Teaching Sequences Text/ Outcome	The Papaya who spoke To write a narrative adapted from the story, changing elements to make it their own.	TBC	TBC	TBC
Phonics/ Spelling Pathways	**First half of term**		**Second half of term**	
(KS2 15x 15 min slots a half term as a minimum)	Suffixes – -ness, -ful, -less, -ly Prefix –sub, -tele Apostrophes for contractions Words from statutory and personal spelling lists Strategies at the point of writing – have a go, pair testing (which looks right?) Rarer GPCs: words with the sound spelt 'y', 's' and 'ss' (ion/ure) Homophones		Words from statutory and personal spelling lists Strategies at the point of writing for homophones Revise prefixes and suffixes from last half term Teach prefixes –super, -auto Strategies for learning words Proof reading Words ending wih -gue, and - que	
Grammar	**First half of term**		**Second half of term**	
(KS2 15x 15 min slots a half term as a minimum) Taught mainly through English sequences.	Extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although. Expressing time, place and cause using adverbs and adverbial phrases, using commas after fronted adverbials Expanding noun phrases by use of modification before the noun and preposition phrases after the noun. Using a range of verb forms to develop shades of meaning. Develop increasing use of accuracy using inverted commas to indicate direct speech. Composing and rehearsing sentences orally (including dialogue).			

Progressively building a varied and rich vocabulary. Demarcate sentences accurately throughout using full stops, capital letters, question marks and exclamations. Grammar Terminology conjunction, clause, subordinate clause, adverb, preposition,	

Guided Reading	First half of term	Second half of term
Success Criteria 1	Drawing inferences such as inferring characters' feelings, thoughts and motives form their actions, and justifying their inferences with evidence	Identifying main ideas drawn from more than one paragraph and summarising these
Success Criteria 2	Drawing inferences such as inferring characters' feelings, thoughts and motives form their actions, and justifying their inferences with evidence	Identifying main ideas drawn from more than one paragraph and summarising these
Success Criteria 3	Identify how language, structure and presentation contribute to meaning	Drawing inferences such as inferring characters' feelings, thoughts and motives form their actions, and justifying their inferences with evidence
Success Criteria 4	Identify how language, structure and presentation contribute to meaning	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
Success Criteria 5	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	Identify how language, structure and presentation contribute to meaning