





The Leys Primary School Subject Overview for Reading and Spelling 2024-25- becoming a reader

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Nursery	Settling in	Phonics Phase 1 General sound discrimination - environmental	Phonics Phase 1 General sound discrimination - instrumental sounds General sound discrimination - body percussion	Phonics Phase 1 Rhythm and rhyme	Phonics Phase 1 Alliteration Voice sounds	Phonics Phase 1 Voice sounds Oral blending and segmenting
Key Texts	Whole class reading The tiger who came to tea Dear Zoo Brown bear , brown bear We're going on bear hunt Whatever next		Whole class reading Walking through the jungle Where's my teddy? Rosie's walk Gruffalo Wow! said the owl		Whole class reading The very hungry caterpillar Owl babies Peace at last Olivier's fruit salad The very busy spider Jasper's beanstalk Ten little seeds	
	Reading for Pleasure Gruffalo Mr Big The farmer duck Walking through the jungle					

<p>SMSC and British Values</p>	<p>SMSC</p> <ul style="list-style-type: none"> • enable students to develop their self-knowledge, self-esteem and self-confidence • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people <p>British Values</p> <ul style="list-style-type: none"> • an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; • an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour 					
<p>Global Goals and School values</p>						
<p>The Leys Pathways</p>	<p>Communicate</p> <p>Explore</p>					
<p>Reception</p>	<p>Phonics Phase 2 s, a, t, p i, n, m, d g, o, c, k ck. e. u, r h, b, f, l</p>	<p>Phonics Phase 2/ 3 ff, ll, ss, j v, w, x, y z zz qu words with s /s/ added at the end (hats sits)</p>	<p>Phonics Phase 3 ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb</p>	<p>Phonics Phase 3 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear review Phase 3: er air words with double letters</p>	<p>Phonics Phase 4 short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVCC longer words</p>	<p>Phonics Phase 4 long vowel sounds CVCC CCVC long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words</p>


	<p>Tricky words Is, I, the</p> <p>Assessment week</p>	<p>ch sh th ng • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)</p> <p>Tricky words put* pull* full* as and has his her go no to into she push* he of we me be</p> <p>Assessment week</p>	<p>rr gg pp ff longer words</p> <p>Tricky words was you they my by all are sure pure</p> <p>Assessment week</p>	<p>longer words words with two or more digraphs</p> <p>Phase 4 longer words words ending in -ing compound words longer words words with s in the middle /z/ s words ending - s words with -es at end /z/</p> <p>Tricky words Review all taught so far Secure spelling</p> <p>Assessment week</p>	<p>longer words compound words root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</p> <p>Tricky words said so have like some come love do were here little says there when what one out today</p> <p>Assessment week</p>	<p>ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Phase 4 words ending in: -s /s/, -s /z/, -es longer words</p> <p>Assessment week</p>
Key Texts	<p>Whole class reading Peace at Last Meltdown My two grandads Come to England Owl babies The body poem The Little Red Hen The gingerbread man Goldilocks</p>		<p>Whole class reading</p>		<p>Whole class reading</p>	

	<p>Reading for Pleasure Peace at Last Meltdown Superworm The very Hungry caterpillar Handa's Surprise Stanley's stick Aliens Love Underpants</p>
<p>SMSC and British Values</p>	<p>SMSC</p> <ul style="list-style-type: none"> • enable students to develop their self-knowledge, self-esteem and self-confidence • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people <p>British Values</p> <ul style="list-style-type: none"> • an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; • an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
<p>Global Goals and School values</p>	
<p>The Leys Pathways</p>	<p>Communicate Explore</p>

<p>Year 1</p>	<p>Phonics Phase 3 Review all of phase 3</p> <p>Tricky words the put* pull* full* push* to into I no go of he she we me be</p> <p>Phase 4 Review all of phase 4</p> <p>Tricky words was you they all are my by sure pure said have like so do some come</p> <p>Phase 5</p> <ul style="list-style-type: none"> • /ai/ ay play • /ow/ ou cloud • /oi/ oy toy • /ea/ ea each <p>Tricky words love were there little one when out</p>	<p>Phonics Phase 5</p> <ul style="list-style-type: none"> • /ur/ ir bird • /igh/ ie pie • /oo/ /yoo/ ue blue rescue • /yoo/ u unicorn • /oa/ o go • /igh/ i tiger • /ai/ a paper • /ee/ e he • /ai/ a-e shake# • /igh/ i-e time • /oa/ o-e home • /oo/ /yoo/ u-e rude cute /ee/ e-e these • /oo/ /yoo/ ew chew new • /ee/ ie shield • /or/ aw claw <p>Tricky words their people oh your Mr Mrs Ms ask* could would should our house mouse water want</p> <p>Review all taught so</p>	<p>Phonics Phase 5</p> <ul style="list-style-type: none"> • /ee/ y funny • /e/ ea head • /w/ wh wheel • /oa/ oe ou toe shoulder • /igh/ y fly • /oa/ ow snow • /j/ g giant • /f/ ph phone • /l/ le al apple metal /s/ c ice • /v/ ve give • /u/ o-e o ou some mother young • /z/ se cheese • /s/ se ce mouse fence • /ee/ ey donkey • /oo/ ui ou fruit soup <p>Tricky words any many again who whole where two school call different thought through friend work</p> <p>Review all taught so</p>	<p>Phonics Phase 5</p> <ul style="list-style-type: none"> • /ur/ or word • /oo/ u oul awful could • /air/ are share • /or/ au aur oor al author dinosaur floor walk • /ch/ tch ture match adventure • /ar/ al a half* father* • /or/ a water schwa in longer words: different • /o/ a want /air/ ear ere bear there • /ur/ ear learn • /r/ wr wrist • /s/ st sc whistle science • /c/ ch school • /sh/ ch chef • /z/ ze freeze schwa at the end of words: actor <p>Tricky words once laugh because</p>	<p>Phonics Phonics screening check review - no new GPCs or tricky words</p>	<p>Phonics Phase 5</p> <ul style="list-style-type: none"> • /ai/ eigh aigh ey ea eight straight grey break • /n/ kn gn knee gnaw /m/ mb thumb • /ear/ ere eer here deer • /zh/ su si treasure vision • /j/ dge bridge • /i/ y crystal • /j/ ge large • /sh/ ti ssi si ci potion mission mansion delicious • /or/ augh our oar ore daughter pour oar more <p>Tricky words</p>
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	<p>what says here today</p> <p>Assessment week</p>	<p>far Secure spelling</p> <p>Assessment week</p>	<p>far Secure spelling</p> <p>Assessment week</p>	<p>eye</p> <p>Review all taught so far Secure spelling</p> <p>Assessment week</p>		
<p>Reading</p>	<p>Reading</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • Respond seedily with the correct phoneme to graphemes for all 40+ phonemes, including, where applicable, alternative phonemes for graphemes • Read accurately by blending phonemes in unfamiliar words containing GPCs that have been taught • Read common exception words, noting unusual correspondences between spelling and phonemes and where they occur in the word • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • Read other words of more than one syllable that contain taught GPCs • Read words with contractions (for example I'm, I'll we'll), and understand that the apostrophe 		<p>Comprehension</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of poems, stories and non-fiction at level beyond that at which they can read independently • Being encouraged to link what they read or hear to their own experiences • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Recognising and joining in with predicted phrases • learning to appreciate rhymes and poems, and to recite some by heart • discuss word meanings, linking new meanings to those already known <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them 			

	<p>represents the omitted letter(s)</p> <ul style="list-style-type: none"> • Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • Reread these books to build up their fluency and confidence in word reading 		
KeyTexts	<p>Whole class reading Nathan Bryon - Clean Up Mog the cat Naughty bus Five Minute Peace Once Christmas Wish</p>	<p>Whole class reading The Little Red Riding Hood The Three Little Pigs</p>	<p>Whole class reading Billy's Bucket</p>
	<p>Reading for Pleasure Mog and the baby Mog and the vet Mog at night Nathan Bryon - Look Up Five Minutes Peace The Tiger that came to tea What small Rabbit heard Nut Tree The Owl Who's afraid of the dark Not Now Bernard The Gruffalo Funny Bones A quiet night in</p>		

<p>SMSC and British Values</p>	<p>SMSC</p> <ul style="list-style-type: none"> • enable students to develop their self-knowledge, self-esteem and self-confidence • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people <p>British Values</p> <ul style="list-style-type: none"> • an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; • an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour 					
<p>Global Goals and School values</p>						
<p>The Leys Pathways</p>	<p>Communicate</p> <p>Explore</p>					
<p>Year 2</p>	<p>Spelling</p> <ul style="list-style-type: none"> • Reading and spelling words containing 'y' saying /igh/. • Reading and spelling words containing 'dge' and 'ge' saying /j/. 	<p>Spelling</p> <ul style="list-style-type: none"> • Practise the new spelling rule for adding the suffixes -ing or -ed to words ending in 'y'. • Reading and spelling words containing 'wr' 	<p>Spelling</p> <ul style="list-style-type: none"> • Reading and writing 'al' saying /l/ and 'il' saying /l/. • Reading and writing words with the -ed and -er suffixes. • Reading and writing 'eer' saying /ear/. 	<p>Spelling</p> <ul style="list-style-type: none"> • Read and spell words containing 'mb' saying /m/. • Reading and spelling words with 'al' saying /or/. • Reading and spelling words with 	<p>Spelling</p> <ul style="list-style-type: none"> • Reading and spelling CVCC words with suffixes -er, -est and -y added. • Reading words with contracted spellings. • Reading and 	<p>Spelling</p> <ul style="list-style-type: none"> • Reading and spelling words containing 'wa' saying /wo/ and 'qua' saying /quo/. • Reading and spelling words


	<ul style="list-style-type: none"> Practise the spelling rule for adding the suffix –es to words ending in ‘y’. Reading and spelling of words containing ‘gn’ saying /n/. Reading and spelling words containing ‘kn’ saying /n/. 	<p>saying /r/.</p> <ul style="list-style-type: none"> Practise alternative spellings of phoneme /l/. Teach spelling rules for adding –er and –est to words ending in ‘y’. Read and spell words containing ‘el’ saying /l/ 	<ul style="list-style-type: none"> Introduce different spellings of /cher/. Reading words with suffixes –est and –y added to words ending in ‘e’. 	<p>the –ing and –ed suffixes.</p> <ul style="list-style-type: none"> Read and spell words containing ‘o’ saying /u/. Read and spell words containing ‘ey’ saying /ee/ 	<p>spelling ‘war’ saying / wor/ and ‘wor’ saying /wur/.</p> <ul style="list-style-type: none"> Reading and spelling words with suffixes –ment and –ness added. Reading and spelling words containing ‘s’ saying /zh/. 	<p>containing tion saying /shun/.</p> <ul style="list-style-type: none"> Reading and spelling words with the suffixes –ful, –less and –ly added to them. Reading and spelling homophones and near homophones. Reading and spelling words containing the prefix dis–.
	<p>Reading</p> <ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading if fluent Read accurately by blending the phonemes in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes 		<p>Comprehension</p> <p>Develop pleasure for reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structures in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meaning of words, linking new meanings to known vocabulary discussing their favourite words and phrases <p>Understand both the books they can already read accurately and fluently and those</p>			

	<ul style="list-style-type: none"> • Read further common exception words, noting unusual correspondences between spelling and phonemes and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Reread these books to build up their fluency and confidence in word reading 	<p>they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • making inference on the basis of what has been read so far <p>Participate in discussion about books, poems and other works that are read to them and those that they can read themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other materials, both those that they listen to and those that they read for themselves</p>	
Key Texts	<p>Whole class reading Hansel and Grettle. In the hospital. Habitats around the world. Meerkat mail Lila and the secret of rain</p>	Whole class reading	Whole class reading
	<p>Reading for pleasure Pokemon The Sneaky Sweet stealer Astrosaurs.</p>		
SMSC and British Values	SMSC		

	<ul style="list-style-type: none"> • enable students to develop their self-knowledge, self-esteem and self-confidence • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people <p>British Values</p> <ul style="list-style-type: none"> • an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; • an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour 	
Global Goals and School values		
The Leys Pathways	<p>Communicate</p> <p>Explore</p>	
Year 3	<p>Reading</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and phoneme, and where 	<p>Comprehension</p> <p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fictions and reference books and textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • Increasingly their familiarity with a wide range of books, including fairy

	<p>these occur in the word</p>		<p>stories, myths and legends, and retelling some of these orally</p> <ul style="list-style-type: none"> identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry (for example, free verse, narrative poetry) <p>Understand what they read, in books they can read independently by:</p> <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inference such as inferring characters' feelings, thoughts and motives from their actions, and justifying inference with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning <p>retrieve and record information from non-fiction</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>			
<p>Spelling</p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
	<p>Week 1- Words with the long / ai/ sound spelt with ei Week 2- Words with the long / ai/ sound spelt with ey</p>	<p>Week 1-Creating adverbs using the suffix -ly (no change to root word) Week 2- Creating adverbs using the</p>	<p>Week 1-Words with short /i/ sound spelt with 'y' Week 2- Adding suffixes beginning with a vowel</p>	<p>Week 1- Homophones & Near Homophones Week 2- Homophones & Near Homophones</p>	<p>Week 1- Words ending in -ary Week 2- Words with a short /u/ sound spelt with 'o' Week 3- Words</p>	<p>Week 1- Words ending in the suffix -al Week 2-Words ending with an /zhuh/ sound spelt</p>

	<p>Week 3- Words with the long / ai/ sound spelt with ai</p> <p>Week 4- Words with /ur/sound spelt with ear</p> <p>Week 5- Homophones & near Homophones</p> <p>Week 6- Homophones & near homophones</p>	<p>suffix -ly (root word ends in 'y' with more than one syllable)</p> <p>Week 3- Creating adverbs using the suffix -ly (root word ends in 'le')</p> <p>Week 4- Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')</p> <p>Week 5- Creating adverbs using the suffix -ly (exceptions to the rules)</p> <p>Week 6- Statutory Spelling Challenge Words</p>	<p>(er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)</p> <p>Week 3- Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)</p> <p>Week 4- Creating negative meanings using prefix mis</p> <p>Week 5- Creating negative meanings using prefix dis</p> <p>Week 6- Words with a /k/ sound spelt with 'ch'</p>	<p>Week 3- Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back')</p> <p>Week 4- Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'</p> <p>Week 5- Words with a /sh/sound spelt with 'ch'</p> <p>Week 6- Statutory Spellings Challenge Words</p>	<p>with a short /u/ sound spelt with 'ou'</p> <p>Week 4- Word families based on common words, showing how words are related in form and meaning.</p> <p>Week 5- Word families based on common words, showing how words are related in form and meaning</p> <p>Week 6- Word families based on common words, showing how words are related in form and meaning</p>	<p>with 'sure'</p> <p>Week 3- Words ending with a /chuh/ sound spelt with 'ture'</p> <p>Week 4- Words ending with a /cher/ sound spelt as 'ture'</p> <p>Week 5- Silent Letters Revision</p> <p>Week 6- Silent Letters Revision</p>
Key Texts	<p>Whole class reading</p> <p>Boy - Roald Dahl</p> <p>The Magic Finger - Roald Dahl</p> <p>The Bog Baby</p> <p>How to Hide a Lion</p>	<p>Whole class reading</p>	<p>Whole class reading</p>			

	One Christmas Wish		
	<p>Reading for pleasure Kamla & Kate - Jamila Gavin Horrid Henry - Francesca Simon.</p>		
SMSC and British Values	<p>SMSC</p> <ul style="list-style-type: none"> • enable students to develop their self-knowledge, self-esteem and self-confidence • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people <p>British Values</p> <ul style="list-style-type: none"> • an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; • an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour 		
Global Goals and School values			
The Leys Pathways	<p>Communicate</p> <p>Explore</p>		
Year 4	<p>Reading</p> <ul style="list-style-type: none"> • apply their growing knowledge of 	<p>Comprehension</p> <p>Develop positive attitudes to reading, and an understanding of what they</p>	

root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet

- read further exception words, noting the unusual correspondences between spelling and phoneme, and where these occur in the word

read, by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fictions and reference books and textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- Increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination

Understand what they read, in books they can read independently by:





- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inference such as inferring characters' feelings, thoughts and motives from their actions, and justifying inference with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than 1 paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

retrieve and record information from non-fiction

participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Spelling	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Week 1- Words with /aw/ spelt with augh and au</p> <p>Week 2- Adding the prefix in- (meaning 'not' or 'into')</p> <p>Week 3- Adding the prefix im- (before a root word starting with 'm' or 'p')</p> <p>Week 4- Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')</p> <p>Week 5- Homophones & near homophones</p> <p>Week 6- Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</p>	<p>Week 1- Words with a/shuhn/sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</p> <p>Week 2- Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')</p> <p>Week 3- Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)</p> <p>Week 4- Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')</p> <p>Week 5- Words with 'ough' to make a long /o/, /oo/ or /or/ sound</p> <p>Week 6- Statutory Spellings Challenge Words</p>	<p>Week 1- Homophones & Near Homophones</p> <p>Week 2- Homophones & Near Homophones</p> <p>Week 3- Nouns ending in the suffix -ation</p> <p>Week 4- Nouns ending in the suffix -ation</p> <p>Week 5- Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')</p> <p>Week 6- Plural Possessive Apostrophes with plural words</p>	<p>Week 1- Words with the /s/sound spelt with 'sc'</p> <p>Week 2- Words with a 'soft c' spelt with 'ce'</p> <p>Week 3- Words with a 'soft c' spelt with 'ci'</p> <p>Week 4- Word families based on common words, showing how words are related in form and meaning</p> <p>Week 5- Word families based on common words, showing how words are related in form and meaning</p> <p>Week 6- Statutory Spellings Challenge Words</p>	<p>Week 1- Adding the prefix inter- (meaning 'between' or 'among')</p> <p>Week 2- Adding the prefix anti- (meaning 'against')</p> <p>Week 3- Adding the prefix auto- (meaning 'self' or 'own')</p> <p>Week 4- Adding the prefix ex- (meaning 'out')</p> <p>Week 5- Adding the prefix non- (meaning 'not')</p> <p>Week 6- Words ending in -ar/ -er</p>	<p>Week 1- Adding the suffix -ous (No change to root word)</p> <p>Week 2- Adding the suffix -ous (No definitive root word)</p> <p>Week 3- -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')</p> <p>Week 4- Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge')</p> <p>Week 5- Adverbials of frequency and possibility</p> <p>Week 6- Adverbials of manner</p>

<p>Key Texts</p>	<p>Whole class reading Mr Skip- Michael Morpurgo(KC) Mr Skip Escape from Pompei (KC) The Tin Forest One Christmas Wish Romulus vs Remus Italy Gladiators Volcanoes Hadrian's wall</p>	<p>Whole class reading spring Saxon tales- the lord who lost his head- Terry Deary (KC) The king who threw away his throne</p>	<p>Whole class reading Viking tales</p>
	<p>Reading for pleasure Jaz Santos VS the world The creakers By Tom Fletcher (KC)</p>		
<p>SMSC and British Values</p>	<p>SMSC</p> <ul style="list-style-type: none"> • enable students to develop their self-knowledge, self-esteem and self-confidence •further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people <p>British Values</p> <ul style="list-style-type: none"> • an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; • an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour 		


<p>Global Goals and School values</p>	   	
<p>The Leys Pathways</p>	<p>Communicate</p> <p>Explore</p>	
<p>Year 5</p>	<p>Reading</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes, suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. 	<p>Comprehension</p> <p>Maintain positive attitudes to reading and understanding what they read by:</p> <ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform,

showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inference such as inferring characters' feelings, thought and motives from their actions, and justifying inference with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views





Spelling	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Week 1- Words with endings that sound like /shuhs/ spelt with -cious</p> <p>Week 2- Words with endings that sound like /shuhs/ spelt with -tious or -ious</p> <p>Week 3- Words with the short vowel sound /i/ spelt with y</p> <p>Week 4- Words with the long vowel sound /i/ spelt with y</p> <p>Week 5- Homophones & near Homophones</p> <p>Week 6- Homophones & near homophones</p>	<p>Week 1- Words with 'silent' letters</p> <p>Week 2- Words with 'silent' letters</p> <p>Week 3- Modal verbs</p> <p>Week 4- Words ending in 'ment'</p> <p>Week 5- Adverbs of possibility and frequency</p> <p>Week 6- Statutory Spelling Challenge Words</p>	<p>Week 1- Creating nouns using - ity suffix</p> <p>Week 2- Creating nouns using - ness suffix</p> <p>Week 3- Creating nouns using -ship suffix</p> <p>Week 4- Homophones & Near Homophones</p> <p>Week 5- Homophones & Near Homophones</p> <p>Week 6- Homophones & Near Homophones</p>	<p>Week 1- Words with an /or/sound spelt 'or'</p> <p>Week 2- Words with /or/sound spelt 'au'</p> <p>Week 3- Convert nouns or adjectives into verbs using the suffix -ate</p> <p>Week 4- Convert nouns or adjectives into verbs using the suffix -ise</p> <p>Week 5- Convert nouns or adjectives into verbs using the suffix -ify</p> <p>Week 6- Convert nouns or adjectives into verbs using the suffix -en</p>	<p>Week 1- Words containing the letter string 'ough'</p> <p>Week 2- Words containing the letter string 'ough'</p> <p>Week 3- Adverbials of time</p> <p>Week 4- Adverbials of place</p> <p>Week 5- Words with an /ear/ sound spelt 'ere'</p> <p>Week 6- Statutory Spelling Challenge Words</p>	<p>Week 1- Unstressed vowels in polysyllabic words</p> <p>Week 2- Adding verb prefixes de- and re</p> <p>Week 3- Adding verb prefix over</p> <p>Week 4- Convert nouns or verbs into adjectives using suffix -ful</p> <p>Week 5- Convert nouns or verbs adjectives using suffix -ive</p> <p>Week 6- Convert nouns or verbs into adjectives using suffix -al</p>
Key Texts	<p>Whole class reading The Highwayman One Christmas Wish</p>		<p>Whole class reading Rosie Revere Engineer The Great Paper Caper.</p>	<p>Whole class reading The Adventures of Odysseus. Pie Corbett Poem- From the Balcony I can see.</p>		

	<p>Reading for pleasure Windsrush Child Percy Jackson and the lightning thief,</p>
<p>SMSC and British Values</p>	<p>SMSC</p> <ul style="list-style-type: none"> • enable students to develop their self-knowledge, self-esteem and self-confidence • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people <p>British Values</p> <ul style="list-style-type: none"> • an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; • an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
<p>Global Goals and School values</p>	
<p>The Leys Pathways</p>	<p>Communicate</p> <p>Explore</p>
<p>Year 6</p>	<p>Reading</p> <ul style="list-style-type: none"> • read age-appropriate books with confidence and fluency (including whole novels) • read aloud with intonation that shows understanding • work out the meaning of words from the context

- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

Spelling	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Week 1- Ambitious Synonyms: Adjectives</p> <p>Week 2- Homophones & near homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy</p> <p>Week 3- Adjectives ending in -ant into nouns ending in -ance/ -ancy</p> <p>Week 4- Adjectives ending in -ent into nouns ending in -ence/ -ency</p> <p>Week 5-</p>	<p>Week 1- Words ending in -able</p> <p>Week 2- Words ending in -able</p> <p>Week 3- Words ending in -ably</p> <p>Week 4- Word families based on common words, showing how words are related in form and meaning</p> <p>Week 5- Word families based on common words, showing how words are related in form and meaning</p> <p>Week 6- Creating diminutives using prefixes micro or mini</p>	<p>Week 1- Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Week 2- Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)</p> <p>Week 3- Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)</p> <p>Week 4- Word families based on common words, showing how words are related in form and meaning</p> <p>Week 5- Word families based on</p>	<p>Week 1- Words with endings which sound like /shuhl/ after a vowel letter</p> <p>Week 2- Words with endings which sound like /shuhl/ after a consonant letter</p> <p>Week 3- Words with a 'soft c' spelt /ce/</p> <p>Week 4- Word families based on common words, showing how words are related in form and meaning</p> <p>Week 5- Word families based on common words, showing how words</p>	<p>Week 1- Word families based on common words, showing how words are related in form and meaning</p> <p>Week 2- Words that can be nouns and verbs</p> <p>Week 3- Words that can be nouns and verbs</p> <p>Week 4- Words with a long /o/ sound spelt 'ou' or 'ow'</p> <p>Week 5- Words ending in -ible</p> <p>Week 6- Words ending in -ibly</p>	<p>Week 1- Synonyms & Antonyms</p> <p>Week 2- Synonyms & Antonyms</p> <p>Week 3- Synonyms & Antonyms</p> <p>Week 4- Synonyms & Antonyms</p> <p>Week 5 - Synonyms & Antonyms</p> <p>Week 6- Synonyms & Antonyms</p>

	<p>Hyphens: To join a prefix ending in a vowel to a root word beginning with a Vowel.</p> <p>Week 6- Hyphens: To join compound adjectives to avoid ambiguity</p>		<p>common words, showing how words are related in form and meaning</p> <p>Week 6- Statutory Spelling Challenge Words</p>	<p>are related in form and meaning</p> <p>Week 6- Statutory Spelling Challenge Words</p>		
Key Skills	<p>Whole class reading</p> <p>Floodland</p> <p>Pig Heart Boy</p> <p>Rose Blanche</p> <p>Spiderwick Field Guide</p>		<p>Whole class reading</p>		<p>Whole class reading</p>	
	<p>Reading for pleasure</p> <p>The Fib - George Layton</p>					
SMSC and British Values	<p>SMSC</p> <ul style="list-style-type: none"> • enable students to develop their self-knowledge, self-esteem and self-confidence • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people <p>British Values</p> <ul style="list-style-type: none"> • an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; • an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour 					

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