



Bishop Ellis Catholic Voluntary Academy



English Intent

Reading

At Bishop Ellis Catholic Primary School, we understand that English has a pivotal place in education and in society. An excellent education in English will teach pupils to read, speak and write fluently so that they can communicate their thoughts and emotions to others and through their reading and listening, others can communicate with them.

Through reading in particular, we intend for children to have the opportunity to develop spiritually, culturally, emotionally, intellectually and socially. Literature, particularly, plays a vital role in such development. We aim to develop their love of literature through widespread reading for enjoyment as modelled by adults. We also intend our reading curriculum to enable children both to acquire knowledge and to build on what they already know and have an appreciation for the rich, diverse and subject specific vocabulary that they will encounter throughout the rest of the Bishop Ellis curriculum and beyond into further study because we understand that reading extensively and frequently increases pupils' vocabulary because they meet words they would seldom hear or use in everyday speech. We intend our reading curriculum to fire children's imagination and create a genuine sense of awe and wonder in God's world.

Speaking and Listening.

At Bishop Ellis Catholic Primary School, we understand that English has a pivotal place in education and in society. An excellent education in English will teach pupils to read, speak and write fluently so that they can communicate their thoughts and emotions to others and through their reading and listening, others can communicate with them. We recognise the significance of spoken language in children's development across the whole curriculum – spiritually, cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. We intend that the quality and variety of language that pupils hear and speak enables them to develop their vocabulary and grammar and their understanding for reading and writing. We want children at Bishop Ellis to have the ability to explain their understanding of books and other reading, and to prepare their ideas before they write.

Writing.

At Bishop Ellis Catholic Primary School, we understand that English has a pivotal place in education and in society. An excellent education in English will teach pupils to read, speak and write fluently so that they can communicate their thoughts and emotions to others and through their reading and listening, others can communicate with them. We intend children at Bishop Ellis to be highly proficient in the two domains of:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

We intend that our writing curriculum develops children's capability in these two dimensions. We teach children that writing down ideas fluently depends on spelling quickly and accurately through knowing the relationship between sounds that letters make (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. We teach that effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. We teach the children that this requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their writing. As vocabulary increases, we teach children (sometimes discreetly) how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. We intend children know how to work out and clarify the meanings of unknown words and words with more than one meaning. When appropriate, we teach children to control their speaking and writing consciously and to use Standard English. Throughout the curriculum, teachers teach pupils the vocabulary they need to discuss their writing. We aim to ensure that children learn the correct grammatical terms in English and that these terms are integrated within teaching.

BISHOP ELLIS CURRICULUM PLAN

YEAR GROUP. Year 1

TERM	ADVENT 1		ADVENT 2		LENT 1		LENT 2		PENTECOST 1		PENTECOST 2	
STUDY	Fiction	Non-Fiction	Fiction	Non-Fiction	Poetry	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Non - Fiction	Poetry
UNIT OF WORK	Character Description labels, lists and captions. 3 weeks Writing fundamentals Short sentences to describe.		Instruction Writing 3 weeks Story Writing with questions 3 weeks Letter writing 2 weeks		Non-chronological report 3 weeks Poetry-amazing animals 3 weeks		Explanation text 3 weeks		Traditional tales-Goldilocks 3 weeks Animal adventure stories 3 weeks Persuasion letter 2 weeks		Recount writing 3 weeks Poetry (The magic London bus) 2 weeks	
TEXTS	Beegu That's not my.... Character descriptions Instructions		Oliver's fruit Hide and seek pig The jolly Christmas postman Stories Letters Shape poems		Noisy jungle Lost and Found Reports Poetry		Tadpoles Explanations		The magic poster Eat your peas Stories Persuasive texts		A trip to the zoo I like Recount Writing Poetry	
Reading	systematically and consistently teaching children to apply their phonic knowledge when reading words from the very beginning providing repeated and supportive teaching so that children fully learn each GPC and respond to it speedily, before moving on to learn more embedding the use of sounding out (where necessary) and blending to read words, and ensuring children are only presented with words they can decode systematically teaching the reading of common exception words by identifying the 'tricky bit' and using phonic knowledge to read the rest teaching children to read and write words with a full range of common prefixes and suffixes		fostering enjoyment and motivation, acquisition of vocabulary and increased understanding by: providing many opportunities for children to listen to and enjoy books and stories, in addition to systematic phonics and reading lessons encouraging children to discuss what they read and link it back to their own life including decodable books based on well-known traditional tales and familiar stories building opportunities to join in during every reading session including some rhyming texts, and encouraging playing with words always explaining new vocabulary and giving children chances to use it		Including words with more than one syllable from early on in the teaching programme teaching the reading of words with contractions providing reading books that are 100% decodable for each child at their current level of reading, and many opportunities to read giving multiple opportunities to read and talk about each book, and focusing on prosody and fluent reading with specific teaching to enable children to build confidence and fluency in reading		supporting children's understanding of books by: providing books and teaching materials that are relevant to children's lives and interests, and always explaining any contexts that may not be familiar encouraging children to think about the accuracy of their reading and self-correct where necessary building in opportunities within every reading session to talk about the book, including discussing the title, identifying key events, making inferences about characters or information given, and making sensible predictions about what might come next giving numerous opportunities to discuss books and talk about them in groups or with partners checking that children have understood what they have read and filling in any gaps in understanding.		systematically and consistently teaching children to apply their phonic knowledge when reading words from the very beginning providing repeated and supportive teaching so that children fully learn each GPC and respond to it speedily, before moving on to learn more. embedding the use of sounding out (where necessary) and blending to read words, and ensuring children are only presented with words they can decode		fostering enjoyment and motivation, acquisition of vocabulary and increased understanding by: providing many opportunities for children to listen to and enjoy books and stories, in addition to systematic phonics and reading lessons encouraging children to discuss what they read and link it back to their own life giving numerous opportunities to discuss books and talk about them in groups or with partners checking that children have understood what they have read and filling in any gaps in understanding.	
Grammar Y1 terminology: letter, capital letter,	How words can combine to make sentences Separation of words with spaces		Y1- question marks		Y1- exclamation marks		Y1- Prefix – un – how it changes the meaning of a word – unkind, untie		Y1- sequencing sentences to form short narratives (text level)		Revision of grammar	

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word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	Simple noun phrases/ adjectival phrases Understanding nouns Understanding adjectives		Y1 - Suffixes – no change to the root verb – helping, helped, helper Y1- Regular plural noun suffixes (including the effect some of these have on the noun)			
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YEAR GROUP. Year 2												
TERM	ADVENT 1		ADVENT 2			LENT 1		LENT 2	PENTECOST 1		PENTECOST 2	
STUDY	Fiction	Non-Fiction	Fiction	Poetry	Non-Fiction	Non-fiction	Poetry	Non-Fiction	Fiction	Non-Fiction	non-Fiction	Non-Fiction
UNITS OF WORK	Story writing 3 weeks Character description 1 week Instructions 2 weeks		Story writing – ‘Rosa Parks 3 weeks Traditional tales Letter-Christmas 2 weeks			Poetry-shape 2 weeks Explanation text 3 weeks		Story writing (including 1 week Setting Description) 3weeks Animal Poetry 1 week	Animal adventure stories 3 weeks Persuasion text 2 weeks		Recount writing 3 weeks Rhyming Poetry (The magic London bus) 2 weeks	
TEXTS	Toby and the Great Fire of London How to plant sunflower seeds Stories Character description Instructions		I am Rosa Parks Goldilocks The Jolly postman Stories- Rosa Parks Traditional tales with a Twist Letters			Shape Poetry Explanation text- Life cycles		Little Evie and the Wild Wood Amazing animals- poetry Setting description Acrostic Poetry	The Owl who was Afraid of the Dark Into the forest Persuasive texts		Three Little Pigs Neil Armstrong	
Reading	offering books that are 100% decodable (at Fluency 1 to 5) and supporting children to continue to use their phonics skills as they read, especially when tackling less familiar words giving many opportunities for children to practise and extend their grasp of phonics, including introducing words with new grapheme-phoneme correspondences not taught in Year 1, to complete the alphabetic code. ensuring that the vocabulary in the books includes a range of different types of words, including words of varying lengths, and supporting children to use syllabification techniques to read longer words, and words with common suffixes and prefixes		encouraging children to think about and discuss many different aspects of the books they read, including identifying the sequence of events, understanding how information in a non-fiction book is linked and presented, and using inference to identify ideas and meanings beyond the literal level offering books that chime with traditional stories and tales, developing and extending the ideas found in those stories			reinforcing the reading of common exception words previously taught, and adding further common exception words to extend the range of these words that children can read explicitly teaching prosody so that children learn to read aloud at an appropriate pace and with appropriate expression to show understanding and engage the listener		presenting a wide range of different types of non-fiction, and books with a variety of non-fiction features, including books which use language in a fresh and exciting way and contain some literary language at an appropriate level always explaining new vocabulary and giving children chances to use it in age-appropriate ways encouraging children to think about the accuracy of their reading and self-correct where necessary: building in opportunities within every reading session to talk about the book and ask their own questions about it as well as answering questions, including making increasingly sophisticated inferences about characters or about information given, and making sensible predictions about what might come next	ensuring that children have a choice of appropriate books that are entirely decodable, and reinforcing the use of phonics skills to tackle less familiar words focusing on extending children’s fluency and reading confidence by offering stories and non-fiction books that have been specially written for the purpose, so that children gradually become able to read fluently at faster speeds throughout the reading curriculum.		giving numerous opportunities to discuss books and talk about them in groups or with partners – including structured activities built into the lesson, and also more open opportunities reacting to the children’s interests checking that children have understood what they have read and filling in any gaps in understanding; sharing different ideas and responses and encouraging an open attitude to others’ opinions	
Grammar Y2 terminology	Y2- use of CL/ full stops to demarcate sentences		Y2 - Sentence types: statement, question, exclamation, command			Y2- Using commas to separate items in a list		Y2 - present tense and ensuring it’s consistent in writing	Y2-use of suffixes -er/ -est in adjectives and the use of -ly to turn adjectives in adverbs		Revision of all grammar	

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Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, apostrophe, comma	Y2 - Sentence types: statement & command Y2- Coordinating conjunctions – or, and, but, so Y2- Subordinating conjunctions – when, if, that, because Y2 – Past & present tense and ensuring it's consistent in writing	Y2- use of CL/ full stops/ ? and ! to demarcate sentences Y2- expanded noun phrases for description and specification	Y2 – Past & present tense and ensuring it's consistent in writing Y2- formation of nouns using suffixes such as -ness, -er & compound words	Y2- use of the progressive form of verbs in the present and past tense (e.g: she is drumming, he was shouting) Y2- Apostrophes – missing letters (e.g. possession – the girl's head) and contractions (it's they're you're)	Y2- formation of adjectives such as -ful & -less Y2- formation of nouns using suffixes such as -ness, -er & compound words	
Spelling Y1 follow Phonics Long Term plan Y2 Spelling Rules- discretely taught	Recap phase 5/ 6 alternatives -kn/ gn -wr -soft c before e, i & y -dge/ ge -g as /j/ before e, i & y + before a, o & u	-/l/ sound as le -/l/ sound as el -/l/ sound as il & al -y at the end of words as /igh/ (cry) -ies to nouns and verbs ending in y	-Adding -ed, -er, -est to words ending in y, with a consonant before -Adding -ing to words ending in y -Adding ing, ed, er, est and y to words ending in e with a consonant before + doubling consonants -The sound /or/ spelt a before l & ll	-The sound u spelt o (mother/ other/come) -The sound /ee/ spelt ey -The /o/ spelt 'a' after w and qu (want/ quantity) -The stressed /er/ spelt 'or' after w (word) and /or/ spelt 'ar' after w (war) -The sound /zh/ spelt 's' (treasure/ vision)	-Suffixes -ment, -ness, -full -Suffixes -less and -ly -Words ending -tion -Contractions -The possessive apostrophe	-Homophones -Near homophones +review

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YEAR GROUP: Year 3

TERM	ADVENT 1		ADVENT 2		LENT 1		LENT 2		PENTECOST 1		PENTECOST 2	
STUDY	Fiction	Non-fiction	Non-fiction	Fiction	Fiction	Non - Fiction	Poetry	Fiction	Non-Fiction	Fiction	Non-Fiction	Poetry
UNIT OF WORK	Character description (1 week) Setting description (1 week) Fantasy narrative (2 weeks) Explanation text (2 weeks)		Persuasive letters (2 weeks) Diary entries (2 weeks) Newspaper reports (2 weeks) Playscripts (2 weeks)		Narrative – myths and legends (3 weeks) Information text (3 weeks)		Poetry – based on mythical creatures (1 weeks) Character description (2 weeks)		Instructions (2 weeks) Information text (3 weeks) Setting description (2 weeks)		Biography (3 weeks) Poetry (2 weeks)	
TEXTS	Journey to the centre of the Earth The Street beneath my feet Character descriptions Setting descriptions Explanation texts		The day the crayons quit Escape from Pompeii Julius Caesar by Andrew Matthews (adapted Shakespeare play) Letters, Diaries Newspaper reports Playscripts		Greek Myths- Marcia Williams Who let the God's out Myths and legends Tourist brochure		Falling out of the sky (Poetry Anthology) Poetry Character descriptions		How to wash a woolly mammoth Charlotte's Web Instructions Information texts Setting descriptions		Band of Angels The sound collector by Roger McGough (Poem) Biographies	
	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks discussing words and phrases that capture the reader's interest and imagination checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and		listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks discussing words and phrases that capture the reader's interest and imagination checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text participate in discussion about both books that are read to them and those they can read for		listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally discussing words and phrases that capture the reader's interest and imagination		checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence identifying how language, structure, and presentation contribute to meaning - participate in discussion about both books that are read to them and those they can read for themselves, taking turns		listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks discussing words and phrases that capture the reader's interest and imagination checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence		checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning	

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	justifying inferences with evidence identifying how language, structure, and presentation contribute to meaning	themselves, taking turns and listening to what others say using dictionaries to check the meaning of words that they have read.		and listening to what others say		retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Grammar	Nouns and Pronouns Adjectives Adverbs Past tense Standard English Paragraphs Present tense, Clauses Coordinating conjunctions Subordinate clauses Prepositional phrases Expanded noun phrases Adverbs to express time and cause Inverted commas Direct speech Headings and subheadings	Possessive pronouns Apostrophes for possession Apostrophes Fronted adverbials Prepositions to show time and cause Inverted commas Direct speech Subordinate clauses Subordinating conjunctions A or an	Recap word classes Determiners Expanded noun phrases Adverbial phrases Homophones Present perfect tense Inverted commas Fronted adverbials	Recap conjunctions Claus/sentence structure Paragraphs Figurative language Word families	Headings and subheadings Time conjunctions Conjunctions to express time and cause Verb inflections Prepositions Plural possessive apostrophes Present perfect tense Place and cause conjunctions Homophones	Paragraphs Conjunctions Subordinate clauses Adverbial phrases Figurative language Word families
Spelling	Suffixes with vowel endings (ing, ed, er) Homophones ei, ey, eigh Prefixes in, im, il, ir	Suffixes sion, tion and cian ch – k and ch – s Suffixes sure and ture que and gue	sc, ce, ci Suffix – ly Y	Possessive apostrophe ous u – ou, u – o	Prefixes mis and dis Prefixes – inter, anti, auto, super Prefixes – ex, non	Prefixes – re, un Prefixes – bi, sub

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YEAR GROUP: Year 4

TERM	ADVENT 1			ADVENT 2		LENT 1		LENT 2		PENTECOST 1			PENTECOST 2		
STUDY	Fiction	Fiction	Non-Fiction	Non-Fiction	Fiction	Non-Fiction	Non-Fiction	Fiction	Non - Fiction	Fiction	Poetry	Non-Fiction	Play script	Poetry	Non-Fiction
UNIT OF WORK	Character description (1 week) Setting description (1 week) Fantasy narrative (2 weeks) Explanation text (2 weeks)			Persuasive writing (4 weeks) Diary entries (1 week) Character descriptions (2 weeks)		Narrative –legends (3 weeks) Newspaper report (3 weeks)		Explanation text (2 weeks) Narrative- Character description (2 weeks)		Playscript (3 weeks) Poetry (1 week) Non-chronological report (3 weeks)			Instructions (2 weeks) Poetry (2 weeks)		
TEXT	Secrets of a Night Train How the body works Character descriptions Setting descriptions Explanation texts			The Buildings that made London Paddington Letters, Diaries Playscripts		Highwayman Little Red Riding Hood Newspapers		Until I met Dudley The Happy Prince Character descriptions		Romeo and Juliet My Shadow The Jamie Drake Equation Information texts Setting descriptions			The promise Seed that grew (Poem) Instructions		
Reading	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks discussing words and phrases that capture the reader's interest and imagination checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence identifying how language, structure, and presentation contribute to meaning			reading books that are structured in different ways and reading for a range of purposes checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text - retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say		listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks discussing words and phrases that capture the reader's interest and imagination checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence identifying how language, structure, and presentation contribute to meaning		reading books that are structured in different ways and reading for a range of purposes checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text - retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say		listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks discussing words and phrases that capture the reader's interest and imagination checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence identifying how language, structure, and presentation contribute to meaning			reading books that are structured in different ways and reading for a range of purposes checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text - retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say		
Grammar	Nouns and Pronouns			Possessive pronouns		Recap word classes		Recap conjunctions		Headings and subheadings			Paragraphs		

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	Adjectives Adverbs Past tense Standard English Paragraphs Present tense, Clauses Coordinating conjunctions Subordinate clauses Prepositional phrases Expanded noun phrases Adverbs to express time and cause Inverted commas Direct speech Headings and subheadings	Apostrophes for possession Apostrophes Fronted adverbials Prepositions to show time and cause Inverted commas Direct speech Subordinate clauses Subordinating conjunctions A or an	Determiners Expanded noun phrases Adverbial phrases Homophones Present perfect tense Inverted commas Fronted adverbials	Claus/sentence structure Paragraphs Figurative language Word families	Time conjunctions Conjunctions to express time and cause Verb inflections Prepositions Plural possessive apostrophes Present perfect tense Place and cause conjunctions Homophones	Conjunctions Subordinate clauses Adverbial phrases Figurative language Word families
Spelling	Suffixes with vowel endings (ing, ed, er) Homophones ei, ey, eigh Prefixes in, im, il, ir	Suffixes sion, tion and cian ch – k and ch – s Suffixes sure and ture que and gue	sc, ce, ci Suffix – ly Y	Possessive apostrophe ous u – ou, u – o	Prefixes mis and dis Prefixes – inter, anti, auto, super Prefixes – ex, non	Prefixes – re, un Prefixes – bi, sub

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YEAR GROUP: Year 5/6 CYCLE A

TERM	ADVENT 1	Advent 2			LENT 1	LENT 2		PENTECOST 1	PENTECOST 2	
STUDY	Fiction	Non Ficti on	Fiction	Poe ry	Non-fiction	Fiction	Non-Fiction	Non-Fiction	Poetry	Fiction- Play script
UNIT OF WORK	Character description (1.5 weeks) Setting description (1.5 weeks) Narrative story (2 weeks)	Persuasive writing (3 weeks) Biography (2 weeks) Poetry (2 weeks) Descriptive writing (3 weeks)			Non-chronological report. (2 weeks) Discussion text (2 weeks)	Narrative (integrating dialogue into narrative) (2 weeks) Explanation text (3 weeks)		Formal letter (2 weeks) Newspaper report (3 weeks)	Play script (2 weeks) Poetry (2 weeks)	
TEXT	Kensuke's Kingdom Setting description Character description Narrative story	Pig Heart Boy Persuasive writing Biography Polar Express Poems Descriptive writing			Tale from Arabian Nights Non-chronological report Discussion texts	The Man Who walked between 2 Towers- Mordecai Gerstein The Lost Words Narrative texts Explanation texts		Holes Newspaper Letters	Macbeth Poems Playscripts	
Grammar	conjunctions semi colons and dashes synonyms subjunctive forms of the verb 2 nd person modal verbs variety of punctuation speech punctuation apostrophes for contractions and plurals hyphenated words possessive pronouns expanded noun phrases/adjectives ambitious vocab	ambitious vocab paragraphs articles- a, an consonants vowels hyphens past/present and future tense Imperative verbs Passive and active voice Subject, verb and object			ambitious vocab abstract nouns abstract and concrete nouns past/present and future tense prefixes and suffixes Possessive pronouns Singular and plural	variety of punctuation formal language brackets passive and active voice integrating dialogue indirect and direct speech apostrophes for contraction singular and plural speech punctuation pronouns with cohesion question and command conjunctions commas in lists expanded noun phrases ambitious vocab Passive and active voice Subject, verb and object		Fronted adverbials Direct Speech Possessive apostrophes and plurals Expanded noun phrases Pronouns/nouns Time related conjunctions Modal verbs ambitious vocab hyphens Formal vocab Statements, questions and commands	variety of punctuation conjunctions expanded noun phrases/adjectives ambitious vocab determiners ellipsis Indirect speech prefixes and suffixes Concrete and abstract nouns	
Spelling	Words ending in ence/ency Words ending in ance/ancy Hyphenated prefix words Words ending in able/ably Including words ending in e Homophones	Endings which sound like cious or tious Endings with sound like cial or tial Adding suffixes beginning with vowel letters to words ending in fer Homophones Apostrophe for contraction recap			Words with the i sound sound spelt ei after c Words containing the letter string ough Homophones	Words with silent letters – kn, gh and ch Words ending in ible and ibly Tricky words Words ending in ful, recap		Double consonant recap- verbs Prefix words recap- Micro, mini, re, dis Tricky words	Words that belong to the same word family- temper, light Tricky words Homophones	

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YEAR GROUP: Year 5/6 CYCLE B

TERM	ADVENT 1	ADVENT 2		LENT 1			LENT 2		PENTECOST 1		PENTECOST 2	
STUDY	Non-fiction	Fiction	Non fiction	Fiction	Poetry	Non-Fiction	Fiction	Non-Fiction	Fiction	Poetry	Non-Fiction	Fiction
UNIT OF WORK	Persuasive text (3 weeks) Explanation text (2 weeks)	Character description (2 weeks) Setting and atmosphere Narrative (historical) (2 weeks) Newspaper report (2 weeks) Balanced argument (2 weeks)		Character and setting description integrating dialogue (2 weeks) WW2 poetry (2 weeks) Biographies (1 week)			Narrative (2 weeks) Non-chronological reports (2 weeks)		Play Scripts (monologues) (2 weeks) Poetry (2 weeks)		Discussion text (2 weeks) Setting description (1 week) Formal letter (2 weeks)	
TEXTS	Jamie Drake Equation Persuasive texts Explanation texts	War Horse Character description Setting description Narratives Beowulf Newspapers Balanced arguments		The Silver Sword WW2 poetry Character and setting description integrating dialogue Poetry Biography			Treason Narrative Non-chronological reports		The Tempest The Lighthouse Play Scripts (monologues) Poetry		The Nowhere Emporium Discussion text Magazine article Formal letter	
Reading	asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas	identifying how language, structure and presentation contribute to meaning asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas		asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning			continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books identifying and discussing themes and conventions in and across a wide range of writing understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding		continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books identifying and discussing themes and conventions in and across a wide range of writing understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context		asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning	
Grammar	Subordinate clauses and punctuation Conjunctions Present perfect verbs Present, past and future tense Prepositions Conjunctions Adverbs	Expanded noun phrases Fronted adverbials Conjunctions Synonyms Possessive apostrophe Direct speech Parenthesis Modal verbs Semi-colons/colons /dashes		inverted commas speech difference between narrative and speech indirect and direct speech contractions past and present, future tense first person informal language			Abstract nouns Determiners Ellipsis Exclamation mark Subjunctive form of the verb 2 nd person Passive and active voice Subject, verb and object Complex sentences		Relative clauses Embedded clauses Expanded noun phrases Figurative Language Adverbs 1 st , 2 nd 3 rd person Tenses Past, present and future		Past and perfect progressive tense articles- a, an consonants vowels Proper nouns Passive and active voice Subject, verb and object Prefixes and suffixes	

BISHOP ELLIS CURRICULUM PLAN

	Prepositions Fronted adverbials Possessive apostrophe Possessive pronouns Common nouns Concrete and abstract nouns	Commas Collective nouns Parenthesis Modal Verbs Adverbs Relative clauses and relative pronouns Fronted adverbials Coordinating and subordinating conjunctions Pronouns/nouns Colons/semicolons Hyphens Past and present progressive tense Passive and active voice Subject, verb and object	adverbials modal verbs paragraphs variety of punctuation sentence structure- clauses parenthesis bullet points using a colon before bullet points conjunctions expanded noun phrases/adjectives possessive apostrophes abstract and concrete nouns		Past and present perfect and progressive tense	Common nouns
Spelling	Words ending in ence/ency Words ending in ance/ancy Hyphenated prefix words Words ending in able/ably Including words ending in e Homophones	Endings which sound like cious or tious Endings with sound like cial or tial Adding suffixes beginning with vowel letters to words ending in fer Homophones Apostrophe for contraction recap	Words with the i sound sound spelt ei after c Words containing the letter string ough Homophones	Words with silent letters – kn, gh and ch Words ending in ible and ibly Tricky words Words ending in ful, recap	Double consonant recap- verbs Prefix words recap- Micro, mini, re, dis Tricky words	Words that belong to the same word family- temper, light Tricky words Homophones