: Months of the year/ time</p>

*Our vision is to work in partnership with families to unlock the potential of every individual.
 Together, we nurture a self-belief and a lifelong passion for learning*

KT Federation Curriculum Progression

	<p>Autumn 2</p> <p>Week 1: The sound /l/ spelt with ‘-le’ at the end of words</p> <p>Week 2: The sound /l/ spelt with ‘-el’ at the end of words</p> <p>Week 3: The sound /l/ spelt with ‘-il’ and ‘-al’ at the end of words</p> <p>Week 4: The sound /igh/ spelt with ‘-y’ at the end of words</p> <p>Week 5: Adding –ies to nouns and verbs ending in -y</p> <p>Week 6: Common Exception Words</p>	<p>Week 4: The stressed/er/ spelt with ‘or’ after w and the sound / or/ spelt ‘ar’ after w</p> <p>Week 5: The sound /zh/ spelt ‘s’</p> <p>Week 6: Common Exception Words</p>	<p>Week 5: Months of the year/ time</p> <p>Week 6: Question Words</p> <p>SPaG terms</p>
FLASHBACK –Links to previous learning			
Enrichment - Sparkling Starts/ Marvellous Middles/ Fantastic Finishes/ Visits & Visitors	Forest school day recount		
Assessment Opportunities	<p>Independent writing last week of each half term marked against Year 2 TAFs</p> <p>Phonics Screening mocks November, February and May.</p> <p>Common exception word assessments last week of each half term, Children’s list updated on words needed to learn.</p>		
Cycle 1 – Year 3 & 4			
	Autumn	Spring	Summer
Topic	Rocks, Shocks, Shakes & Wild Weather	From Snozzcumpers to Perfect Potions	Dress to Impress
Core texts	<p>‘Stig of the Dump’ by Clive King (Class Text)</p> <p>‘Stone Age Boy’ by Satoshi Kitamura</p>	<p>‘Matilda’ by Roald Dahl (Class Text)</p> <p>‘George’s Marvellous Medicine’ by Roald Dahl</p> <p>‘Revoltng Rhymes’ by Roald Dahl</p>	<p>‘The Boy in a Dress’ by David Walliams (Class Text)</p>

*Our vision is to work in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning*

KT Federation Curriculum Progression

		'The BFG' by Roald Dahl	'The Tin Forest' by Helen Ward and Wayne Anderson (Modern Fable)
Poetry (analyse, perform, create)	Analysing & Creating Poetry: <i>Wild Weather Poems</i>	Performing Poetry: <i>Roald Dahl's Revolting Rhymes</i> Analysing & Creating Poetry: <i>Potion Making Poems (The Witches and George's Marvellous Medicine)</i>	Analysing Poetry: 'Captain Save The Planet' (From the book <i>Be the Change: Poems to Save the World</i>)
Core writing outcomes	<ul style="list-style-type: none"> Diary Entry: 'The Lighthouse' - Literacy Shed Writing Unit Non-Chronological Report: Volcanoes Newspaper Report: Reporting on the event of a natural disaster – give children choice of tsunami, hurricane or volcano Informal Letter/Email: Following a natural disaster Poetry: Wild Weather Literacy Shed Christmas Writing Unit: 'The Letter' Narrative 	<ul style="list-style-type: none"> Biography of Roald Dahl Persuasive Writing: Persuasive adverts for their potion Instructional Writing: How to use their potion Poetry: Potion making poem (inspired by <i>George's Marvellous Medicine</i>) Playscript: Rewriting a chapter from Matilda as a playscript - Literacy Shed Writing Unit 3rd Person Narrative: BFG Dream Catching 	<ul style="list-style-type: none"> Fashion Magazine Report: Following our class 'Fashion Show' Formal Persuasive Letter: Encouraging someone in Ash to Reuse and Upcycle to prevent waste Diary Entry: From the perspective of the character Denis, following a key moment of their choice from the book, 'The Boy in a Dress' Non-Chronological Report: About fashion in a decade from the 1900s of their choice Book Review: The Boy in a Dress by David Walliams Instructional Writing: Tie Dye
Enrichment writing	<ul style="list-style-type: none"> Independent Tasks: Opportunities for independent writing across the curriculum, in all topics Writing recounts of exciting events within the school calendar 		
Grammar and punctuation	<u>Year 3:</u> Autumn Block 1: Ready to Write Autumn Block 2: Determiners Autumn Block 3: Conjunctions	<u>Year 3:</u> Spring Block 1: Adverbs Spring Block 2: Prepositions Spring Block 3: Speech	<u>Year 3:</u> Summer Block 1: Nouns Summer Block 2: Paragraphs Summer Block 3: Word Families

KT Federation Curriculum Progression

	<p><u>Year 4:</u> Autumn Block 1: Ready to Write Autumn Block 2: Pronouns Autumn Block 3: Fronted Adverbials</p>	<p>Spring Block 4: Tenses</p> <p><u>Year 4:</u> Spring Block 1: Apostrophes Spring Block 2: Speech Spring Block 3: Noun Phrases Spring Block 4: Suffixes</p>	<p>Summer Block 4: Prefixes</p> <p>Year 4: Summer Block 1: Standard English Summer Block 2: Paragraphs Summer Block 3: Word Families Summer Block 4: Prefixes</p>
Spelling	<ul style="list-style-type: none"> Phonics Intervention (for children who need this) Sir Linkalot: Spelling Homophones Discrete Spelling Lessons (addressing class needs) Independent learning of 'Year 3 & 4 Statutory Spellings' in school each day 	<ul style="list-style-type: none"> Y4 Classroom Secrets Spring Block 4: Suffixes Discrete Spelling Lessons (addressing class needs) Independent learning of 'Year 3 & 4 Statutory Spellings' in school each day 	<ul style="list-style-type: none"> Y3 Classroom Secrets Summer Block 3: Word Families Y3 Classroom Secrets Summer Block 4: Prefixes Discrete Spelling Lessons (addressing class needs) Independent learning of 'Year 3 & 4 Statutory Spellings' in school each day
FLASHBACK –Links to previous learning			
Enrichment - Sparkling Starts/ Marvellous Middles/ Fantastic Finishes/ Visits & Visitors	<p>Stunning Start: Stone Age Day (linked to the text <i>Stone Age Boy</i>)</p>	<p>Stunning Start: A visit to Willy Wonka's Chocolate Factory (linked to the text <i>Charlie and the Chocolate Factory</i>)</p> <p>Marvellous Middle: Designing and making our own potions, leading to poetry, persuasive and instructional writing outcomes (linked to the texts <i>The Witches</i> and <i>George's Marvellous Medicine</i>)</p>	<p>Stunning Start: Fashion Show – Leading to children writing a 'Fashion Magazine Report'</p> <p>Fabulous Finish: Upcycled clothing – Leading to persuasive letters, encouraging others to reuse and upcycle</p>

KT Federation Curriculum Progression

		Fabulous Finish: Roald Dahl's Revolting Recipes + Rhymes (linked to texts by Roald Dahl)	
		World Book Day	
Assessment Opportunities	<ul style="list-style-type: none"> External Writing Moderation Event at Great Denham Primary School – Spring and Summer Terms Internal Writing Moderation Independent write each half-term marked against Y3 and 4 writing checklists + Y6 SATs TAFs (using the working towards expected checklist) 'Watch our Writing Grow' display used to view writing progress throughout LKS2. 		
Cycle 1 – Year 5 & 6			
	Autumn	Spring	Summer
Topic	WWII	Ancient Egypt	Chocolate
Core texts	'Letters from the Lighthouse' by Emma Carroll Non-fiction texts about World War II, including WWII ebook (Twinkl) 'Beyond the Lines' a Literacy Shed + film clip unit	'Secrets of a Sun King' by Emma Carroll Non-fiction texts about Ancient Egypt 'Francis' a Literacy Shed + film clip unit	
Poetry (analyse, perform, create)	Celebrate National Poetry Day Analyse and perform 'Flanders Field' Analyse- 'How to Die'		
Core writing outcomes	Diary entries and character descriptions from Letter from the Lighthouse (Queenie, Ephraim, Ester) Newspaper article- based on the rescue of the refugees in LftL	Formal letter, writing as Mrs Emerson-Jones (Secrets of a Sun King) Mummification explanation text Thriller narratives based on 'Francis' Setting description based on 'Francis' Diary entry writing as Howard Carter	Instructions- how chocolate is made Persuasive text/speech about Fair Trade Fact file- the history of chocolate

*Our vision is to work in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning*

KT Federation Curriculum Progression

	A biography of Ted Stocker (based at RAF Little Staughton) Writing own poetry based on 'Beyond the Lines'	Information text about the circulatory system Newspaper article about the chariot crash (SoaSK)	
Enrichment writing	Lots of topic related writing- the Home Front, information texts about the Pathfinders etc	Lots of Egyptian topic related writing	
Grammar and punctuation	<p><u>Year 5 topics:</u> Autumn BLOCK 1: Pronouns/ Expanding noun phrases/ Fronted adverbials/ Plural and possessive/ Direct and indirect speech Autumn BLOCK 2: Relative pronouns/ Recognising relative clauses/ Omitting relative pronouns Autumn BLOCK 3: Recognising modal verbs/ Using modal verbs Autumn BLOCK 4: Recognising adverbs/ Using adverbs/ Recognising and using adverbs to indicate degrees of possibility</p>	<p><u>Year 5 topics:</u> Spring BLOCK 1: Recognising parenthesis/ Using brackets (dashes and commas) to indicate parenthesis Spring BLOCK 2: Recognising noun phrases/ Creating concise noun phrases/ Writing concise noun phrases/ Using noun phrases Spring BLOCK 3: Past or present/ Present perfect form/ Recognising past perfect form/ Using the past perfect form/ Recognising the future perfect form/ Using the future perfect form/ Recognising the perfect form/ Using the perfect form/ Which tense</p>	
Spelling	Consolidation of Y3/4 spellings Sir Linkalot daily spellings, working from stage 3 or 4 onwards.	Most children will be working on Y5/6 spellings. Sir Linkalot daily spellings and weekly check up on a Friday.	
FLASHBACK –Links to previous learning			<ul style="list-style-type: none"> Persuasive product description for board game + persuasive advert for potion (Years 3 & 4 – Roald Dahl + What's going on inside?)

KT Federation Curriculum Progression

Enrichment - Sparkling Starts/ Marvellous Middles/ Fantastic Finishes/ Visits & Visitors	Marvellous Middle- planning work for a fundraising event for the charity 'War Child UK'		
Assessment Opportunities			
Cycle 2 – Year 1 & 2			
	Autumn	Spring	Summer
Topic	Castles	Growing	What can you see beside the sea?
Core texts	Cinderella The Princess and the Wizard Prince Cinders Rapunzel The Egg The Knights handbook The Last Castle Zog The Kiss That Missed The Princess and the Wizard There is no Dragon in this Story The Egg Dragon Poems	Farmer Duck Wake up Time on Bumble Farm The Squabbling Squirrels Jack and the Beanstalk Jim and the Beanstalk The Squirrels That Squabbled Tad Beans The Tiny Seed	The Whale Song The Pirates Next door Clean Up Mister Seahorse Dear Greenpeace The Lighthouse Keeper's lunch The Night Pirates Sand Horse
Poetry (analyse, perform, create)	Dragon List poems	When I was 6	Fish poems

*Our vision is to work in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning*

KT Federation Curriculum Progression

Core writing outcomes	<p>Cinderella- Character description Diary of a princess- The Princess and the Wizard. Retell Fairy tales- Rapunzel Castle Fact file. Story setting descriptions- Kevin the Carrot Prediction/ending creation- The Last Castle Dragon description-The Egg</p>	<p>Farmer Duck- Recount Recount of a story in 1st person- Wakeup Time on Bumble Farm Non chronological report-Squirrels Instructions- How to plant a seed Seed diary Retell a story- Jack and the Beanstalk Letter- Tad The Tiny Seed- create an alternative version</p>	<p>Setting description- The Whale Song Alternative version of a story- The Sand Horse</p>
Enrichment writing	<ul style="list-style-type: none"> • Continuous provision writing for areas. • Writing about special activities throughout the year. 		
Grammar and punctuation	<p><u>Year 1</u> Autumn 1: Ready to write Autumn 2: Punctuating sentences Autumn 3: Word class Autumn 3: Capital letters</p> <p><u>Year 2</u> Autumn 1: Ready to write Autumn 2: Commas Autumn 3: Word Classes Autumn 4: Conjunctions Autumn 5: Sentence Types</p>	<p><u>Year 1</u> Spring 1: Conjunctions Spring 2: Exclamations Spring 3: Capital letters</p> <p><u>Year 2</u> Spring 1: Word Classes Spring 2: Apostrophes Spring 3: Sentence Types Spring 4: Tenses Spring 5: Suffixes</p>	<p><u>Year 1</u> Summer 1: Questions Summer 2: Singular and Plural Summer 3: Prefixes Summer 4: Suffixes Summer 5: Sequencing and sentences</p> <p><u>Year 2</u> Summer 1: Suffixes Summer 2: Assessments (SATs) Summer 3: Consolidation (key stage 1)</p>
Phonics (Y1)	<p>Unit 13- wh, ph Unit 14- ay, a-e, eigh, ey, ei Unit 15 – ea, e-e, ie, ey, y Unit 16- ie, l-e, y, l</p>	<p>Unit 23- c,k,ck,ch Unit 24- c(e), c(l), c(y), sc, st, se Unit 25- g(e), g(i), g(y), dge Unit 26- le,mb,kn,gn,wr</p>	<p>Revisit diagraphs and split diagraphs Alien word Tricky words Phonic screening practice</p>

*Our vision is to work in partnership with families to unlock the potential of every individual.
 Together, we nurture a self-belief and a lifelong passion for learning*

KT Federation Curriculum Progression

	<p>Unit 17- ow,o-e, o, oe Unit 18- ew, ue, u-e, u, oul Unit 19- aw, au, al Unit 20- ir,er,ear Unit 21- ou, oy Unit 22- ear, ere, eer, air, are, ear</p>	<p>Unit 27- tch, sh, e, zh, wa, o Unit 28- ing, ed, Unit 29- -s, -es, ss, x, -es, ch, sh, tch Unit 30- re-, un-</p>	<p>Common exception words.</p>
<p>Spelling (Y1 and 2)</p>	<p><u>Year 1</u> Taught through phonics concentrating on words with tricky bits: and, the, to, no, go, l, he, she, we, me, be, was, my, you, they, her, all, are</p> <p><u>Year 2</u> <u>Autum 1</u> Week 1: The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words Week 2: The sounds /r/ spelt 'wr' at the beginning of words Week 3: The sound /s/ spelt 'c' before e, i and y Week 4: The sound /j/ spelt with '-dge' and '-ge' at the end of words Week 5: The sound /j/ often spelt with g before e, i and y. The sound /j/ always spelt with 'j' before a, o and u Week 6: Common Exception Words</p> <p>Autumn 2</p>	<p><u>Year 1</u> Taught through phonics concentrating on words with tricky bits: said, so, have, like, some, come, were, there, little, one, do, when, out, what</p> <p><u>Year 2</u> <u>Spring 1</u> Week 1: Adding -ed, -er and -est to a word ending in -y with a consonant before it Week 2: Adding -ing to a word ending in -y with a consonant before it Week 3: Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Week 4: Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel Week 5: The sound /or/ spelt 'a' before l or ll Week 6: Common Exception Words</p> <p><u>Spring 2</u> Week 1: The sound /u/ spelt with 'o' Week 2: The sound /ee/ spelt with '-ey' Week 3: The /o/ sound spelt with 'a' after w and qu</p>	<p>Year 1 Discrete Spelling Lessons (addressing class needs) Independent learning of 'Year 1 common exception words.</p> <p><u>Year 2</u> <u>Summer 1</u> Week 1: The suffixes -ment, -ness and -ful Week 2: The suffixes -ment, -ness and -ful Week 3: Words ending in -tion Week 4: Contractions Week 5: The possessive apostrophe Week 6: Common Exception Words</p> <p><u>Summer 2</u> Week 1: Homophones and near homophones Week 2: Homophones and near homophones Week 3: Homophones, near homophones and conjunctions Week 4: Months of the year/ time Week 5: Months of the year/ time Week 6: Question Words</p>

*Our vision is to work in partnership with families to unlock the potential of every individual.
 Together, we nurture a self-belief and a lifelong passion for learning*

KT Federation Curriculum Progression

	<p>Week 1: The sound /l/ spelt with ‘-le’ at the end of words</p> <p>Week 2: The sound /l/ spelt with ‘-el’ at the end of words</p> <p>Week 3: The sound /l/ spelt with ‘-il’ and ‘-al’ at the end of words</p> <p>Week 4: The sound /igh/ spelt with ‘-y’ at the end of words</p> <p>Week 5: Adding –ies to nouns and verbs ending in -y</p> <p>Week 6: Common Exception Words</p>	<p>Week 4: The stressed/er/ spelt with ‘or’ after w and the sound / or/ spelt ‘ar’ after w</p> <p>Week 5: The sound /zh/ spelt ‘s’</p> <p>Week 6: Common Exception Words</p>	SPaG terms
FLASHBACK –Links to previous learning			
Enrichment - Sparkling Starts/ Marvellous Middles/ Fantastic Finishes/ Visits & Visitors	Cinderella visit	Bean Diary following planting party	Pirate party invite and recount
Assessment Opportunities	<p>Independent writing last week of each half term marked against Year 2 TAFs</p> <p>Phonics Screening mocks November, February and May.</p> <p>Common exception word assessments last week of each half term, Children’s list updated on words needed to learn.</p>		
Cycle 2 – Year 3 & 4			
	Autumn	Spring	Summer
Topic	What’s Going on Inside?	Around the World in 80 Days	Invasion!
Core texts	<p>‘Demon Dentist’ by David Walliams (Class Text)</p> <p>‘Wonder’ by R.J Palacio</p>	<p>‘Around the World in 80 Days’ by Jules Verne</p> <p>‘The Explorer’ by Katherine Rundall (Class Text)</p>	<p>‘The Secret Garden’ by Frances Hodgdon Burnett</p>

*Our vision is to work in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning*

KT Federation Curriculum Progression

			<p>'Roman Diary: The Journal of Iliona' by Richard Platt.</p> <p>'Aesop's Fables' by Aesop</p>
Poetry (analyse, perform, create)		Analysing and creating poetry: Kenning Poems	
Core writing outcomes	<ul style="list-style-type: none"> Explanation Text: The Digestive System Information Leaflet for a dentist surgery: Tooth Decay Instructional Writing: Operation Board Game Instructions Persuasive Writing: Persuasive Product Description for Board Game Thriller 3rd Person Narrative: Alfie's visit to Miss Root's dentist surgery Newspaper Report: The discovery of the demon dentist Literacy Shed Christmas Writing: Half the World Away Narrative 	<ul style="list-style-type: none"> Diary Writing Outcome: Literacy Shed Writing Unit, Taking Flight Persuasive Travel Brochure: About a country in Europe of choice. Non-chronological report: About a living thing of choice. Adventure 1st Person Narrative: The Explorer (recasting chapter 2 from perspective of a character) Informal Letter/Postcard: From a country in North America Kenning Poem: About an animal of choice 	<ul style="list-style-type: none"> Non-Chronological Report: Ancient Rome Scientific Report: Following investigation about the factors that affect the growth of a plant Newspaper Report: Julius Caesar's attempted invasions Persuasive Writing: Persuade Romans to join the Roman Army 1st Person Narrative: Rewriting a chapter of "The Secret Garden" Playscript: Rewrite one of Aesop's Fables as a playscript. Write own Fable: Inspired by Aesop's Fables
Enrichment writing	<ul style="list-style-type: none"> Independent Tasks – Independent writing opportunities across the curriculum Writing recounts of exciting events within the school calendar 		
Grammar and punctuation	<p><u>Year 3:</u> Autumn Block 1: Ready to Write Autumn Block 2: Determiners Autumn Block 3: Conjunctions</p> <p><u>Year 4:</u> Autumn Block 1: Ready to Write Autumn Block 2: Pronouns</p>	<p><u>Year 3:</u> Spring Block 1: Adverbs Spring Block 2: Prepositions Spring Block 3: Speech Spring Block 4: Tenses</p> <p><u>Year 4:</u> Spring Block 1: Apostrophes</p>	<p><u>Year 3:</u> Summer Block 1: Nouns Summer Block 2: Paragraphs Summer Block 3: Word Families Summer Block 4: Prefixes</p> <p>Year 4: Summer Block 1: Standard English</p>

*Our vision is to work in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning*

KT Federation Curriculum Progression

	Autumn Block 3: Fronted Adverbials	Spring Block 2: Speech Spring Block 3: Noun Phrases Spring Block 4: Suffixes	Summer Block 2: Paragraphs Summer Block 3: Word Families Summer Block 4: Prefixes
Spelling	<ul style="list-style-type: none"> Phonics Intervention (for children who need this) Sir Linkalot: Spelling Homophones Discrete Spelling Lessons (addressing class needs) Independent learning of 'Year 3 & 4 Statutory Spellings' in school each day 	<ul style="list-style-type: none"> Y4 Classroom Secrets Spring Block 4: Suffixes Discrete Spelling Lessons (addressing class needs) Independent learning of 'Year 3 & 4 Statutory Spellings' in school each day 	<ul style="list-style-type: none"> Y3 Classroom Secrets Summer Block 3: Word Families Y3 Classroom Secrets Summer Block 4: Prefixes Discrete Spelling Lessons (addressing class needs) Independent learning of 'Year 3 & 4 Statutory Spellings' in school each day
FLASHBACK –Links to previous learning			
Enrichment - Sparkling Starts/ Marvellous Middles/ Fantastic Finishes/ Visits & Visitors	<p>Stunning Start: 'Digestion Day: The Journey of Poo' - Leading to explanation text about the digestive system</p> <p>Marvellous Middle: Making operation board games – Leading to persuasive and instructional writing outcomes</p>	<p>Stunning Start: 'Hot Air Balloon Journey – Scripted Fantasy', leading to enrichment creative writing task + activities linked to the text 'Around the World in 80 Days' by Jules Verne</p> <p>World Book Day</p>	
Assessment Opportunities	<ul style="list-style-type: none"> External Writing Moderation Event at Great Denham Primary School – Spring and Summer Terms Internal Writing Moderation Independent write each half-term marked against Y3 and 4 writing checklists + Y6 SATs TAFs (using the working towards expected checklist) 'Watch our Writing Grow' display used to view writing progress throughout LKS2. 		

KT Federation Curriculum Progression

Cycle 2 – Year 5 & 6			
	Autumn	Spring	Summer
Topic	What makes us marvellous?	Is there a solution to pollution?	Ancient Greeks
Core texts	‘Wonder’ by R.J. Palacio ‘The Boy Who Made Everyone Laugh’ by Helen Rutter	‘A Life on our Planet’ by David Attenborough ‘Earth Heroes’ by Lily Dyu ‘The Dreadful Menace’ a Literacy Shed resource	‘Who Let the Gods Out?’ by Maz Evans ‘Atticus and the Ancient Greeks’ (A Twinkl Original) A range of Greek Myths
Poetry (analyse, perform, create)	Celebrate National Poetry Day	Classic poetry to analyse and perform (using Literacy Shed + resources) - ‘Night Mail’ ‘The Lion and Albert’ ‘The Owl and the Pussycat’ Performance- ‘Lady Winter’ Create own poems based on The Dreadful Menace	
Core writing outcomes	Balanced argument ‘Are Via’s parents good or neglectful?’ Writing short pieces of accurate dialogue to convey character and advance the action. Writing pieces using personification (Home Sweet Home)	Adventure narratives based on The Dreadful Menace Persuasive formal letter to palm oil companies Information text on deforestation Earth Hero biographies	Information Written instructions for own board game. Retell Greek myths Roads Write travel leaflets for visiting modern-day Greece
Enrichment writing	‘Home Sweet Home’- narratives based on this Literacy Shed film clip. Recount of Orchestra Unwrapped experience. Short unit before Christmas from Literacy Shed - ‘Sprout Boy’- persuasive writing/ emotive language	Topic related writing on the issues surrounding waste and energy	
Grammar and punctuation	<u>Year 6 topics:</u>	<u>Year 6 topics:</u>	<u>Year 6 topics:</u>

*Our vision is to work in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning*

KT Federation Curriculum Progression

	<p>Autumn BLOCK 1: Relative clauses, Modal verbs/ Adverbs/ Parenthesis/ Expanded noun phrases/ Commas/Present tense/ Past tense</p> <p>Autumn BLOCK 2: Synonyms/ Antonyms</p> <p>Autumn BLOCK 3: Nouns and verbs/ Adverbs and adjectives/ Subjects and objects/ Determiners, conjunctions and prepositions/ Identifying word classes</p> <p>Autumn BLOCK 4: Was or were/ Recognising subjunctive form/ Using subjunctive form</p>	<p>Spring BLOCK 1: Commas in lists/ colons and semi-colons/ Writing in notes/ Bullet points</p> <p>Spring BLOCK 2: Identifying verbs in sentences/ Recognising and using the passive verb</p> <p>Spring BLOCK 3: Recognising formal and informal writing/ Subjunctive form in formal writing/ Question tags in informal writing/ Formal and informal styles and vocabulary</p> <p>Spring BLOCK 4: Identifying clauses/ Using semi-colons, colons, dashes to mark boundaries</p> <p>Spring BLOCK 5: Recognising and using hyphens to avoid ambiguity</p>	<p>Summer BLOCK 1: Recognising devices to build cohesion/ paragraphs in fiction and non-fiction/ Organising sentences within paragraphs/ Organising paragraphs within texts/ Avoiding repetition in fiction/ Using devices to build cohesion</p> <p>Summer BLOCK 2: Consolidation of - relative clauses, word classes, prefixes and suffixes, commas for parenthesis, parenthesis and hyphens, lists, synonyms and antonyms, formal and informal writing, redrafting sentences and paragraphs.</p>
Spelling	<p>Consolidation of Y3/4 spellings</p> <p>Sir Linkalot daily spellings and weekly check up on a Friday.</p>	<p>Most children will be working on Y5/6 spellings.</p> <p>Sir Linkalot daily spellings and weekly check up on a Friday.</p>	
FLASHBACK –Links to previous learning		<ul style="list-style-type: none"> Persuasive Writing: encouraging others to reuse and upcycle (Years 3 & 4 – Dress to Impress) 	
Enrichment - Sparkling Starts/ Marvellous Middles/ Fantastic Finishes/ Visits & Visitors			
Assessment Opportunities			