

Recovery Year Y3 Curriculum Guidance

Autumn term Y3 Reading Key Objectives (derived from Y2)

<p>Word Reading Blend GPCs to read accurately</p>	<p>Word Reading Recognise alternative sounds for graphemes</p>	<p>Word Reading Apply phonic knowledge <i>across the curriculum</i></p>	<p>Word Reading Decrease reliance on 'sounding out' in common words</p>	<p>Word Reading Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words)</p>
<p>Word Reading Read words of two or more syllables</p>	<p>Word Reading Read fluently and confidently</p>	<p>Comprehension - Questioning Retrieve information from the text to answer questions</p>	<p>Comprehension - Clarifying Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words</p>	<p>Comprehension - Questioning Retrieve information from the text to answer questions</p>
<p>Comprehension - Clarifying Check that the text makes sense as they read, re-read and use a range of strategies to understand the meaning of unfamiliar words</p>	<p>Comprehension - Inferring Use inference to draw simple conclusions about characters, <i>settings and events</i></p>			

Autumn term Y3 Writing Key Objectives (derived from Y2)

<p>Planning / Composing</p>	<p>Composing</p>	<p>Composing</p>	<p>Grammar and Vocabulary</p>	<p>Grammar and Vocabulary</p>
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Ensure that there is a clear beginning, middle and end in their writing	Develop an idea over several sentences	Use adventurous vocabulary and detail to make their writing lively and interest the reader	Join sentences with 'or' and 'but' and use 'when', 'if', 'that' and 'because' to extend sentences	Write expanded noun phrases
Grammar and Vocabulary Write consistently in 'past' or 'present' tense	Spelling Spell taught Y2 high frequency words that cannot be easily decoded ('tricky' words)	Spelling Often chooses the correct grapheme where there are several options, using knowledge of frequency, position and visual discrimination	Spelling Add suffixes where the root word changes (words where -es is added to a word ending in y e.g. flies; words where suffixes are added to one syllable words ending in short vowel + single consonant e.g. dropping; words where suffixes (-ed, -ing, -er -y and -est) are added to words ending in consonant + e e.g. hiking; words where suffixes are added to words ending in consonant + y e.g. crying, cried)	
Handwriting and presentation Form lower case letters, upper case letters and digits of the correct size relative to one another				

Spring and Summer Y3 Reading

Becoming a Reader Enjoy books and reading	Becoming a Reader Discuss a range of fiction, poetry, plays, non-fiction, reference and text books	Becoming a Reader Read for a range of purposes	Word Reading Continue to use phonic knowledge and skills with unfamiliar words	Word Reading Use an understanding of morphology and etymology to aid them in reading unfamiliar words
Fluency Read year 3 texts fluently	Comprehension – Vocabulary Knowledge	Comprehension – Vocabulary Knowledge	Comprehension – Imagining	Comprehension – Asking Questions

	Explain the meaning of words in context	Use morphology to aid them in understanding unknown vocabulary	Create sensory images while they read	Ask questions to help their reading make sense and to keep an active engagement with a longer text
Comprehension – Clarifying and Retrieving Check that the text makes sense to them	Comprehension – Clarifying and Retrieving Apply previous retrieving objectives to year 3 texts	Comprehension – Clarifying and Retrieving Combine information to create an understanding of the whole text	Comprehension - Inferring Use inference to draw simple conclusions about characters, settings and events	Comprehension - Inferring Use vocabulary knowledge, including synonyms, to aid inference
Comprehension - Predicting Predict what may happen and explain using detail from the text	Comprehension – Summarising Identify the key points in a section, page or whole text	Comprehension – Understanding writers' use of language Identify and discuss language features found in texts	Comprehension – Responding to texts Refer back to the text to support their response	

Spring and Summer Y3 Writing

Planning Generate ideas for their writing, by combining observations, reading and imagination	Planning / Composing Use the underlying structures, grammar and vocabulary of written texts to help them plan and write their own for specific (often real) audiences and clear purposes	Planning / Composing Plan, order and organise texts logically	Composing Use paragraphs to group related material	Composing Create characters and settings using well-chosen words and phrases (WTS KS2 and EXS KS2)
Composing	Composing	Evaluating	Grammar	Grammar

Signal sequence, place and time to give coherence to writing	Improve their writing by using some new vocabulary (from Appendix B – year 3)	Proof–read their work for spelling, grammar and punctuation errors	Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because	Use adverbs to express time, place and cause e.g. then, next, soon, therefore
Punctuation Use inverted commas (contributes to EXS KS2 and GD KS2)	Punctuation Use bullet points (WTS KS2 and EXS KS2)	Spelling Combine phonics, morphology and spelling conventions to spell unfamiliar words	Spelling Spell words with the prefixes in-, il-, im- and ir-	Spelling Spell words with the prefixes sub-, dis-, mis-, re-, anti-, auto, super-, inter- and words with the suffix -ation
Spelling Spell Y3 challenging words correctly when writing (answer, build, caught, circle, early, earth, fruit, group, heard, heart, height, island, learn, minute, often, woman/women, address, appear, arrive, breath, breathe, disappear, guard, guide, history, imagine, increase, important, interest, question, recent, reign, remember, centre, century, certain, consider, enough, famous, forward, grammar, length, notice, strange, strength, though, although, thought, through) (WTS KS2)		Spelling Add suffixes beginning with vowel letters to words of more than one syllable, knowing when to double the final consonant e.g. forgetting		Handwriting and presentation Write with joined handwriting in pen consistently

Recovery Year Y4 Curriculum Guidance

Autumn term Y4 Reading Key Objectives (derived from Y3)

Being a Reader <u>Discuss a range of fiction, poetry, plays, non-fiction, reference and text books</u>	Being a Reader <u>Read for a range of purposes</u>	Comprehension - Questioning <u>Answer questions by referring back to the text</u>	Comprehension - Clarifying Check that they understand the text they are reading and explain the meaning of words in context	Comprehension - Inferring <u>Use textual details to draw conclusions about characters, settings and events</u>
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Comprehension - Predicting Predict what may happen and explain using detail from the text	Comprehension – Understanding writers' use of language Identify and discuss simple authorial techniques such as short sentences, repeated phrases, punctuation			

Autumn term Y4 Writing Key Objectives (derived from Y3)

Planning/ Composing <u>Use their imagination to generate ideas and write engaging texts</u>	Planning / Composing <u>Plan, order and organise texts logically</u>	Composing <u>Use paragraphs to group related material</u>	Evaluating Evaluate their work effectively and make improvements based on this	Grammar and Vocabulary <u>Use conjunctions to express time, place and cause e.g. when, so, before, after, while, because</u>
Grammar and Vocabulary <u>Use adverbs to express time, place and cause e.g. then, next, soon, therefore</u>	Punctuation <u>Use inverted commas with direct speech</u>	Spelling <u>Add suffixes beginning with vowel letters to words of more than one syllable and know when to double the final consonant e.g. forgetting</u>	Handwriting and presentation <u>Write with joined handwriting in pen consistently</u>	

In the spring and summer terms teach the objectives below and ensure they are mastered. Do not try to teach the entire curriculum. You can also use these grids as assessment grids for the spring and summer terms. The aim is for pupils to master **all** statements.

Spring and Summer Y4 Reading

Becoming a Reader <u>Value and enjoy reading in their spare time</u>	Becoming a Reader Independently read for a range of purposes	Word Reading Combine an understanding of phonics , morphology and	Fluency <u>Read year 4 texts fluently</u>	Comprehension – Vocabulary Knowledge
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		etymology to aid them in reading unfamiliar words		Understand that words can have varied meanings depending on the context
Comprehension – Imagining Empathise with characters and their situations	Comprehension – Asking Questions Ask questions about character, motivation, vocabulary and plot to improve their understanding	Comprehension – Clarifying and Retrieving Apply previous retrieving objectives to year 4 texts	Comprehension – Clarifying and Retrieving Extract information from a text, when it is hidden within a longer paragraph	Comprehension – Clarifying and Retrieving Use a knowledge of text type and structure to extract information
Comprehension – Inferring Use textual details and examples to support inferences and explanations about a text's meaning	Comprehension – Inferring Make inferences from evidence found throughout a paragraph	Comprehension – Predicting Predict what may happen and explain using stated and implied detail from the text	Comprehension – Summarising Summarise a text using the key points	Comprehension – Understanding purpose and viewpoint Recognise the viewpoint of an author and distinguish fact from opinion
Comprehension – Understanding writers' use of language Select and discuss effective words, phrases and sentences e.g. figurative language	Comprehension – Responding to texts Answer questions giving evidence from the text in their response			

Spring and Summer Y4 Writing

Planning	Planning/ Composing	Planning/ Composing	Composing	Composing
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Generate ideas for their writing, by combining observations, reading and imagination	Plan and write their own texts for a specific (often real) audience and a clear purpose based on the structures, grammar and vocabulary of texts that they have studied	Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes	Create writing which is organised, imaginative and clear	Communicate feelings, emotions and opinions
Composing Take a viewpoint in a piece of writing	Composing Use paragraphs to organise ideas (WTS KS2)	Composing Link ideas within a paragraph or section	Composing Improve their writing by using some new vocabulary (from Appendix B – year 4)	Evaluating Proof-read for spelling, grammar and punctuation errors
Evaluating Edit their work effectively and make improvements based on this, adapting vocabulary and grammar for consistency and impact	Grammar Use a wider range of conjunctions to extend sentences including when, if, because, although	Grammar Use pronouns and nouns appropriately (for clarity and cohesion and to avoid repetition)	Grammar Write more complex expanded noun phrases by adding prepositional phrases to the determiner, noun and adjective(s)	Grammar Use adverbs and/or adverbials for cohesion across a text e.g. however, before (contributes to EXS KS2)
Grammar Use fronted adverbials	Grammar and Vocabulary Write and use complex sentences	Punctuation Use commas for marking subordinate clauses (contributes to WTS KS2 and EXS KS2)	Punctuation Use commas to mark fronted adverbials (contributes to EXS KS2 and GD KS2)	Punctuation Use inverted commas and other speech punctuation appropriately (contributes to EXS KS2 and GD KS2)
Punctuation/ Spelling Use apostrophes to show plural possession (contributes to EXS KS2 and GD KS2)	Spelling Combine phonics, morphology, etymology and spelling conventions to spell unfamiliar words	Spelling Spell words with the suffixes –ly, -ous, -al, -ary, -ic and the endings –sure and -ture	Spelling Spell words with the –tion, -sion, -ssion and -cian ending	Spelling Spell common homophones e.g. fair/fare, break/brake

<p>Spelling Spell the words complete, decide, describe, different, difficult, February, library, naughty, opposite, ordinary, perhaps, popular, probably, regular, suppose, surprise, various, exercise, experience, experiment, extreme, favourite, mention, occasion(ally), position, possess(ion), possible, potatoes, pressure, promise, purpose, quarter, sentence, therefore, accident(ally), actual(ly), believe, bicycle, busy, business, calendar, continue, eight, eighth, knowledge, material, medicine, natural, particular, peculiar, separate, special, straight, weight (WTS KS2)</p>	<p>Spelling Spell the more uncommon ei, eigh and ey graphemes for the a sound e.g. vein, sleigh, obey</p>	<p>Handwriting and presentation Write consistently with neat, legible and joined handwriting</p>	

Recovery Year Y5 Curriculum Guidance

Autumn term Y5 Reading Key Objectives (derived from Y4)

<p>Being a Reader <u>Independently read for a range of purposes</u></p>	<p>Comprehension – Questioning <u>Answer questions giving evidence from the text in their response</u></p>	<p>Comprehension – Inferring <u>Use textual details and examples to support inferences and explanations about a text's meaning</u></p>	<p>Comprehension – Predicting <u>Predict what may happen and explain using stated and implied detail from the text</u></p>	<p>Comprehension – Summarising <u>Summarise a text using the key points</u></p>
<p>Comprehension – Understanding purpose and viewpoint Distinguish between fact and opinion when discussing viewpoint</p>	<p>Comprehension – Understanding writers' use of language <u>Select and discuss effective words, phrases and sentences e.g. figurative language</u></p>			

Autumn term Y5 Writing Key Objectives (derived from Y4)

Planning/ Composing <u>Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied</u>	Planning/ Composing <u>Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes</u>	Evaluating <u>Evaluate their work effectively and make improvements based on this including adapting vocabulary and grammar for consistency and impact</u>	Composing <u>Link ideas within a paragraph or section</u>	Grammar and Vocabulary <u>Use fronted adverbials</u>
Grammar and Vocabulary <u>Use subordinate clauses to write complex sentences.</u>	Punctuation Use inverted commas and other speech punctuation	Handwriting and presentation <u>Write consistently with neat, legible and joined handwriting</u>		

Spring and Summer Y5 Reading

Becoming a Reader Enjoy reading for a sustained period	Becoming a Reader Independently read a range of fiction, poetry, plays, non-fiction, reference and text books, for a range of purposes	Word Reading Use an understanding of phonics, morphology and etymology to aid them in reading unfamiliar words	Fluency Read year 5 texts fluently	Comprehension – Vocabulary Knowledge Identify vocabulary used beyond the literal sense
Comprehension – Asking Questions Revisit questions during the reading of a text as new information is revealed	Comprehension – Clarifying and Retrieving Apply previous retrieving objectives to year 5 texts	Comprehension – Clarifying and Retrieving Check that the text makes sense to them and use questioning and discussion to further their understanding	Comprehension – Clarifying and Retrieving/Inferring Extract information and make inferences from evidence found throughout a whole text	Comprehension – Clarifying and Retrieving/Inferring Use knowledge of synonyms and hypernyms to aid comprehension and support inference

<p>Comprehension – Inferring Use evidence to both support and challenge conclusions drawn within and from a text</p>	<p>Comprehension – Predicting Predict what may happen using stated and implied details and a wider personal understanding of the world</p>	<p>Comprehension – Summarising Summarise using an appropriate amount of detail as evidence</p>	<p>Comprehension – Understanding writers' use of language Discuss and evaluate how authors use language and the impact on meaning and the reader</p>	<p>Comprehension – Responding to texts Answer questions drawing on information from several places in the text</p>
<p>Being a Researcher Detect bias and distinguish fact from opinion</p>				

Spring and Summer Y5 Writing

<p>Planning Develop and explore ideas for writing through discussion, further reading and research</p>	<p>Planning/ Composing/ Plan and write for a range of clear purposes and (often real) audiences (WTS KS2) using a wide knowledge of text types, forms and styles to inform their writing</p>	<p>Composing Write to engage the reader</p>	<p>Composing Maintain a viewpoint throughout a text</p>	<p>Composing Structure and organise writing in well linked paragraphs which are sometimes used creatively (using techniques such as contrast, additional detail and explanation)</p>
<p>Composing/ Grammar Use devices to build cohesion within a paragraph (EXS KS2)</p>	<p>Composing Balance narrative writing between telling the story, action, description and dialogue</p>	<p>Composing Create atmosphere (EXS KS2)</p>	<p>Composing Carefully select words (including some from Appendix B – Year 5) to create effects, sustain and develop ideas and create vivid description</p>	<p>Evaluating Edit their work effectively and make improvements based on this including changing vocabulary and grammar to enhance effects and clarify meaning</p>
<p>Grammar</p>	<p>Grammar</p>	<p>Grammar</p>	<p>Grammar</p>	<p>Grammar</p>

Use verb tenses consistently and correctly throughout their writing (EXS KS2)	Ensure correct subject verb agreement	Use adverbs and adverbials to show time, place and number across a text	Use relative clauses to add detail to sentences	Use modal verbs and adverbs
Grammar <u>Orchestrate a range of sentence structures</u>	Punctuation <u>Use commas to clarify meaning or avoid ambiguity (contributes to EXS KS2 and GD KS2)</u>	Punctuation <u>Use brackets, dashes or commas for parenthesis (contributes to EXS KS2 and GD KS2)</u>	Spelling <u>Combine phonics, morphology, etymology and spelling conventions to spell unfamiliar words</u>	Spelling <u>Use a dictionary to check the meaning and spelling of words (EXS KS2) and a thesaurus to extend vocabulary</u>
Spelling Spell words ending in –able, -ible, -ably and -ibly	Spelling Spell words with the endings –cious, -tious, -cial and -tial	Spelling Spell the words attached, average, bargain, bruise, dictionary, familiar, foreign, forty, identity, muscle, occupy, occur, queue, rhyme, rhythm, soldier, symbol, system, twelfth, variety, according, ancient, apparent, category, conscience, conscious, controversy, convenience, environment, equip(-ped and -ment) excellent, existence, hindrance, leisure, nuisance, parliament, relevant, restaurant, sufficient, vegetable, achieve, available, awkward, determined, develop, explanation, government, individual, interfere, interrupt, language, lightning, necessary, sincere(ly), stomach, suggest, temperature, thorough, vehicle, yacht (EXS KS2, some for WTS KS2)		
Spelling Spell words ending in -ant, -ance, –ancy, -ent, -ence and -ency	Handwriting and presentation Maintain legibility in joined handwriting when writing at speed (EXS KS2)			

Recovery Year Y6 Curriculum Guidance

Autumn term Y6 Reading Key Objectives (derived from Y5)

Being a Reader	Comprehension – Questioning	Comprehension – Inferring	Predicting	Summarising
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<u>Independently read for a range of purposes</u>	<u>Answer questions giving evidence from the text in their response</u>	<u>Use textual details and examples to support inferences and explanations about a text's meaning</u>	<u>Predict what may happen and explain using stated and implied detail from the text</u>	<u>Summarise a text using the key points</u>
Understanding purpose and viewpoint Distinguish between fact and opinion when discussing viewpoint	Comprehension – Understanding writers' use of language <u>Select and discuss effective words, phrases and sentences e.g. figurative language</u>			

Autumn term Y6 Writing Key Objectives (derived from Y5)

Planning/ Composing <u>Plan and write for a clear purpose and audience using a wide knowledge of text types, forms and styles to inform their writing</u>	Planning/ Composing/ Evaluating <u>Ensure that the content and style of writing accurately reflects the purpose</u>	Composing <u>Structure and organise writing in well linked paragraphs which are sometimes used creatively (using techniques such as contrast, additional detail and explanation)</u>	Composing <u>Carefully select words to create effects, sustain and develop ideas and create vivid description</u>	Evaluating <u>Evaluate their work effectively and make improvements based on this including changing vocabulary and grammar to enhance effects and clarify meaning</u>
Grammar and Vocabulary <u>Orchestrate a range of sentence structures</u>	Punctuation <u>Use commas to clarify meaning or avoid ambiguity (contributes to EXS KS2 and GD KS2)</u>	Punctuation <u>Use brackets, dashes or commas for parenthesis (contributes to EXS KS2 and GD KS2)</u>	Spelling <u>Spell the words attached, average, bargain, bruise, dictionary, familiar, foreign, forty, identity, muscle, occupy, occur, queue, rhyme, rhythm, soldier, symbol, system, twelfth, variety, according, ancient, apparent, category, conscience, conscious, controversy, convenience, environment, equip(-ped and -ment) excellent, existence, hindrance, leisure, nuisance, parliament, relevant, restaurant, sufficient, vegetable, achieve, available, awkward, determined, develop, explanation, government, individual, interfere, interrupt, language, lightning, necessary, sincere(ly), stomach,</u>	

						suggest, temperature, thorough, vehicle, yacht (EXS KS2, some for WTS KS2)

Spring and Summer Y6 Reading

<p>Becoming a Reader Develop an appreciation and love of reading, and enjoy the challenge of more difficult books</p>	<p>Becoming a Reader Read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books for a range of purposes</p>	<p>Becoming a Reader Identify, discuss and compare themes</p>	<p>Fluency Read year 6 texts fluently</p>	<p>Comprehension – Vocabulary Knowledge Infer deeper meanings from the vocabulary used</p>
<p>Comprehension – Imagining Empathise with emotions in deeper texts</p>	<p>Comprehension – Asking Questions Use questioning to propel themselves through a challenging text and to lead them on to new ideas, perspectives and conclusions</p>	<p>Comprehension – Clarifying and Retrieving Apply previous retrieving objectives to year 6 texts</p>	<p>Comprehension – Clarifying and Retrieving Use what is implied and ‘not said’ to enhance comprehension</p>	<p>Comprehension – Inferring Revise conclusions based on new evidence in the text</p>
<p>Comprehension – Inferring Explain inferences with clear reasoning and precise language</p>	<p>Comprehension – Predicting Refine and verify predictions in discussion with others</p>	<p>Comprehension – Summarising Summarise the key points in a more complex text, using their own words to establish clear meaning</p>	<p>Comprehension – Understanding purpose and viewpoint Explain purpose and viewpoint with reference to evidence in the text</p>	<p>Comprehension - Understanding writers’ use of language Describe and evaluate the choices an author has made in their use of language</p>
<p>Comprehension - Understanding writers’ use of language</p>	<p>Comprehension – Responding to texts Answer a range of</p>			

Explain how an author has used language to manipulate the reader	question types on single and multiple texts				

Spring and Summer Y6 Writing

Planning Develop their own ideas for writing through reading (GD KS2), imagination, research and personal experience, choosing which ideas to use and which to discard	Planning/ Composing Write effectively for a range of purposes and (often real) audiences, selecting language that shows good awareness of the reader (EXS KS2)	Planning/ Composing Write effectively for a range of purposes and (often real) audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (GD KS2)	Composing/Grammar Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this (GD KS2)	Composing Distinguish between the language of speech and writing and choose the appropriate register (GD KS2)
Composing In narratives, describe settings, characters and atmosphere (EXS KS2)	Composing Show a controlled, confident and established voice throughout a piece of writing	Composing Integrate speech into a narrative to convey and develop a character and to advance action (EXS KS2)	Composing Carefully select words (including some from Appendix B – Year 6) to create effects, sustain and develop ideas and create vivid description	Evaluating Independently and effectively revise, edit and proofread their work
Grammar Select vocabulary and grammatical structures that reflect what the writing requires, and use these mostly appropriately (EXS KS2)	Grammar Use a range of devices for cohesion within and across paragraphs e.g. conjunctions, adverbials of time and place, pronouns, synonyms (EXS KS2)	Grammar Use passive voice appropriately in writing	Grammar Use verb tenses consistently and correctly throughout their writing (EXS KS2)	Punctuation Confidently and correctly use punctuation taught in previous year groups (contributes to EXS KS2 and GD KS2)
Punctuation	Punctuation	Punctuation	Punctuation	Punctuation

Use hyphens appropriately in common words (contributes to EXS KS2 and GD KS2)	Use ellipsis appropriately (contributes to EXS KS2 and GD KS2)	Use punctuation consistently with bullet points (contributes to EXS KS2 and GD KS2)	Use colons and semi-colons appropriately (contributes to EXS KS2 and GD KS2)	Use dashes appropriately (contributes to EXS KS2 and GD KS2)
Punctuation Use punctuation precisely to avoid ambiguity and to enhance meaning (GD KS2)	Spelling <u>Combine phonics, morphology and spelling conventions to spell unfamiliar words</u>	Spelling <u>Use a dictionary to check the meaning and spelling of uncommon or more ambitious vocabulary (EXS KS2) and a thesaurus to extend vocabulary</u>	Spelling Spell ie and ei words e.g. piece, deceive and words with the letter string ough	Spelling Spell common homophones including those which end in -se and -ce e.g. practice and practise
Handwriting and Presentation <u>Consistently use a neat, personal handwriting style when writing at speed (EXS KS2)</u>	Spelling Spell the words curiosity, definite, desperate, especially, frequently, harass, immediate(ly), marvellous, neighbour, opportunity, persuade, physical, profession, programme, pronunciation, recognise, sacrifice, secretary, shoulder, signature, accommodate, accompany, aggressive, amateur, appreciate, cemetery, committee, communicate, community, competition, correspond, criticise, disastrous, embarrass, exaggerate, guarantee, mischievous, prejudice, privilege, recommend (EXS KS2, some for WTS KS2)			