

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre	Stories with Repetitive Patterns	Celebration Stories Science Fiction Stories	Traditional Tales Recount, Fiction Labels, Lists and Instructions	Fiction and Non Fiction based on plants Instructions, Letters Legend	Familiar Settings- Animal stories Fiction Non Fiction Information Texts – minibests Riddles and rhymes	Narrative Writing – 3 part story Jokes – humour Poetry
Grammar/ Writing	<p>Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>					
	We will use our phonic knowledge to write words and create simple sentences. CVC words Write own name Write lists Captions	We will use our phonic knowledge to write words and create simple sentences. Recount (Holiday news) CVC words Write own name Write lists Labels Letters to Father Christmas	We will use our phonic knowledge to write words and create simple sentences. Recounts/ Retell Describe characters Lists Instructions Invitations	We will use our phonic knowledge to write words and create simple sentences. Write instructions Retell Recipe Letters	We will use our phonic knowledge to write words and create simple sentences. Retell riddles, humour rhyme Information Booklets	We will use our phonic knowledge to write words and create simple sentences. Retell Write jokes for the teapot Write messages Information Books
Week 1	ORT	Guy Fawkes	Little Red Hen	Jaspers Beanstalk	The Very Hungry Caterpillar Monkey Puzzle	Rumble in the Jungle
Week 2	Pirates Love Underpants	Rama and Sita	Cinderella	A Tiny Seed	Farmer Duck	Rocky And Blanche
Week 3	Funny Bones	Bob the Man on the Moon	Three Little Pigs	Legend of George and the Dragon	Frog Life Cycle	Annie’s Knitting Extravaganza
Week 4	The Selfish Crocodile	Aliens Love Underpants	The Gingerbread Man	The Enormous Turnip	Non Fiction text - Ladybirds	The Little Penguin
Week 5	Oliver’s Vegetables	Christmas Nativity Story	Goldilocks and the Three Bears	The Hungry Giant	Monkey Puzzle	Dear Zoo
Week 6	The Troll	The Little Robin Red Vest	Snow White and The Seven Dwarves	Jim and The Beanstalk	Riddles	Poetry
Punctuation	Throughout the year the children will learn that a sentence is a group of words that make sense. It begins with a capital letter and ends with a full stop. Words must be separated with finger spaces. Capital letters are used for names and the use of the personal pronoun I.					

						are used for names and the use of the personal pronoun I.
Reading	<p>Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking to others about what they have read.</p>					
	<p>Use phonic knowledge to decode words and read them aloud accurately.</p> <p>Handle books carefully.</p> <p>Read familiar signs and logos.</p> <p>Gain simple meaning from illustrations.</p>	<p>Use phonic knowledge to decode words and read them aloud accurately</p> <p>State simple likes/dislikes about texts.</p>	<p>Read common irregular words.</p> <p>Understand the terms: book, cover, beginning, middle, end, page, word, letter, line, author, illustrator, title.</p>	<p>Read and understand simple sentences.</p> <p>Retell an event from a story or non-fiction text.</p> <p>Use the meaning from simple unfamiliar stories to make predictions</p>	<p>Demonstrate understanding when talking to others about they have read.</p> <p>Can use story language when retelling or creating stories.</p>	<p>Follow a story without prompts.</p> <p>Understands that information can be retrieved from different sources of information such as books, posters o and computers.</p>
Phonics	<p>s,a,t,p i n m d g o c k c k e u r</p> <p>Tricky Words: I, the</p>	<p>h,b,f,l w,v,j,x y,z,q,u ll,ff,zz</p> <p>Read Tricky words: I the no go to</p>	<p>sh, ch, th, ng, ee, oo, ai, or, ou, ow, oa, oi, ie</p> <p>Read Tricky words: he, she, we, me, be, was,</p> <p>Spell tricky words: I the no go to</p>	<p>ue. ar, ur igh, ear, air, ure</p> <p>Read Tricky words: my, you, her, they, all, are</p> <p>Spell tricky words: he, she, we, me, be, was,</p> <p>Link sound to letter name</p>	<p>St, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr</p> <p>Read tricky words: some, one, said, come, do, so, were, when, have, there, out, like, little, what</p> <p>Spell tricky words: my, you, her, they, all, are</p>	<p>bl, fl, gl, pl, cl, sp, st, tw, sl, sm,</p> <p>Spell tricky words: some, one, said, come, do, so, were, when, have, there, out, like, little, what</p>

Year 1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Genre	Stories with familiar settings – key stories Poetry-senses Labels, lists, captions		Fantasy Stories Recount		Fairytale Poetry- pattern and rhyme		Information texts – Eg Weather (Non Chronological Reports)		Stories from a range of cultures Stories with predictable and patterned language Poetry –theme		Adventure Stories Instructional writing	
	Model text	How to adapt original text	Model text	How to adapt original text	Model text	How to adapt original text	Model text	How to adapt original text	Model text	How to adapt original text	Model text	How to adapt original text
	Big Book Oriki And the monster	_____ And the monster	At the Park (Ginn recount)	At the Party	Five Little Monkeys (Ginn)	Five little puppies	Big Book Seasons Sian Smith	Seasons	We're going on a bear hunt	We're going on a bug hunt	How to make a cheese sandwich	How to make biscuits

											(100 Lit hrs)	
	Anna's Amazing Multi-coloured Glasses	Amazing multi-coloured telescope	Big Book Suddenly (wolf)	Suddenly (alien)	Little Red Riding Hood	Little (colour and own name)	Big Book Weather	Weather	Handa's Surprise	surprise	How to make a strawberry smoothie	How to make a smoothie
	The Sound Collector Poem	Touch collector Poem	Winnie's Big Bad Robot	Big Bad	Goldilocks and the three	and the three	Local /National Weather Report	Oldham weather report	Poems about Animals Wendy Cooling	Alien Poem	Advent	Advent
Reading	Labels etc- buildings, jobs, routes. Poetry- senses linked to local environment and materials. Big Books- familiar settings eg Dogger, Anna's Amazing Multi-coloured Glasses, Billy Duck, Peace at Last, The Train Ride		Rainbow Fish, Julia Donaldson stories, Winnie the Witch, stories, Oriki, Percy the Park Keeper, Where the Wild things are. Recount- local area walk		Big Books- Little Red Riding Hood, Hansel and Gretel, Emperor's New Clothes, Chicken Licken. Poetry- including action rhymes, traditional rhymes.		Information Texts- Seasons Climate Weather Forecast Effects of weather on people.		Stories from a range of cultures- Handa's Surprise, The Turtle who danced with the crane, Tiddalik Stories with pattern- Big Books-Suddenly, Not Now Bernard, We're Going on a Bear Hunt, Polar Bear, Polar Bear, Walking through the Jungle. Poetry- food/animals		Instructions- cleaning teeth, keeping healthy, making fruit salad. Adventure- Island Space Haunted House Time Travel	
Grammar	Sentences- joining clauses using and				Plural noun suffixes- _s or _es		Suffixes _ing, _ed, _er		Prefix un			
Punctuation	Capital letters, full stops, question marks. Spaces		Capital letters for names and personal pronoun I		Capital letters, full stops, question marks. Spaces		Exclamation mark		Capital letters for names and personal pronoun I		Exclamation mark	
Spelling	F,l,s,z,k spelt ff,ll,ss,zz,ck n sound before k division of words into syllables -tch, v sound at the end of words Adding s and es		Adding endings -ing, -ed,-er where no change to root word Adding -er,-est to adj where no change to root word ai,oi,ay,oy,a-e,e-e,i-e,o-e,ue		ar,ee,ea,er,ir,ur,oo,oa,oe,ou,ow,ue,ew,		le,igh,or,ore,aw,au,air,ear,are		y ending ph,wh,k, prefix -un compound words		Common exception words	
Punctuation	Use of capital letters, full stops to demarcate sentences Capital letters for proper nouns.		Commas to separate items in a list		Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences . Apostrophe to mark where letters are missing in spelling.		Commas after ly opener		Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]		Speech bubbles	
Year 2	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Genre	Information text – Florence Nightingale/Great Fire of London (Non Chronological writing) Poetry Patterns		Fantasy Stories Instructional Writing		Stories with a familiar setting (Contemporary) Letters Recount		Different stories by the same author. (Katie Morag, Lighthouse Keeper) Letters		Extended stories – Adventure Poetry- Riddles		Science Fiction Stories Poetry- humour	

	Model text	How to adapt original text	Model text	How to adapt original text	Model text	How to adapt original text	Model text	How to adapt original text	Model text	How to adapt original text	Model text	How to adapt original text
	Morning comes	Evening comes...Write	Where the wild things are/ Tellme a dragon/The Egg		Model recount of Christmas Eve	Recount of Christmas Day	Katie Morag and the camping story	Katie Morag and the.... Story (pick location for adventure on Isle Struay map)	Traction man is here	Own superhero on a mission story	Way back home literacy shed stimulus	Retell ..use a planet instead of a moon and reason they get stuck there.
	The magic box by Kit Wright	The magic suitcase/sack	Hook is The disgusting sandwich Model text : Instructions of how make disgusting sandwich	How to make a disgusting pie/soup	Model text of seaside story	Own adventure by the seaside	The Lighthouse Keeper's Lunch	The Lighthouse keeper's Dinner	Mrs Hill riddle	Own Who is it riddle?	The morning the alien came to visit (See downloaded file) http://www.literacywagoll.com/scifi.html	Recreate own alien and antics
	Model 1 st 3 sections-Who was FN? Why did she want to be a nurse? What was it like in the Crimea?	own final 2 sections using modelled structure-How did she make things better at Scutari hospital? What happened when she came home from Turkey?	How to annoy your teacher	How to annoy your headteacher	Dear Miss book	Own Dear Miss letter	Letter to the Prince William	Letter to The Queen	Model animal riddle	What animal is it?	P114 150 literacy hours book Humorous verse by Spike Milligan https://www.poemhunter.com/poem/on-the-ning-nang-nong https://www.youtube.com/watch?v=yD-yG2XnxpU	Change 'land' and 'creatures'
	Model 1 st 3 sections -Why did the fire start? Why did the fire spread? Where did people go?	Write own final 2 sections using modelled structure-How did it stop? What happened after the fire? 2How do we know about this historical event?	How to capture a dragon (Pie Corbett)	How to look after a pet dragon								
	My Cat (Pie Corbett)	My....										
	My sweet											
Reading	Contemporary and classic poetry and poems learnt by heart Read stories and information texts		Traditional Tales Scripts (Christmas) Information texts Thomas Edison, Guy Fawkes, Florence Nightingale, Grace Darling Read stories and information texts		Different stories by the same author. (Katie Morag, Lighthouse Keeper)Read stories and information texts		Different stories by the same author. (Katie Morag) Read stories and information texts		Riddles Read stories and information texts		Stories by significant authors/Alan Ahlberg Read stories and information texts	
Grammar	Correct choice and consistent use of present tense and past tense throughout writing Embellish simple sentences using adjectives e.g The boys peeped inside the dark cave.		Co-ordination (using <i>or, and, but,so</i>) Embellish simple sentences using adverbs e.g Tom ran quickly down the hill.		Sub-ordination (using <i>because, if, that, when</i>) Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] is/was/were		Correct choice and consistent use of present tense and past tense throughout writing Time openers and ly openers.		Similes using like		Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Alliteration	

	Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement or command	Types of sentence- statement, question, exclamation or command. Time openers.	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command			
Punctuation	Use of capital letters, full stops to demarcate sentences Capital letters for proper nouns.	Commas to separate items in a list	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences . Apostrophe to mark where letters are missing in spelling.	Commas after ly opener	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]	Speech bubbles
Spelling	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 beginning of words The /r/ sound spelt wr at the beginning of words The /aɪ/ sound spelt -y at the end of words e.g fly, try Common exception words. told, hold, gold, cold, old, both, only, most, climb, wild, pupils, child, behind, mind, kind, find, because, poor, floor, door	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter Adding -er, -est to the adjective to a root word where there is no change. (REVISION) Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it The /ɔ:/ sound spelt a before l and ll e.g all, walk, talk Common exception words. After, beautiful, pretty, steak, break, great, even, everybody, every, Christmas, many, any, whole, who	Adding s, es to words (plural nouns and third person singular verbs) (REVISION) 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 The suffixes -ment, -ness, -ful, -less and -ly The /i:/ sound spelt -ey e.g. monkey, valley Contractions Common exception words. Would, should, could, eye, bath, path, plant, pass, grass, class, father, past, last, fast	Words ending in -tion The /l/ or /əl/ sound spelt -le at the end of words The /l/ or /əl/ sound spelt -el at the end of words The /l/ or /əl/ sound spelt -al at the end of words Words ending -il The sound spelt or after w /ɜ:/ The sound spelt ar after w /ɔ:/ The /ʌ/ sound spelt o e.g. other, mother Common exception words. parents, Mr, Mrs, money, half, again, water, people, busy, clothes, sugar, sure, improve, prove, move, hour,	The possessive apostrophe (singular nouns) The /b/ sound spelt a after w and qu e.g want, quantity	Homophones and near-homophones The /z/ sound spelt s e.g. treasure, television
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Genre	Fables Performance poems		Myths Non Chronological Reports		Mystery stories Language play poems		Dialogue and Plays Instructions, Procedural eg rules of a game		Information texts Shape poems and Calligrams		Authors Roald Dahl Letters	
	Model text	How to adapt original text	Model text	How to adapt original text	Model text	How to adapt original text	Model text	How to adapt original text	Model text	How to adapt original text	Model text	How to adapt original text
	The Hare and the Tortoise	The Ladybird and the Fox	Theseus and the Minotaur	Theseus and the Maze.	The 25 th December Incident	The Mystery of the 25 th December	How to Make a Mummy	How to Mummify an Egyptian.	Bubbles Poem	Clouds	The Twits	The Tweets
	The Ant and the Grasshopper	The Ladybird and the beetle	Medusa	Cyclops	The Mystery of the Bookcase.	The Mystery of the Grandfather Clock.	How to Make a Healthy Sandwich	How to Make an Extremely Unhealthy Sandwich	Pyramid poem	Landmark poem -	Letter to an inspirational person	Letter to new class teacher
	Jack and Jill	Fred and Francis (Chn choose 2 characters)	Walking Unicorns	Walking Griffin/ Gryphon / Mermaid	The Mystery of the Straight Ice Cream	The Mystery of the Burnt Hot Dog.	Beware of Boys	Beware of Girls			Letter to new teacher	
Reading	<p>discussing words and phrases that capture the reader's interest and imagination</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p> <p>recognising some different forms of poetry</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied</p>		<p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>retrieve and record information from non-fiction</p>		<p>preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p> <p>recognising some different forms of poetry</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p>		<p>preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>retrieve and record information from non-fiction</p>		<p>recognising some different forms of poetry</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>retrieve and record information from non-fiction</p>		<p>discussing words and phrases that capture the reader's interest and imagination</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied</p>	

			retrieve and record information from non-fiction			
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Requirements in Reading
 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.

Asking questions to improve their understanding of a text

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.

Using dictionaries to check the meaning of words that they have read

Grammar	<p><u>Conjunctions to express time, place and cause.g. when,before,after,while,so, because (complex sentences)</u></p> <p><u>Adverbs.</u></p> <p><u>Forms ‘a’ or ‘an’ according to whether word begins with a vowel or consonant.</u></p> <p><u>Using and punctuating direct speech</u></p> <p><u>Use and understand grammatical terminology</u></p>	<p>Conjunctions, adverbs,</p> <p><u>Prepositions to express time, place and cause e.g before, after, during, in, because of (complex sentences)</u></p> <p><u>Paragraphs to organise ideas</u></p> <p><u>Headings/ sub headings.</u></p> <p>Using and punctuating direct speech</p> <p>Use and understand grammatical terminology</p>	<p>Conjunctions, adverbs, prepositions</p> <p><u>Clauses</u></p> <p><u>Sub ordinate Clauses</u> (complex sentences)</p> <p><u>Fronted adverbials</u></p> <p>Using and punctuating direct speech</p> <p>Use and understand grammatical terminology</p>	<p>Conjunctions, adverbs, prepositions</p> <p>Clause</p> <p>Sub ordinate Clauses</p> <p>Imperative verbs</p> <p>Using and punctuating direct speech</p> <p>Use and understand grammatical terminology</p>	<p><u>Possessive apostrophe with plural nouns</u></p> <p>Paragraphs.</p> <p>Headings/ Sub Headings</p> <p><u>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</u></p> <p>Use and understand grammatical terminology</p>	<p>Paragraphs.</p> <p>Conjunctions</p> <p>Adverbs</p> <p>Prepositions</p> <p><u>Present perfect form of verbs</u></p> <p><u>First and third person</u></p> <p>Use and understand grammatical terminology</p>
	<p><u>Requirements in Grammar</u> develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although * using the present perfect form of verbs in contrast to the past tense * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * using conjunctions, adverbs and prepositions to express time and cause □ using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 <p>* indicate grammatical and other features by:</p> <ul style="list-style-type: none"> * using commas after fronted adverbials * indicating possession by using the possessive apostrophe with plural nouns * using and punctuating direct speech * use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. <p><u>Key Vocabulary</u></p> <p>Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas, speech marks</p> <p>word family, prefix, determiner, synonym, imperative singular, plural, pronoun, adjective, verb, noun</p>					

Punctuation	Revise capital letters, full stops, exclamation marks and question marks (Y2 revision) <u>Introduce inverted commas to punctuate speech.</u>		Revise capital letters, full stops, exclamation marks and question marks, apostrophes for contractions (Y2 revision)		Revise capital letters, full stops, exclamation marks and question marks (Y2 revision) <u>Using a comma after a fronted adverbial</u> Question marks (Y2)		Inverted commas to punctuate speech. Commas in list (Y2 revision) Colon for instructions		Apostrophes for possession (Y2 revision) <u>Possessive apostrophe with plural nouns</u>		Revise capital letters, full stops, exclamation marks and question marks (Y2 revision) Inverted commas to punctuate speech.				
<u>Key Vocabulary</u> inverted commas, speech marks, singular, plural, capital letters, full stops, exclamation marks, commas, question marks,															
Spelling (NB word list for years 3 and 4 running alongside.)	Topic vocabulary Revise Y2 rules for suffixes: ing, ed, er Add vowel suffix to words with more than one syllable ly suffix		Topic vocabulary Prefixes: un, dis, mis, in Revise Y2 plural rules		Topic vocabulary Word families based on common words showing how words are related. 'i' sound spelt 'y' e.g Egypt ou as 'u' 'ei, ey, eigh', as 'ay' 'ch' e.g chemist		Topic vocabulary Word families based on common words showing how words are related. Words ending in tion 'sure' 'ture' endings		Topic vocabulary Prefixes: re, super, anti, inter, sub Words ending in 'gue', 'que'		Topic vocabulary Homophones/ near homophones 'ch' e.g chef, chalet Words ending in 'sion', 'ous'				
Year 4	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2				
Genre	Stories with historical settings Information text Read: Escape From Pompeii by Christina Ballit Across The Roman Wall by Theesa Breslin Britannia 100 Great Stories from British History Horrible Histories Horrible Science.		Recounts: Newspapers Poetry Creating images Current newspaper reports and recounts about issues. Eden Cam recount. Is the Mood Tired? By Christina Rossetti Animated Poems: A Birthday In the Bleak Mid-Winter - Is the Moon Tired? Christina Rossetti.		Adventure Stories from other cultures How the squirrel got its stripes. Rama and Sita Krishna Snake and Honey.		Persuasive texts Explanation Texts Magazine adverts Robot Poster Tea adverts on IWB. Biscuit adverts Explanations: Range of explanation texts. T.Shirt machine Cracking contraptions. Learning Outcomes: Children can use their knowledge of the organisational features of explanation texts to find information quickly. Children can use examples of explanation texts to identify key features: the purpose, structure, language features and presentational features. Children can explain how ideas are developed in an explanation text.		Stories set in imaginary worlds Alice in Wonderland The Whales' Song (Sheldon & Blythe) The Flying Blanket The Silver Chair by C S Lewis Poetry Exploring form – Class poetry book and examples of list poems.		Stories with issues and dilemmas Journey to Jo'burg and Sam's Duck. Plays Charlie and the Chocolate Factory Playscripts.				
Model text		How to adapt original text		Model text		How to adapt original text		Model text		How to adapt original text		Model text		How to adapt	

												original text
	Escape from Pompeii	Write from another character's point of view	Eden Camp recount	Recount of Chester trip	Rama and Sita	Write from another character's point of view	Letter about homework (Classworks)	Write letter to Mrs Hartley to persuade not to ban playtime	The Flying Blanket (Bubbles – Literacy Shed animation)	Mode of transport	New School Story	Change character setting and dilemma
	Gladiator story	Change characters/monster and ending	Three Little Pigs news report (You Tube Clip)	Written from a different view point	How the squirrel got it's stripes	How another animal got its key feature or how Ganesh got his elephant head?	Cracking Contraptions Telescope	Explanation of another cracking contraption (Snoozatron)	Range of fantasy story locations and modes of transport	Children choose fantasy land and mode of transport	Bullying Story	Change character setting and dilemma
	Who were the Romans? Pg 4-5 Life in Roman Britain book	Different topic area e.g. Food, Entertainment, Buildings, Army etc	Is the Moon tired? Christina Rossetti and other moon poems	Is the sun happy? Are the clouds miserable? Poems using similes for imagery	'Revo the Robot' 'Multifunction Mobile Phone'	Advert for spy gadget	Magnificent machines (The Teacher Pleaser machine)	Shirt Machine	10 things found in a wizard's sack Mermaid School	10 things found in a St Mary's book bag Other mythical creature school	Charlie and the Chocolate Factory (Class Works)	Write a different scene
Reading	See above Comprehension Listen to whole books. Goodnight Mr Tom, When Hitler Sole Pink Rabbit, Carries War, Fairs Fair, 100 great stories from History. This is War Light the Beacons	See above comprehension	See above comprehension	See above Comprehension Stories from India, Three Goddesses Eye See Out of this World	See above Comprehension Explanations and questions, evaluate rules for effective discussion. Yellow Stockings	See above Comprehension Reading aloud, preparing poems using intonation, tone, volume and action. Recognise different forms of poetry, eg free verse, narrative poetry	See above Comprehension Rehearsing plays for presentation. Use of drama approaches and how to perform. A quiet family Christmas					
Grammar	Plural and possessive s Paragraphs to organise each part of a story. Indicate change of time or place. Unit 19. Unit 28. Noun phrases expanded by the addition of modifying adjectives, noun phrases and preposition phrases The strict, maths teacher with curly hair. Standard English forms for Verb inflections instead of we was or I done. Unit 1 and 15. Travel – she travels (tense)	We were was past tense Can use some cohesive devices within and across a sentence. Fronted adverbials Before the sun came up, he ate his breakfast. (when, where or How something happens) Terminology: Pronoun, Unit 8 Unit 21 determiner, possessive pronoun, adverbial phrase Verb tenses – past simple / past perfect. Unit 9 Unit 12 Unit 15. –	Noun phrases expanded by the addition of modifying adjectives, noun phrases and preposition phrases Terminology: Pronoun, determiner, possessive pronoun, adverbial phrase Unit 6 Unit 10. Powerful, verbs Unit 22 Plural and possessive-s (spelling focus reinforcement) Sentences- expanded ing clauses as starters. Grinning menacingly, he slipped the treasure into his rucksack.	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Identifying the subject and object of a sentence. Unit 11 (homework revision) Sentences – repetition to persuade – find us to fine the fun. Can vary sentences, adding phrases to make the meaning more precise.	Noun phrases expanded by the addition of modifying adjectives, nouns phrases and preposition phrases Plural and possessive-s Unit 24 and 26 Paragraphs revise Possessive adjectives Unit 13. Terminology: Pronoun, determiner, possessive pronoun, adverbial phrase unit 16. Unit 23	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Verb tenses Unit 18 Paragraphs revise. Adverb phrases Unit 27. Short sentences to build tension.						

	<p>Identify a noun and types of noun including noun phrases. Unit 3 unit 17.</p> <p>Using pronouns, nouns and determiners- to introduce the noun (articles –a-an-the, demonstratives – that, the, this, then, possessives- your, his, hers, it, numbers- sixth, six) which can refer back to earlier words to aid cohesion and avoid repetition.</p> <p>To use short and long sentences to enhance description or add information (main and sub clause) Unit 2.</p> <p>Revise simple sentences – subject and one verb.</p> <p>Secure use of compound sentences - equal. (and, but so, for, nor, yet) Introduce complex sentences.</p> <p>Short sentences to move events on quickly. It was midnight. It's great fun.</p> <p>Sentence of 3 for action – Sam, rushed down the road, jumped, on the bus and sank into his seat.</p>	<p>Sentences – start with a simile As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</p> <p>Sentences – ed clauses as starters. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</p> <p>Secure use of compound sentences. Equal – conjunction – Equal.</p> <p>Can use links to show time or cause.</p>	<p>Hopping speedily towards the pool, the frog dived underneath the leaves.</p> <p>Dialogue – verb + adverb “Hello,” she whispered, shyly.</p> <p>Develop complex sentences. Main and subordinate clauses.</p>	<p>Include some detail/ description of events or ideas which have been expanded through vocabulary (simple adjectives) or explanation. Vocabulary chosen for effect or appropriateness.</p>	<p>Sentences -Dropping the ing clause e.g Jane, laughing at the teacher, fell off the chair. The tornado, sweeping across the city, destroyed the houses.</p> <p>Reinforce complex sentences. Main and subordinate clauses</p>	
Punctuation	<p>Revise capital letters, full stops, exclamation marks question marks and commas in lists</p> <p>Capital letters and full stops – Twinkl activity pack</p> <p>Question marks and full stops activity – Primary Resources</p>	<p>Revise capital letters, full stops, exclamation marks question marks and commas in lists</p> <p>Use of inverted commas and other punctuation to indicate direct speech.</p> <p>Speech marks- Direct speech Unit 4 Commas to separate items in a list – Twinkl lesson activity pack.</p>	<p>Revise capital letters, full stops, exclamation marks question marks and commas in lists. Commas to mark clauses and to mark off fronted adverbials</p> <p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>Exclamation marks activity. Exclamation marks activity TES</p>	<p>Revise capital letters, full stops, exclamation marks question marks and commas in lists</p> <p>Use of commas after fronted adverbials</p> <p>Commas after fronted adverbials - TES</p>	<p>Revise capital letters, full stops, exclamation marks question marks and commas in lists</p> <p>Plural possession – apostrophes – Apostrophes to mark singular and plural possession Apostrophes to show plural possession – Unit 24 Apostrophes to show singular and plural possession – Unit 26</p>	<p>Revise capital letters, full stops, exclamation marks question marks and commas in lists</p> <p>Use of inverted commas and other punctuation to indicate direct speech Each new speaker on a new line. Commas between direct speech and reporting clause</p> <p>Speech marks Unit 25</p>

<p>Spelling (NB word list for years 3 and 4 running alongside.)</p>	<p>Prefix in eg inactive, incorrect Suffix ify, en, ise, ate to create verbs</p> <p>Suffix ation added to verbs – information, adoration, sensation, preparation admiration</p> <p>Division, invasion, confusion, decision, collision, television</p> <p>Homophones and near homophones</p>		<p>More prefixes eg illegal, in- im eg immature, immortal, impossible, impatient, imperfect Re – redo, refresh, return, reappear, redecorate Sub – subdivide, subheading, submarine, submerge Inter – interact, intercity, international, interrelated Super (above) supermarket, superman, superstar Anti – antiseptic, antisocial Auto – autobiography, autograph</p>		<p>Poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous, humorous, glamorous, vigorous, courageous, outrageous</p> <p>Suffix –ly added to an adjective to form an adverb. Sadly, completely, usually finally, comically. Exceptions: words ending ic: basically, frantically, dramatically, NB publicly</p> <p>Root word ends with –ic, -ally is added rather than just –ly except in the word publicly eg basically, frantically, dramatically</p> <p>The words truly, duly, wholly</p> <p>Musician, electrician, magician, politician, mathematician</p>		<p>Continued</p>		<p>Plural possession – apostrophes eg girls', children's, babies', men's mice's Ending sounding like measure, treasure, pleasure, enclosure, creature, furniture, picture, nature, adventure.</p> <p>League, tongue, antique unique</p> <p>Musician, electrician, magician, politician, mathematician</p> <p>Science, scene, discipline, fascinate, crescent vein, weigh, eight, neighbour, they, obey</p>		<p>Serious, obvious, curious, hideous, spontaneous, courteous</p> <p>Invention, injection, action, hesitation, completion, expression, discussion, confession, permission, admission, expansion, extension, comprehension, tension</p>	
<p>Year 5</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>Genre</p>	<p>Non- chronological report Explanations Recount (factual)</p> <p>Whole class reading Scott and Amumndsen</p>		<p>Novels by significant authors (Modern Fiction) 1) Story openings 2) Story dilemma 3) Characters</p> <p>Performance poetry in church service (not writing unit)</p> <p>Whole class guided reading: Angel of Nitshill Rd.</p>		<p>Legends</p> <p>Class reading Classical Poetry: The Highwayman</p>		<p>Newspaper report</p> <p>Science Fiction Story Writing</p> <p>Poetry – learn and recite</p>		<p>Persuasive Writing</p> <p>Whole Class reading: Grandpa Chatterji</p>		<p>Stories from other cultures</p> <p>Narrative poems</p> <p>Poetic style</p>	
	<p>Model text</p>	<p>How to adapt original text</p>	<p>Model text</p>	<p>How to adapt original text</p>	<p>Model text</p>	<p>How to adapt original text</p>	<p>Model text</p>	<p>How to adapt original text</p>	<p>Model text</p>	<p>How to adapt original text</p>	<p>Model text</p>	<p>How to adapt original text</p>
	<p>Non-chronological reports: Deserts</p>	<p>Report on other biome</p>	<p>Angel of Nitshill Rd. (Anne Fine) Story opening</p>	<p>Alternative setting/ character</p>	<p>Krakus and the Dragon</p>	<p>Write own story with different hero / heroine and monster.</p>	<p>Space Holiday</p>	<p>Own story set on imaginary planet</p>	<p>Stop Climbing Mount Everest</p>	<p>Persuasive argument own choice (eg mobile</p>	<p>Clever Anaet (Classworks)</p>	<p>Write from different viewpoint</p>

										phones in school)		
	Explanations (how something works): The Tidy your Bedroom Machine (Pie Corbett)	The 'Tidy the playground' machine	Angel of Nitshill Rd. (Anne Fine) Section from build up	Alternative build up	Excalibur (Classwork)	Recount Excalibur from POV of King Arthur.	Moon landin (WAGOLL)	Report on alternative landing / event on another planet	You don't have to be an athlete to fit it.	Why children should walk to school.	Firework maker's daughter extract	Write a diary extract
	Recount: Mount Vesuvius: The Sleeping Giant Awakes (Alan Peat)	Recount Eye witness account of an Earthquake	Angel of Nitshill Rd. (Anne Fine) Resolution	Alternative ending			The Highwayman				Poem 'From a Railway carriage' Classworks	Write additional verse for an original poem
Reading	Check sense Ask questions Summarise main points, key details. Retrieve, record, present info. Formal presentation.	Read & discuss wide range. Reading books structured different ways. Recommend books to others. Discuss a theme. Compare within a range of books. Character feelings & thoughts. Predictions Summarise. Language, structure & presentation contribute to meaning. Language – how impact on reader. Class Reading Consider how authors develop characters & settings - bully character and 'saviour' character 'Angel of Nitshill Rd'	Read & discuss wide range. Reading books structured different ways. Recommend books to others. Discuss a theme. Compare within a range of books. Character feelings & thoughts. Predictions Summarise. Language, structure & presentation contribute to meaning. Language – how impact on reader. Familiarise with a range of myths & legends.	Read & discuss non-fiction, reference and textbooks. Read & discuss wide range. Reading books structured different ways. Recommend books to others. Discuss a theme. Compare within a range of books. Character feelings & thoughts. Predictions Summarise. Language, structure & presentation contribute to meaning. Language – how impact on reader. Become familiar with our literary heritage. Conventions of poetry writing. Learn some poetry by heart, to perform. Themes Read & discuss wide range. Reading books structured different ways.	Become familiar with stories from other cultures & traditions. Read & discuss wide range. Reading books structured different ways. Recommend books to others. Discuss a theme. Compare within a range of books. Character feelings & thoughts. Predictions Summarise. Language, structure & presentation contribute to meaning. Language – how impact on reader. Read film scripts.	Distinguish between fact & opinion. Read, record and present information. Participate in discussions about books they have read, build on other ideas and challenge views courteously. Explain, discuss and formally present. Provide justifications. Become familiar with our literary heritage. Conventions of poetry writing. Read & discuss wide range. Reading books structured different ways. Recommend books to others. Discuss a theme. Compare within a range of books. Character feelings & thoughts.						

						<p>Predictions Summarise. Language, structure & presentation contribute to meaning. Language – how impact on reader.</p>
Grammar	<p>Revise & secure the use of simple sentences. Embellish simple sentences.</p> <p>Revise and secure use of compound sentences (coordinating conjunctions)</p> <p>Develop complex sentences</p> <p>To build cohesion – eg: then/next/after that/firstly</p> <p>Relative clauses beginning: who/which/where/when</p> <p>Imperative verbs in explanations</p> <p>Rhetorical questions</p> <p>Paragraphs</p> <p>Note initial ideas, draw on reading & research.</p> <p>Organisational devices to guide the reader – bullet points, headings, underlining etc.</p> <p>Subject/verb agreement – correct noun / verb relationships.</p> <p>Expand noun phrases to add detail. (Revisit adjectives and adverbs: add detail to simple sentences)</p> <p>Modal verbs and adverbs for degrees of possibility (might/should/must/will)</p> <p>Use relative clauses beginning who,which,where, when,whose, that</p>	<p>Degrees of possibility: adverbs –perhaps/surely and modal verbs – might/should/will/must</p> <p>Secure use of complex sentences by use of subordination. Identify main and subordinating clauses.</p> <p>Expand –ed clauses as starters (EG: Worried by the bully, she hurried in the other direction) Drop in ‘ed’ clauses</p> <p>Use correct tense in story writing – begin to use ‘progressive’ form.</p> <p>Perfect form for verbs. (had/has)</p> <p>Passive verbs for info in sentences – eg: The ball, which was being bounced by...</p> <p>Dialogue – use of direct and indirect speech.</p> <p>Develop atmosphere and settings.</p> <p>Select grammar & vocab to change/enhance meaning.</p> <p>Paragraphs – devices to develop cohesion within & across.</p> <p>To build cohesion – eg: then/next/after that/firstly</p> <p>Relative clauses beginning:: who/which/where/when etc</p>	<p>Revise build cohesion – eg: then/next/after that/firstly</p> <p>Relative clauses beginning:: who/which/where/when etc</p> <p>Assess effectiveness. Change / edit</p> <p>Use correct tense</p> <p>Subject/verb agreement</p> <p>Expand noun phrases.</p> <p>Revise perfect form for verbs.</p> <p>Assess effectiveness. Change / edit</p> <p>Use correct tense</p> <p>Subject/verb agreement</p> <p>Assess effectiveness. Change / edit</p> <p>Use correct tense</p> <p>Subject/verb agreement</p>	<p>Revise build cohesion – eg: then/next/after that/firstly</p> <p>Relative clauses beginning:: who/which/where/when etc</p> <p>Assess effectiveness. Change / edit</p> <p>Subject/verb agreement</p> <p>Revise/ use correct tense in story writing – begin to use ‘progressive’ form.</p> <p>Literary features of poetry: similes, alliteration, onomatopoeia</p>	<p>Assess effectiveness. Change / edit</p> <p>Use correct tense</p> <p>Subject/verb agreement</p> <p>Distinguish between speech and writing – choose appropriate register.</p> <p>Use vocab and structure for formal speech & writing.</p> <p>To build cohesion – eg: then/next/after that/firstly</p> <p>Relative clauses beginning:: who/which/where/when etc</p> <p>Assess effectiveness. Change / edit</p> <p>Use correct tense</p> <p>Subject/verb agreement</p> <p>Assess effectiveness. Change / edit</p> <p>Use correct tense</p> <p>Subject/verb agreement</p>	<p>Indicate degrees of possibility using adverbs: perhaps/surely or modal verbs: might/should/will/must.</p> <p>Organisational devices to guide the reader – bullet points, headings, underlining etc</p> <p>Assess effectiveness. Change / edit</p> <p>Use correct tense</p> <p>Subject/verb agreement</p> <p>Assess effectiveness. Change / edit</p> <p>Use correct tense</p> <p>Subject/verb agreement</p> <p>Modal verbs and adverbs for degrees of possibility.</p> <p>Literary features of poetry: similes, alliteration, onomatopoeia</p>

	<p>Adverbials for time, place, number, tense choice. (later/nearby/secondly/he had seen...) Generalisers Determiners Prepositions and adverbs for detail</p> <p>Parenthesis (brackets, dashes, commas)</p> <p>Tenses Technical vocabulary</p>	<p>Expand noun phrases.</p> <p>Use vocab and structure for formal speech & writing.</p> <p>To re-order sentences for maximum effect.</p> <p>Revise pronouns (relative and possessive)</p> <p>Develop fronted prepositional phrases.</p>				
Punctuation	<p>Clarify & revisit grammatical boundaries – use of full stop and comma (avoid confusion of)</p> <p>Brackets as parenthesis to add extra info in an explanation.</p> <p>Commas for subordinate clauses to add extra info to an explanatory sentence.</p> <p>Avoid ambiguity – commas. Eg: ... eats shoots and leaves. ...eats, shoots and leaves.</p> <p>Colon for lists – in explanations</p>	<p>Dashes to replace commas as parentheses and add emphasis. In story writing to emphasise a point or issue.</p> <p>Hyphens opposed to dashes – used to join compound adjectives and nouns. (Foul-smelling, well-known, break-in, mix-up)</p> <p>Consolidate Y3/4 – inverted commas in story writing / direct speech.</p>	<p>Brackets as parentheses to add extra info about a character.</p> <p>Commas for subordinate clauses.</p> <p>Avoid ambiguity – commas.</p> <p>Relaunch handwriting standards – cursive, speedy, fluent.</p> <p>Consolidate use of apostrophe for contraction and possession – use of in story writing a traditional tale / legend style.</p>	<p>Colons for lists – in recount as a character witness (The Highwayman)</p> <p>Revisit and consolidate apostrophe of contraction / possession.</p>	<p>Revisit commas – subordinate clauses to create complex sentences.</p>	<p>Revisit all.</p> <p>Introduce rhetorical questions in persuasive writing: Who wouldn't want a long and happy life?</p>
Spelling	SEE TERMLY OVERVIEW	SEE TERMLY OVERVIEW	SEE TERMLY OVERVIEW	SEE TERMLY OVERVIEW	SEE TERMLY OVERVIEW	SEE TERMLY OVERVIEW
YEAR 6	AUTUMN 1	AUTUMN2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENRE	<p>CLASS READ: SKELLIG 2wks:autobiography and biography</p> <p>2wks: diary</p> <p>2wk: fiction –'defeat the monster' story</p>	<p>CLASS READ: SKELLIG 2wks: Journalistic Writing 2 wks: Balanced Argument 2wks: Persuasive texts 1wk: Poetry / Imagery</p>	<p>CLASS READ: CLOCKWORK 1wk persuasive 2wks stories with flashbacks</p> <p>1wk recipe for human kindness</p> <p>1wk: the diary of a ghost</p>	<p>CLASS READ: Clockwork 2WKS Mystery / Narrative – authors and texts</p> <p>2wks Non Chronological reports (BAGHDAD)</p>	<p>CLASS READ: Holes 2WKS Non-chronological report</p> <p>2wks: recount</p> <p>1 wks POETRY: FINDING A VOICE</p>	<p>CLASS READ: Holes 2WKS: FORMAL / INFORMAL</p> <p>2WKS PLAYSCRIPTS</p>

	MODEL TEXT	HOW TO ADAPT ORIGINAL	MODEL TEXT	HOW TO ADAPT ORIGINAL	MODEL TEXT	HOW TO ADAPT ORIGINAL	MODEL TEXT	HOW TO ADAPT ORIGINAL	MODEL TEXT	HOW TO ADAPT ORIGINAL	MODEL TEXT	HOW TO ADAPT ORIGINAL
	<p>GUIDED READING: WHOLE CLASS EXAMPLES OF AUTOBIOGRAPHS.</p> <p>Model text: Biography – Alan Gibbons – NF Classworks text 8 -</p> <p>Plan - noting and developing initial ideas, drawing on reading and research where necessary</p> <p>READING: - asking questions to improve reading understanding</p> <p>2wks – Diary</p> <p>Model text: Diary of a young girl (Anne Fine) Classworks Text 12 READING: discuss and evaluate how authors use</p>	<p>Biography of a fictional character who makes it big as a doctor/scientist etc (eg teddy)</p> <p>How adapted: Children will adapt diary entry of a Titanic survivor before and after the journey. (Stimulus – 100 Literacy hours, Y5 p49/50 +</p>	<p>2wks: Journalistic Writing</p> <p>Model text: 'Britain's Sharks face extinction' – Comprehension & writing skills 6</p>	<p>How adapted: This text will be adapted to be about Orangutans and a short piece about how they face extinction. NOTE: Further reading – 'UK Lionadore faces extinction'</p> <p>Plan - noting and developing initial ideas, drawing on reading and research where necessary Children will write their own journalistic piece based on choice of 2 invented animals – (November year 6 Journalistic writing' Notebook)</p> <p>READING: -summarising the main ideas drawn from more than one paragraph, identifying key details that support the main</p>	<p>1wk: Persuasive Writing</p> <p>Model text: The importance of healthy eating. Model Texts for the classroom book 2 p97</p> <p>READING: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>-provide reasoned justifications for their views.</p> <p>2WKS: SHORT STORIES WITH FLASHBACK Model Text: Kidnapped – Pie Corbett original</p> <p>READING: - recommendi</p>	<p>How adapted: children will write own piece based on this to denote the importance of exercise on the human body / create a web-page for their own gym & persuade people to exercise more and look after themselves.</p> <p>How adapted: Pupils will write own version. Wk 2 will write further version</p>	<p>Model text: The Twin Doll's story (from Literacy Ghostly shed – Alma's story)</p> <p>Plan - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed READING: -drawing inferences such as inferring characters' feelings, thoughts and motives</p>	<p>Children write from various perspectives in the story.</p> <p>1wk Poetry: The Call by Charlotte Mew (Opening Doors to Poetry and Prose by Bob Cox)</p> <p>2wks: Ancient Greece</p> <p>2wks Recount: Use MODEL TEXTS recounts of varied types.</p>	<p>Children will re-write own version of a narrative setting to build suspense throughout.</p> <p>Children will write own non-chron reports based on research about Ancient Greece</p> <p>Children will write recount of adventure trip to Robinwood outdoor adventure.</p>	<p>2wks formal: Charles Dickens' David Copperfield extract (The House Boat extract) and also</p> <p>The Woman in White by Wilkie Collins</p> <p>2wks playscripts: Model text: the Y6 production - Look at convention</p> <p>READING: - identifying how language, structure and presentation contribute</p>	<p>Children will write shorter 'taster drafts' by using models of originals and then attempt similar style.</p> <p>EG: Children introduce a mysterious character in the style of an author in the setting chosen.</p> <p>Children will try to write their own scenes to add to the playscript or adapt those already written and make changes.</p>	

	<p>language, including figurative language, considering the impact on the reader</p> <p>2wk: fiction -'Defeat the Monster' story</p> <p>Model text: Mr Day original 'Defeat the Monster' story.</p> <p>READING: -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>-predicting what might happen</p>	<p>photos/evidence/movie clip+timeline) https://www.youtube.com/watch?v=cMVi953awHQ</p> <p>- Use of switch in formality -Switch in mood / atmosphere from writer's POV -Use of past perfect -Use of senses setting / informal – formal language in context.</p> <p>How adapted: Children will write their own version with a twist</p> <p>Ensuring cohesion between sentences and across paragraphs – conventions of direct and indirect speech.</p> <p>Use of full range of punctuation.</p> <p>Specific teaching of the use of semi-colons and dashes.</p> <p>Create atmosphere through use of setting,</p>	<p>2wks: Argument Balanced 2 WKS and persuasive</p> <p>Model text: Dr Who (Should Daleks be allowed..) Balanced. http://www.teachprimary.com/resource/uploads/Dr_Who.pdf</p> <p>Further reading: Should St Mary's stop children playing with equipment? (self-written text)</p>	<p>ideas</p> <p>-identifying how language, structure and presentation contribute to meaning</p> <p>-distinguish between statements of fact and opinion</p> <p>How adapted: Children will write a discursive text – Should A.I. be allowed to develop further on Earth? – follow up individual work: Should St Mary's stop all children going to the panto? Formal/impersonal /shift in formality</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials</p>	<p>ng books that they have read to their peers, giving reasons for their choices</p> <p>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>1WK: RECIPE FOR HUMAN KINDNESS</p> <p>1WK: DIARY OF A GHOST</p>		<p>from their actions, and justifying inferences with evidence</p> <p>-predicting what might happen from details stated and implied</p> <p>2 weeks: Non Chronological Report Writing (BAGHDAD – EARLY ISLAMIC CIVILISATIONS TEXTBOOK)</p> <p>Plan - noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>2wk: Extended Adventure Narrative</p>	<p>How adapted:</p> <p>Children design their own 'city' from the past and write a non-chron report based on non-chron examples.</p> <p>How adapted:</p> <p>Children will re-write using</p>			<p>to meaning</p> <p>- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	
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	<p>from details stated and implied</p> <p>-identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books</p>	<p>dialogue and character responses.</p>	<p>such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>READING: - provide reasoned justifications for their views.</p> <p>-retrieve, record and present information from non-fiction</p> <p>1wk: Persuasive:</p> <p>'For the birds' (Literacy shed plus) Letter to Little bird to persuade. http://www.literacyshedplus.com/for-the-birds-ks22.html</p> <p>1wk: Poetry/ Imagery</p>			<p>Model text: BLODDEN</p> <p>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>-in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials</p>	<p>new characters / different quest.</p>					
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Model text (to perform):
The Dreadful Menace (winter poem)
<http://www.literacyshedplus.com/the-dreadful-menace.html>

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

READING:
-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

-discuss and evaluate how authors use language, including figurative language, considering

How adapted and write:
as own perspective on winter.
Aim for shifts in formality and control of imagery.

such as *on the other hand, in contrast, or as a consequence*], and ellipsis

READING:

-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

-predicting what might happen from details stated and implied

Ongoing reading			the impact on the reader																
<ul style="list-style-type: none"> - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - 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 - asking questions to improve reading understanding 																			
<p>COMPOSITION - ONGOING</p> <p>selecting appropriate grammar and vocabulary,</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects</p> <p>understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>using <u>passive verbs</u> to affect the presentation of information in a sentence</p> <p>using <u>expanded noun phrases</u> to convey complicated information concisely</p> <p><u>using relative clauses</u> beginning with who, which, where, when, whose, that</p>																			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="96 804 400 1340" style="width: 15%;">Grammar</td> <td data-bbox="400 804 710 1340"> Revision of punctuation covered previously Secure use of commas, including relative/embedded clauses Speech marks & related punctuation Apostrophes mark omission & possession Ellipses Use of the colon to introduce a list and use of semi-colons within lists </td> <td data-bbox="710 804 1014 1340"> The colon is used to introduce an idea that is an explanation or continuation of the one that comes before the colon. Eg You are left with only one option: press on until you have mastered it. (De:De) Eg There is one thing you need to know about coleslaw: it looks and tastes like slurry. Using commas to clarify meaning or avoid ambiguity </td> <td data-bbox="1014 804 1319 1340"> 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>] How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>] </td> <td data-bbox="1319 804 1624 1340"> 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 [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>] </td> <td data-bbox="1624 804 1901 1340">Revision</td> <td data-bbox="1901 804 2170 1340">Revision</td> </tr> </table>													Grammar	Revision of punctuation covered previously Secure use of commas, including relative/embedded clauses Speech marks & related punctuation Apostrophes mark omission & possession Ellipses Use of the colon to introduce a list and use of semi-colons within lists	The colon is used to introduce an idea that is an explanation or continuation of the one that comes before the colon. Eg You are left with only one option: press on until you have mastered it. (De:De) Eg There is one thing you need to know about coleslaw: it looks and tastes like slurry. Using commas to clarify meaning or avoid ambiguity	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>] How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]	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 [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>]	Revision	Revision
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<p>Punctuation</p>	<p>apply their growing knowledge of root words, prefixes and suffixes</p> <p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>cious tious → cial tial ant/ance ent/ence able ceable</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use dictionaries to check the spelling and meaning of words use a thesaurus.</p>	<p>English Appendix 1</p> <p>use dictionaries to check the spelling and meaning of words use a thesaurus.</p> <p>synonym, antonym</p>	<p>spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confuse</p> <p>able cible → geable fer hyphenated words cei ough silent letters</p> <p>use dictionaries to check the spelling and meaning of words use a thesaurus.</p>	<p>English Appendix 1</p> <p>Homophones e.g. eligible illegible morning mourning decent descent</p> <p>use dictionaries to check the spelling and meaning of words use a thesaurus.</p> <p>synonym, antonym</p>	<p>use dictionaries to check the spelling and meaning of words use a thesaurus.</p> <p>synonym, antonym</p>	<p>use dictionaries to check the spelling and meaning of words use a thesaurus.</p> <p>synonym, antonym</p>
<p>Spelling (NB word list for years 5 and 6 running alongside.)</p>	<p>apply their growing knowledge of root words, prefixes and suffixes</p> <p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>cious tious → cial tial ant/ance ent/ence able ceable</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use dictionaries to check the spelling and meaning of words use a thesaurus.</p>	<p>English Appendix 1</p> <p>use dictionaries to check the spelling and meaning of words use a thesaurus.</p> <p>synonym, antonym</p>	<p>spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confuse</p> <p>able cible → geable fer hyphenated words cei ough silent letters</p> <p>use dictionaries to check the spelling and meaning of words use a thesaurus.</p>	<p>English Appendix 1</p> <p>Homophones e.g. eligible illegible morning mourning decent descent</p> <p>use dictionaries to check the spelling and meaning of words use a thesaurus.</p> <p>synonym, antonym</p>	<p>use dictionaries to check the spelling and meaning of words use a thesaurus.</p> <p>synonym, antonym</p>	<p>use dictionaries to check the spelling and meaning of words use a thesaurus.</p> <p>synonym, antonym</p>

