English Parents Information October 2026

Within this document you will find useful information that is relevant to your child's year group, however, you will find all of the information regarding English on our school website. Below is a list of all of the information within the English Curriculum section, on the website. The information we have provided will keep you informed about what your child will be learning throughout the year and how to support them at home. If you do have any other questions about the subject, please do not hesitate to contact your child's class teacher or myself (Mrs Bradley).

Within the **Writing** section you will find:
An explanation of the 'Talk for Writing' approach to our English lessons
Handwriting

- Information about our handwriting scheme Letter-join
- Examples of the Letter-join font for each letter
- A video showing the correct pencil grip

Spelling

- Information about our spelling scheme, Super Hero Spelling
- Year 3 and 4 Statutory Spelling List
- Year 5 and 6 Statutory Spelling List
- Top 300 High Frequency Words

Writing

- The units of work for the year for each year group
- Grammar and punctuation objectives for each year group
- A glossary of English terms

Within the **Reading** section you will find:

- Information about reading in our school
- School Reading Spine: these are the texts that each year group will be reading through the academic year

Reading at home

- Tips and hints for reading with your child at home
- Questions for Fiction Texts
- Questions for Non-fiction Texts
- Reading Plus Home Learning Guide for Families

Y5	Autumn 1		Autumn 2				Spring				Summer			
Class Novel	Street Child – Berlie Doherty						The Boy at The Back of The Class – Onjali Q. Rauf				The Infinite – Patience Agababi			
Unit	Fiction	Non-fiction	Fiction	Poetry	Assessment Week	Booker Prize	Fiction	Poetry	Fiction	Assessment Week	Non-fiction	Assessment Week	Non-fiction	Fiction
Text	Street Child	The Zulu Kingdom	The Lion, The Witch and The Wardrobe	Please, Mrs Butler!			The Boy at The Back of The Class	The Highwayman	The Ship of Shadows		Selection of persuasive texts		Selection of instructions	The Infinite
Focus	Dialogue	Information	Setting	Poetic features			Character	Poetic features	Action		Persuasion		Instructions	Openings and endings
G&P Objectives	*Commas to clarify meaning *Speech punctuation *Possessive pronouns *Determiners *Parenthesis *Adverbial phrases *Subject and object *Expanded noun phrases	*Modal verbs *Nouns *Modifiers	*Independent clauses *Subordinate clause *Types of conjunctions *Fronted adverbials *Parenthesis *Adjectival phrases *Superlatives *Demonstrative determiners *Compound nouns	*Adverbial phrases *Apostrophes for contraction			*Dashes for parenthesis *Commas for parenthesis *Modifiers *Apostrophes to mark singular possession in nouns *Apostrophes to mark plural possession in nouns	*Abstract nouns *Metaphors and similes *Tenses *Synonyms and antonyms *Prepositional phrases *Proper nouns *Present simple tense *Present perfect form of verbs *Pronouns *Relative clauses	*Parenthesis *Range of conjunctions/ linking words and phrases *Modal verbs *Consistent use of commas to clarify meaning *Relative clauses		*Types of conjunctions *Modal verbs *Cohesion within and writing between paragraphs.		*Quantifying determiners *Common nouns *Commas in a list *Expressing time, place and cause using: *Conjunctions *Adverbs *Prepositions	*Simple tense *Perfect tense *Relative pronouns *Relative clauses *Personal pronouns *Possessive pronouns *Me or I *Auxiliary verbs
Toolkit	*Exploring personality *Tracking character development *Explore contrasting characters *Internal voice and rhetorical questions	*Expand the range of conjunctions and generalisers *Use of provisional statements with words and phrases such as: usually... seem to be... *Technical vocabulary to add precision *References to sources of evidence to add authority *Write reports for different audiences and purposes *Collect interesting nuggets of information to conclude texts and sustain the reader's interest *Complex sentences *Sentences with lists of three	*Show the setting through the main character's eyes *Character's reactions of the setting *Unexpected detail as a hook *Change the setting to create atmosphere *Short and long sentences *Figurative language				*Exploring personality *Tracking character development *Explore contrasting characters *Internal voice and rhetorical questions		*Lull the reader into a false sense of security then introduce an element of unease. *Let the reader glimpse the threat. *Use the senses *Show the character's reactions through what is said or done. *Choose words or phrases to slow the action down to increase tension and anticipation. *Select verbs carefully to build tension. *Use a rhetorical question.		*Try to support views with reasons or evidence. *Offer and refute some counter arguments.		*Who the instructions are intended for? *Introduce technical language *Describe/defined outcomes (e.g. what counts as winning, what a product should look/taste like, etc.) *Multiple prior or parallel steps *Options (e.g. a or b)?) *Advice *Vary tone and formality	*Change words *Add on phrases and clauses *Special effects *Reorder sentences for effect *Vary sentence openings *Change sentence type (draw in the reader, emphasise drama, tell the reader what to do) *Show don't tell (imagery) *Hook the reader (use words with care) *Make every word earn its place *Slow down at key moments

G&P Objectives			
Year 1 and Year 2		Determiners	
Sentence:		Punctuation:	
How words combine to make sentences		All speech punctuation:	
Joining words and joining clauses using 'and'		○ Inverted commas	
Subordination (using when, if, that, because) and co-ordination (using or, and, but)		○ A comma after the reporting clause	
Expanded noun phrases for description and specification		○ End punctuation within inverted commas	
How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command		○ A capital letter at the start of direct speech	
Punctuation:		Apostrophes to mark plural possession	
Separation of words with spaces		Use of commas after fronted adverbials	
Introduction to capital letters, full stops, question marks and exclamation marks			
Capital letters for names and for the personal pronoun 'I'		**Year 5**	
Commas to separate items in a list		Sentence:	
Apostrophes for contraction and to mark singular possession in nouns		Revision of Year 1,2,3 and 4 objectives	
		Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	
Year 3		Indicating degrees of possibility using adverbs or modal verbs	
Sentence:		Relative pronouns	
Revision of Year 1 and 2 objectives		Punctuation:	
Expressing time, place and cause using:		Indicate parenthesis using:	
○ Conjunctions		○ Brackets	
○ Adverbs		○ Dashes	
○ Prepositions		○ Commas	
Punctuation:		Use of commas to clarify meaning or avoid ambiguity	
Revision of Year 1 and Year 2 objectives			
Inverted commas to punctuate direct speech		**Year 6**	
When to use 'a' or 'an'		Sentence:	
Year 4		Revision of all previous objectives	
Sentence:		Use of the passive to affect the presentation of information in a sentence	
Revision of Year 1, 2 and 3 objectives		The difference between active and passive	
Noun phrases expanded by the addition of:		The difference between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms	
○ Modifying adjectives		Question tags	
○ Nouns		Punctuation:	
○ Preposition phrases		Revision of all previous objectives	
Subordinate clauses		Use of semi-colon and dash to mark the boundary between independent clauses	
Independent clauses		Use of the colon to introduce a list and use of semi-colons within lists	
Fronted Adverbials		Punctuation of bullet points to list information	
Pronouns		How hyphens can be used to avoid ambiguity	
Possessive pronouns		Ellipsis	

Year 5 and 6 Spelling List

These words are addition to the Year 3 and 4 word list and will be taught across both year groups. Children will be expected to know these by the end of Year 6.

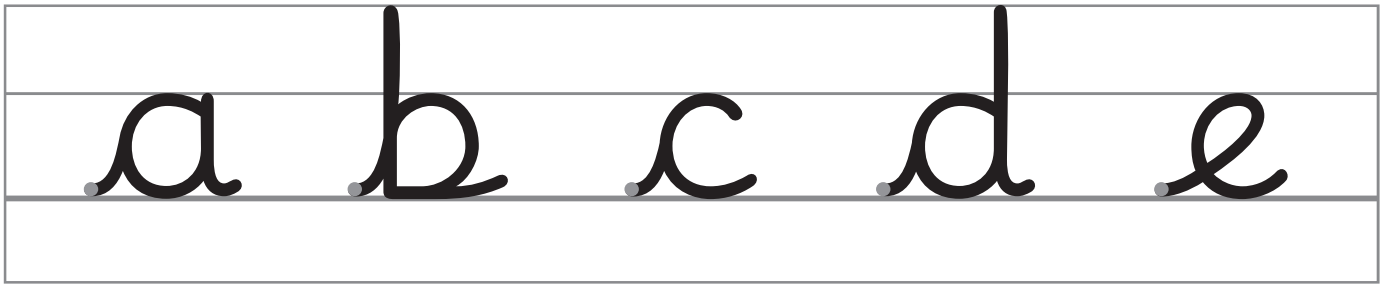
accommodate	criticise	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightening	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (-ped, -ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience	guarantee	programme	yacht
conscious	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	

Verbal path for cursive letters with lead-in lines

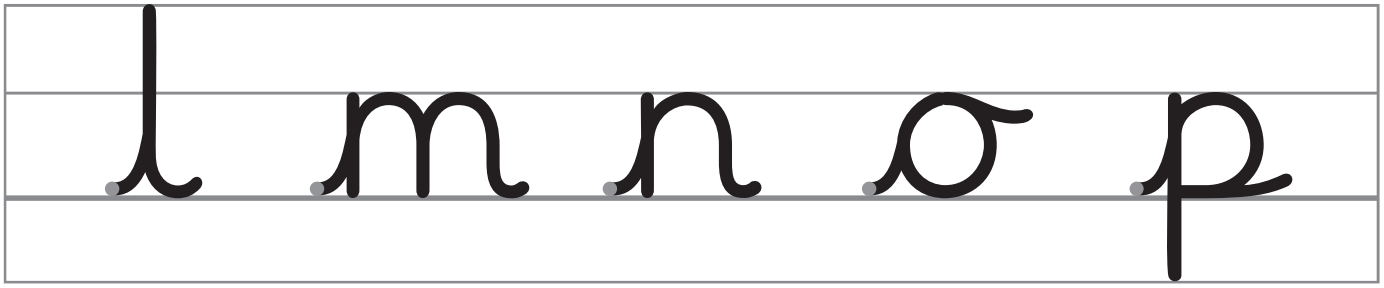
Letter-join

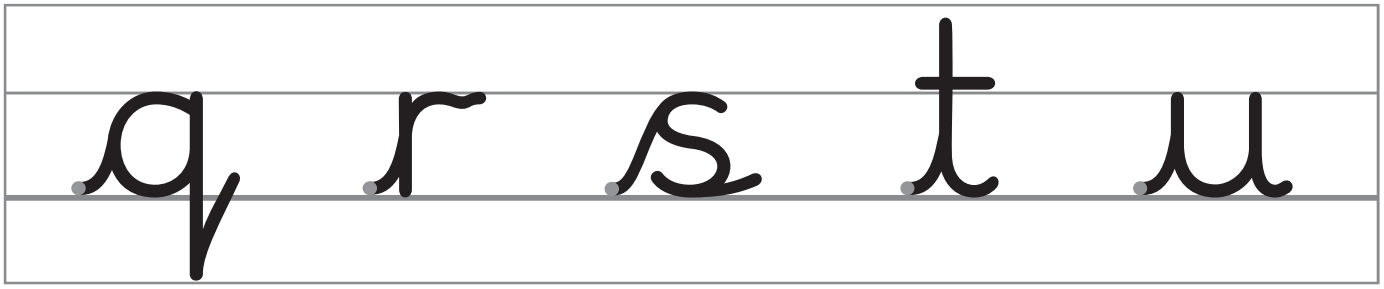
a	Start on the line, go round in a curve, back down, up down and hook.
b	Start on the line, go right to the top, back down, up and over, join up and hook.
c	Start on the line, go round in a curve, back down, around and hook.
d	Start on the line, go round in a curve, back round, up to the top, back down and hook.
e	Start on the line, go up in a loop, back down and around and hook.
f1	Start on the line, go nearly to the top, hook, over, back down and under, loop and hook.
f2	Start on the line, go nearly to the top, loop round, back down, loop round to join and hook.
f3	Start on the line, go nearly to the top, hook over, back down and under, loop and hook.
g	Start on the line, go round in a curve, back round, up, down under, loop and hook.
h	Start on the line, go right to the top, back down, up and over and hook.
i	Start on the line, go up down, hook, and dot.
j	Start on the line, go up down and under, loop, hook, and dot.
k1	Start on the line, go right to the top, back down, back up, loop, kick and hook.
k2	Start on the line, go right to the top, back down, curve up, curve down and hook.
l	Start on the line, go right to the top, all the way back down and hook.
m	Start on the line, go up, down, up and over, up and over and hook.
n	Start on the line, go up, down, up and over and hook.
o	Start on the line, go round in a curve, back all the way round, and hook.
p	Start on the line, go up, down under, back up and over, join up and hook.
q	Start on the line, go round in a curve, back round, up, down under and hook.
r	Start on the line, go up, down, up, a little way over and hook.
s	Start on the line, go round in a curve, back round, curve back and hook.
t	Start on the line, go nearly to the top, back down, hook, and then the stroke.
u	Start on the line, go up, down and round, up again, down and hook.
v	Start on the line, go up, down, up and hook.
w1	Start on the line, go up, down and round, up again, down and round, up again, and hook.
w2	Start on the line, go up, down, up, down, up and hook.
x1	Start on the line, go up, curve back, curve up, curve down and hook.
x2	Start on the line, go up, slope down, hook, and lift. Go to the top, slope back down.
y	Start on the line, go up, down and round, up, down, loop and hook.
z1	Start on the line, go up, across, slope down, loop under and hook.
z2	Start on the line, go up, across, slope down, across and hook.

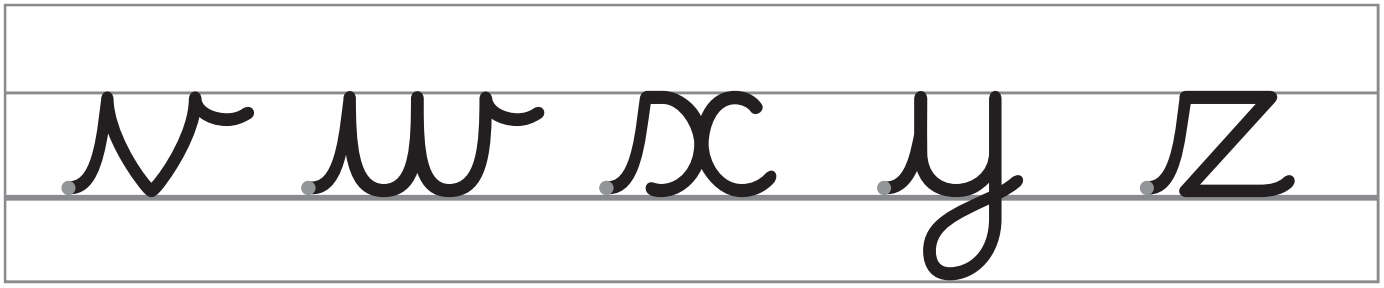
Cursive lowercase letters











Letter-join

Booker Avenue Junior School Reading Spine

Year 3

Non-Fiction

Little People, Big Dreams, Rosa Parks - Lisbeth Kaiser

Little People, Big Dreams, Harriet Tubman - Isabel Sanchez Vegara

Opening Worlds books written by Christine Counsell and Steve Mastin:

Ancient Egypt

Cradles of Civilisation

The Indus Valley

Persia and Greece

Ancient Greece

Alexander the Great

Rivers

Mountains

Settlements

Agriculture

Volcanoes

Climate and Biomes

Fiction

Oliver Twist - Charles Dickens

Fantastic Mr. Fox - Roald Dahl

Kensuke's Kingdom - Michael Morpurgo

The Twits - Roald Dahl

The Ancient Sleepover - Stephen Davies

Traction Man - Mini Grey

The Lion and the Unicorn - Shirley Hughes

Poetry

Leap like a Leopard - John Foster

Limericks - Edward Lear

Year 4

Non-fiction

Earth Shattering Earthquakes - Anita Ganeri

Opening Worlds books written by Christine Counsell and Steve Mastin:

The Roman Republic

The Roman Empire

Roman Britain

Christianity in Three Empires

Arabia and Early Islam

Cordoba: City of Light

The Rhine and the Mediterranean

Population

Coastal Processes and Land Forms

Tourism

Earthquakes

Deserts

Fiction

The Iron Man - Ted Hughes

Mr. Stink - David Walliams

My Brother is a Superhero - David Solomons

Roman Mysteries: Thieves of Ostia - Caroline Lawrence

The Girl Who Stole an Elephant - Nizrana Farook

Poetry

The Grinch and other poems - Dr Seuss

The Jabberwocky - Lewis Carroll

Year 5

Non-Fiction

The Zulu Kingdom

Opening Worlds books written by Christine Counsell and Steve Mastin:

The Round City: Bagdad

Anglo-Saxon Britain

Vikings I - Lady of the Mercians

Norse Culture

Changing Rulers, Changing Worlds

Why is California So Thirsty?

Oceans

Migration

North and South America

The Amazon

Interconnected Amazon

Fiction

Street Child - Berlie Doherty

The Lion, The Witch and the Wardrobe - C. S. Lewis

The Boy at the Back of the Class - Onjali Q. Rauf

The Ship of Shadows - Maria Kuzniar

The Infinite - Patience Agbabi

Poetry

Please Mrs Butler - Allan Ahlberg

The Highwayman - Alfred Noyes

Year 6

Non-Fiction

Opening Worlds books written by Christine Counsell and Steve Mastin:

The Maya

Medieval African Kingdoms: Ethiopia and Benin

Cities in Time: This Manchester Man

Era of the Second World War

Cities in Time: Changing Cities

Energy and Climate Change

Ethiopia

Changing Birmingham

Jamaica

Fiction

The Hobbit - J. R. R. Tolkien

Goodnight Mr. Tom - Michelle Magorian

Wonder - R.J. Palacio

Holes - Louis Sachar

Poetry

Where the Land Meets the Sea - Lea Knowles

Fiction Questions

Where does the story take place?
When did the story take place?
What did the character look like?
Where did the character live?
Who are the key characters in the book?
What happened in the story?
What kinds of people in the story?
Explain something that happened at a specific point in the story?

If you were going to interview this character/author, which questions would you ask?
Which is your favourite part? Why?
Who would you like to meet most in the story? Why?
What do you think would happen next if the story carried on past the ending of the book?
Who was the storyteller? How do you know?
Predict what you think is going to happen next. Why do you think this?
Is this a place you could visit? Why/why not?
How is the main character feeling at the start/middle/end of the story? Why do they feel that way? Does this surprise you?

Were you surprised by the ending? Is it what you expected? Why/why not?
What is the main event of the story? Why do you think this?
How has the text been organised?
Why do you think authors use short sentences?
How did you think it would end/should end?
Has the author used an unusual layout in the text? Is so, describe it and say why you think they did this?
Has the author used a variety of sentence structures?
Has the author put certain words in **bold** or *italic?* Why have they done this?

Why did the author choose this title?
Do you want to read the rest of the text? How does the writer encourage you to read the rest of the text?
Can you find some examples of effective description? What makes them effective?
Which part of the story best describes the setting?
Can you find examples of powerful adjectives? What do they tell you about a character or setting?
Can you find examples of powerful adverbs? What do they tell you about a character, their actions or the setting?
Can you find examples of powerful verbs? What do they tell you about a character, their actions or the setting?
Find an example of a word you don't know the meaning of. Using the text around it, what do you think it means?

Can you think of another story that has a similar theme e.g. good over evil, weak over strong, wise over foolish?
Why did the author choose this setting?
What makes this a successful story? What evidence do you have to justify your opinion?
How could the story be improved or changed for the better?
What was the most exciting part of the story? Explain your answer as fully as you can.
What genre is this story? How do you know?
What was the least exciting part of the story? Explain your answer as fully as you can.
When the author writes in short sentences, what does this tell you?

Non-Fiction Questions

What is the text about? What is the title of the text? Who is the author of the text?
What kind of things would you expect to see in this book?
Can you find examples of different features of this text type?
Find something that interests you from the text. Explain why you chose that particular part.
Where would you look to find out what a technical word means?
What is on the cover of the book? What does this tell you about the content inside?

Which parts of the book could help you find the information you need?
When would you use the contents page in the book?
When would you use the index page in the book?
What sort of person do you think would use this book?
When might someone use this book? Why?
Can you suggest ideas for other sections or chapters to go into the book?
Do you think the author of the book is an 'expert' about the topic of the book? Why/why not?

Can you find an example of a page you think has an interesting layout? Why did you choose it?
Why have some of the words been written in *italics*?
What are the subheadings for?
Why have some of the words been written in bold?
How does the layout help the reader?
What is the purpose of the pictures?
Can you find examples of words which tell you the order of something?
What kind of a text is this? How do you know?

Why does this book contain technical vocabulary?
Find an example of a technical word. Read the sentence it's in. What do you think it means based on how it's used in the sentence?
Are there any examples of persuasive language?
Why do we need a glossary in a text?
Why has the writer written this text?
Have you found any of the illustrations, diagrams or pictures useful? Why/why not? Try to explain fully.
Why did the writer choose to present the information in the way they did?
How could the information be presented better?
What makes this text successful?
Are there any features that it hasn't got? Why do you think it doesn't have them?
Can you think of another text that is similar to this one? What are the similarities and differences between them?

Do you know another story, which deals with the same issues e.g. social, cultural, moral issues?
Have you ever been in a similar situation to a character in the book? What happened?
How would you have felt in the same situation?
What would you have done differently to the character in a particular situation from the book?
How would you feel if you were treated in the same way as the main character?
What did the story make you think of?
Have you read any other stories that have similar characters to this one? If so, which story was it and what happened?
Do you think this book is trying to give the reader a message? If so, what is it?

10 top tips to help you read with your child

1. Choose a quiet time with no distractions. 10-15 minutes is usually long enough.

2. Make reading an enjoyable experience. Talk about the cover of the book – what do you think the book will be about?

3. Maintain the flow. If your child mispronounces a word, do not interrupt immediately. Allow time for self-correction. Sometimes it is better to tell a child some unknown words rather than insisting on trying to build them all up from the sounds of the letters. There are different ways that children can work out words on which they are stuck:

- Phonetic: Sounding out each phoneme (sound)
- Contextual: Reading the rest of the sentence in order to find a word that gives the sentence sense
- Pictorial: Clues can sometimes be found in pictures

4. Be positive. Use plenty of praise for your child's achievements. Don't criticize when they get something wrong. Don't say "No, that's wrong" but "Let's read it together." Boost your child's confidence with constant praise, even for the smallest achievement.

5. Success is key! Don't push your child too much to read beyond their ability. Choose books suited to age and development and let your child choose books that they find interesting. There is no point struggling with a book with lots of unknown words. Flow is lost, text cannot be understood and children could become reluctant readers.

6. Visit the library.

7. Regular practice. Try to read with your child on most school days. "Little and often" is best.

8. Talk about the books. Reading isn't just about being able to read the words accurately. Just as important is comprehension – being able to understand what has been read. Always talk to your child about the book – you will be able to see how well they have understood.

9. Variety is important. Help your child to choose a variety of reading materials e.g. picture books, novels, comics, magazines, poems and information books.

10. Remember reading does't have to be just at a set time and place. Don't forget to ask your child to read suitable words form the environment e.g. signs, labels etc.