

# St Mary's Catholic Primary School

## English Curriculum Coverage

Nursery												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Genre	Picture/ rhyming books	Our senses and emotions	Rhyming/inte ractive picture tales	Finding Facts about Autumnal Animals	Prediction	Winter facts Polar animals	Sequential Picture Book Traditional Tales	Information texts	Didactic	Life Cycle	Traditional Tale/ Narrative	People Who Help us
Text Example	We’re Going on a Bear Hunt Colour Monster	All about me books	Leaf Man The Jolly Christmas Postman The Nativity Story	Autumn themed non-fiction	Stickman Ginger Bread Man	Winter Winter animals	Jasper’s Beanstalk	Growing	The Very Hungry Caterpillar	Frog/ Butterfly life cycle	Three little pigs	Career themed books
Pre-Writing Skills	Joins in with repeated refrains and anticipates key events and phrases	Retrieval of information	Oral Story telling Story Sequencing  Pattern making – use of various tools	Engages in imaginative role-play based on own firsthand experiences. Builds stories around toys Uses available resources to create props to support roleplay	Repetitive Pattern	Adding adjectives and basic conjunctions .	Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.	Sequencing and labelling	Story sequencing Retell and innovation	Model ways of retrieving information from NF texts	Oral innovation	Recounts of visitors to setting
Nursery Rhymes, Songs, Poems and Alternate Learning	Grand Old Duke of York There was an Old Lady who swallowed a Fly Various action songs and rhymes		Vets role play Post office role play		Small World Winter animals Winter themed stories Winter themed poems Painting wild animals Discriminating animal sounds Story maps		Garden Centre role play Growing themed stories Growing poems		Life cycles – caterpillars to butterflies and tadpoles to frogs Seasons Growing and changing Story maps		Visitors to Setting – Police/Nurses etc Doctors/building role play/ small world Peter Hammers with One Hammer Various rhymes and songs	
Teaching of Early Reading/ Phonics (Time for Phonics)	Time for Phonics – Aspects 1-4 Sound discrimination Environmental Sounds Instrumental sounds Rhythm and rhyme		Time for Phonics – Aspects 1-4 Sound discrimination Environmental Sounds Instrumental sounds Rhythm and rhyme		Time for phonics Aspects 1-6		Time for phonics 4-7		Time for phonics 5-7		Time for phonics revisit 1-7	
Reading Focus (Development Matters)	Listens to and enjoys rhythmic patterns in rhymes and stories				Revisit Autumn Areas Which Require Consolidation				Revisit Autumn and Spring Areas Which Require Consolidation			



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### Fine Motor Control

Strings large beads - Turns single pages - Snips with scissors - Holds crayon with thumb and fingers (not fist) - Uses one hand consistently in most activities - Imitates circular, vertical, horizontal strokes - Paints with some wrist action, makes dots, lines, circular strokes - Rolls, pounds, squeezes and pulls play dough - Eats without assistance - Dough Disco -scarf dance

Cuts on a line continuously - Copies across – Copies square – Writes name – Writes numbers 1 to 5 – Copies letters – Handedness well established – Dresses and undresses independently – Dough Disco – scarf dance

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Reception												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Genre	Finding Tale	Information / instructions	Journey tale	Information text	Defeating the monster	Information text	Didactic	Information text	Mythical story	Information text	Journey story	Recount
Text Example	Pumpkin Soup – Traditional Tale Owl babies Little Red Hen	How to make pumpkin soup Facts about owls and wheat.	The Gruffalo – Rhyming story  George and the dagon – T4W  The Christmas Story – Key Bible story.	Texts about Woodland creatures.	Little Red Riding Hood, The Three Billy Goats Gruff	Texts about arctic animals	Supertato	Texts about people who help us.	Bog Baby	Texts about Bogs and plants The life cycle of a butterfly	The Treasure of Pirate Frank	Recall the story of Mary Anning  Facts about Pirates
Writing Focus	Character lists of objects and characters Oral Retelling, Story sequencing, story predictions	Oral Retrieval of: Habitats Food Dangers Appearance Oral re-telling	Oral retelling Character descriptions, story sequencing, creating story map, Creating a new character. Letter to Father Christmas. Introducing finger spaces	Report about a woodland creature/ Autumn  Finger spaces / Introducing capital letters	Repetitive pattern, Story sequencing, Story writing of beginning, middle, end. Character descriptions  Model and encourage the use of Finger spaces, Capital letters and full stops.	Retrieval of facts and information.  Model and encourage the use of Finger spaces, Capital letters and full stops.	Character descriptions Lost posters, Letter writing Model and encourage the use of Finger spaces, Capital letters and full stops.  Model and encourage the use of Finger spaces, Capital letters and full stops.	Retrieval of facts and information. Sequencing and labelling  Model and encourage the use of Finger spaces, Capital letters and full stops.	Story sequencing Retell and Innovation Sentence / story writing  Model and encourage the use of Finger spaces, Capital letters and full stops.	Model ways of finding out information from non-fiction texts Sequencing and Labelling  Model and encourage the use of Finger spaces, Capital letters and full stops.	Maps and instructions on how to use them, Messages in bottles  Model and encourage the use of Finger spaces, Capital letters and full stops.	Recount of a trip Maps Labelling Facts about pirates  Model and encourage the use of Finger spaces, Capital letters and full stops.

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<b>Nursery Rhymes, Songs, Poems and Alternate Learning</b>	Patter cake, 5 little Pumpkins, Dingle Dangle Scarecrow. Religious songs: Our God, Share the Light. Other familiar rhymes such as: Sing a song of sixpence, Georgie Pordgie Story maps	Pet and animal themed stories Animal themed nursery rhymes and poems Baby animals	People who Help us role play areas. Books linked to people who help us such as Fireman Small. 5 Little Firemen Hero poems	Vets role play Superhero hideout role play 10 little superheroes Superhero songs	Bog Baby song Poems around bogs and ponds Life cycles – caterpillars to butterflies and tadpoles to frogs Seasons Growing and changing Story maps. Garden Centre role play Growing themed stories Growing poems Minibeast themed songs	Pirate sea shanties Pirate ship role play area Poems of the sea Sea creature facts
<b>Teaching of Early Reading: Phonics Focus (Time 4 Phonics)</b>	<b>We will explore all of phase 2:</b> Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f/ff, l/l, ss <b>We will also explore phase 3 weeks 1-4 :</b> Set 1: j, v, w, x Set 2: y, z/zz, qu, ch Set 3: Alphabet, sh, th, ng, ai Set 4: ee, igh, oa, oo		<b>Phase 3 Phonics weeks:</b> Set 5: ar, or, ur, ow Set 6: oi, ear, air Set 7: ure, er  <b>Phase 4 Phonics:</b> Reading and spelling CVCC words. Reading and spelling CCVC words. Reading sentences.		<b>Phase 4:</b> Reading and spelling CVCC words. Reading and spelling CCVC words. Reading sentences. Writing short sentences with tricky words. Reading adjacent consonants. Reading polysyllabic words. Suffixes Assessment and intervention support for children falling behind  <b>Phase 5 Weeks 1-4:</b> ay, ou, ie, ea, oy, ir, ue, wh, ph, ew, aw, au, ey, oe, a-e. Consolidation of phase 5 graphemes taught. Assessment and intervention support for children falling behind	
<b>Reading Comprehension Focus</b>	Oral blending and segmenting Hearing and saying sounds in words.  <b>Beginning to Develop Reading Skills:</b> Play word and sentence games. Identify language features. Check and explore meanings of words and phrases.  <b>Key Focus (Story Structure):</b> Characters and settings		Read common irregular words. Sounding out words to read CVC and using searchlights to read non regular words. Begin to read a wider range of words and simple sentences.  <b>Continuing to Develop Reading Skills:</b> Innovate - substitute a different character or setting. Identify where 'and' is used to join sentences. Identify question marks and exclamation marks. Continue a rhyming string. Know that information can be retrieved from books and computers! Identify Capital Letters, Full Stops (CLFS)		Develop fluency by reading in their heads rather than sounding out. Read fluently and with expression. Talk about and understand what they have read.  <b>Key Focus (Story Structure):</b> Alternate story ending	



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		Identify capital letters for proper names. Key Focus (Story Structure): Story plots	
<b>High Frequency Words</b>	<b>High Frequency words:</b> a, an, as, at, in, is, it, on, can, dad, and, not, got, if, of, off, had, back, get, big, him, his, up, mum, but, put. <b>Tricky Words:</b> to, go, I, the, no, my, you, her.	<b>High Frequency words:</b> will, that, this, then, them, with, see, for, now, down, look, too. <b>Tricky words:</b> he, she, we, me, be, was, they, all, are, my, you, her, she, we, me, be, was, they, all, are, your, said, so, have, like, some, come, out, were, there, little, one, do, when, what.	<b>High frequency words:</b> went, it's, from, children, just, help, oh, people, their, Mr, Mrs, looked, called, asked, could. <b>Tricky words:</b> your, said, so, have, like, some, come, out, were, there, little, one, do, when, what, about, day, made, came, make, saw
<b>Essential Reads</b>	Colour Monster – Anna Llenas Oi Frog – Kes Gray I want my hat back – Jon Klassen The Gruffalo - Julia Donaldson Whatever Next! - Jill Murphy On the Way Home - Jill Murphy The Tiger Who Came to Tea - Judith Kerr The Room on the Broom - Julia Donaldson Where the Wild Things Are - Morris Sendak Green Eggs and Ham - Dr Seuss	Guess How Much I Love You - Sam McBratney Traditional Tales (Nursery and Reception) The Three Little Pigs The Three Billy Goats Gruff The Seven Little Kids and the Big Bad Wolf Little Red Riding Hood The Enormous Turnip The Elves and the Shoemaker Rumpelstiltskin	

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Year 1											
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2	
	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Non-Fiction	Fiction	Non-Fiction
Genre	Fantasy Story (Voyage and return)	Lists (Short Unit)	Narrative	Discussion Text (Short Unit)	Traditional Tales	Instructions (Short Unit)	Narrative (Finding tale) (Short Unit)	Report (non-Chron)	Letter writing	Narrative (Stories from other Cultures)	Recount (Short Unit)
Text Example	Beegu Bob, The Man on the Moon	Alien Tea on Planet Zum Zee	Lost and Found	Christmas Stories	Little Red Riding Hood/ Jack and The Beanstalk (and others)	The Smeds and The Smoos	Where the Wild Things Are	Local History – linked to Lord Armstrong	Meerkat Mail	Lila and the Secret of Rain	Handa’s Surprise
Writing Focus	Simple sentences Captions Basic character description	Write a list	Write story opening	Use own Opinion in writing	Character Description	Write short instructional sentences.	Setting Description	Use information in sentences 3 <sup>rd</sup> Person	Simple informal letters 1 <sup>st</sup> person	Retell and innovate a narrative	Write about events in order 1 <sup>st</sup> Person
Poetry (to be taught once a term, in the 1 <sup>st</sup> week of a half term)	Poem Type: Riddles  Examples: Animal Riddles Rhyming Riddles				Poem Type: Acrostic Poem  Examples: B is for Birthday- Erika L. Shields			Poem Type: Free Verse  Examples: I Love to Swim – Literacy Shed +			
Grammar & Punctuation	Use capital letters at the beginning of sentences and for proper nouns. Use full stops to mark the end of a sentence. Separate words with space.		Join words and joining clauses using ‘and’ Regular plural noun suffixes –s or –es, including the effects of these suffixes on the meaning of the noun. Capital letters Finger spaces Full stops Read their work again. Imperative verbs		Time words Imperative verbs Use capital letters at the beginning of sentences and for proper nouns Join words and joining clauses using other conjunctions Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Punctuating sentences with a full stop. Punctuating sentences with a question mark. Reading over their work.			How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] Use capital letters at the beginning of sentences and for proper nouns. Punctuating sentences with full stops. Using question marks and exclamation marks when appropriate. Join words and joining clauses using conjunctions.			
Reading	Throughout the year the children will develop their reading skills through exploring a range of genre and completing varying tasks such as: field of white, text discussion, comprehension										

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<b>Comprehension Focus</b>	activities, images and more. The following skills will be taught and developed throughout the year and each lesson will include a focus on a variety of the skills: Vocabulary, Inference, prediction, Summary, Sequencing, Explain, Retrieval					
<b>Teaching of Early Reading: Phonics Focus (Time 4 Phonics)</b>	<ul style="list-style-type: none"> <li>Baseline Assessment</li> <li>Phase 3 Recap (1 wk)</li> <li>Phase 4 Recap (1 wk)</li> <li>Phase 5 (wks 1-4)</li> <li>Assessment Week</li> <li>Revision of phase 3 graphemes.</li> <li>Revision of phase 4</li> <li>Phase 5 alternatives:</li> <li>GPCs: ay, ou, ie, ea, oy, ir, ue, wh, ph, ew, aw, au, ey, oe, a-e.</li> <li>Consolidation of phase 5 graphemes taught.</li> </ul>	<ul style="list-style-type: none"> <li>Phase 5 weeks 5-9.</li> <li>Repeat lessons as needed.</li> <li>Revisit and review of phase 5 graphemes.</li> <li>GPCs: e-e, i-e, a-e, o-e, u-e.</li> <li>Alternative pronunciations: i, o, a, e, u, c, g, y, ch, ow, ie, ea, ou, er, ey.</li> <li>New phoneme /zh/</li> <li>Consolidation of phase 5 GPCs taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation of phase 5 GPCs taught so far.</li> <li>Alternative spellings (See Phonics Plan)</li> </ul>	<ul style="list-style-type: none"> <li>Revision of taught alternate GPCs (1 wk)</li> <li>Phase 5 Alternate Sounds (wks 16-18)</li> <li>Assessment Week</li> <li>Mock Screening Check</li> <li>Consolidation of phase 5 GPCs taught so far.</li> <li>Alternative spellings (See Phonics Plan)</li> </ul>	<ul style="list-style-type: none"> <li>Phase 5 alternative spellings weeks 19-21.</li> <li>Revision of all alternate GPCs (See Phonics Plan)</li> </ul>	<ul style="list-style-type: none"> <li>Revision of all GPCs from all phases</li> <li>Phonics Screening Check</li> <li>Embedding and rehearsing in reading and writing</li> <li>o Revision of all Tricky Words inc spelling</li> </ul>
<b>Sentence Structure</b>	Write simple sentences using adjectives Use capital letters, full stops and finger spaces.	Write simple sentences using adjectives Write command sentences Write statement sentences	Write simple sentences using adjectives Join sentences using 'and'	Write simple sentences using adjectives Join sentences using 'and' Write question sentences	Write explanation sentences Write statement sentences	Ensure basic Y1 requirements are embedded and mastered
<b>Handwriting</b>	c, a, d, g q, o, e, s, f Capital letters Numbers	i, l, t, u, y, j Capital letters Numbers	k, r, n, m, h, b, p Capital letters Numbers	v, w, x, z Capital letters Numbers	Assess skills – practise and apply as appropriate	Assess skills – practise and apply as appropriate
<b>High Frequency Words and Spellings</b>	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to Time for Phonics					
<b>Spelling Patterns</b>	<ul style="list-style-type: none"> <li>Words ending in double consonants ff, ll, ss, zz</li> <li>Words ending in ck, nk, tch</li> <li>Words ending with e sound spelled y</li> <li>Words ending with v sound add e on the end</li> </ul>	<ul style="list-style-type: none"> <li>Add ed and ing to verbs</li> <li>Add s and es (plurals)</li> </ul>	<ul style="list-style-type: none"> <li>Add er and est to adjectives</li> <li>Add prefix un to adjectives</li> <li>Compound words e.g. sandcastle, playground,</li> <li>Ai, oi, ay, oy digraphs</li> <li>Long vowel sounds a-e, e-e</li> </ul>	<ul style="list-style-type: none"> <li>Long vowel sounds i-e, o-e, oo, u-e</li> <li>Long vowel sound e spelt ea</li> <li>Short vowel sound e spelt ea</li> <li>Digraphs ar, er, ir, ur</li> </ul>	<ul style="list-style-type: none"> <li>Short vowel sound oo</li> <li>Digraphs oa, oe, ou, ow</li> <li>Digraphs u-e, ue, ew</li> <li>Digraph ie making the ee sound</li> </ul>	<ul style="list-style-type: none"> <li>Long vowel igh</li> <li>The or / ore sound</li> <li>The or sound spelt with aw or au</li> <li>Trigraphs air, ear, are</li> <li>Words with ph or wh spellings</li> </ul>
<b>Class Reader</b>	Traditional tales – selection					



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<b>Choice List</b>	Julia Donaldson selection Peace at Last - Jill Murphy Can't you sleep little Bear? - Martin Waddell Where the Wild Things Are - Maurice Sendak The Elephant and the Bad Baby - Elfrida Vipont Avocado Baby - John Burningham The Tiger Who Came to Tea - Judith Kerr Lost and Found - Oliver Jeffers Knuffle Bunny - Mo Williams Beegu - Alexis Deacon Dogger - Shirley Hughes Cops and Robbers – Janet & Allan Ahlberg Elmer - David McKee
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Year 2											
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2	
Genre	Fiction Aboriginal Tales	Non- Fiction Non- Chronological reports	Fiction Fantasy Story	Non- Fiction Informal Letters (Short Unit)	Fiction Story from a view point	Non- Fiction Newspaper Reports (Short Unit)	Fiction Character /Setting Descriptions (Short Unit)	Non- Fiction Persuasion	Non- Fiction Discussion	Fiction Comparison Story	Fiction Mystery story (Short Unit)
Text Example	<i>The Rainbow Bird (Northern Australia)</i>	<i>The Great Barrier Reef</i>	<i>The Winter’s Child by Angela MacAllister</i>	<i>Florence Nightingale NHS</i>	<i>Vlad &amp; the Great Fire of London by Kate Cunningham</i>	<i>The Great Fire of London</i>	<i>Hermelin the Mouse Detective by Mini Grey</i>	<i>Posters to not be scared of Hermelin</i>	<i>Why are lighthouses important? Links to Grace Darling</i>	<i>The Sea Piper by Helen Cresswell The Pied Piper of Hamlin</i>	<i>The Secret of Black Rock by Joe Stanton</i>
Writing Focus	Use traditional language for setting/ character	Organise information under headings	Describe settings using figurative language	Writing an informal letter to nurses in NHS	Describe character points of view	Organise information in chronological order	Describe setting and character traits	Use persuasive language	Share own point of view	To compare stories using similar concept	Use paragraphs and speech
Poetry (to be taught once a term, in the 1 <sup>st</sup> week of a half term)	Free Verse  ‘Thought Machine’ by Laura Mucha Shallow Poem by Gerda Mayer, Louder! by Roger Stevens, My Eyes are Watering by Trevor Harvey 3a, 3b, 3c, he slow man by Allan Ahlberg				Repeating Patterns  Down Behind the Dustbin’ by Michael Rosen ‘Where go the boats?’ by Robert Louis Stevenson ‘I Went to a Wishing Well’ by Kenn Nesbitt ‘Don’t Rat on a Mouse’ by Kenn Nesbitt ‘What to Remember in School’ by Kenn Nesbitt Hickory Dickory Dock and a range of repetitive nursery rhymes ‘Car Sick’ by Amy LV ‘When I move’ by Carole Boston Weatherford			Shape/Diamante poems  In a Twist, Emperor Penguin by Liz Brownlee Seal by Sue Hardy-Dawson What is he? By Liz Brownlee, The Shape of a Poem by Chris Ogden Family Tree by Damian Harvey Word Whirls by John Foster Apes to Zebras: An A-Z of Shape Poems by Roger Stevens			
Grammar & Punctuation	Demarcate sentences using capital letter and full stops Use question marks for rhetorical questions Use generalisers (most, many, some) Use conjunctions (and, or, but) Use adjectives to describe Nouns		Demarcate sentences using capital letter and full stops Use subordination (when, where, if, that, because) Use expanded noun phrase for description and specification Use similes to describe/compare		Demarcate sentences using capital letter and full stops Distinguish between past and present tense Use subordination (when, where, if, that, because) Use expanded noun phrase for description Use similes to describe/compare Understand correct pronouns (1 <sup>st</sup> and 3 <sup>rd</sup> person)		Demarcate sentences using capital letter and full stops Use apostrophes to mark contracted forms of spelling Use the continuous form of verbs in the past and present tense Form nouns using suffixes -ness, -er, -ful, -less Use imperative verbs Use exclamation marks in sentences		Demarcate sentences using capital letter and full stops Use question/exclamation marks correctly Use commas and making lists Use conjunctions (and, or, but) and subordination (when, where, if, that, because)		Demarcate sentences using capital letter and full stops Use question/exclamation marks correctly Use expanded noun phrase for description Use conjunctions (and, or, but) and subordination (when, where, if, that, because) Distinguish between past and present tense correctly
Teaching of Early	<a href="https://timeforphonics.co.uk/key-programme-documents/">https://timeforphonics.co.uk/key-programme-documents/</a>										

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<b>Reading: Phonics Focus (Time 4 Phonics)</b>						
<b>Reading Comprehension Focus</b>	Throughout the year the children will develop their reading skills through exploring a range of genre and completing varying tasks such as: field of white, text discussion, comprehension activities, images and more. The following skills will be taught and developed throughout the year and each lesson will include a focus on a variety of the skills: Vocabulary, Inference, prediction, Summary, Sequencing, Explain, Retrieval					
<b>Sentence Structure</b>	Forming sentences using conjunctions	Forming sentences using subordination	Alan Peat's 'List sentences'	Exclamation sentences	Alan Peat's 'All the Ws'	Alan Peat's 'Short Sentences'
<b>Handwriting</b>	Revisiting letter formation and capital letters	First join-To letters without ascenders; un um ig id ed eg an or ing ung	Second join- To letters with ascenders; ch sh th tl ll ill sli slu ck ack st sti ink unk	Third join- Horizontal joins; od pg re ve oon oom	Fourth join- Horizontal joins to letters with ascenders ; wl vl of ff fl flo	Practise the break letters b p g q y j z
<b>High Frequency Words and Spellings</b>	door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, plant, path, hour, move, prove, improve, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas					
<b>Spelling Patterns</b>	Words where 'dge' 'ge' 'g' makes a /j/ sound words where 'c' makes a /s/ sound before 'e', 'i' and 'y' words where 'kn' and 'gn' make a /n/ sound at the beginning of words	words where 'wr' makes a /r/ sound at the beginning of words Words ending in 'le', 'el', 'al', 'il'	Words where 'y' makes an /igh/ sound Words where '-es' is added to words ending in 'y' Words where '-ed' is added to words ending in 'y' Words where '-er' and '-est' are added to words ending in 'y' Words where '-ing' is added to words ending in 'e'	Words where '-er', '-est' and '-ed' is added to words ending in 'e' Words where '-ing' is added to single syllable words Words where '-ed' is added to single syllable words Words where 'a' makes an /or/ sound Words where 'o' makes an /u/ sound	Words where 'ey' makes an /ee/ sound Words where 'a' makes an /o/ sound Words where 'or' and 'ar' make an /er/ or /or/ sound Words where 'si' and 's' makes an /zh/ sound Words ending in '-ment' and '-ness' Words ending in '-ful' and '-less'	Words that are homophones/near homophones Words ending in '-tion' Words containing an apostrophe for contraction Words containing an apostrophe for possession
<b>Class Reader Choice List</b>	Yours Sincerely Giraffe by Iwasa Megumi Fantastic Mr Fox by Roald Dahl Diary of a Killer Cat – Anne Fine The Winter's Child – Angela McAllister The Nothing to See Here Hotel – Steven Butler The Day I Jumped into a Fairytale – Ben Miller Leonora Bolt: Secret Inventor – Lucy Brandt					

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Year 3												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Genre</b>	<b>Fiction (Short Unit)</b>  Traditional tale – writing a KS1 tale in stone age times	Non-Fiction  Newspaper report – about the stone age	Fiction  Defeating the monster	<b>Non-Fiction (Short Unit)</b> Discussion – writing a balanced argument – should we have a Christmas Party	<b>Fiction (Short Unit)</b>  Voyage and return	Non-Fiction  Explanation text – the water cycle	Fiction  Rags to Riches	<b>Non-Fiction (Short Unit)</b> Non-chronological report – Ancient Egypt	<b>Fiction (Short Unit)</b>  Finding Tale	Non-Fiction  Letters of persuasion	Fiction  Short story writing unit	<b>Non-Fiction (Short Unit)</b> Instructional writing – how to capture the Demon Dentist
<b>Text Example</b>	The Princess and the Ogre	Iron Men get that sinking feeling	The Old Mill	Should we wear school uniform?	<i>The Journey</i> <i>The Mystery bookcase</i>	Lifecycle of a butterfly	Cinders	Twisted Tornadoes	Adventure at Sandy Cove – Pie Corbett	Harry Kane persuasive letter	Series of short stories – GTP	How to care for a cat
<b>Writing Focus</b>	To show character development	Use information to present to the reader	Describe the setting  Create suspense	Develop author voice  Balanced arguments	To describe a journey	Use techniques to explain a process	Develop openings and endings	Write information using headings and sub-headings	Use techniques to create suspense	Use persuasive techniques	Use openings, closing, paragraphs	Write an instructional text
<b>Poetry (to be taught once a term, in the 1<sup>st</sup> week of a half term)</b>	Poem Type: Limerick/Clerihew Examples: Loopy Limericks - John Frost				Poem Type: Question & Answer poems Examples: The Sound Collector – Roger McGough Registration – Alan Ahlberg Cool School – Michael Rosen What is Pink – Christina Rossetti				Poem Type: Performance poetry Examples: Life Doesn't Frighten Me At All – Maya Angelou The Sound Collector – Roger Mc Gough Twenty Four Hours – Charles Causley Instructions for Giants – John Rice Book Loopy Limericks - John Frost			
<b>Grammar &amp; Punctuation</b>	Join simple sentences using conjunctions –  *extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although  Form nouns using a range of prefixes		Use of determiner 'a' or 'an' Use powerful verbs  using conjunctions, adverbs and prepositions to express time and cause  choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition		Use dialogue in narrative or drama Begin to use speech marks to punctuate direct speech  using fronted adverbials using commas after fronted adverbials  indicating possession by using the possessive apostrophe		Use headings and sub-headings to aid presentation  Apostrophe for possession  Commas  CL/ FS		Use dialogue in narrative or drama Extend the range of sentences with more than one clause (compound)  using the present perfect form of verbs in contrast to the past tense  inverted commas		Use a wider range of conjunction to add subordinate clauses. (complex) Use powerful verbs and tense in verb  Inverted commas for speech revision  Commas	

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	Paragraphs  Full stops Capital letters Question mark Exclamation mark Inverted commas for speech	add suffixes  Full stops Capital letters Question mark Exclamation mark Inverted commas for speech	with plural nouns  CL/FS		commas	Possessive and contracted apostrophes
<b>Reading Comprehension Focus</b>	Throughout the year the children will develop their reading skills through exploring a range of genre and completing varying tasks such as: field of white, text discussion, comprehension activities, images and more. The following skills will be taught and developed throughout the year and each lesson will include a focus on a variety of the skills: Vocabulary, Inference, prediction, Summary, Sequencing, Explain, Retrieval					
<b>Sentence Structure</b>	BOYS sentence	As-ly ending	Ing, ed sentence	Double ending sentence	Compound sentences	Complex sentences
<b>Handwriting</b>	Flashback – shapes and alphabet Practise writing descenders Joins from letter o Joining to letter e Join to letter l	Joining from letter w Joining from letter i Diagonal joins to letter y	Joining from letter a Joining to letter k Writing with a slope	Joining to letter e Joining from letter f Silent letters	Double letters Spacing letters consistently Writing with ascenders in proportion	Joining from letter a Forming capital letters Practise with punctuation
<b>High Frequency Words and Spellings</b>	actual, answer, bicycle, circle, earth, enough, fruit, island, often, popular, centre, decide, disappear, early, heart, learn, minute, notice, regular, therefore, build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight, address, arrive, certain, experience, history, mention, occasionally, probably, reign, sentence, accidentally, breathe, century, consider, eight, guard, heard, peculiar, possible, quarter, difficult, important, length, perhaps, position, pressure, question, strange, special, purpose					
<b>Spelling Patterns</b>	Words where the digraph 'ou' makes an /ow/ sound Words where the digraph 'ou' makes a /u/ sound Words where 'y' makes an /i/ sound Words ending in '-sure' Words ending in '-ture' Challenge Words- actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular	Words with the prefix 're-' Words with the prefix 'dis-' Words with the prefix 'mis-' Words where '-ing', '-er' and '-ed' are added to multisyllabic words Words where '-ing', '-en' and '-ed' are added to multisyllabic words Challenge Words: centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore	Words with the digraph 'ai' and tetragraph 'aigh' Words with the digraph 'ei' and tetragraph 'eigh' Words where the digraph 'ey' makes an /ai/ sound Words with the suffix '-ly' Words that are homophones Challenge Words: build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight	Words ending in 'al' Words ending in 'le' Words ending in '-ly' where the base word ends in 'le' Words ending in '-ly' where the base word ends in 'ic' Words ending in '-ly'; exceptions Challenge Words: address, mention, arrive, occasionally, certainly, probably, experience, reign, history, sentence	Words with the suffix '-er' Words where the digraph 'ch' makes a /k/ sound Words ending in '-gue' and '-que' Words where the digraph 'sc' makes a /s/ sound Words that are homophones Challenge Words: accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter	Words ending in '-sion' Challenge Words: special, strange, difficult, important, length, perhaps, position, pressure, question, purpose Revision words: exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise Revision words: freight, hourly, missed, scented, suppose, plaque, grotesque, daily, descend, automatically teacher, scheme, history, mention, bawl, crescent, eighteen, regular, mane, disable disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal,



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## English Curriculum Coverage



						confusion
<b>Class Reader Choice List</b>	The Badguys by Aaron Blabey Oi Caveboy by Alan MacDonald The Christmasosaurus by Tom Fletcher			Bunny vs Monkey by Jamie Smart's The Ancient Egyptian Sleepover by Stephen Davies Demon Dentist by David Walliams		

# St Mary's Catholic Primary School

## English Curriculum Coverage

Year 4											
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2	
Genre	Explanation Text	Losing Tale (short unit)	Newspaper Reports (Short Unit)	Meeting Tale  (The Arrival by Shaun Tan)	Non-Chronological report (Short Unit)	Warning Tale	Character Flaw (short unit)	Instruction Text	Playscript	Recount	
Text Example	The Teacher Pleaser – Pie Corbett	The Robot	Greek Mythology	WAGOLL written by Mrs Middleton	Amazing Aliens – Pie Corbett	Trapped by the tide	Alan’s Big Scary Teeth	How to make cheese scones	Romeo and Juliet	Flotsam by David Wiesner	
Writing Focus	Use writing to explain a process	Write a story where a precious item is lost then found	Write information using headings and subheadings	Write a story where a significant meeting takes place	Write information using headings and subheadings	Write a dilemma story	Write a story exploring character flaws	Write instructions on how to play a game	Structure Character Description Settings	Write a detailed, descriptive recount	
Poetry (to be taught once a term, in the 1 <sup>st</sup> week of a half term)	<b>Poem Type</b> Haikus <b>Examples</b> “The Old Pond” by Matsuo Bashō “A Poppy Blooms” by Katsushika Hokusai				<b>Poem Type</b> Metaphor poem <b>Examples</b> The Sun – Wes Magee Don’t Be Scared – Carroll Ann Duffy			<b>Poem Type</b> Performance poetry <b>Examples</b> Macavity - T.S Eliot The Treasures – Clare Bevan Today, I Feel – Gervais Phinn The Trouble with My Brother – Brian Patten You Can’t Stop Me – Miriam Moss			
Grammar & Punctuation	Capital letters Full Stops Question Marks Exclamation Marks Use conjunctions to express time or cause Paragraphs Adjectives Understand the grammatical difference between plural and possessive –s		Use adverbs to modify verbs Standard English forms for verbs instead of local forms Person - understanding that writing can be third or first person Question Marks Exclamation Marks Apostrophes Speech Marks Paragraphs Use conjunctions to express time or cause		Use adverbs to modify verbs Standard English forms for verbs instead of local forms Pronouns to avoid repetition or ambiguity Apostrophes Speech Marks Paragraphs		Headings, sub headings, Apostrophes Speech Marks Paragraphs Commas		Sentence structure Verb inflections Appropriate use of noun/pronoun Direct speech. Adverbs and prepositions Apostrophes Speech Marks Paragraphs Commas		Use fronted adverbials (ly) Use of commas after fronted adverbials Use adverbs and adverbials (prepositional phrases which act as adverbs) Apostrophes Speech Marks Paragraphs Commas
Reading Comprehension Focus	Throughout the year the children will develop their reading skills through exploring a range of genre and completing varying tasks such as: field of white, text discussion, comprehension activities, images and more. The following skills will be taught and developed throughout the year and each lesson will include a focus on a variety of the skills: Vocabulary, Inference, prediction, Summary, Sequencing, Explain, Retrieval										

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<b>Sentence Structure</b>	Two adjective sentences	Emotion word comma sentences	Verb, person sentences	If, If, If, then sentences	With an action, more action sentences	Revision sentences
<b>Handwriting</b>	Bottom joins ai, ch, sh, th, ck, er, ff, but, jig, zip	Bottom e letter joins be, ie, se, xe, ze, her, men	Bottom to c letter joins as, ea, ed, ss, igh, ing, sat	Top e letter joins oe, re, ve, we, ere, ure	Letter o top letter joins oa, oo, oh, oi, on, or, ou, ov, ow, oy,	Assess and review
<b>High Frequency Words and Spellings</b>	calendar, appear, believe, grammar, increase, interest, opposite, straight, strength, women, complete, continue, experiment, famous, favourite, February, naughty, material, knowledge, remember, breath, business, caught, different, exercise, extreme, medicine, possession, although, thought, group, height, particular, potatoes, separate, surprise, through, various, though, woman					
<b>Spelling Patterns</b>	Words that are homophones or near homophones Words with the prefix 'in', 'il', 'im' and 'ir' meaning 'not' Words with the prefix 'sub-' meaning 'below' or 'further divided' Words with the prefix 'inter-' meaning 'between' or 'among' Words with the suffix '-ation'	Words with the suffix '-ly' Words ending in '-lly' Words where 'ch' makes a /sh/ sound Words ending in '-sion' Words ending in '-ous'	Words where a suffix is added to words ending in 'y' Words ending in '-ious' and '-eous' Words where 'au' makes an /or/ sound Words ending in '-tion' Words ending in '-ssion' Words ending in '-cian'	Words that are adverbs of manner Homophones Words with 'c' before 'i' and 'e' Words containing 'sol' and 'real' Words containing 'phon' and 'sign'	Words with the prefixes 'super-', 'anti-' and 'auto-' Words with the prefix 'bi-' meaning 'two' Words that are plurals with possessive apostrophes Challenge words	Revision Words
<b>Class Reader Choice List</b>	The Iron Man – Ted Hughes The Boy at the back of the class – Onjali K Rauf			The 1000 year old boy – Ross Wellford World Burn Down – Stephen Cole		



# St Mary's Catholic Primary School

## English Curriculum Coverage

Year 5												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Genre</b>	<b>Fiction</b> Defeating the monster	<b>Non-Fiction</b> Newspaper Report (short unit)	<b>Fiction</b> Wishing Tale	<b>Non-Fiction</b> Persuasion (short unit)	<b>Non-Fiction</b> Explanation Text	<b>Fiction</b> The Quest (short unit)	<b>Fiction</b> Flashback	<b>Non-Fiction</b> Non-chronological report (short unit)	<b>Non-Fiction</b> Recount (diary)	<b>Fiction</b> Fantasy (short unit)	<b>Fiction</b> Tale of fear	<b>Writing for Pleasure</b>
<b>Text Example</b>	Beowulf-Micheal Morpurgo	Link to Anglo-Saxons (History)	One Chance-Dean Thompson (T4W)	Link to Christmas	Link to materials (Science)	The Time-slip Scarab (Pie Corbett)	The piano short film	Link to energy (Geography)	The White Giraffe-Lauren St John	Diary based on adventures of Martine	Fowler's Yard (Pie Corbett)	Range of fiction and non-fiction short pieces of writing
<b>Writing Focus</b>	Legend/descriptive narrative	Write an informative text	Character	Write to persuade	Use techniques to explain process	Setting	Tenses	Organise information	Characterisation/dialogue	Formal/informal writing	Action	Writing for pleasure/author's voice
<b>Poetry (to be taught once a term, in the 1<sup>st</sup> week of a half term)</b>	<b>Poem Type</b> Narrative Poetry <b>Examples</b> <i>The Highway man</i> <i>The Alchemists letter</i>				<b>Poem Type</b> Free Verse <b>Examples</b> <i>Empty Head by Malick Fall</i> <i>Den to Let by Gareth Owen</i>				<b>Poem Type</b> Figurative Language Poetry <b>Examples</b> <i>Don't Be Scared by Carol Ann Duffy,</i> <i>I Wandered Lonely as a Cloud By William Wordsworth</i> <i>Betty's Room by Denise Rogers</i> <i>Let's Give a Cheer for Onomatopoeia by John Foster</i> <i>Firework Night by Enid Blyton 'Winter' by Judith Nicholls</i> <i>I am Brave by Laura Mucha</i> <i>The World's Fastest Bicycle by Kenn Nesbitt</i>			
<b>Grammar &amp; Punctuation</b>	revise basic punctuation  recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  using relative clauses beginning with a relative pronoun  using commas to indicate parenthesis		using modal verbs or adverbs to indicate degrees of possibility  punctuating bullet points consistently  brackets  apostrophe for possession  comma for lists  build cohesion in a paragraph		Verb prefixes [for example, dis-, de-, mis-, over- and re-]  using expanded noun phrases to convey complicated information concisely  using a colon to introduce a list  commas to indicate parenthesis		using relative clauses beginning with a relative pronoun  comma to separate main and subordinating clause  using dashes to indicate parenthesis  using modal verbs or adverbs to indicate degrees of possibility		using commas to clarify meaning or avoid ambiguity in writing  Verb prefixes [for example, dis-, de-, mis-, over- and re-]  Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]  Ellipsis		using modal verbs or adverbs to indicate degrees of possibility  punctuating bullet points consistently  semi colons  comma to avoid ambiguity  exclamation mark	



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	exclamation marks ellipsis		hyphen	apostrophe for contractions	apostrophe for possession	linking ideas across paragraphs using adverbials of time
<b>Reading Comprehension Focus</b>	Throughout the year the children will develop their reading skills through exploring a range of genre and completing varying tasks such as: field of white, text discussion, comprehension activities, images and more. The following skills will be taught and developed throughout the year and each lesson will include a focus on a variety of the skills: Vocabulary, Inference, prediction, Summary, Sequencing, Explain, Retrieval					
<b>Sentence Structure</b>	3_ed	Noun (who/which/where)	2 pairs	3 bad-question?	Name-Adjective Pair	Outside (Inside)
<b>Handwriting</b>	Bottom joins ai, ch, sh, th, ck, er, ff, but, jig, zip	Bottom e letter joins be, ie, se, xe, ze, her, men	Bottom to c letter joins as, ea, ed, ss, igh, ing, sat	Top e letter joins oe, re, ve, we, ere, ure	Letter top letter joins oa, oo, oh, oi, on, or, ou, ov, ow, oy, wh	Assess and review
<b>High Frequency Words and Spellings</b>	Appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable, accommodate, available, controversy, dictionary, marvellous, opportunity, secretary, sincerely, suggest, twelfth, amateur, ancient, awkward, criticise, excellent, foreign, pronunciation, symbol, yacht, equipment, accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm, achieve, apparent, bargain, bruise, community, mischievous, muscle, necessary, vehicle, system					
<b>Spelling Patterns</b>	Revision of Year 4 Spelling Patterns • Words ending in ious / cious / tial / cial	Words ending in ant /ance / ancy • Use ent and ence after a soft c, g and qu • Words ending in able / ible / ably / ibly	Words ending in able • Adverbs of time • Adding suffixes beginning with a vowel to words ending in fer • Words with silent letters	• Words spelled ie after c • Words with the ee sound spelled ei after c • Words containing the letter string ough where the sound is aw / oa / ow • Adverbs of possibility	• Homophone s or near homophone s	Revision of Year 5 Spelling Patterns
<b>Class Reader Choice List</b>	<ul style="list-style-type: none"> <li>• Beowulf- Michael Morpurgo</li> <li>• Wonder- R.J. Palacio</li> <li>• There's a Boy in the Girl's Bathroom- Louis Sachar</li> <li>• Boy- Roald Dahl</li> <li>• The White Giraffe- Lauren St John</li> <li>• The Infinite Lives of Masie Day- Christopher Edge</li> </ul>					

# St Mary's Catholic Primary School

## English Curriculum Coverage

Year 6										
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	Summer 2
<b>Genre</b>	Flashback Story (short unit)	Diary	Overcoming a monster	Explanation text (short unit)	Wishing tale	Discussion (short unit)	Warning tale	Information text (short unit)	Independent Writing	Writing for pleasure
<b>Text Example</b>	White lies	Mr Miley WAGOLL	Phillip Pullman's Grimm Tales – Snow White	Conflict through time WAGOLL (History)	The Old Mill T4W	Rainforests discussion text (link to Geography)	The caravan T4W	WAGOLL – Written by Mr Miley	Range of fiction and non-fiction short pieces of writing	Range of fiction and non-fiction short pieces of writing
<b>Writing Focus</b>	Description	Formal/Informal writing	Action/suspense	Use techniques to explain a process	Language choices	Language Choices	Characters and settings	Organise information	Writing for pleasure/author's voice/application of all learning	Writing for pleasure/author's voice
<b>Poetry (to be taught once a term, in the 1<sup>st</sup> week of a half term)</b>	<u>Poem Type - classic poetry</u> <u>Examples</u> Mercutio's Queen Mab Monologue (Romeo and Juliet) - William Shakespeare The Mending Wall - Robert Frost To Be or Not to Be (Hamlet) - William Shakespeare Tintern Abbey - William Wordsworth The Princess- Alfred Lord Tennyson The Tyger - William Blake				<u>Poem Type - Narrative</u> <u>Examples</u> The Owl and the Pussycat – Edward Lear The Listeners - Walter De La Mare The Pied Piper - Robert Browning Matilda - Hillaire Belloc The Jabberwocky - Lewis Carroll The Pillow book - Sei Shonagon The Sick Rose - William Blake			<u>Poem Type - Sonnets</u> <u>Examples</u> Mermaid – Susan Rogerson Who Can Know? – Susan Cartwright Smith The Bottom of the Jar – Susan Cartwright Smith		
<b>Grammar &amp; Punctuation</b>	Create compound and complex sentences. Varying sentence structures - Colons /semi-colons Verb tense agreement Apostrophes for possession Use brackets, dashes or commas to indicate parenthesis. Figurative language differences between informal and formal commas – relative clauses Apostrophe for contraction		Use commas to clarify meaning or avoid ambiguity. Cohesive devices Dialogue Dashes Varying sentence structures Linking ideas/cohesion Colons Hyphens Use adverbials of time, place and number to organise ideas across paragraphs.		Formal and informal speech Use compound and complex sentences accurately and independently Full range of punctuation Linking ideas/cohesion Full range of punctuation Sentence structure – conjunctions Organising ideas – maintaining purpose		Full range of punctuation Figurative language Descriptive devices including adverbs Linking ideas/cohesion Using wide range of conjunctions Use adverbials of time, place and number to organise ideas across paragraphs.		Full range of punctuation Personal writing choices. Planning/drafting/editing/redrafting Use modal verbs to indicate degrees of possibility. Full range of punctuation Language choices	

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<b>Reading Comprehension Focus</b>	Throughout the year the children will develop their reading skills through exploring a range of genre and completing varying tasks such as: field of white, text discussion, comprehension activities, images and more. The following skills will be taught and developed throughout the year and each lesson will include a focus on a variety of the skills: Vocabulary, Inference, prediction, Summary, Sequencing, Explain, Retrieval					
<b>Sentence Structure</b>	De:de Some;others When; When; When; Then. Revise - 3_ed	Emotion –consequence Tell : show3; Revise – 2a	The more, the more Imagine 3 examples: Revise – if, if, if then	Sound! Cause Action as if Revise - Emotion word,	Irony Revise – 2 pairs	Revisit all
<b>Handwriting</b>	Revision of height, size, sloping and joining Practising spacing, speedwriting	Revision of height, size, sloping and joining. Practise writing capital letters, fluency, proportion and presentation	Revision of height, size, sloping and joining Practising handwriting for different purposes, fluency	Revision of height, size, sloping and joining. Practising double letters, speedwriting and proportion	Revision of height, size, sloping and joining Practising presentation and printing	Developing an individual handwriting style
<b>High Frequency Words and Spellings</b>	Revision of Key Stage 2 high frequency words					
<b>Spelling Patterns</b>	Challenge Words off KS2 word list Revision of Y5 patterns	Challenge Words off KS2 word list Revision of Y5 patterns Words with the short vowel sound /i/ spelled 'y' Words with the long vowel sound /igh/ spelled 'y'	Adding the prefix '-over' Words with the suffix '-ful' Words that can be nouns and verbs Words with an /oa/ sound spelled 'ou' or 'ow' Words with a 'soft c' spelled 'ce' Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Words with the /f/ sound spelled 'ph' Words with origins in other countries and languages Words with unstressed vowel sounds Words with 'cial'/shuhl/ after a vowel Words with 'tial'/shul/ Words beginning with 'acc'	Words with the suffix 'ably' Words with the suffix 'ible' Words with the suffix 'ibly' Words ending in '-ent' and '-ence' Words ending in '-er', '-or' and '-ar' Adverbs synonymous with determination	Adjectives used to describe settings Adjectives used to describe feelings Adjectives to describe characters Grammar Vocabulary Revision Mathematical Vocabulary
<b>Class Reader Choice List</b>	Letters from the lighthouse Cosmic The Breadwinner			Skellig Rooftoppers Philip Pullman's Grimm Tales		