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Every half term	Power of Reading Text with writing outcomes	Shared Reading Texts	Spelling, Punctuation and Grammar Focus	Assessments from Testbase – end of every half term
	5 English lessons weekly (45 mins)	3 session per week (25 minutes) Year 1 – 6 (Literacy Shed +) EYFS (RWI books)	3 grammar and punctuation sessions per week (30 mins) Weekly spelling test Daily – Vocabulary of the day	• Writing Assessment • Grammar, spelling and punctuation • Assessment • Reading Comprehension Assessment • Reading Fluency Assessment

Whole-School Non-Negotiables for English

- 3 shared reading sessions weekly
- 3 explicit grammar sessions weekly
- High-quality text-based curriculum through Power of Reading
- Class reading book at the end of every day
- Every child to have a reading record and book at their level (RWI and accelerated reader)
- Vocabulary-rich classroom environments
- Speaking and listening opportunities (oracy) within every unit
- Half-termly assessments: Writing, SPaG, Reading Comprehension and Reading Fluency
- Wide range of genre's covered (in writing genre progression document)
- Every class must learn poetry by heart each term

Progress is achieved through the careful sequencing of the curriculum. Children build on prior knowledge and skills by learning the curriculum in the intended order, ensuring secure understanding before moving on to new concepts. Teachers regularly revisit previous learning to strengthen long-term memory and support mastery.

Cultural Capital
At St Philomena's, cultural capital is woven throughout our rich and broad curriculum. Every subject provides opportunities for children to develop the knowledge, experiences and understanding needed to become well-rounded, informed citizens.
Children are exposed to:

- High-quality literature and ambitious texts.
- A wide range of subjects, cultures, faiths, history and the arts.

- Meaningful real-life experiences and enrichment opportunities.
- Character-building experiences that develop resilience, respect, compassion and responsibility.
- Cross-curricular learning that broadens understanding and deepens connections across the curriculum.

Where appropriate, every English lesson provides opportunities to further develop pupils' cultural capital through carefully chosen texts, discussion and vocabulary.

Adaptive Teaching

Teachers adapt learning to ensure that every pupil can access the curriculum and achieve success.
This includes:

- High expectations for all learners.
- Appropriate scaffolds and challenge.
- Planned support for pupils with SEND, informed by individual Provision Maps.
- Flexible grouping and responsive teaching based on ongoing assessment.
- Adaptations that enable pupils to access the same ambitious curriculum as their peers.

Formative Assessment

Formative assessment is embedded within every lesson to identify misconceptions, inform teaching and maximise progress.
Teachers will routinely use:

- Clearly shared success criteria.
- Targeted questioning to assess understanding and deepen thinking.
- Live feedback during learning.
- Retrieval of prior knowledge.
- Pupil self-assessment using the P Box at the end of each lesson.
- Opportunities for peer discussion and reflection where appropriate.

Assessment information is used to adapt teaching and determine next steps.

Rich and Ambitious Vocabulary

Developing pupils' vocabulary is central to learning across the curriculum.
Teachers will explicitly teach ambitious vocabulary by:

- Introducing a daily Word of the Day as part of our whole-school vocabulary initiative.
- Explicitly teaching and displaying key subject-specific vocabulary in lessons.
- Revisiting new vocabulary regularly in different contexts.
- Modelling precise, ambitious language.
- Encouraging pupils to use newly acquired vocabulary confidently in both speech and writing.
- Providing opportunities for vocabulary to be rehearsed, discussed and applied across the curriculum.

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Our aim is for every child to develop a rich vocabulary that enables them to communicate effectively, comprehend increasingly challenging texts and succeed across all areas of learning.

AUTUMN 1 – YEAR 6

Power of reading text = Non-chronological report & Private Peaceful
Links to wider curriculum = Living things and their habitat (Science) & World War 1 (History)
Story time text = Pig Heart Boy

	READING: DECODING AND COMPREHENSION	WRITING: COMPOSITION	WRITING: GRAMMAR, VOCABULARY AND PUNCTUATION	WRITING TRANSCRIPTION: SPELLING AND HANDWRITING	ORACY (SPEAKING AND LISTENING)
Week 2	Text: Two Little Ducks 3 x guided reading (VIPERS) Use clues from the text to work out the meaning of unfamiliar words and identify alternative meanings. Focus: unfamiliar words; clues from surrounding text; alternative meanings.	Learning objectives: To analyse how writers organise information to make a report accessible to its reader. - Identify features of a non-chronological report. To analyse how information is organised - Explore simple and compound sentences Genre: Non-chronological report.	1. Word classes 2. Coordinating conjunctions 3. Expanded noun phrases	Retrieve previously taught Year 5/6 spelling patterns and commonly misspelt words. discrepancy; heard; passed; knowledgeable; forcible; preferring; incredible; incredibly; though; although.	Discuss vocabulary meanings and justify answers with evidence. Collaborative discussion of report features.

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AUTUMN 1 – YEAR 6					
Week 3	Text: The History of Bicycles / Stripy Messengers, Swollen Branches: A Spring Cinquain 3 x guided reading (VIPERS) Focus: vocabulary across non-fiction and poetry; Explore how context changes meaning.	Learning objectives: To analyse how information is organised- Explore complex sentences To analyse how information is organised- Explore cohesive devices. To research and gather relevant information about pandas' appearance and physical features for a non-chronological report. Outcome: draft panda report- introduction and appearance themed sections Genre: Non-chronological report.	1. Subordinating Conjunctions 2. Formal vocabulary 3. Cohesive devices .	Retrieve previously taught Year 5/6 spelling patterns and commonly misspelt words. • ascent • assent • accountancy • discrepancy • stationary • stationery • considerably • affordably • wrath • wreak Handwriting: progression document.	Explain and compare word meanings; discuss research findings and intended audience.

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AUTUMN 1 – YEAR 6					
Week 4	Text: Shadow 3 x guided reading (VIPERS) Focus: retrieval – scanning, precise evidence, true/false and find-and-copy.	To research and gather relevant information for a non-chronological report and its audience. To use precise, formal and technical vocabulary to communicate information clearly - Use parenthesis, subheadings and formal vocabulary. To organise information and use cohesion to guide the reader through a report. - Complete panda non-chronological report: themed sections. Conclude, edit and publish. Outcome: draft and complete panda report- themed sections on adaptations, habitat, diet, threats and conclusion.	Relative pronouns Relative clauses	Homophones: descent/dissent; desert/dessert; draft/draught; principal/principle; profit/prophet. Handwriting: progression document.	Explain report organisation and justify useful information for the reader.

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AUTUMN 1 – YEAR 6					
Week 5	Texts: Fur-tastic Fiction / Canine Non-Fiction / Pup Poetry 3 x guided reading (VIPERS) Focus: retrieval across genres.	Private Peaceful: To find and record information about Michael Morpurgo To plan and write a biography using research Outcome: To produce a well-structured biography of Michael Morpurgo, using researched facts and appropriate formal language, chronological organisation and key features of the biography genre.	Modal verbs Suffixes - Nouns and Adjectives to Verbs	Statutory words: correspond; awkward; achieve; embarrass; profession; sacrifice; harass; aggressive; definite; queue. Handwriting: progression document.	Discuss viewpoint, injustice and moral choices; role-play Tommo's voice.

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AUTUMN 1 – YEAR 6					
Week 6	Texts: Digging Deeper – Two little Ducks Teach Detect-Impression-Gather (DIG) Focus: mixed retrieval and inference; evidence → impression. 3-mark response using DIG structure.	To discuss inference using clues from the text To create a vivid setting using sensory description and figurative language To show a character's personality through actions, thoughts and dialogue Outcome: To write a vivid, engaging setting and develop a character using inference, sensory description, figurative language, actions, thoughts and dialogue, inspired by Private Peaceful.	Apply parenthesis, cohesion, formal register and semi-colons in independent writing; edit for clarity. Commas Passive voice; formal register; semi-colons.	Explore word families and suffixes changeable; noticeable; knowledgeable; manageable; serviceable; forcible; illegible; legible; eligible; terrible. Handwriting: progression document.	Form reasoned viewpoints about injustice; use formal language to present arguments.
Week 7 Assessment week	Texts: Digging Deeper / Panic / The Red Fox 3 x guided reading (VIPERS) Focus: mixed retrieval and inference; evidence → impression. 3-mark response using DIG structure.	To write an engaging first-person diary using thoughts, feelings and reflection. Outcome: To write an engaging first-person diary entry using descriptive language, thoughts, feelings and personal reflections to convey a character's experiences and emotions in Private Peaceful.	SPaG assessment; review Year 6 grammar, vocabulary and punctuation taught across Autumn 1.	Consolidating words learnt this half term Selected words from Weeks 1–5 applied in sentences and extended writing.	Explain progress against success criteria and identify next steps.

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AUTUMN 1 – YEAR 6					
Week 7	Reading comprehension assessment and reading fluency assessment. Independent application of guided-reading skills.				

AUTUMN 2 – YEAR 6					
Power of reading text = Journey to the River Sea **Links to wider curriculum = Amazing Americas** **Story time text = Private Peaceful**					
	READING: DECODING AND COMPREHENSION	**WRITING: COMPOSITION**	**WRITING: GRAMMAR, VOCABULARY AND PUNCTUATION**	**WRITING TRANSCRIPTION: SPELLING AND HANDWRITING**	**ORACY (SPEAKING AND LISTENING)**

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AUTUMN 2 – YEAR 6					
Week 1	Text: Message 3 x guided reading (VIPER) Focus: summarising stanza by stanza; sequence ideas; concise two-sentence summary.	• Develop techniques and use media with creativity and experimentation. • Identify nouns, verbs, adjectives and adverbs. • Identify and use prepositions. • Create descriptive sentences inspired by the rainforest.	Word classes; prepositions; descriptive vocabulary; sentence construction. Pronouns & Possessive Pronouns	Retrieve Autumn spelling patterns/statutory words; apply in context. Handwriting taught daily.	Discuss key ideas and rehearse concise summaries; use precise rainforest vocabulary.
Week 2	Section 3 Digging Deeper/non-fiction 3 x guided reading (VIPER) Focus: identify key information and produce concise summaries.	• Use relative clauses beginning who, which, where, when, whose, that. • Identify audience and purpose. • Use similar writing as a model. • Note/develop ideas from research. • Use organisational devices.	Relative clauses and relative pronouns: who, which, where, when, whose, that. Adverbs to Show Frequency	-cious: vicious; precious; conscious; delicious; malicious; suspicious; gracious; spacious; ferocious; luscious. Handwriting taught daily.	Explain audience/purpose and justify organisational choices.
Week 3	Text: Elevation 3 x guided reading (VIPER) Focus: inference in poetry; figurative descriptions, mood and implied meaning.	• Use organisational and presentational devices to structure text and guide the reader. • Proofread spelling and grammar. • Apply NCR structure and language features.	Organisational/presentational devices and cohesion; select vocabulary/grammar for effect. Prefixes	-cial/-tial: official; special; artificial; partial; confidential; essential; initial; financial; commercial; provincial. Handwriting taught daily.	Discuss figurative language and present researched information clearly.

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AUTUMN 2 – YEAR 6					
Week 4	The History of Women's Football – Digging Deeper 3 x guided reading (VIPER) Focus: evidence → impressions using DIG.	• Use parenthesis accurately. • Improve cohesion using pronouns and determiners. • Use correlative conjunctions and adverbs/adverbial phrases to link ideas. • Edit for clarity and cohesion.	Parenthesis; cohesion; pronouns; determiners; correlative conjunctions; adverbials. Colons in list	Apply Autumn spelling patterns and statutory words; correct and explain errors. Handwriting taught daily.	Explain impressions using evidence; discuss how cohesive devices improve a text.
Week 5	Selected Section 3–4 Vocab Lab and text questions 3 x guided reading (VIPER) Focus: tricky vocabulary and summarising.	• Explore how authors create atmosphere and suspense through setting. • Develop a character through actions, thoughts, feelings and dialogue. • Plan an adventure narrative with an opening, build-up, problem, climax and resolution. • Use sensory description, figurative language and varied sentence structures to engage the reader.	Figurative language, direct and indirect speech Subordinating Conjunctions and Clauses	Homophones: descent/dissent; desert/dessert; draft/draught; principal/principle; profit/prophet. Handwriting taught daily.	Discuss how authors create atmosphere and suspense through setting and language. Orally rehearse narrative ideas, developing characters, settings and plot.

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AUTUMN 2 – YEAR 6				
Week 6	Reading comprehension assessment and reading fluency assessment. Independent application of summarising, inference, vocabulary and prediction.	• Explore couplet, cinquain, haiku and kenning forms. • Identify how structure, rhyme, syllables and imagery affect meaning. • Select vocabulary for a poetic response to the Amazon. • Draft and edit poetry.	Autumn spelling retrieval and application in independent writing. Handwriting taught daily. GPS: Assess and review	Prepare and rehearse poetry using appropriate pace, volume and intonation.
Week 7	Text: Destruction 3 x guided reading (VIPER) Focus: prediction from stated/implied details; justify and rank predictions.	• Develop performance poetry skills. • Apply poetic structures. • Perform with appropriate volume, pace, intonation and movement. • Give/receive feedback using performance criteria. • Identify audience and purpose and select an appropriate form. • Use subject–verb agreement accurately. • Use past, present and future perfect forms. • Apply grammar in context. • Write Amazon poetry and apply verb-tense grammar.	Mixed review of Autumn 2 spellings; proofread final poetry. Handwriting taught daily.	Speak audibly and fluently; perform and evaluate using agreed criteria.

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SPRING 1 – YEAR 6 Power of reading text = Resist Links to wider curriculum = World War 2 Story time text = Windrush Child					
	READING: DECODING AND COMPREHENSION	**WRITING: COMPOSITION**	**WRITING: GRAMMAR, VOCABULARY AND PUNCTUATION**	**WRITING TRANSCRIPTION: SPELLING AND HANDWRITING**	**ORACY (SPEAKING AND LISTENING)**
Week 1	Text: Abominable Snowman: Fact or Fiction?, pp.55–56 3 x shared reading / VIPER Focus: prediction in non-fiction; identify evidence about what is known/unknown; predict possible outcomes. 3 x shared reading VIPER	• Predict what might happen from details stated and implied. • Summarise main ideas from more than one paragraph. • Explore non-chronological report features. • Revise apostrophes for possession.	Apostrophes for possession; passive voice; embedded/relative clauses; parenthesis; semicolons and colons; conjunctive adverbs. Commas, Nouns	Spelling: retrieve and apply previously taught Year 5/6 patterns. Words: discrepancy; heard; passed; knowledgeable; forcible; preferring; incredible; incredibly; though; although. Handwriting taught daily – handwriting progression document. Words learnt for test: Handwriting taught daily working through handwriting progression document blends	Make evidence-backed predictions; discuss report purpose and audience; contribute ideas in collaborative discussion.

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SPRING 1 – YEAR 6					
Week 2	Text: The Playground, pp.57–58 3 x shared reading / VIPER Focus: prediction in poetry; implied detail; justify predictions with textual evidence. 3 x shared reading VIPER	• Use passive voice to affect how information is presented. • Use embedded and relative clauses. • Use parenthesis accurately. • Use semicolons and colons. • Use conjunctive adverbs. • Plan and begin a non-chronological report.	Passive voice; embedded/relative clauses; parenthesis; semicolons; colons; conjunctive adverbs.	Spelling: -cious pattern. Words: vicious; precious; conscious; delicious; malicious; suspicious; gracious; spacious; ferocious; luscious. Handwriting taught daily.	Justify two predictions with textual evidence; discuss how evidence supports an idea.
Week 3	Text: Identical?, pp.63–66 3 x shared reading / VIPER Focus: commentary and comparison; compare Cleo and Josie's reactions; dialogue and author choices. 3 x shared reading VIPER	• Use similar writing as a model for a diary entry. • Participate actively in collaborative conversations. • Use expanded noun phrases. • Use adverbials of time and place. • Use subordinating conjunctions. • Develop a fact map and diary ideas.	Expanded noun phrases; adverbials of time and place; subordinating conjunctions; first person; past tense.	Spelling: -cial/-tial. Words: official; special; artificial; partial; confidential; essential; initial; financial; commercial; provincial. Handwriting taught daily.	Compare viewpoints and characters; explain how dialogue contributes to meaning.

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SPRING 1 – YEAR 6					
Week 4	Text: Katherine Johnson – Super Computer!, pp.67–68 3 x shared reading / VIPER Focus: commentary in non-fiction; organisation, audience and purpose. 3 x shared reading VIPER	• Develop initial ideas and plan a diary entry. • Identify audience and purpose and select the appropriate form. • Write a diary entry from Edda's viewpoint. • Proofread spelling and punctuation. • Write fluently and legibly.	First person; past tense; adverbials; subordinating conjunctions; cohesion; proofreading.	Spelling: statutory words/morphology. Words: correspond; awkward; achieve; embarrass; profession; sacrifice; harass; aggressive; definite; queue. Handwriting taught daily.	Evaluate organisation and presentation; explain how audience and purpose affect choices.
Week 5	Text: Phoenix, pp.69–70 3 x shared reading / VIPER Focus: commentary in poetry; mood, theme, comparison and imagery. 3 x shared reading VIPER	• Analyse how suspense, tension and atmosphere are created. • Use similar writing as a model for narrative. • Integrate direct speech. • Make predictions and summarise key ideas. • Develop vocabulary and a narrative plan.	Integrated speech and dialogue; inverted commas; vocabulary for atmosphere; sentence structure and cohesion.	Spelling: homophones. Words: descent/dissent; desert/dessert; draft/draught; principal/principle; profit/prophet. Handwriting taught daily.	Discuss mood, theme and imagery; rehearse narrative dialogue and justify language choices.
Week 6	Apply and review: Sections 5–6 selected questions and Dig Responses, pp.59–60, 71–72. 3 x shared reading / VIPER Focus: mixed prediction, commentary and inference; 3-mark evidence response. Reading fluency assessment	• Describe settings, characters and atmosphere. • Integrate dialogue to convey character and advance action. • Write a predictive narrative in stages. • Edit and improve writing against success criteria.	Mixed retrieval, dictation and spelling assessment; revisit all Spring 1 patterns. Handwriting taught daily.		Spring 1 mini-assessment; reflect on response quality and set a target.
Week 7					

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SPRING 2 – YEAR 6 Power of Reading Text = Tuesday by David Wiesner Links to wider curriculum = Our Changing World Story time text = Macbeth					
	READING: DECODING AND COMPREHENSION	**WRITING: COMPOSITION**	**WRITING: GRAMMAR, VOCABULARY AND PUNCTUATION**	**WRITING TRANSCRIPTION: SPELLING AND HANDWRITING**	**ORACY (SPEAKING AND LISTENING)**
Week 1	3 x shared reading / VIPER Focus: ask questions, retrieve key details, infer from events and characters' actions. 3 x shared reading VIPER	• Read and discuss Tuesday generate questions • Interview a witness in role • Identify features of a detective/police report • Plan and begin a formal report.	Direct and reported speech; formal register. 1. Commas 2. Nouns (recap)	Purple Mash Spring 2: silent letters – silent t. Apply spellings in sentences; daily handwriting. Words learnt for test: Handwriting taught daily working through handwriting progression document blends	Role-play witness interviews; ask relevant questions; listen carefully and record evidence.

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SPRING 2 – YEAR 6					
Week 2	Shared reading: Tuesday and model newspaper reports. 3 x shared reading / VIPER Focus: summarise witness accounts; distinguish fact from opinion; explain how evidence supports a conclusion. 3 x shared reading VIPER	• Compare direct and reported speech • Change direct speech into reported speech • Continue police-style report using evidence and recommendations.	Reported speech and tense changes; formal register; sentence construction.	Purple Mash Spring 2: -ent, -ence, -ency. Proofread for spelling accuracy; daily handwriting.	Present witness evidence; distinguish fact from opinion and justify conclusions.
Week 3	Shared reading: newspaper report models. 3 x shared reading / VIPER Focus: language, structure and presentation; compare newspaper reports and register. 3 x shared reading VIPER	• Explore newspaper report features • Distinguish formal/informal objective styles • Plan newspaper report about the night of the flying pigs.	Modal verbs; semi-colons to join closely connected main clauses.	Purple Mash Spring 2: double consonants. Use punctuation accurately in responses; daily handwriting.	Evaluate register and viewpoint; discuss which journalistic choices affect the reader.
Week 4	Shared reading: newspaper report models. 3 x shared reading / VIPER Focus: retrieve and organise information; identify audience and purpose; evaluate authors' choices. 3 x shared reading VIPER	• Draft formal newspaper report • Engaging opening answering who, what, when and where • Use reported speech, modal verbs and semi-colons.	Sentence structure; cohesion; formal register.	Purple Mash Spring 2: statutory word list / random morphology. Use roots, prefixes and suffixes; daily handwriting.	Plan and deliver a concise news report; justify choices of register and structure.

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SPRING 2 – YEAR 6					
Week 5	Shared reading: completed newspaper reports. 3 x shared reading / VIPER Focus: summarise and evaluate reports; explain how journalistic choices affect the reader. 3 x shared reading VIPER	• Complete and edit newspaper report • Use formal objective language and clear conclusion • Peer-assess and improve.	Proofread punctuation, tense, register and vocabulary; final grammar application.	Purple Mash Spring 2: words ending in -ance; daily handwriting.	Peer-assess reporting; give constructive feedback and reflect on journalistic writing.
Week 6	Reading comprehension and fluency assessment; independent application of reading strategies. Reading fluency assessment	• Writing assessment • Final editing and reflection on report writing.	Retrieve and assess all Spring 2 spellings; proofread, correct and explain errors; daily handwriting.		Reflect on reading, writing and presentation skills; identify next steps.
Week 7					

SUMMER 1 – YEAR 6					
Power of Reading text = Journey to the River Sea + Study Squad KS2 SATs Reading Workbook 2 – SATs: Reading & Grammar Focus **Links to wider curriculum = To develop creativity, vocabulary choices and sentence construction through short, engaging and independent writing activities.** **Story time text = Skellig**					
	READING: DECODING AND COMPREHENSION	**WRITING: COMPOSITION**	**WRITING: GRAMMAR, VOCABULARY AND PUNCTUATION**	**WRITING TRANSCRIPTION: SPELLING AND HANDWRITING**	**ORACY (SPEAKING AND LISTENING)**

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SUMMER 1 – YEAR 6					
Week 1	Text: My Longest Journey, pp.81–82 3 x shared reading / VIPER Focus: authorial choice; personification, imagery and atmosphere. 3 x shared reading VIPER	• Summarise ideas about prejudice and discrimination from more than one paragraph. • Select emotive vocabulary. • Distinguish direct and indirect speech. • Use rhetorical questions. • Develop persuasive ideas from evidence.	Recap key Y5/6 grammar and punctuation; subject–verb agreement; perfect forms; grammar in context. 1. Commas 2. Nouns (recap)	Recap Spring Term spelling. Handwriting taught daily working through handwriting progression document.	Explain authorial choices and their effects; discuss viewpoints respectfully.
Week 2	Text: Noises in the Darkness, p.83 3 x shared reading / VIPER Focus: language effect, tension, atmosphere and inference. 3 x shared reading VIPER	• Note and develop ideas from reading/research. • Structure a persuasive argument. • Use rule of three and genre-specific vocabulary. • Use indirect speech and emotive language. • Proofread and edit for accuracy and effect.	SATs grammar: vocabulary and word classes; emotive vocabulary; direct and indirect speech; rhetorical questions.	Abstract nouns. Words: disappointment; determination; enthusiasm; graciousness; apprehension; consideration; opportunity; speculation; enhancement; disturbance. Handwriting taught daily.	Use evidence to explain impressions; present persuasive ideas and respond to alternative viewpoints.

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SUMMER 1 – YEAR 6					
Week 3	Text: My Longest Journey Dig Response, p.84 3 x shared reading / VIPER Focus: compare impressions; produce a full evidence-based response. 3 x shared reading VIPER	• Complete and publish persuasive writing • Proofread and edit for accuracy, cohesion, vocabulary and effect.	SATs grammar: tense consistency and sentence structure; indirect speech; rhetorical questions; cohesion.	Hyphenated words and prefixes. Words: co-ordinate; re-enter; co-operate; co-own; de-ice; co-author; re-examine; re-educate; re-form; co-pilot. Handwriting taught daily.	Compare interpretations and justify a viewpoint using precise evidence.
Week 4	Text: Section 8 reading question types, pp.87–100 3 x shared reading / VIPER Focus: multiple choice, find/copy, ordering, matching, true/false, fact/opinion and tick/explain. 3 x shared reading VIPER	<u>Short, creative writing tasks</u> To use descriptive language and varied sentence structures to create a vivid picture for the reader. To create an engaging short narrative using carefully selected vocabulary and varied sentence structures. To develop ideas and use descriptive language to build curiosity and intrigue. To express and justify an opinion using persuasive language and supporting reasons.	SATs grammar: clauses, cohesion and punctuation; active/passive voice; modal verbs; punctuation choices.	Statutory list / random morphology. Words: opportunity; parliament; programme; privilege; explanation; disastrous; exaggerate; frequently; necessary; appreciate. Handwriting taught daily. Week 5 - Double consonants. Words: accommodate; accommodation; aggressive; embarrass; apparatus; success; successfully; willingness; worthlessness; happiness. Handwriting taught daily.	Practise explaining choices precisely; discuss fact/opinion and evaluate arguments.

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SUMMER 1 – YEAR 6					
Week 5	Text: Mixed Practice Mini-Tests Focus: timed mixed SATs practice; review errors and re-attempt questions.	SATS WEEK	SATs grammar: apply full range of taught grammar and punctuation in context; proofread and improve.	SATS WEEK	SATS WEEK
Week 6	Text: Mixed Practice Mini-Tests 4–5 and Progress Tracker, pp.109–113 3 x shared reading / VIPER Focus: consolidation, targeted reteach and SATs readiness. Reading fluency assessment	<u>Short, creative writing tasks</u> To organise ideas into a personal letter, expressing thoughts, feelings and aspirations. To develop an imaginative narrative using suspense, description and carefully chosen vocabulary. To select precise vocabulary and descriptive details to communicate meaning without naming the subject. To reflect on personal experiences and communicate memories, achievements and feelings through writing.	Retrieve and assess Summer 1 spellings; proofread and correct errors; daily handwriting.		Final mixed review; reflect on confidence, response quality and individual next steps.
Week 7					

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SUMMER 2 – YEAR 6 Power of Reading Text = Poetry – Michael Rosen and Roger McGough Links to wider curriculum = Trade and Economics Story time text = London Eye Mystery					
	READING: DECODING AND COMPREHENSION	**WRITING: COMPOSITION**	**WRITING: GRAMMAR, VOCABULARY AND PUNCTUATION**	**WRITING TRANSCRIPTION: SPELLING AND HANDWRITING**	**ORACY (SPEAKING AND LISTENING)**
Week 1	Text: Poetry – Michael Rosen and Roger McGough 3 x shared reading / VIPER Focus: read for pleasure; explore Michael Rosen's style and features of free verse. 3 x shared reading VIPER	• Explore Michael Rosen's poetic style • Identify free verse features • Begin developing an authentic poetic voice.	Sentence length and punctuation choices for poetic effect. 1. Commas 2. Nouns (recap)	Purple Mash Summer 2: -ly ending words; retrieve previously taught spelling patterns. Handwriting taught daily. Words learnt for test: Handwriting taught daily working through handwriting progression document blends	Read poetry aloud; discuss tone, rhythm and audience; begin performance rehearsal.

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SUMMER 2 – YEAR 6					
Week 2	Text: selected poems by Michael Rosen and Roger McGough 3 x shared reading / VIPER Focus: compare poets' viewpoint, audience, tone, language and structure. 3 x shared reading VIPER	• Compare Michael Rosen and Roger McGough • Research the poets • Develop poetic voice using relative clauses and dialogue.	Relative clauses and commas; punctuating dialogue and reporting clauses.	Purple Mash Summer 2: words ending in -ant and related statutory words. Handwriting taught daily.	Compare poems and poets; perform short extracts using appropriate tone and intonation.
Week 3	Text: selected poems by Michael Rosen and Roger McGough 3 x shared reading / VIPER Focus: authorial choices, figurative language and effect on the reader. 3 x shared reading VIPER	Plan and draft an original free-verse poem about someone special, using humour, emotion and dialogue.	Dialogue punctuation; reporting clauses; relative clauses; informal/poetic voice.	Purple Mash Summer 2: statutory word list and targeted retrieval. Handwriting taught daily.	Share poetic ideas; experiment with voice, expression and dialogue.
Week 4	Text: selected poems by Michael Rosen and Roger McGough 3 x shared reading / VIPER Focus: evaluate language, structure and presentation; consider audience and purpose. 3 x shared reading VIPER	• Edit, redraft and illustrate the poem • Make deliberate choices about vocabulary, punctuation and layout.	Distinguish formal/informal language; select vocabulary and grammar to enhance meaning; edit punctuation.	Purple Mash Summer 2: consolidation of Y5/Y6 spelling patterns. Handwriting taught daily.	Explain authorial choices; give and respond to feedback about presentation and effect.

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SUMMER 2 – YEAR 6					
Week 5	Text: selected poems by Michael Rosen and Roger McGough 3 x shared reading / VIPER Focus: learn poetry by heart; evaluate language and prepare for performance. 3 x shared reading VIPER	• Finalise poem • Assess own and others' writing • Proofread and prepare for performance.	Proofread vocabulary, grammar, spelling and punctuation; use punctuation deliberately for effect.	Purple Mash Summer 2: dictation, retrieval and application of spelling patterns. Handwriting taught daily.	Rehearse performance using intonation, volume, pace and movement; peer feedback.
Week 6	Reading comprehension and fluency assessment; final reading review. Reading fluency assessment	• Perform final poem • Review poetry learning and evaluate the effect of authorial choices on an audience.	End-of-year retrieval; personal spelling targets and statutory word practice; handwriting taught daily.		Confident poetry performance; evaluate own and peers' performances; reflect on progress.
Week 7					