

Curriculum Progression Map
English -Writing - Composition



Year group	Key skills and knowledge	Key vocabulary	SHINE & Links to faith
Year 1	<p>Composition</p> <ul style="list-style-type: none"> • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Sequence sentences in chronological order to recount an event or an experience • Re-read what they have written to check that it makes sense • Leave spaces between words • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Use 'and' to join sentences together • Know how the prefix 'un' can be added to words to change meaning • Use the suffixes: s, es, ed, er and ing within their writing <p>Transcription</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters and the digits 0-9 • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these • Identify known phonemes in unfamiliar words • Use syllables to divide words when spelling • Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling • Use the spelling rule for adding s or es for verbs in 3- person singular • Name the letters of the alphabet in order • Use letter names to show alternative spellings of the same phoneme 	<p>Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</p>	<p>See SHINE and faith links to individual books in table below.</p>

<p>Year 2</p>	<p>Composition</p> <ul style="list-style-type: none"> • Write narratives about personal experiences and those of others (real and fictional) • Write for different purposes, including real events • Plan and discuss the content of writing and write down ideas • Orally rehearse structured sentences or sequences of sentences • Evaluate writing independently, with peers and with teacher • Proof-read to check for errors in spelling, grammar and punctuation • Use full stops, capital letters , exclamation and question marks accurately to demarcate sentences and commas for lists • Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I • Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • Use present and past tenses correctly and consistently including the progressive form <p>Transcription</p> <ul style="list-style-type: none"> • Segment spoken words into phonemes and record these as graphemes • Spell words with different alternative spellings, including a few common homophones • Spell longer words using suffixes such as ment, ness, ful, less, ly • Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling • Identify known phonemes in unfamiliar words and use syllables to divide words • Form lower-case letters of the correct size relative to one another • Begin to use some of the diagonal and horizontal strokes needed to join letters • Understand which letters, when adjacent to one another, are best left unjoined • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • Use spacing between words that reflects the size of the letters 	<p>Verb, tense – past and present, adjective, noun, noun phrase, suffix, apostrophe, comma, compound, statement, question, exclamation, command.</p>	<p>See SHINE and faith links to individual books in table below.</p>
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<p>Year 3</p>	<p>Composition</p> <ul style="list-style-type: none"> • Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary • Compose sentences using a wider range of structures linked to the grammar objectives • Write a narrative with a clear structure, setting, characters and plot • Write a non-narrative using simple organisational devices such as headings and sub-headings • Suggest improvement to writing through assessing writing with peers and self assess • Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences • Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although • Use the perfect form of verbs to mark relationships of time and cause • Use conjunctions, adverbs and prepositions to express time and cause • Proof-read to check for errors in spelling and punctuation errors <p>Assess the effectiveness of their own and others' writing</p> <ul style="list-style-type: none"> • Self-assess the effectiveness of writing. • Assess writing with peers. • Suggest improvements to writing. • Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences. • Proof-read to check for errors in spelling and punctuation errors. • Read writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>Transcription</p> <ul style="list-style-type: none"> • Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – form nouns using super, anti, auto • Recognise and spell additional homophones, for example – he'll, heel, heal • Use the first two or three letters of a word to check its spelling in a dictionary • Spell correctly word families based on common words, for example – solve, solution, solver • Spell identified commonly misspelt words from Year 3 and 4 word list • Make analogies from a word already known to apply to an unfamiliar word • Identify the root in longer words • Use the diagonal and horizontal strokes that are needed to join letters • Understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of handwriting 	<p>Word family Conjunction Adverb Preposition direct speech inverted commas (or speech marks) consonant letter vowel letter clause subordinate clause.</p>	<p>See SHINE and faith links to individual books in table below.</p>
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<p>Year 4</p>	<p>Composition</p> <ul style="list-style-type: none"> • Compose sentences using a wider range of structures, linked to the grammar objectives • Orally rehearse structured sentences or sequences of sentences • Begin to open paragraphs with topic sentences • Write a narrative with a clear structure, setting, characters and plot • Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences • Use a range of sentences with more than one clause • Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition • Use fronted adverbials, for example, 'Later that day, I went shopping.' • Use expanded noun phrases with modifying adjectives and prepositional phrases, eg, 'The strict teacher with curly hair' • Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials <p>Assess the effectiveness of their own and others' writing</p> <ul style="list-style-type: none"> • Self-assess the effectiveness of writing. • Assess writing with peers. • Suggest improvements to writing. • Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences. • Proof-read to check for errors in spelling and punctuation errors. • Read writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Transcription</p> <ul style="list-style-type: none"> • Spell words with additional prefixes and suffixes and understand how to add them to root words. For example – ation, ous, ion, ian • Recognise and spell additional homophones, for example – accept and except, whose and who's • Use the first two or three letters of a word to check its spelling in a dictionary • Spell identified commonly misspelt words from Year 3 and 4 word list • Use the diagonal and horizontal strokes that are needed to join letters • Understand which letters, when adjacent to one another, are best left unjoined 	<p>As Year 3 and:</p> <p>Pronoun possessive pronoun adverbial determiner</p>	<p>See SHINE and faith links to individual books in table below.</p>
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<p>Year 5</p>	<p>Composition</p> <ul style="list-style-type: none"> • Know the audience for and purpose of the writing • Use the features and structures of text types taught so far • Use grammatical features and vocabulary appropriate for the text types taught so far • Start sentences in different ways • Use sentence starters to highlight the main idea • Develop characters through action and dialogue • Establish viewpoint as the writer through commenting on characters or events • Show how grammar and vocabulary choices create impact on the reader • Choose vocabulary to engage and impact on the reader • Use stylistic devices to create effects in writing. For example – simile, metaphor, personification • Add well-chosen detail to interest the reader • Summarise a paragraph or event • Organise writing into paragraphs to show different information or events • Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs • Use modal verbs or adverbs to indicate degrees of possibility • Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun • Use commas to clarify meaning or avoid ambiguity in writing • Use brackets, dashes or commas to indicate parenthesis <p>Assess the effectiveness of their own and others' writing</p> <ul style="list-style-type: none"> • Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensure the consistent and correct use of tense throughout a piece of writing • Ensure correct subject and verb agreement when using singular and plural • Distinguish between the language of speech and writing • Distinguish between the formal and informal spoken and written language • Proof-read for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear <p>Transcription</p> <ul style="list-style-type: none"> • Form verbs with prefixes. For example, <i>dis, de, mis, over</i> and <i>re</i> • Convert nouns or adjectives into verbs by adding a suffix. For example, 	<p><i>Relative clause</i> <i>modal verb</i> <i>relative pronoun</i> <i>parenthesis</i> <i>bracket</i> <i>dash</i> <i>cohesion</i> <i>ambiguity</i></p>	<p>See SHINE and faith links to individual books in table below.</p>
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	<p><i>ate, ise, ify</i></p> <ul style="list-style-type: none"> • <i>Understand the general rules for adding prefixes and suffixes above</i> • <i>Spell some words with 'silent' letters, e.g. knight, psalm, Solemn</i> • <i>Distinguish between homophones and other words which are often confused</i> • <i>Spell identified commonly misspelt words from Year 5 and 6 word list</i> • <i>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</i> • <i>Use a thesaurus</i> • <i>Use a range of spelling strategies</i> • <i>Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters</i> • <i>Choose the writing implement that is best suited for a task (e.g. quick notes, letters)</i> 		<p>See SHINE and faith links to individual books in table below.</p>
<p>Year 6</p>	<p>Composition</p> <ul style="list-style-type: none"> • <i>Identify the audience for and purpose of the writing</i> • <i>Choose the appropriate form and register for the audience and purpose of the writing</i> • <i>Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect</i> • <i>Use a range of sentence starters to create specific effects. For example – adverbials, conjunctions, ing, ed</i> • <i>Use developed noun phrases to add detail to sentences</i> • <i>Use the passive voice to present information with a different emphasis</i> • <i>Use commas to mark phrases and clauses</i> • <i>Sustain and develop main ideas logically in narrative and non-narrative writing</i> • <i>Use character, dialogue and action to advance events in narrative writing</i> • <i>Summarise text, conveying key information</i> • <i>Write paragraphs with a topic sentence which clearly signal a change in, for example - subject, time, place, event</i> • <i>Use organisational and presentational devices to structure text and to guide the reader. For example -</i> <ul style="list-style-type: none"> • <i>headings, bullet points, underlining</i> <p>Assess the effectiveness of their own and others' writing</p> <ul style="list-style-type: none"> • <i>Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</i> • <i>Ensure the consistent and correct use of tense throughout a piece of writing</i> • <i>Ensure correct subject and verb agreement when using singular and plural</i> • <i>Distinguish between the language of speech and writing</i> • <i>Distinguish between the formal and informal spoken and written language</i> 	<p><i>Active and passive subject and object</i> <i>hyphen</i> <i>Antonym</i> <i>Synonym</i> <i>Colon</i> <i>semi-colon</i> <i>ellipsis</i></p>	<p>See SHINE and faith links to individual books in table below.</p>

- *Proof-read for spelling and punctuation errors*
- *Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear*

Transcription

- *Convert verbs into nouns by adding suffixes. For example, tion, ure*
- *Distinguish between homophones and other words which are often confused*
- *Spell identified commonly misspelt words from Year 5 and 6 word list*
- *Understand that the spelling of some words needs to be learnt specifically*
- *Use dictionaries to check the spelling and meaning of words*
- *Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary*
- *Use a thesaurus*
- *Use a range of spelling strategies*
- *Choose which shape of a letter to use and decide whether or not to join specific letters*

English -Writing - Spelling

Year group	Key skills and knowledge	Key vocabulary	Links to faith
Year 1	<ul style="list-style-type: none"> • The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck • The /v/ sound spelt n before k • Division of words into syllables • tch • The /v/ sound at the end of words • Adding s and es to words (plural of nouns and the third person singular of verbs) • Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word • Adding -er and -est to adjectives where no change is needed to the root word • ai , oi • ay, oy • a-e • e-e • i-e • o-e • u-e • ir • ur • ar • ee • ea (/i:/) • ea (/ɛ/) • er(/ɜ:/) • er (/ə/) • ir • ur • oo (/u:/) • oo (/ʊ/) • oa • oe • ou • ow (/əʊ/) • ow (/aʊ/) • er (/ə/) • ir 	<ul style="list-style-type: none"> • off, well, miss, buzz,, back • bank, think, honk, sunk • pocket, rabbit, carrot, thunder, sunset • catch, fetch, kitchen, notch, hutch • have, live, give • cats, dogs, spends, rocks, thanks, catches • hunting, hunted, hunter, buzzing, buzzed, buzzer, • jumping, jumped, jumper • grander, grandest, fresher, freshest, quicker, quickest • rain, wait, train, paid, afraid, oil, join, coin, point, soil • day, play, say, way, stay, boy, toy, enjoy, annoy • made, came, same, take, safe • these, theme, complete • five, ride, like, time, side • home, those, woke, hope, hole • June, rule, rude, use, tube, tune • girl, bird, shirt, first, third • turn, hurt, church, burst, Thursday • car, start, park, arm, garden • see, tree, green, meet, week • sea, dream, meat, each, read (present tense) • head, bread, meant, instead, read (past tense) • (stressed sound): her, term, verb, person • (unstressed schwa sound): better, under, summer, winter, sister • girl, bird, shirt, first, third • turn, hurt, church, burst, Thursday • food, pool, moon, zoo, soon 	

	<ul style="list-style-type: none"> ur oo (/u:/) oo (/ʊ/) • oa • oe • ou • ow (/əʊ/) • ow (/aʊ/) • ue • ew • ie (/aɪ/) • ie (/i:/) • igh • or • ore • aw • au • air • ear • ear (/ɛə/) • are (/ɛə/) • Words ending -y (/i:/ or /ɪ/) • New consonant spellings ph and wh • Using k for the /k/ sound • Adding the prefix -un • Compound words • Common exception words • 	<ul style="list-style-type: none"> • book, took, foot, wood, good • toe, goes • out, about, mouth, around, sound • now, how, brown, down, town • own, blow, snow, grow, show • blue, clue, true, rescue, Tuesday • new, few, grew, flew, drew, threw • lie, tie, pie, cried, tried, dried • chief, field, thief • high, night, light, bright, right • for, short, born, horse, morning • more, score, before, wore, shore • saw, draw, yawn, crawl • author, August, dinosaur, astronaut • air, fair, pair, hair, chair • dear, hear, beard, near, year • bear, pear, wear • bare, dare, care, share, scared • very, happy, funny, party, family • dolphin, alphabet, phonics, elephant • when, where, which, wheel, while • Kent, sketch, kit, skin, frisky • unhappy, undo, unload, unfair,, unlock • football, playground, farmyard, bedroom, blackberry • 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 the programme used 	
<p>Year 2</p>	<p>Revision from Year 1.</p> <ul style="list-style-type: none"> • The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y • The /s/ sound spelt c before e, i and y • The /n/ sound spelt kn and (less often) gn at the 	<ul style="list-style-type: none"> • badge, edge, bridge, dodge, fudge, age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust • race, ice, cell, city, fancy • knock, know, knee, gnat, gnaw 	

beginning of words

- The /r / sound spelt *wr* at the beginning of words
- The /l/ or /ɔl/ sound spelt *-le* at the end of words
- The /l/ or /ɔl/ sound spelt *-el* at the end of words
- The /l/ or /ɔl/ sound spelt *-al* at the end of words
- Words ending *-il*
- The /aɪ/ sound spelt *-y* at the end of words
- Adding *-es* to nouns and verbs ending in *-y*
- Adding *-ed, -ing, -er* and *-est* to a root word ending in *-y* with a consonant before it
- Adding the endings *-ing, -ed, -er, -est* and *-y* to words ending in *-e* with a consonant before it
- Adding *-ing, -ed, -er, -est* and *-y* to words of one syllable ending in a single consonant letter after a single vowel letter
- The /ɔ:/ sound spelt *a* before *l* and *ll*
- The /ɔ/ sound spelt *o*
- The /i:/ sound spelt *-ey*
- The /ɒ/ sound spelt *a* after *w* and *qu*
- The /ɜ:/ sound spelt *or* after *w*
- The /ɔ:/ sound spelt *ar* after *w*
- The /ɜ/ sound spelt *s*
- The suffixes *-ment, -ness, -ful, -less* and *-ly*
- Contractions
- The possessive apostrophe (singular nouns)
- Words ending in *-tion*
- Homophones and near-homophones
- Common exception words

- *write, written, wrote, wrong, wrap*
- *table, apple, bottle, little, middle*
- *camel, tunnel, squirrel, travel, towel, tinsel*
- *metal, pedal, capital, hospital, animal*
- *pencil, fossil, nostril*
- *cry, fly, dry, try, reply, July*
- *flies, tries, replies, copies, babies, carries*
- *copied, copier, happier, happiest, cried, replied*
- ...**but** *copying, crying, replying*
- *hiking, hiked, hiker, nicer, nicest, shiny*
- *patting, patted, humming, hummed,*
- *dropping, dropped, sadder, saddest,*
- *fatter, fattest, runner, runny*
- *all, ball, call, walk, talk, always*
- *other, mother, brother, nothing, Monday*
- *key, donkey, monkey, chimney, valley*
- *want, watch, wander, quantity, squash*
- *word, work, worm, world, worth*
- *war, warm, towards*
- *television, treasure, usual*
- *enjoyment, sadness, careful, playful, hopeless, plainness, badly merriment, happiness, plentiful, penniless, happily*
- *can't, didn't, hasn't, couldn't, it's, I'll*
- *Megan's, Ravi's, the girl's, the child's, the man's*
- *station, fiction, motion, national, section*
- *there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee,*
- *blue/blew, night/knight*
- *door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old,*

		<p><i>cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used</i></p>	
<p>Year 3</p>	<p>Revision of work from Years 1 and 2. Pay special attention to the rules for adding suffixes</p> <ul style="list-style-type: none"> • Prefixes: <i>dis-</i>, <i>mis-</i>, <i>re-</i> • Words with the /eɪ/ sound spelt <i>ei</i>, <i>eigh</i>, or <i>ey</i> • The /ɪ/ sound spelt <i>y</i> elsewhere than at the end of words • Words ending with the /g/ sound spelt <i>-gue</i> • Words ending with the /k/ sound spelt <i>-que</i> (French in origin) • Homophones • Revise use of apostrophe from Year 2 • Suffix <i>-ly</i> with a consonant before it • Words with the /ʃ/ sound spelt <i>ch</i> (mostly French in origin) • Words with the /k/ sound spelt <i>ch</i> (Greek in origin) – e.g. <i>scheme</i> • The /ʊ/ sound spelt <i>ou</i> • Prefixes: <i>sub-</i>, <i>auto-</i>, <i>super-</i> <p>NB Also learn the Year3/4 Statutory spellings list</p>	<ul style="list-style-type: none"> • dis-: <i>disappoint, disagree, disobey</i> • mis-: <i>misbehave, mislead, misspell (mis + spell)</i> • re-: <i>redo, refresh, return, reappear, redecorate</i> • they, <i>obey</i>, vein, <i>weigh, neighbour, eight, straight,</i> • <i>myth, gym, Egypt</i> • <i>league, tongue</i> • <i>antique, unique</i> • <i>brake/break, grate/great, eight/ate, weight/wait, son/sun, here/hear, knot/not, meat/meet, missed/mist, heel/heal/he'll, plain/plane, berry/bury, groan/grown, rain/rein/reign, heard/herd, through/threw,,</i> • <i>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</i> • <i>chef, chalet, machine, brochure</i> • <i>scheme, chorus, chemist, echo, character</i> • <i>young, touch, double, trouble, country</i> • sub-: <i>subdivide, subheading, submarine, submerge</i> • auto-: <i>autobiography, autograph</i> • super-: <i>supermarket, superman, superstar</i> 	
<p>Year 4</p>	<p>Revision of work from Year 3. Pay special attention to the rules for adding suffixes</p> <ul style="list-style-type: none"> • Words with endings sounding like /ʒə/ • Words with endings sounding like /tʃə/ 	<ul style="list-style-type: none"> • <i>measure, treasure, pleasure, enclosure</i> • <i>creature, furniture, picture, nature, adventure</i> 	

	<ul style="list-style-type: none"> • Prefixes: <i>il - , im -, ir -, inter - , anti -</i> • Endings which sound like /ʒən/ • The suffix <i>-ous</i> • Endings which sound like /jən/, spelt <i>-tion, -sion, -ssion, -cian</i> • Adding suffixes beginning with vowel letters to words of more than one syllable • Words with the /s/ sound spelt <i>sc</i> (Latin in origin) • The suffix <i>-ation</i> • Revise and review homophones • Possessive apostrophe with plural words <p>NB Also learn the Year3/4 Statutory spellings list</p>	<ul style="list-style-type: none"> • il - <i>illegal, illegible</i> • im - <i>immortal, impossible, impatient, imperfect</i> • ir - <i>irregular, irrelevant, irresponsible</i> • inter- <i>interact, intercity, international, interrelated</i> • anti - <i>antiseptic, anti-clockwise, antisocial</i> • <i>division, invasion, confusion, decision, collision, television</i> • <i>poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous</i> • <i>humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous</i> • <i>invention, injection, action, hesitation, completion</i> • <i>expression, discussion, confession, permission, admission</i> • <i>expansion, extension, comprehension, tension</i> • <i>musician, electrician, magician, politician, mathematician</i> • <i>forgetting, forgotten, beginning, beginner, prefer, preferred</i> • <i>gardening, gardener, limiting, limited, limitation</i> • <i>science, scene, discipline, fascinate, crescent</i> • <i>information, adoration, sensation, preparation,</i> • <i>admiration</i> • <i>girls', boys', babies', children's, men's, mice's</i> 	
<p>Year 5</p>	<p>Revision of work from Years 3 and 4.</p> <ul style="list-style-type: none"> • Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) • Words containing the letter-string <i>ough</i> • Words with the /i:/ sound spelt <i>ei</i> after <i>c</i> • Words ending in <i>-able</i> and <i>-ible</i> • Words ending in <i>-ably</i> and <i>-ibly</i> • Use of the hyphen 	<ul style="list-style-type: none"> • <i>doubt, island, lamb, solemn, thistle, knight</i> • <i>ought, bought, thought, nought, brought, fought</i> • <i>rough, tough, enough</i> • <i>cough</i> • <i>though, although, dough</i> • <i>through, thorough, borough</i> 	

	<ul style="list-style-type: none"> • <i>Homophones</i> <p><i>NB Also learn the Year5/6 Statutory spellings list and revise the Year3/4 Statutory spellings list</i></p>	<p><i>plough, bough</i></p> <ul style="list-style-type: none"> • <i>deceive, conceive, receive, perceive, ceiling</i> • <i>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</i> • <i>co-ordinate, re-enter, co-operate, co-own</i> • <i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed, altar/alter, ascent/assent, bridle/bridal, led/lead, steal/steel, cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose</i> • 	
<p>Year 6</p>	<p>Revision of work from previous years</p> <ul style="list-style-type: none"> • <i>Adding suffixes beginning with vowel letters to words ending in -fer</i> • <i>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</i> • <i>Endings which sound like /ʃəs/ spelt -cious or -tious</i> • <i>Endings which sound like /ʃəl/</i> • <i>Homophones and other words that are often confused</i> <p><i>NB Also learn the Year5/6 Statutory spellings list and revise the Year3/4 Statutory spellings list</i></p>	<ul style="list-style-type: none"> • <i>referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference</i> • <i>observant, observance, (observat<u>ion</u>), expectant (expectat<u>ion</u>), hesitant, hesitancy (hesitat<u>ion</u>), tolerant, tolerance (tolerat<u>ion</u>) substance (subst<u>ant</u>ial) innocent, innocence, decent, decency frequent, frequency confident, confidence (confid<u>ent</u>ial) assistant, assistance, obedient, obedie<u>nc</u>e, independent, independ<u>en</u>ce</i> • <i>vicious, precious, consci<u>ou</u>s, delici<u>ou</u>s, malici<u>ou</u>s, suspici<u>ou</u>s</i> 	

		<p><i>ambitious, cautious, fictitious, infectious, nutritious</i></p> <ul style="list-style-type: none">• <i>official, special, artificial, partial, confidential, essential</i>• <i>advice/advise, device/devise, licence/license</i> <p><i>practice/practise, prophecy/prophecy</i> <i>farther/further/father</i> <i>principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college)/principle: basic truth or belief</i> <i>profit: money that is made in selling things/prophet: someone who foretells the future</i> <i>stationary: not moving/stationery: paper, envelopes</i> <i>wary: cautious/weary: tired</i></p>	
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English -Writing – Grammar and Punctuation

Year group	Key skills and knowledge	Key vocabulary	Links to faith
<p style="text-align: center;">Year 1</p>	<p>Word Structure</p> <ul style="list-style-type: none"> Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) Suffixes that can be added to verbs (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) <p>Sentence Structure</p> <ul style="list-style-type: none"> How words can combine to make sentences How and can join words and join sentences <p>Text Structure</p> <ul style="list-style-type: none"> Sequencing sentences to form short narratives <p>Punctuation</p> <ul style="list-style-type: none"> Separation of words with Spaces Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I 	<p>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p>	
<p style="text-align: center;">Year 2</p>	<p>Word Structure</p> <ul style="list-style-type: none"> Formation of nouns using suffixes such as –ness, –er Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er and –est to form comparisons of adjectives and adverbs <p>Sentence Structure</p> <ul style="list-style-type: none"> Subordination (using when, if, that, or because) and coordination (using or, and, or but) Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, command <p>Text Structure</p> <ul style="list-style-type: none"> Correct choice and consistent use of present tense versus past tense throughout texts Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) <p>Punctuation</p> <ul style="list-style-type: none"> Capital letters, full stops, question marks and exclamation marks to demarcate sentences 	<p>verb tense (past, present), adjective Noun, noun phrase Suffix Apostrophe Comma Compound Statement, question, exclamation, command</p>	

<p>Year 3</p>	<p>Word Structure</p> <ul style="list-style-type: none"> • Formation of nouns using a range of prefixes, such as super-, anti-, auto- • Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) • Word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble) <p>Sentence Structure</p> <ul style="list-style-type: none"> • Expressing time and cause using conjunctions (e.g. when, before, after, while, because, so), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of) <p>Text Structure</p> <ul style="list-style-type: none"> • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Use of the present perfect form of verbs instead of the simple past (For example, He has gone out to play contrasted with He went out to play) <p>Punctuation</p> <ul style="list-style-type: none"> • Introduction to inverted commas to punctuate direct speech 	<p>word family conjunction adverb preposition direct speech inverted commas (or 'speech marks'), consonant, consonant letter vowel vowel letter clause subordinate clause</p>	
<p>Year 4</p>	<p>Word Structure</p> <ul style="list-style-type: none"> • The grammatical difference between plural and possessive -s • Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) <p>Sentence Structure</p> <ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials (For example, Later that day, I heard the bad news) <p>Text Structure</p> <ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. <p>Punctuation</p> <ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech (For example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!") • Apostrophes to mark plural possession (e.g. the girls' names, the boys' boots) • Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.) 	<p>Pronoun Possessive pronoun adverbial determiner</p>	

<p>Year 5</p>	<p>Word Structure</p> <ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) • Verb prefixes (e.g. dis-, de-, mis-, over- and re-) <p>Sentence Structure</p> <ul style="list-style-type: none"> • Relative clauses beginning with <i>who, which, where, why, or whose</i> or an omitted relative pronoun. • Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>) <p>Text Structure</p> <ul style="list-style-type: none"> • Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>) • Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (For example, <i>He had seen her before.</i>) <p>Punctuation</p> <ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity 	<p>relative clause modal verb relative pronoun parenthesis bracket dash cohesion ambiguity</p>	
<p>Year 6</p>	<p>Word Structure</p> <ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported, alleged, or claimed</i> in formal speech or writing) • How words are related by meaning such as synonyms and antonyms (For example, <i>big, little, large</i>) <p>Sentence Structure</p> <ul style="list-style-type: none"> • Use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>) • The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) <p>Text Structure</p> <ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>as, on the other hand, in contrast, or as a consequence</i>), and ellipsis. • Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text <p>Punctuation</p> <ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses (For example: <i>It's raining; I'm fed up</i>) • Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>) 	<p>active and passive, subject and object, hyphen antonym synonym colon semi-colon ellipsis</p>	

English -Writing - Handwriting

Year group	Key skills and knowledge	Key vocabulary	Links to faith
Year 1	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. • Form capital letters • Form digits 0-9 • Understand which letters belong to which handwriting families' (i.e. letters that are formed in similar ways) and to practise these. 		<p>Quran talks about writing in 68:1 "By the pen and that which they write"</p> <p>Handwriting can be linked to calligraphy in both English and Arabic .</p>
Year 2	<ul style="list-style-type: none"> • Revise and practise correct letter formation. Teach joined style as soon as letters are securely formed with the correct orientation • Form lower-case letters of the correct size relative to one another. • Begin to use some of the diagonal and horizontal strokes needed to join letters. • Understand which letters, when adjacent to one another, are best left unjoined. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • Use spacing between words that reflects the size of the letters 		
Year 3	<ul style="list-style-type: none"> • Practise and develop fluency of joined script • Use the diagonal and horizontal strokes that are needed to join letters. • Understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of their handwriting: <ul style="list-style-type: none"> - Down strokes of letters are parallel and equidistant <p>Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>		
Year 4	<ul style="list-style-type: none"> • Practise and develop fluency of joined script • Use the diagonal and horizontal strokes that are needed to join letters. • Understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of their handwriting: <ul style="list-style-type: none"> - Down strokes of letters are parallel and equidistant - Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 		

Year 5	<ul style="list-style-type: none">• Write legibly fluently and with increasing speed• <i>Choose which shape of a letter to use when given choices and deciding, whether or not to join specific letters.</i>• <i>Choose the writing implement that is best suited for a task (e.g. quick notes, letters).</i>		
Year 6	<ul style="list-style-type: none">• Write legibly fluently and with increasing speed• <i>Choose which shape of a letter to use when given choices and deciding, whether or not to join specific letters.</i>• <i>Choose the writing implement that is best suited for a task (e.g. quick notes, letters).</i>		

Texts used

Year group	Term	Outcomes	Text	Links to faith, values and SHINE curriculum
Year 1	Autumn 1	<ul style="list-style-type: none"> • Letter writing • Poetry • Recount • Retelling a story 	Beegu by AlexisDeacon	<p><i>Values: Compassion, respect, integrity</i> <i>SHINE: Helping each other, Never give up</i></p> <p><i>Reflect and discuss:</i></p> <ul style="list-style-type: none"> • <i>What would the Prophet do to help Beegu?</i> • <i>How would he want us to treat someone who came to Earth?</i> <p><i>Link to Quran</i></p> <ul style="list-style-type: none"> • <i>49:10 "All believers are but brothers, therefore seek reconciliation between your two brothers, and fear Allah, so that you may be blessed with Mercy"</i> • <i>55:60 "Is there any reward for goodness other than goodness?"</i>
			How to Catch aStar by Oliver Jeffers	<p><i>Values: Excellence</i> <i>SHINE: Never give up, Excellence (the boy in the story shows patience and determination in catching the star).</i></p> <p><i>Reflect and discuss:</i></p> <ul style="list-style-type: none"> • <i>Think of a time where you have shown patience and determination. How did it feel while showing patience? How did it feel when you achieved? Why do you think you felt proud of yourself? (focus on the pride that comes from the resilience/determination)</i> • <i>Do you think the boy had any qualities of the Prophet?</i> <p><i>Link to the Quran</i></p> <ul style="list-style-type: none"> • <i>Star is mentioned 18 times in the</i>

				<p>Quran. Some verses you may wish to share include 6:76, 6:97; 7:54</p> <ul style="list-style-type: none"> • Being patient 8:46 "...and be patient. Indeed Allah is with the patient." • 3:159 "Once you reach a decision, put your trust in Allah. Surely God loves those who put their trust in Him."
			Me and My Fear by Francesca Sanna	<p>Values: Compassion SHINE: Helping each other; Never give up</p> <p>Reflect and discuss:</p> <ul style="list-style-type: none"> • Has fear ever stopped you from doing something? Have you ever done something even though you feel afraid? • Is fear good or bad? • Do you think the prophet ever felt fear? What strategy do you think he used to help him? <p>Link to the Quran</p> <ul style="list-style-type: none"> • Strategies when you feel fear 13:28 "Verily in the remembrance of Allah do hearts find rest." • 94:6 "Indeed, after hardship there is ease." • 3:159 "Once you reach a decision, put your trust in Allah. Surely God loves those who put their trust in Him."
	Autumn 2	<ul style="list-style-type: none"> • Descriptive writing • Narrative • Non-fiction text • Invitation 	Hair Love by Matthew Cherry	<p>Values: Gratitude (compassion and Service of the father) SHINE: Inspire – showing gratitude for what we have been blessed with and inspire each other through good deeds. Never give up.</p> <p>Reflect and discuss:</p> <ul style="list-style-type: none"> • How did Zuri feel about herself? What feature of your body are you grateful for? • Who showed compassion in this story? • How did Zuri show respect?

			<ul style="list-style-type: none"> • How did the family work together? • Allah wants us to love ourselves and look after our bodies. How do you take care of yourself? <p>Link to Quran</p> <ul style="list-style-type: none"> • Gratitude for blessings Allah has given us 55:13 "Which of the favors of your Lord, can you deny?" • Dua/prayer for confidence from the Quran 20:25-26 "(Moses) said: My lord expand my chest and make my task easy for me."
		The Snowman by Raymond Briggs	<p>Values: compassion/friendship, respect SHINE: helping each other, share worries and respect each other</p> <p>Reflect:</p> <ul style="list-style-type: none"> • Beautiful creation of Allah such as snow. • What made the snowman/boy a good friend? What qualities should a good friend have? Why do friends need to have these qualities? <p>Hadith about friendship</p> <ul style="list-style-type: none"> • Prophet Muhammad has said "Man is influenced by the faith of his friends. Therefore be careful of whom you associate with." (Source: Bihar-ul-anwar vol74, p192)
		Ocean Meets Sky by Eric and Terry Fan	<p>Values: Excellence (boy showed enthusiasm for learning and didn't give up when building his boat), compassion, respect SHINE: Never give up, Excellence, Inspire (he was inspired by his grandpa and grateful for him).</p> <p>Reflect:</p> <ul style="list-style-type: none"> • Who is Finn remembering? • What strategies do you use to help you when you have lost someone? (Can

				<p>give charity in their name, pray for them, remember they have returned to Allah)</p> <p>Reflective area/Prayer space idea As a class, in your reflective area you could have an empty chair and children attach tags praying for someone who is no longer in their life.</p>
	Spring 1	<ul style="list-style-type: none"> • Information report • Diary entry • Newspaper report 	The Last Wolf by Mini Grey	<p>Values: Compassion, service, integrity SHINE: Share, helping each other</p> <p>Reflect/Discuss</p> <ul style="list-style-type: none"> - Appreciation for God's creation - The little girl plants some trees to help look after the creation of Allah. What could you do?
		The True Story of the Three Little Pigs by Jon Scieszka	<p>Values: Integrity, respect, compassion</p> <p>Reflect/Discuss:</p> <ul style="list-style-type: none"> - The pigs were very rude to Alexander. Why did they do this? How should they have behaved? How would the Prophet have treated Alexander? - The wolf gets very angry at the end of the story. What strategies could he use to control his anger? (e.g. do wudhu, wash his face, sit down, breathing). - Who showed integrity/compassion/respect in this story? How? <p>Quranic link:</p> <ul style="list-style-type: none"> - 2:42 "And do not mix the truth with falsehood or conceal the truth while you know it." 	
		The Wolf, the Duck and the Mouse by Mac Barnett and Jon Klassen	<p>Values: Compassion, respect, service SHINE: Share, Helping others</p> <p>Reflect/discuss:</p>	

				<ul style="list-style-type: none"> - How do you feel when you are in a new place? - If someone joined our class how could you help them on their first day like the duck helped the mouse? <p>Quran links:</p> <ul style="list-style-type: none"> - 2:264 "A kind word with forgiveness is better than a charity followed by injury..." - We should be kind to others like the duck in this story and like the Prophet Muhammad 9:128 "Surely, there has come to you a Messenger from amongst you, hard on whom is your suffering, for the good of you he craves and for believers he is kind, merciful." - 2:263
	Spring 2	<ul style="list-style-type: none"> • Letter writing • Poetry • Poetry performance 	Dear Dinosaur by Chae Strathie	<p><i>Values:</i> Integrity, compassion, respect <i>SHINE:</i> Share, Helping each other, never give up</p> <p>Reflect/Discuss:</p> <ul style="list-style-type: none"> - Which character showed integrity/compassion/respect? How? - How did the boy teach the dinosaur to be kind? - Everyone wasn't kind to the Prophet. How did the prophet teach people good morals? - What qualities of the prophet did the boy have? - How will you teach others kindness?
			The Puffin Book of Fantastic First Poems	<p>You may wish to share some Islamic poems too. There are plenty out there but here is a kids page of Islamic poems to help: https://www.islamicnet.com/kids-section/islamic-poems</p>
			The Dinosaurs Dinner by June Crebbin	<p><i>Values:</i> Respect <i>SHINE:</i> inspire</p>

				<p><i>Reflect/Discuss:</i></p> <ul style="list-style-type: none"> - Do you think the dinosaur inspired the people he was eating with? - What did the dinosaur do that wasn't respectful? - If you were going to dinner with Prophet Muhammad, how would you behave? - How should we treat our guests? <p><i>Quranic/Hadith Links:</i></p> <ul style="list-style-type: none"> - Hadith. Prophet Muhammad has said "Whoever believes in Allah and the Last day should be hospitable with his or her guests."
	Summer 1	<ul style="list-style-type: none"> • Diary entry • Story retelling and writing • Non-fiction report • Recount 	The Robot and The Bluebird by David Lucas	<p>Values: compassion, SHINE: Helping others</p> <p><i>Reflect/discuss:</i></p> <ul style="list-style-type: none"> - How did the characters show compassion? (the robot gave the bird a place to sleep) - Think of when you have shown kindness to someone. How do you feel when you help/show kindness to someone? <p><i>Link to Quran</i></p> <ul style="list-style-type: none"> - Showing kindness to everyone 4:36 "Worship Allah and associate nothing with Him and show kindness/be good to to parents, relatives, orphans, the needy, the near neighbour, the neighbour farther away, the companion at your side, the traveler, and those whom your right hands possess. Indeed, Allah does not like those who are self-deluding and boastful."
			The Dark by Lemony Snicket	<p><i>Values:</i></p> <p><i>SHINE:</i></p>

				<p><i>Discuss/reflect:</i></p> <ul style="list-style-type: none"> - <i>What are you afraid of? What strategies can we use when we feel scared? (trust in Allah, know that Allah is with you, recite something that brings you peace, imagine your happy place).</i>
			Traction Man is Here by Mini Grey	<p>Values: <i>Service, respect, gratitude</i></p> <p>SHINE: <i>helping others, share/respect, inspire</i></p> <p><i>Discuss/reflect:</i></p> <ul style="list-style-type: none"> - <i>How did serving others make traction man feel?</i> - <i>How did traction man show gratitude and respect when he got his gift?</i> - <i>How would you behave when you get a gift? What if you didn't like the gift?</i>
	Summer 2	<ul style="list-style-type: none"> • Lists and instructions • Poetry • Descriptions • story writing 	The Secret Sky Garden by Linda Sarah	<p>Values: <i>Gratitude; excellence</i></p> <p>SHINE: <i>Inspire through good deeds and by showing gratitude for what you have been blessed with; Excellence by showing an enthusiasm for what she is doing; never give up</i></p> <p>Discuss/reflect:</p> <ul style="list-style-type: none"> - <i>How did the girl show gratitude at the start despite knowing something was missing? What are you grateful for?</i> - <i>How does the girl show excellence?</i> - <i>What does the garden remind you of? If you were creating the garden of Jannah what would it have/look like?</i> - <i>The girl in the story thinks something is missing from the garden – what do you think is missing? (refer to verse 9:72)</i> - <i>What would you plant if it was your garden? What plants are mentioned in the Quran?</i>

				<p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - Quran 9:72 "Allah has promised to believers, men and women, gardens under which rivers flow, to dwell therein, and beautiful mansions in gardens of everlasting bliss. But the greatest bliss is the good pleasure of Allah: that is the supreme felicity."
			<p>The Kew Gardens Children's Cookbook: Plant, Cook, Eat by Caroline Craig</p>	<p>Values: Service SHINE: Helping each other Discuss/reflect:</p> <ul style="list-style-type: none"> - Which foods are mentioned in the Quran? What are the benefits of these foods? Do you know/can you find any recipes that use these foods? - How does cooking show our value of service? (cooking for others, sharing food – see hadith below) <p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - Foods in the quran - Ali ibn Abu Talib said "The nourishment of the body is food while the nourishment of the soul is feeding others." (Mishkat al Anwar, no.325). - Quran 36:47 - And when it is said to them, 'Spend (to the needy) from the provision Allah has given you', the disbelievers say to the believers, 'Shall we fed those whom Allah could have fed, if Allah so willed? You are but in the open error.'
			<p>My Friend Earth by Patricia MacLachlan</p>	<p>Values: Gratitude, service SHINE: helping each other – service to the earth; inspire – showing gratitude for what we have been blessed with Discuss/reflect:</p> <ul style="list-style-type: none"> - What are you grateful for on Earth? - Whose responsibility is it to look after the Earth? How do you look after the Earth?

				<p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - Quran – repeated phrase in Surah Rahman (55) says "Which of the favors of your Lord will you then deny?" - Quran 10:14 "Then We made you vice-regents on the earth, so that we see how you would act."
<p>Year 2</p>	<p>Autumn 1</p>	<ul style="list-style-type: none"> • Letter writing • Setting descriptions • Retelling stories • Poetry 	<p>Dear Teacher by Amy Husband</p>	<p>Values: Integrity, Excellence, Respect</p> <p>SHINE: Share – share our worries and respect each other; Integrity/never give up - Understand and do what is right; Excellence – showing enthusiasm for learning</p> <p>Discuss/reflect:</p> <ul style="list-style-type: none"> - Does the child in the story show integrity/excellence? How do you show integrity/excellence at school? - How does the boy show respect to his teacher? How does the teacher show respect for the boy? <p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - Quran 53:39 "Man will not get anything unless he works hard."
			<p>Monkey Puzzle by Julia Donaldson</p>	<p>Values: service, compassion</p> <p>SHINE: helping each other – the animals showed compassion and service to the monkey</p> <p>Discuss/reflect:</p> <ul style="list-style-type: none"> - Have you ever been lost? How does it feel? How could you show compassion if you saw someone was lost in our school? - How do you show gratitude and respect for your mother? <p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - Respect for parents in quran 17:23-24 "Your Lord has decreed that you worship none but Him and that to be

				<p><i>kind to parents Whether one or both of them attain old age with you, say not to them a word of contempt, nor repel them, but address them in terms of honour and out of kindness, lower to them the wing of humility and say 'My Lord! Bestow on them Thy Mercy as they cherished me in childhood.'"</i></p>
			<p>Room on a Broom by Julia Donaldson</p>	<p>Values: Service, Gratitude</p> <p>SHINE: Helping each other; Inspire each other through good deeds and showing gratitude.</p> <p>Discuss/reflect:</p> <ul style="list-style-type: none"> - How did the characters help each other? - How did the Witch show gratitude to the different animals that helped her? How did the animals show gratitude to the witch? - How do you show gratitude to others? How do you show gratitude to Allah/God? <p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - 14:7 "And when your Lord proclaimed, 'If you are thankful/grateful, surely I will increase (blessings for) you,..."
	<p>Autumn 2</p>	<ul style="list-style-type: none"> • Non-fictional report writing • Recounts Story writing (with a focus on word classes) 	<p>We are going on a Bear Hunt by Michael Rosen</p>	<p>Values: excellence</p> <p>SHINE: Never give up, Excellence – showing enthusiasm and positivity</p> <p>Discuss/reflect:</p> <ul style="list-style-type: none"> - There were many obstacles but they didn't give up. What are the obstacles that come in your way on the journey of life? (e.g. what people say, worries, wanting to look good, money) - Reflect on the idea that there were obstacles and when there was no way

			<p>around it they drove through it, giving up luxuries of a comfortable walk. Similarly we have to drive through the obstacles in our life, sometimes giving up something we want to do the right thing and not give up.</p> <p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - Quran 94:6 "Verily, with every difficulty there is relief/ease." 	
		Snail and the Whale by Julia Donaldson	<p>Values: Excellence, Integrity, Compassion, Service</p> <p>SHINE: Helping each other; Never give up; Excellence – theme of if you try hard enough anything is possible.</p> <p>Discuss/reflect:</p> <ul style="list-style-type: none"> - How did the characters show compassion/service? - How did the snail show excellence/integrity? - Was there ever a time where you thought you couldn't do it but you managed to when you tried and were supported? <p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - Link to the story of the Prophet Yunus/Jonah which also has a whale that helps. 	
		<ul style="list-style-type: none"> • Facts files • Fictional and non-fictional texts (understanding the key differences) • Descriptive writing (and the use of imagery) 	<p>Vlad and the Great Fire of London by Kate Cunningham</p>	<p>Discuss/reflect:</p> <ul style="list-style-type: none"> - What would you bury to keep safe in a fire? - Reflect on how they would feel if they were in that situation and the people around the world that have to leave their homes. There may be an opportunity to pray for those in difficult conditions or link up with a charity.
			A compilation of fables	<p>Values/SHINE: depends on fable being done (e.g. The boy who cried wolf – integrity)</p> <p>Discuss/reflect:</p>

				<ul style="list-style-type: none"> - Do you know any stories of the prophet or Quran that teach the same moral? - What moral would you want to teach if you were writing a story? <p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - Why do you think there are stories of prophets and stories in the Quran? (to help us learn – people learn from stories) - Depending on Fable you could link it to a story/hadith of the prophet or story from Quran.
			Each, Peach, Pear, Plum (poetry) by Janet and Alan Ahlberg	You may wish to share some Islamic poems too. There are plenty out there but here is a kids page of Islamic poems to help: https://www.islamicnet.com/kids-section/islamic-poems
		<p>Spring 2</p> <ul style="list-style-type: none"> • Persuasive letter writing • Poetry Diary entries • Stories with alternative ending 	<p>Quentin Blake’s Revolting Poems</p> <p>The Day the Crayons Quit by Drew Daywalt</p>	<p>Values: <i>Compassion, Service, Excellence</i></p> <p>SHINE: <i>Share – the crayons share their worries; Service of crayons to people; Never give up/Excellence/respect – Duncan listened to each crayon and then showed respect and compassion for what they had said and didn’t give up and used what the crayons had said to come up with a new idea.</i></p> <p>Discuss/reflect:</p> <ul style="list-style-type: none"> - The crayons wanted to be heard and respected. Should we want to be respected? - How could you respectfully voice your concerns if you don’t feel respected? - How did Duncan show the school values? - Each crayon had been created with a purpose. What is our purpose in life? (See quranic link) <p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - We should be grateful to Allah for the colours he has chosen for creation.

				<p>16:13 "And the things on this Earth which He (Allah) has created in varying colors; verily in this is a sign for the people who take heed." - Purpose in life in the Quran 51:56 "I have not created men except that they should serve Me (Allah)."</p>
			Enormous Crocodile by Roald Dahl	<p>Values: SHINE: Discuss/reflect: Quran/Hadith links:</p>
	Summer 1	<ul style="list-style-type: none"> • Instructional Writing • Character descriptions • Stories with different themes and plots 	The Twits by Roald Dahl – replaced?	<p>Values: SHINE: Discuss/reflect: Quran/Hadith links:</p>
	Summer 2	<ul style="list-style-type: none"> • Setting and character descriptions • Stories with interesting themes and plots. • Story writing (understanding grammatical features for editing purposes) 	Charlie and Chocolate Factory by Roald Dahl	<p>Values: Service/Integrity – the animals showed integrity by joining together to stop the crocodile. SHINE: Helping each other; never give up</p> <p>Discuss/reflect:</p> <ul style="list-style-type: none"> - What should you do if you see someone doing the wrong thing? <p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - 33:70 "Oh you who believe, fear Allah and speak the right word." - 2:42 "And do not mix the truth with falsehood or conceal the truth while you know it."
Year 3	Autumn 1	<ul style="list-style-type: none"> • Character descriptions • Setting descriptions Fables 	Spud Murphy By Eoin Colfer	<p>Values: Excellence, Integrity, SHINE: Do what is right; show enthusiasm and love for learning Discuss/reflect:</p> <ul style="list-style-type: none"> - Why does the mum take the boys to the library? - Is it important to read? Why? - Do the boys show excellence/enthusiasm for learning? - How do you feel about reading? How could you show excellence even if you think you don't like reading?

				<p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - Hadith of the Prophet. Prophet Muhammad said "The virtue of knowledge is more beloved with Allah than the virtue of worship." - Prophet Muhammad has said "He who searches for knowledge is similar to a person who fasts during the day and keeps awake at night and is busy worshipping. If a person acquires a branch of knowledge it is better for him than possessing as much gold as the height of Abu Qubais Mount which he would distribute in the way of Allah." (Bihar ul Anwar, Vol 1, p184).
Autumn 2	<ul style="list-style-type: none"> • Explanation texts • Non chronological reports • Haiku poetry 	Stone Age Boy by Satoshi Kitamura	<p>Values: Excellence, Service</p> <p>SHINE: Helping each other, Excellence</p> <p>Discuss/reflect:</p> <ul style="list-style-type: none"> - Who shows service in this story? How? - The boy doesn't know how to do anything when he arrives in the stone age. How does he show excellence? - If someone from Stone Age came to our time what would we have to teach them? How could you show our values in this situation? What would you teach them and why? - Was Islam and the Quran around in the Stone Age? <p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - Hadith of Prophet – Prophet Muhammad has said "The best of those amongst you is the one who learns the Quran and teaches it to others." (Al Amali of Shaykh Tusi, Vol 1, page 5). 	
Spring 1	<ul style="list-style-type: none"> • Character descriptions • Newspaper reports 	Stig of the Dump by Clive King	<p>Values: compassion, service, integrity</p> <p>SHINE: Helping each other, never give up/bravery</p> <p>Discuss/reflect:</p>	

				<ul style="list-style-type: none"> - How could you show respect/compassion and build a friendship if you can't talk to them? <p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - all different people on the Earth to get to know 49:13 "We have created you from a male and a female and made you into nations and tribes, so that you may know each other...."
	Spring 2	<ul style="list-style-type: none"> • Recounts • Myths and legends • Poetry – Tankas and Limericks 	Hundred Mile an Hour Dog by Jeremy Strong	<p>Values:</p> <p>SHINE:</p> <p>Discuss/reflect:</p> <p>Quran/Hadith links:</p>
	Summer 1	<ul style="list-style-type: none"> • Persuasive writing – Letters • Newspaper reports • Diary entries 	Here we are by Oliver Jeffers	<p>Values: Respect and Gratitude for the Earth</p> <p>SHINE: Helping each other, Share and respect the Earth</p> <p>Discuss/reflect:</p> <ul style="list-style-type: none"> - At the back of the book Oliver's dad says "There are only three words you need to live by son, respect, consideration and tolerance." What do these words mean? Which words would you write if you had written this book? - The book tells us that there is enough for everyone. Is everything shared equally between people on the planet? Why? How does Islam encourage sharing equally between everyone? (e.g. Zakat, charity) - How can we show gratitude and be vice-regents of our planet? <p>Quran/Hadith links:</p> <ul style="list-style-type: none"> - Quran – repeated phrase in Surah Rahman (55) says "Which of the favors of your Lord will you then deny?" – shows us how grateful we should be for our planet - Quran 10:14 "Then We made you vice-regents on the earth, so that we see how you would act."

	Summer 2	<ul style="list-style-type: none">• Adventure stories• Performance poetry (rhyming and non-rhyming)	Ottoline and the Yellow Cat by Chris Riddell	<p>Values: Integrity</p> <p>SHINE: <i>Never give up – understand and do what is right and never give up</i></p> <p>Discuss/reflect:</p> <ul style="list-style-type: none">- <i>How does Ottoline show integrity?</i>- <i>Is it important to uncover the truth?</i> <p>Quran/Hadith links:</p> <ul style="list-style-type: none">- 2:42 “And do not mix the truth with falsehood or conceal the truth while you know it.”
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