

ENGLISH – Long Term Plan

Our whole-school Curriculum Development Leaders for English are Mrs G Blackwell and Mrs S Pickett

EYFS- Nursery	Autumn 1 Year A Year B	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Non-negotiables: pencil grip, forming letters correctly (children should have adult support when writing to avoid development of bad habits), use of phonics evident in writing</i>						
YEAR A Songs/ Rhymes	Nursery Rhymes including Incy Wincy (UW/Geography) Join in with songs and rhymes. Copy finger movements and other gestures		OH DEAR POEM (PSED/PSHE/PD) Join in with songs and rhymes. Spot and suggest rhymes		1,2, Buckle my shoe Join in with songs and rhymes. (Maths, UW) Say some of the words in rhymes	
Fiction	Glad Monster, Sad Monster (PSHE/PSHE) Start to say how they are feeling, using words as well as actions. Walking Through the Jungle (UW/Geography) Sing songs and say rhymes independently Enjoy sharing books with an adult. Engage in extended conversations about stories, learning new vocabulary.	Goldilocks (PSHE/PSHE/Maths) Sing songs and say rhymes independently Enjoy sharing books with an adult. Engage in extended conversations about stories, learning new vocabulary. Room for a Little One (UW/R.E) Read text left to right top to bottom Print has meaning Repeat words and phrases from stories.	Brown Bear, Brown Bear (UW/Science/Maths) Adjectives - vocab Print has meaning Read text left to right top to bottom	Lima's Red Hot Chili (UW, Science, PSED/PSHE) Know the names of the parts of a book Repeat words and phrases from stories Know print can have different purposes Handa's Surprise UW, Science, PD, Maths, PSED/PSHE) Count or clap syllables in words –fruit and vegetables Understand about page sequencing	Owl Babies (Science, UW, PSED/PSHE) Understand that print can have different purposes Develop play around favourite stories using props. Very Busy Spider (Science, UW, PSED/PSHE) Enjoy listening to longer stories Engage in extended conversations about stories.	Little Red Riding Hood (PSED/PSHE, UW, Geography) Understand that print has meaning Engage in extended conversations about stories. Enjoy listening to longer stories and remember what happens Is able to tell a long story. Journey Home From Grandpa's (UW/Geography, PSED/PSHE) Engage in extended conversations about stories Use sentences to describe journey in book Describe own journeys
YEAR B Songs/ Songs/	Nursery Rhymes and Head, Shoulder knees and Toes- action songs		1,2,3,4,5 Once I Caught A Fish Alive (Maths/UW)		Heads, Shoulders, Knees & Toes (PD, Science, PSHE)	

<p>Rhymes</p>	<p>(PD/PSHE/Science) Join in with songs and rhymes. Copy finger movements and other gestures</p> <p>Hickory Dickory Dock (UW/Maths) Join in with songs and rhymes.</p> <p>Wheels on the Bus and Journey Home from Grandpa's (UW/PSED/PSHE/Geography) Join in with songs and rhymes. Copy finger movements and other gestures</p> <p>Here We Go Round the Mulberry Bush (UW/PD/PSED/PSHE/Geography) Join in with familiar songs Increase vocab and use verbs</p>		<p>Join in with songs and rhymes. Copy finger movements and other gestures Page sequencing</p>		<p>Understand and act on longer sentences</p> <p>1,2, Buckle my shoe (Maths, PD, PSHE/PSED) Say some of the words in rhymes</p> <p>Old McDonald (UW, Science, PSED, Maths) Enjoy songs and rhymes, tuning in and paying attention.</p>	
<p>Fiction</p>	<p>Dinosaur Roar (UW/Maths) Enjoy sharing books with an adult. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Goldilocks (PSHE/PSHE/Maths) Sing songs and say rhymes independently Enjoy sharing books with an adult. Engage in extended conversations about stories, learning new vocabulary.</p> <p>Room for a Little One (UW/R.E/History)</p>	<p>Hooray for Fish (Maths/UW/Science) Print has meaning Read text left to right top to bottom</p>	<p>Superworm (PSED/PSHE, UW/ Science) Know the names of the parts of a book Repeat words and phrases from stories Count or clap syllables in words - mini beasts</p>	<p>Mrs Wishy-Washy Understand that print can have different purposes (UW, Science, PSED/PSHE) Develop play around favourite stories using props. Elves and the Shoemaker (UW,PSED/PSHE, Maths) Enjoy listening to longer stories</p>	<p>Rosie's Walk (Maths, UW, Geography, PD) Understand that print has meaning Engage in extended conversations about stories. Use longer sentences of four to six words.</p>

		<p>Read text left to right top to bottom</p> <p>Print has meaning</p> <p>Repeat words and phrases from stories.</p>		<p>Errol's Garden (PSED/PSHE, UW/ Science)</p> <p>Count or clap syllables in words - vegetables</p> <p>Know print can have different purposes</p>	<p>Engage in extended conversations about stories.</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary</p> <p>Monkey Puzzle (UW, PSED/PSHE, Geography, science)</p> <p>Understand that print has meaning</p> <p>Engage in extended conversations about stories.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Non-negotiables: pencil grip, forming letters correctly (children should have adult support when writing to avoid development of bad habits), use of phonics evident in writing</i>						
Poetry	<p>Nursery Rhymes- Text-familiar rhymes – If you're Happy and you Know it (PSED/PSHE/ Geography/UW) (multi-culture version of traditional rhymes. Focus-repeated refrain-rhyme and rhythm</p> <p>Listens to familiar stories and able to recall some facts</p> <p>Knows how to sequence familiar stories</p>		<p>Rhyming Poems Text-Isn't it funny how a bear likes honey Focus- Rhyme (Science/UW /Geography) Listening to and hearing sounds in CVC and CVCC words - identify rhyme</p> <p>Identifying sounds on a sound mat.</p> <p>Know that words can be written.</p> <p>Know the sounds that the taught letters make.</p>			

	<p><i>Pencil grip (through fine motor skill activities)</i> <i>Compose sentences orally before writing</i></p> <p>Outcome – to be able to listen to and then recall familiar rhymes</p>		<p>Know what the taught letters looks like.</p> <p>Know how to write the taught letters.</p> <p><i>Pencil grip</i> <i>Forming lowercase and upper-case letters correctly</i> <i>Finger spaces</i> <i>Full stops</i></p> <p>Outcome – to be able to orally identify rhyme.</p>			
Fiction	<p>Journey story- Text-Feather in My Pocket (PSED/PSHE/UW/ Science) Focus-repeated refrain-rhyme and rhythm</p> <p>Listens to familiar stories and able to recall some facts</p> <p>Begin to sequence familiar stories</p> <p>Knowing how to write the taught letters.</p> <p><i>Pencil grip (through fine motor skill activities)</i> <i>Compose sentences orally before writing</i></p>	<p>Cumulative- Text- The Gingerbread Man Focus- traditional story language (PSED/PSHE/UW/Maths /Science/History) Listening to and hearing sounds in CVC words.</p> <p>To identify sounds on a sound mat and to use this when writing.</p> <p>Listens to familiar stories and able to recall facts. Know that words can be written.</p> <p>Know what the taught letters looks like.</p>	<p>Journey story Text- Going on a bear hunt Focus- setting description (Science/UW /Geography)</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p> <p>Know that words can be written.</p> <p>Know the sounds that the taught letters make.</p> <p>Know what the taught letters looks like.</p>	<p>Text- The hungry caterpillar Focus-Sequencing (UW, maths, Science) To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>Text - Narrative - The Enormous Turnip Focus – Sequencing and adjectives (Maths, UW, Science, PSED/PSHE)</p> <p>To think of and write a short, simple sentence. To begin to use adjectives first orally.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p>	<p>Losing and finding - Text- The lost Chick (Science, UW, PSED/PSHE) Focus- Character description and feelings of characters.</p> <p>To think of and write a short, simple sentence.</p> <p>To begin to use adjectives first orally and then in writing.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and</p>

	<p>Outcome – To be able listen to and to retell a simple story.</p> <p>Enhanced Environment Link – All About me</p>	<p>Know how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>Knows how to sequence familiar stories.</p> <p><i>Pencil grip (through fine motor skill activities and begin to write initial sounds and simple CVC words.</i> <i>Compose sentences orally before writing</i></p> <p>Outcome – to be able to orally use traditional story language, eg upon a time</p> <p>Enhanced Environment Link – Terrific Tales</p>	<p>Know how to write the taught letters.</p> <p>To think of and write a short, simple sentence.</p> <p>Recognising taught HFW in text.</p> <p>Knows how to spell some familiar words.</p> <p><i>Pencil grip Forming lowercase and upper-case letters correctly</i> <i>Finger spaces</i> <i>Full stops</i> <i>Compose sentences orally before writing</i> <i>Begin to write simple words</i></p> <p>Outcome – To begin to orally use descriptive language to describe a setting, eg thick, oozy mud.</p> <p>Enhanced Environment Link – Where in the World</p>	<p>Know the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knows how to spell some familiar words.</p> <p><i>Pencil grip Forming lowercase and upper-case letters correctly</i> <i>Finger spaces</i> <i>Full stops</i> <i>Compose sentences orally before writing</i> <i>Begin to write simple words</i></p> <p>Outcome – begin to be sequence a story orally using time connectives.</p>	<p>Listens to stories and is beginning to anticipate what may happen next.</p> <p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be extended by using a connective</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play.</p> <p>Knows how to spell some familiar words.</p>	<p>other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p> <p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be extended by using a connective.</p> <p><i>Pencil grip Forming lowercase and upper-case letters correctly</i> <i>Finger spaces</i> <i>Full stops</i> <i>Compose sentences orally before writing</i> <i>Write a simple sentece</i></p>
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				<p>Enhanced Environment Link – Come outside – mini-beast life cycles</p>	<p><i>Pencil grip</i> <i>Forming lowercase and upper-case letters correctly</i> <i>Finger spaces</i> <i>Full stops</i> <i>Compose sentences orally before writing</i> <i>Begin to write a simple sentence</i></p> <p>Outcome – to sequence a story in the correct order (link to cross curricular that instructions need to be followed in correct order, eg planting seeds)</p> <p>Environment Link – New Life, planting and animals</p> <p>Text – Meeting Someone Text - The Pirate Who Came to Tea (PSED/PSHE, UW, History, maths)</p> <p>To think of and write a short, simple sentence.</p>	<p>Outcome – to write a lost poster for the duckling (description words) To orally discuss how the duckling feels when lost and found (cross curricular to feelings)</p> <p>Enhanced Environment Link – People Who Help Us eg, (police when lost), (zoo keeper – helps animals)</p> <p>Wishing Story Text- Dear Zoo (Science, UW, Geography) Focus- adjectives</p> <p>To think of and write a short, simple sentence.</p> <p>To begin to use adjectives first orally and then in writing.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p>
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					<p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p> <p>Knowing the sounds that the taught phonemes make.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be extended by using a connective</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play.</p> <p>Knows how to spell some familiar words.</p> <p><i>Pencil grip</i></p>	<p>Checking written work and making any changes where necessary.</p> <p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be extended by using a connective.</p> <p><i>Pencil grip</i> <i>Forming lowercase and upper-case letters correctly</i> <i>Finger spaces</i> <i>Full stops</i> <i>Compose sentences orally before writing</i> <i>Write a simple sentence</i></p> <p>Outcome – Write a simple sentence using an adjective.</p>
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					<p><i>Forming lowercase and upper-case letters correctly</i> <i>Finger spaces</i> <i>Full stops</i> <i>Compose sentences orally before writing</i> <i>Begin to write a simple sentence</i></p> <p>Outcome – begin to write a shopping list to replace food tiger has eaten.</p>	
Non-Fiction		<p>Recount-Text- Christmas story (UW/RE/History) Focus- retelling in order Know what the taught letters looks like.</p> <p>Know how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>Knows how to sequence familiar stories.</p> <p><i>Pencil grip (through fine motor skill activities and begin to write initial</i></p>		<p>Information texts Text- Butterflies Focus - To understand the difference between non-fiction and fiction. (Science, UW) To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p>		

		<p><i>sounds and simple CVC words.</i></p> <p><i>Compose sentences orally before writing</i></p> <p>Outcome – begin to be able retell a story orally in the correct order.</p>		<p>Listens to stories and is beginning to anticipate what may happen next.</p> <p>Know the sounds that the taught phonemes make.</p> <p>Know what the taught phonemes look like.</p> <p><i>Pencil grip</i> <i>Forming lowercase and upper-case letters correctly</i> <i>Finger spaces</i> <i>Full stops</i> <i>Compose sentences orally before writing</i></p> <p>Outcome – to demonstrate an understanding of the features of non-fiction text.</p>		
YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Non-negotiables: pencil grip, forming letters correctly (joining as soon as the basic letter formation is correct), finger spaces, full stops, capital letters, phonetically plausible spelling</i>						
Poetry	<p>List Poem Text- Senses poem Science Focus- - making adventurous word choices</p>		<p>Rhyming poems Text- Jump and Jiggle/leap like a leopard Focus- Pattern/Rhyme <i>Pencil grip</i></p>		<p>Narrative Poems Text-Jack and Jill Focus- Pattern/Rhyme <i>Pencil grip</i> <i>Forming lowercase letters correctly and starting to join</i></p>	

	<p><i>Pencil grip</i> <i>Forming lowercase letters correctly</i> <i>Finger spaces</i></p> <p>Outcome – own list poem (not necessarily linked to senses)</p>		<p><i>Forming lowercase letters correctly and starting to join</i> <i>Finger spaces</i> <i>Adding suffixes to verbs</i></p> <p>Outcome – own verse for the poem</p>		<p><i>Finger spaces</i></p> <p>Outcome – own verse for the poem</p>	
Fiction	<p>Journey story/meeting Text-The train ride Geography/History Focus- adventurous language choices (adjectives) <i>Pencil grip</i> <i>Forming lowercase letters correctly</i> <i>Capital letters/full stops</i> <i>Finger spaces</i> <i>Compose sentences orally before writing</i> <i>Sequence sentences into short narratives</i> <i>Adjectives</i></p> <p>Outcome – Journey Story (Car journey or journey of child's choice)</p>	<p>Meeting someone Text-Not Now Bernard Focus-Familiar settings <i>Capital letters and full stops</i> <i>Capital letters for names of people</i> <i>Finger spaces</i> <i>Reread work to check it makes sense.</i> <i>Adjectives</i> <i>Verbs</i></p> <p>Outcome – Meeting someone story (closely linked to Not Now Bernard – HA – may through guided group work move further away from the original story)</p>	<p>Beating baddie Text-The 3 Billy Goats Gruff Focus- 5 parts of a story <i>Sequence sentences into short narratives</i> <i>? and !</i> <i>Adding -s or -es to form plurals</i></p> <p>Outcome – Beating baddie story (innovated text or for HA with support may use more generic story structure)</p>	<p>Losing and finding Text-The Catch Geography (foreign country setting) Focus- Sentence openers <i>Phonetically plausible spelling</i> <i>Capital letters for the names of people and places.</i> <i>Punctuation</i></p> <p>Outcome – Losing and finding story (LA hug closely to original text)</p>	<p>Wishing Text-The magic paintbrush Geography (set in China/ different cultures) Focus- 5 parts of a story <i>Securing sentence structure</i> <i>Punctuation</i> <i>Uses the 'un' prefix within text</i></p> <p>Outcome – Wishing story (LA hug closely to teacher's innovated text; other children base story on a magical object of their choice)</p>	<p>Journey Text-Blown Away Geography – cold places/setting Focus-setting description <i>Use conjunction: and</i> <i>Use past tense consistently</i> <i>Capital letters and full stops to demarcate sentences</i> <i>Reread their work to check it makes sense</i> <i>Adjectives</i></p> <p>Outcome – Journey Story (LA stick closely to teacher's innovated text; HA create story based on generic journey story structure)</p>
Non-Fiction	<p>Lists/captions Text-Shopping Basket Focus- nouns and adjectives <i>Pencil grip</i> <i>Forming lowercase letters correctly</i> <i>Finger spaces</i> <i>Capital letters and full stops</i></p> <p>Outcome – Lists (could relate to car journey, science investigation, PE kit, things to bring on a trip)</p>	<p>Instructions Text- How to trap a monster Focus- Structure and imperative verbs <i>Capital letters and full stops</i> <i>Short sentences</i> <i>Joins some words and sentences using 'and'</i> <i>Sequencing sentences</i></p> <p>Outcome – Instructions (How to trap a ... or HA children may choose to write)</p>	<p>Letters Text- Letter from Troll to Billy Goats Focus- Structure/sequence <i>Sequencing sentences - opening (When? Who? What? Where); middle section, describe in more detail; conclusion</i> <i>-ed suffix for past tense verbs</i> <i>Capital letter for personal pronoun 'I'</i></p>	<p>Information Text- Foxes Science – habitat and animals Focus- 3 part structure <i>Structure: opening; chunks of information; conclusion</i> <i>Present tense verbs</i> <i>Conjunction: and</i> <i>Punctuation</i></p> <p>Outcome – Information text (LA based on teacher's modelled innovated text;</p>	<p>Instructions Text- How to make porridge Science – changes DT - cooking Focus- Structure and imperative verbs <i>Conjunctions: and</i></p> <p>Outcome – Instructions (How to make... could be a cross-curricular link e.g. How to be a good friend – linked with PSHE, or relate to</p>	<p>Information texts Text- different countries/fruit/farm Focus-Alliteration and adventurous vocabulary <i>Structure: opening; chunks of information; conclusion</i> <i>Present tense verbs</i> <i>Conjunctions: and</i></p> <p>Outcome – Information text (Cross curricular link e.g. plants, seasons/farms)</p>

		a set of instructions relating to something else that they know about)	Outcome – Letter from Billy Goats to Troll (HA – letter based on other known story characters or cross-curricular link)	other children base text on animal of their choice studied in science)	something that has been demonstrated to the class)	
YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Non-negotiables: pencil grip, forming and joining letters correctly, full stops, capital letters, phonetically plausible spelling, common exception words spelt correctly</i>						
Poetry	List Poems Text: New starts Focus: Structure <i>Spelling rules and choices</i> <i>Pencil grip</i> <i>Forming and joining</i> <i>lowercase letters correctly</i> <i>Finger spaces</i> <i>Setting expectations</i> Outcome – Writing own list poems (PSHE)	Nonsense Poems Text- Tongue twisters Focus- Alliteration <i>Pencil grip</i> <i>Forming and joining</i> <i>lowercase letters correctly</i> <i>Finger spaces</i> Outcome – Own tongue-twister				
Fiction	Rescue Text- The clock tower Focus- Dilemma and resolution <i>Past tense verbs</i> <i>Use conjunctions: and, but, or, when, if, that, because, until</i> <i>Adverbials of time (no commas)</i> Outcome – Invented rescue story	Character Flaw Text- The Great Greedy Fossifoo Focus- setting description <i>Uses sentences with different forms: statements, questions, exclamations and commands</i> <i>Uses co-ordinating: and, or, but</i> <i>Demarcates some/most sentences in my writing with capital letters and full stops (WTS), and uses question marks correctly when required - TAF (EXS)</i>	Beating the baddie Text- Jack and the beanstalk Focus- Character description <i>- Uses expanded noun phrases (e.g. the blue butterfly, plain flour, the man in the moon)</i> <i>- Uses apostrophes to mark missing letters (contractions) e.g. don't, can't and spells most correctly TAF (GD)</i> <i>-Uses the -ly suffix to form adverbs - TAF (GD)</i> <i>- Forms adjectives using suffixes such as -ful, -less.</i>	Kylie unit 1 Animal adventures Texts: Lion at School, Dog on a Train, Beegu, Focus: Beating the baddie story, interview, diary <i>-Writes simple, coherent narratives about personal experiences and those of others (real or fictional) - TAF (EXS)/writes effectively and coherently for different purposes, drawing on their reading to inform their vocabulary and grammar (TAF GD)</i>	Kylie unit 3 How we feel/our world Texts: Velveteen Rabbit The Lion Inside Focus: diary entry, beating the baddie story <i>-Writes simple, coherent narratives about personal experiences and those of others (real or fictional) - TAF (EXS)/writes effectively and coherently for different purposes, drawing on their reading to inform their vocabulary and grammar (TAF GD)</i> <i>-Demarcates some/most sentences in my writing with</i>	Kylie unit 5 Inventors Text- Izzy Gizmo Focus- instructions structure, diary entry, NCR <i>-Uses expanded noun phrases (e.g. the blue butterfly, plain flour, the man in the moon)</i> <i>-Uses present and past tense mostly correctly and consistently - TAF EXS</i> <i>-Uses subheadings</i> <i>-Uses lists (of steps to be taken/what is needed) and bullet points for facts.</i> <i>-Uses co-ordinating: and, or, but - TAF (EXS)</i>

		<p>Outcome – Character flaw story (science – living things and their habitats)</p>	<p>(see NC appendix for full list) - TAF (GD) - Uses determiners (the, a, an, my, your, his, her, their, this, that, those, these, some, all, lots of, many, more) Outcome – Beating the baddie story</p>	<p>-Demarcates some/most sentences in my writing with capital letters and full stops (WTS), and uses question marks correctly when required - TAF (EXS) -Uses sentences with different forms: statements, questions, exclamations and commands. -Uses expanded noun phrases (e.g. the blue butterfly, plain flour, the man in the moon) -Uses present and past tense mostly correctly and consistently - TAF EXS -Uses co-ordinating: and, or, but - TAF (EXS) -Uses some subordinating conjunctions: because, that, if, when, until - TAF (EXS) -Segments spoken words into phonemes and represents these by graphemes, spelling some (WTS)/ many (EXS) words correctly and making phonically-plausible attempts at others - TAF spell many common exception words* -Uses apostrophes to mark missing letters (contractions) e.g. don't, can't and spells most correctly TAF (GD) -Forms adjectives using suffixes such as -ful, -less. (see NC appendix for full list) - TAF (GD) -Uses the diagonal and horizontal strokes needed to join some (TAF GD)/all lowercase letters (school expectation)</p>	<p>capital letters and full stops (WTS), and uses question marks correctly when required - TAF (EXS) -Uses sentences with different forms: statements, questions, exclamations and commands. -Uses expanded noun phrases (e.g. the blue butterfly, plain flour, the man in the moon) -Uses present and past tense mostly correctly and consistently - TAF EXS -Uses co-ordinating: and, or, but - TAF (EXS) -Uses some subordinating conjunctions: because, that, if, when, until - TAF (EXS) -Spells some (WTS)/ many (EXS)/ most (GD) common exception words - TAF Outcomes – diary entry, beating the baddie story</p>	<p>-Uses some subordinating conjunctions: because, that, if, when, until - TAF (EXS) -Demarcates some/most sentences in my writing with capital letters and full stops (WTS), and uses question marks correctly when required - TAF (EXS) -Uses the -ly suffix to form adverbs - TAF (GD) -Use sentences with different forms in their writing (statements, commands, questions and exclamations) -Uses commas to separate items in a list mostly correctly - TAF (GD) -Spells some (WTS)/ many (EXS)/ most (GD) common exception words - TAF -Segments spoken words into phonemes and represents these by graphemes, spelling some (WTS)/ many (EXS) words correctly and making phonically-plausible attempts at others - TAF -Uses the diagonal and horizontal strokes needed to join some (TAF GD)/all lowercase letters (school expectation) -Uses spacing between words (WTS) that reflects the size of the letters - TAF (EXS) -Forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters - TAF (EXS)</p>
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				<p><i>-Forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters - TAF (EXS)</i></p> <p><i>-Uses spacing between words (WTS) that reflects the size of the letters - TAF (EXS)</i></p> <p>Outcomes – beating the baddie story, interview and diary entry (science links with focus stories – animals including humans)</p>		<p>Outcome – Instructions, letters of complaint, diary entry and NCR (DT link with focus story – mechanisms)</p>
<p>Non-Fiction</p>	<p>Diary entry Text- Pirate diary entry Focus-structure and cohesion</p> <p><i>-Plans by rehearsing orally, or by writing down ideas/key words/vocabulary</i></p> <p><i>-Uses the simple present and past tense mostly correctly and consistently</i></p> <p><i>-Uses co-ordinating: and, or, but</i></p> <p><i>-Demarcates some/most sentences in my writing with capital letters and full stops (WTS), and uses question marks correctly when required</i></p> <p>Outcome – diary entry</p>	<p>Letters Text- Letter from the Fossifoo Focus- Letter structure</p> <p><i>Demarcates some/most sentences in my writing with capital letters and full stops (WTS), and uses question marks correctly when required - TAF (EXS)</i></p> <p><i>Uses present and past tense mostly correctly and consistently - TAF EXS</i></p> <p>Outcome – Letter (replying to a letter from an alien)</p>	<p>Instruction Text- How to grow a beanstalk Focus- Structure</p> <p><i>-Uses subheadings</i></p> <p><i>-Uses lists (of steps to be taken/what is needed) and bullet points for facts.</i></p> <p><i>-Uses the -ly suffix to form adverbs - TAF (GD)</i></p> <p><i>-Uses sentences with different forms: statements, questions, exclamations and commands.</i></p> <p>Outcome – Instructions (science – plants)</p>	<p>Kylie unit 2 Non-chronological report Texts: The secret of black rock, Leaf, the sea monster</p> <p>Focus- NCR structure</p> <p><i>-Writes simple, coherent narratives about personal experiences and those of others (real or fictional) - TAF (EXS)/writes effectively and coherently for different purposes, drawing on their reading to inform their vocabulary and grammar (TAF GD)</i></p> <p><i>-Writes about real events, recording these simply and clearly - TAF (EXS)</i></p> <p><i>-Demarcates some/most sentences in my writing with capital letters and full stops (WTS), and uses question marks correctly when required - TAF (EXS)</i></p>	<p>Kylie unit 4 Our world Texts: Tidy, Pumpkin soup Focus: Interview structure and instructions structure</p> <p><i>-Plans by rehearsing orally, or by writing down ideas/key words/vocabulary</i></p> <p><i>-Use sentences with different forms: statements, questions, exclamations and commands</i></p> <p><i>-Uses expanded noun phrases (e.g. the blue butterfly, plain flour, the man in the moon)</i></p> <p><i>-Uses present and past tense mostly correctly and consistently - TAF EXS</i></p> <p><i>-Uses co-ordinating: and, or, but - TAF (EXS)</i></p> <p><i>-Demarcates some/most sentences in my writing with capital letters and full stops (WTS), and uses question marks correctly when required - TAF (EXS)</i></p> <p><i>-Uses the -ly suffix to form adverbs - TAF (GD)</i></p> <p><i>-Uses the suffixes -er and -est to form comparative adjectives - TAF (GD)</i></p> <p><i>-Use sentences with different forms in their writing</i></p>	<p>Kylie unit 6 Non-chronological report Text- Going green, the last wolf Focus- NCR structure, interview structure</p> <p><i>-Uses expanded noun phrases (e.g. the blue butterfly, plain flour, the man in the moon)</i></p> <p><i>-Uses present and past tense mostly correctly and consistently - TAF EXS</i></p> <p><i>-Uses co-ordinating: and, or, but - TAF (EXS)</i></p> <p><i>-Demarcates some/most sentences in my writing with capital letters and full stops (WTS), and uses question marks correctly when required - TAF (EXS)</i></p> <p><i>-Uses the -ly suffix to form adverbs - TAF (GD)</i></p> <p><i>-Uses the suffixes -er and -est to form comparative adjectives - TAF (GD)</i></p> <p><i>-Use sentences with different forms in their writing</i></p>

				<p>-Uses present and past tense mostly correctly and consistently - TAF EXS</p> <p>-Uses co-ordinating: and, or, but - TAF (EXS)</p> <p>-Uses some subordinating conjunctions: because, that, if, when, until - TAF (EXS)</p> <p>-Segments spoken words into phonemes and represents these by graphemes, spelling some (WTS)/ many (EXS) words correctly and making phonically-plausible attempts at others - TAF</p> <p>-Spells some (WTS)/ many (EXS)/ most (GD) common exception words - TAF</p> <p>-Forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters - TAF (EXS)</p> <p>-Uses spacing between words (WTS) that reflects the size of the letters - TAF (EXS)</p> <p>Outcomes – NCR (science links with focus stories – living things and their habitats)</p>	<p>Outcomes – Interview and instructions (DT links with focus story - smoothies)</p>	<p>(statements, commands, questions and exclamations)</p> <p>-Uses commas to separate items in a list mostly correctly - TAF (GD)</p> <p>-Spells some (WTS)/ many (EXS)/ most (GD) common exception words - TAF</p> <p>-Segments spoken words into phonemes and represents these by graphemes, spelling some (WTS)/ many (EXS) words correctly and making phonically-plausible attempts at others - TAF</p> <p>-Uses the diagonal and horizontal strokes needed to join some (TAF GD)/all lowercase letters (school expectation)</p> <p>-Uses spacing between words (WTS) that reflects the size of the letters - TAF (EXS)</p> <p>-Forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters - TAF (EXS)</p> <p>-Uses apostrophes to mark missing letters (contractions) e.g. don't, can't and spells most correctly TAF (GD)</p> <p>-Uses subheadings</p> <p>Outcome – NCR and interview (geography links with focus stories – life in the city)</p>
YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Non-negotiables: pencil grip, forming and joining letters correctly, full stops & capital letters used correctly, phonetically plausible spelling, common exception words spelt correctly, grammatically accurate - especially verb forms and subject-verb agreement</i></p>						

<p>Poetry</p>	<p>Narrative & rhyme Text- The Sound Collector Focus- Vocabulary (<i>linked to seaside sounds</i>) <i>-ing suffix</i> <i>Possessive apostrophes</i> Outcome – Own sound collector poem (based on setting of children’s choice)</p>			<p>Shape poems Text- Selection (Links to Art) Focus-Vocabulary <i>Use two adjectives to describe nouns</i> <i>Use powerful verbs and adverbs</i> Outcome – Shape poem (based on spring; HA may choose own topic)</p> <p>Riddles Text – animals (links to Science – animals and humans) Focus – word choice and word play <i>Use two adjectives to describe nouns (expanded noun phrase)</i> <i>Use powerful verbs and adverbs</i> Outcome – write their own riddle</p>		
<p>Fiction</p>	<p>Fiction - Character flaw story Text- - The most magnificent things (Links to PSHE, Therapeutic Thinking and Zones) Focus- five parts of a story <i>-Creates settings, characters and a plot.</i> <i>-Plans by rehearsing orally, or by writing down ideas/key words/vocabulary</i></p>	<p>Fiction - Setting descriptions and 5 part story Text- Lost and Found Focus- Writing a lost and found story (5 parts) (Links to PSHE and Science – Animals and Humans) <i>Alliteration</i> <i>Similes</i> <i>Past tense</i> <i>-Creates settings, characters and a plot.</i></p>	<p>Fiction - Warning Story Text – Kassim and the Greedy Dragon Focus- characterisation in their own warning story <i>-Accurate use of pronouns</i> <i>-Creates settings, characters and a plot.</i> <i>-Plans by rehearsing orally, or by writing down ideas/key words/vocabulary</i> <i>-Uses paragraphs to group related ideas together</i> <i>-Can use the simple, progressive and perfect verb form</i></p>	<p>Fiction - Trick/Prank chapter and Dialogue Text- The Twits Focus- using speech/dialogue in a prank chapter <i>Inverted commas and other speech rules</i> Outcome – Own prank chapter: LA closely follow teacher’s innovated version, MA – support group; HA independent)</p>		<p>Fiction - Play scripts Text-3 Little Pigs Focus-convert story to play script (does not necessarily follow the PWP- as play script will not be learnt by heart) <i>Present tense</i> <i>Prepositions</i> <i>Punctuation of direct speech – comparison with speech in play script</i> Outcome – Play script (based on video; HA independent; others – paired/ group support)</p>

	<p>-Uses paragraphs to group related ideas together -Can use the simple, progressive and perfect verb form -Evaluates their writing and suggests improvements to make it more interesting and exciting for the reader. -Uses coordinating conjunctions to join clauses: and, but, so, or (ABSO) -Uses a range of subordinating conjunctions: when, if, that, because, until, before, after, while - in the middle of sentences only -Uses punctuation taught in previous year groups accurately</p> <p>Outcome – character flaw story: LA closely follow teacher’s innovated version, MA – support group; HA independent)</p>	<p>-Plans by rehearsing orally, or by writing down ideas/key words/vocabulary -Uses paragraphs to group related ideas together</p> <p>Outcome – Lost and found story (LA closely follow teacher’s innovated version, MA – support group; HA independent)</p>	<p>-Evaluates their writing and suggests improvements to make it more interesting and exciting for the reader. -Uses coordinating conjunctions to join clauses: and, but, so, or (ABSO) -Uses a range of subordinating conjunctions: when, if, that, because, until, before, after, while - in the middle of sentences only -Uses punctuation taught in previous year groups accurately</p> <p>Outcome – Warning Story: LA closely follow teacher’s innovated version, MA – support group; HA independent)</p>			<p>Fiction - Fables Text- selection Focus- using dialogue in own fable Inverted commas and other speech rules. Confidently uses the spelling rules taught up to the end of year 3 (see spelling appendix) Accurately spells the words from the common exceptions and word lists up to Year 3 (see spelling appendix) Outcome – write a fable: LA closely follow teacher’s innovated version, MA – support group; HA independent)</p>
Non-Fiction	<p>Diary Entry Text- Wanted a Perfect Pet (Links to Science – Animals and Humans) Focus- diary entry -Makes some vocabulary choices e.g. powerful verbs (stare, tremble, slither) to improve descriptive writing -Uses adverbs and prepositions to express where, when or how something happened e.g. She crawled carefully. Snow fell gently on the ground behind the tree.</p>	<p>Postcard (recount) and NCR Text- Lost and Found Focus- writing a postcard and a NCR (Links to PSHE and Science – Animals and Humans) -Plans by rehearsing orally, or by writing down ideas/key words/vocabulary -Uses paragraphs to group related ideas together -sub headings -chronological order</p>	<p>Instructions Text-How to catch a dragon Focus- adverbs of time, chronological order, use of rhetorical questions, detailed steps Adverbs and prepositions Pronouns (Hook the reader)</p>		<p>Informal Emails Text – The dragon sitter Focus – features of an email and how to write an email (Links to Computing - Emails) Writes effectively and coherently for different purposes, drawing on their reading to inform their vocabulary and grammar</p>	

	<p><i>-Uses punctuation taught in previous year groups accurately</i> <i>-Uses coordinating conjunctions to join clauses: and, but, so, or (ABSO)</i></p> <p>Outcome – diary entry: LA closely follow teacher’s innovated version, MA – support group; HA independent)</p>	<p>Outcome – NCR & Postcard (LA closely follow teacher’s innovated version, MA – support group; HA independent)</p> <p>Lists and Basic Instructions Text- Christopher Pumpkin Focus- adverbs of time, chronological order, <i>Adverbs and prepositions</i> <i>Pronouns</i> <i>(Hook the reader</i> <i>Drop-in phrases to advise/ warn)</i> <i>Imperative verbs</i> <i>Exclamation marks</i> <i>lists</i></p> <p>Outcome – Instructions LA closely follow teacher’s innovated version, MA – support group; HA independent)</p>	<p><i>Drop-in phrases to advise/ warn)</i></p> <p><i>Imperative verbs</i></p> <p><i>Exclamation marks</i></p> <p>Outcome – Instructions (based on trapping something/one of their choice; HA could write a further set of instructions on a topic of their choice)</p>		<p>Makes accurate use of pronouns to avoid repetition Makes some vocabulary choices e.g. powerful verbs (stare, tremble, slither) to improve descriptive writing Uses coordinating conjunctions to join clauses: and, but, so, or (ABSO) Uses a range of subordinating conjunctions : when, if, that, because, until, before, after, while - in the middle of sentences only</p> <p>Persuasive letters Text- The dragon sitter persuasive letter (Links to Computing - Emails) Focus- Persuasive letter</p> <p>Makes some vocabulary choices e.g. powerful verbs (stare, tremble, slither) to improve descriptive writing Uses sentences with different forms: statements, questions,</p>	
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					<p>exclamations and commands. Evaluates their writing and suggests improvements to make it more interesting and exciting for the reader. Uses two adjectives to describe a noun when appropriate e.g. the scary, old woman, Squirrels have long, bushy tails. Writes effectively and coherently for different purposes, drawing on their reading to inform their vocabulary and grammar Outcome – Letter</p>	
YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Non-negotiables: pencil grip, forming and joining letters correctly, full stops & capital letters, exclamation marks and question marks and apostrophes for contractions used correctly, phonetically plausible spelling, common exception words spelt correctly, grammatically accurate - especially verb forms and subject-verb agreement</i>						
Poetry	<p>Haiku Poems- Text- (on India?) Focus-Structure & syllables <i>Expanded noun phrases Legible, joined handwriting Spelling rules</i> Outcome – Own Haiku poem(s) (could be based on a place children visited on holiday)</p>			<p>Emotive Poem Text- My mother saw a dancing bear Focus-vocabulary- evoking a response <i>Appropriate use of pronouns and nouns for cohesion Expanded noun phrases</i> Outcome – Emotive Poem (based on photos of animals in captivity)</p>	<p>*Read Varjak Paw as a class reader ready for summer 2</p>	<p>Mood poems (on theme of darkness) Text- I’m not afraid of the dark (or poems on ‘night’ from Sheer Poetry) Focus-vocabulary <i>Expanded noun phrases -ing clauses as openers</i> Outcome – Mood poem (on something that children are ‘not’ afraid of)</p>
Fiction	Fixing Full Stops	Portal	Rescue/Dilemma Text- Sam’s Duck	Suspense	Action (building tension) Text- The Final	How To Train Your Dragon novel study (using Rising

	<p>Text- The Spider and the Fly Focus- correct use of full stops and capital letters. <i>Full stops</i> <i>Capital letters</i> <i>Commas</i> <i>Use of adjectives</i> Outcome: To write a character description</p>	<p>Text- Harry Potter (Diagon Alley) Focus- opening linked to ending <i>Use of fronted adverbials followed by commas</i> <i>Prepositions</i> <i>5 parts of a story with focus on the opening and ending</i> <i>Pronouns for cohesion</i> Outcome: Portal story (LA stick closely to teacher's innovated text; HA use generic portal story structure)</p>	<p>Focus- Dilemma and resolution (<i>use toolkit</i>) <i>Wide range of adverbial openers (e.g. Without warning..., All of a sudden..., To his amazement..., Just then...) followed by commas</i> <i>Expanded noun phrases</i> Outcome: Rescue/ dilemma story (LA stick closely to teacher's innovated text; HA use generic rescue/ dilemma story structure)</p>	<p>Text: Zelda Claw (*read Varjak Paw- during the summer term) Focus- Settings & suspense (<i>use toolkit</i>) <i>Wide range of adverbial openers</i> <i>Figurative language</i> <i>Powerful verbs</i> <i>Expanded noun phrases</i> <i>Subordinate clauses</i> Outcome: Suspense story (LA stick closely to teacher's innovated text; HA use generic suspense story structure)</p>	<p>Focus- build up and dilemma (<i>use toolkit</i>) <i>Wide range of adverbial openers (e.g. Without warning..., All of a sudden..., To his amazement..., Just then...) followed by commas</i> <i>Sentences of three</i> <i>Use subordination for effect</i> <i>Vary the length of sentences for effect</i> Outcome: Action story (LA stick closely to teacher's innovated text; HA use generic action story structure)</p>	<p>Stars Read Into Writing scheme adapted to suit school needs)</p> <p>Week 1: Fact files <i>Standard English</i> <i>Use subordination for effect (subordinate clauses in fact file eg. Even though they can breathe fire, dragons are not considered to be dangerous creatures)</i></p> <p>Week 2: Speech Monologue <i>Fully punctuate direct speech</i> <i>Consolidating use of progressive and perfect verb forms (in the monologue. progressive: I am hoping. perfect: I have been successful)</i></p> <p>Week 3: Persuasive letter <i>Vary the length of sentences for effect (persuasive letter. Short sentences for impact)</i></p> <p>Week 4: Diary entry <i>Prepositions (can be included in the diary entry)</i></p> <p>Week 5: Story- write an alternative ending <i>Use apostrophes for possession (during the character description - the sea dragon's eyes...)</i></p>
<p>Non-Fiction</p>	<p>Adverts Text- Incredible India Focus- Text structure and cohesion <i>Paragraphs (developing the topic sentence)</i> <i>Patterns of three</i> <i>Relative clauses</i> <i>Subordinating conjunctions</i> <i>Consolidate use of statements, questions, commands and exclamations</i> <i>Proper nouns</i> Outcome: Advert (advertising the school or a club that they belong to. HA create own structure for their advert based on the toolkit)</p>	<p>Explanation texts Text- The Life Cycle of a Butterfly Focus- 3 part text structure and cohesion. Writing an explanation text about a creature from Harry Potter <i>Cause and effect, and additional information</i> <i>cohesive devices</i> <i>Pronouns for cohesion</i> <i>Subordinating and coordinating conjunctions</i> <i>Verb tenses</i> Outcome: Explanation text (cross-curricular link or based on children's own 'invention')</p> <p>Science</p>	<p>Balanced argument Text- Should schools close when it snows? Focus- Cohesive devices, technical language and language for debates <i>Relative clauses</i> <i>Subordinate clauses</i> <i>Paragraphing</i> <i>Developing the topic sentence</i> <i>Consolidating exclamation and question mark use</i> Outcome: Balanced arguments (LA stick closely to teacher's innovated text; others, arguments based on topic of their choice)</p>	<p>Diaries Text- Wilbur's Diary Focus- Emotive language choices <i>Standard English - formal vs informal</i> <i>Apostrophes to mark contractions</i> <i>Verb tenses</i> <i>Wide range of punctuation (, ? !, " ")</i> Outcome: Diary entry based on science sound topic</p>	<p>Non-chronological report Text- Dragons Focus- 3-part structure <i>Relative clauses</i> <i>Subordinate clauses</i> <i>Paragraphing</i> <i>Developing the topic sentence</i> <i>Bullet points, lists etc</i> Outcome: NCR (based on a story character of children's choosing. Children create relevant 'facts' about their character)</p>	

						<p><i>Consolidate use of fronted adverbials followed by commas (fronted adverbials used in the story - have a word bank available)</i></p> <p>Week 6: Story- write an alternative ending continued <i>Use apostrophes for possession (during the character description - the sea dragon's eyes...)</i> <i>Consolidate use of fronted adverbials followed by commas (fronted adverbials used in the story - have a word bank available)</i></p>
YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Non-negotiables: pencil grip, forming and joining letters correctly, full stops & capital letters, exclamation marks, question marks, apostrophes for contractions and commas after fronted adverbials used correctly, phonetically plausible spelling, common exception words spelt correctly, grammatically accurate - especially verb forms and subject-verb agreement</i></p>						
Poetry	<p>Choral Poetry Text: Please Mrs Butler Focus: rhyme, repetition and meter <i>Legible, joined handwriting</i> <i>Spelling rules</i> <i>Apostrophes for contractions</i></p>	<p>Personification Text: Winter Focus: figurative language (1 week only) <i>Expanded noun phrases</i> <i>Modal verbs</i> <i>Figurative language to enhance descriptions</i> Outcome: Personification poem (maybe from 3rd person viewpoint to make personification more explicit)</p>				<p>Free verse Text: Destruction Focus: figurative language <i>Vocabulary development</i> <i>Possessive apostrophes</i> <i>Tenses - progressive, simple and perfect</i> Outcome: Write poem about another type of natural disaster (linked to geography)</p>
Fiction	<p>Quest Text – Perseus and Medusa Focus: Characterisation (use toolkit)</p>	<p>Character change story Text – The Man On The Moon Focus – Openings and endings (use toolkit)</p>	<p>Suspense Text – Room 304 Focus – setting description and character's response to</p>	<p>Fairy Tales with a Twist Text – Red Riding Hood Focus – characterisation (use toolkit)</p>	<p>A Series Of Unfortunate Events novel study Focus: Revisit prior text types</p>	<p>Cosmic novel study Outcomes: Persuasive letter Diary entry Suspense story</p>

	<p><i>Use single and multi-clause sentences</i> <i>Accurate use of verb forms</i> <i>Paragraphs</i> <i>Cohesion within and between paragraphs</i> <i>Figurative language</i></p> <p>Outcome: Quest story (LA stick closely to teacher's innovated text; HA use generic quest story structure) include flashbacks/flash forward)</p> <p>History Ancient - Greeks</p>	<p><i>3 verb sentences</i> <i>Prepositional phrases</i> <i>Relative clauses and range of multi-clause sentences</i> <i>Emotive language</i> <i>Subject -verb agreement</i></p> <p>Outcome: Character change story (LA stick closely to teacher's innovated text; HA use generic character change story – can vary structure to)</p> <p>Science - space</p>	<p>setting; fronted adverbial phrases, rhetorical questions</p> <p><i>Fronted adverbial phrases</i> <i>Commas to mark clauses and after fronted adverbials</i> <i>Rhetorical questions for effect</i> <i>Relative clauses</i></p> <p>Outcome: Suspense story (LA stick closely to teacher's innovated text; HA use generic suspense story structure)</p>	<p><i>Use dialogue to convey character</i> <i>Balance dialogue and action effectively</i> <i>Rhetorical questions</i> <i>Developing quality of dialogue to avoid unnecessary use of adverbs</i></p> <p>Outcome: Children write their own twisted fairy tale based on an existing fairy tale</p>	<p><i>Use dialogue to convey character and advance action</i> <i>Balance dialogue and action effectively</i> <i>Developing quality of dialogue to avoid unnecessary use of adverbs</i> <i>Use of commas to mark clauses</i> <i>Prepositional phrases</i> <i>Modal verbs - indicating degrees of possibility</i> <i>Relative clauses</i> <i>Range of sentence structures</i> <i>Fronted subordinate clauses</i> <i>Verb forms</i> <i>Punctuation for parenthesis</i> <i>Expanded noun phrases</i> <i>Fronted adverbial phrases</i></p> <p>Outcomes: Newspaper report Setting description Persuasive letter Explanation text Non Chronological Report Character description Diary entries Story with a twist</p>	<p>Non-chronological report Explanation text Story ending <i>Recapping all objectives covered this year.</i></p> <p>Science - space</p>
Non-Fiction	<p>Newspaper report Text – David Walliams hailed a hero Focus : Direct and reported speech <i>Fully punctuate direct speech</i> <i>Tenses (present tense for headline and some quotes)</i> <i>Securing understanding of multi-clause sentences</i> <i>Possessive apostrophes</i> <i>Capital letters for proper nouns</i> <i>Relative clauses</i></p> <p>Outcome: Newspaper report (based on Johnny Express film linked to space)</p>	<p>Non-chronological report (teach first) Text - The International Space Station Focus - Presentational devices to structure text (use NCR PWP toolkit) <i>Use single and multi-clause sentences</i> <i>Paragraphs</i> <i>Capital letters for proper nouns</i></p> <p>Outcome: NCR (based on planets/ space linked to science lessons)</p> <p>Science - space</p>	<p>Letters Text – Letter of complaint about a hotel stay Focus – Cohesion <i>Prepositions</i> <i>Modal verbs</i> <i>Commas to mark clauses</i> <i>Consolidation of statements and questions</i> <i>Cohesion within and between paragraphs</i> <i>Standard English</i></p> <p>Outcome: Letters with a purpose (chn choose a purpose and topic to write – complaints or praise, thanks, open letter, etc.)</p>	<p>Explanation texts – Why did Little Red Riding Hood turn Bad? Focus – Structure <i>Prepositions</i> <i>Range of sentence structures</i> <i>Relative clauses</i> <i>Modal verbs (indicating possibility)</i></p> <p>Outcome: Children write an explanation text about why their main character turned bad based on their fairy tale with a twist</p>	<p>Persuasion Text – A unique residence which simply oozes character Focus – Persuasive devices <i>Hyperbole</i> <i>Commas to clarify meaning</i> <i>Brackets, dashes and commas for parenthesis</i> <i>Pre- and post-modified noun phrases</i></p> <p>Outcome: Persuasive sales text (chn write a persuade text to sell Knebworth House)</p>	
YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Non-negotiables: pencil grip, forming and joining letters correctly, full stops & capital letters, exclamation marks, question marks, apostrophes, commas for clarity, and 'a' & 'an' used correctly, phonetically plausible spelling, common exception words spelt correctly, grammatically accurate - especially verb forms and subject-verb agreement</i>						
Poetry	Text - If I were by Pie Corbett				Abstract noun poems Text – Happiness	

	<p>Focus – powerful verbs Figurative language Careful vocab choices</p>				<p>Focus - understanding of nouns <i>Figurative language</i></p>	
Fiction	<p>Diary entries - Wonder PSHE</p> <p>Focus: <i>-apostrophes</i> <i>- informal language</i> <i>-secure understanding and use of person</i> <i>- correct tense throughout</i> <i>-using subordinating conjunctions</i></p> <p>To write in the style of an author (an extra chapter) – Wonder Outcome: Children to write an extra chapter in the style of the author from the perspective of the character of Julian. The author never writes as Julian so they have to think of all their own ideas. Focuses: <i>correct use of inverted commas</i> <i>use of character action within for characterisation</i> <i>correct use of paragraphs</i> <i>selecting appropriate language (eg. use of Americanisms and appropriate informal language)</i> TAF objectives: <i>integrate dialogue to convey characters and advance the action; write</i></p>	<p>Setting description of a scene during the Blitz History</p> <p>Focus: <i>-vocabulary</i> <i>-figurative language</i> <i>-expanded noun phrases</i> <i>-hyphens to create compound adjectives</i></p> <p>The Gas Mask portal story Children to write their own portal story where character transports to WWII. English</p> <p>Focus <i>- sentence structure – accurate use of full stops and commas to demarcate clauses (taught through read as a writer and shared writing)</i> <i>- use of non-finite clauses as openers and dropped in to increase action</i> <i>- setting description toolkit using senses and figurative language (taught earlier in half term)</i></p> <p>Excitable Edgar character flaw story Children to write the story of the video where Edgar</p>		<p>Flashback narrative Chn to write a flashback narrative about The Piano video focusing on the war scene History</p> <p>Focus <i>-controlling past/present tense and accurately choosing progressive/perfect/simple tense forms (weakness in journal entries)</i> <i>- describe atmosphere in narrative (focus on atmosphere in opening where he is lonely at piano and contrast with atmosphere during war)</i> <i>- use dialogue to show character</i></p> <p>First person narrative Children us write the narrative of the Titanium music video in 1st person</p> <p>Focus <i>Creating atmosphere</i> <i>Describing characters – using show not tell</i> <i>semicolons to join main clauses</i> <i>apostrophes</i></p>	<p>Narrative- quest story Using idea of and some clips from Jumanji as a hook</p> <p>Focus <i>-characterisation</i> <i>-perfect form of verbs to mark relationships of time and cause</i> <i>-commas to clarify meaning</i> <i>-semicolons to link independent clauses</i></p>	<p>Short fiction texts linked to school production and children immersing themselves in the story and writing freely – changes each year</p>

	<p><i>effectively for a range of purposes, selecting appropriate language</i></p> <p>Model texts: (directly from our class story) Via's chapter 'A tour of the galaxy' on pages 81-83 and Auggie's chapter 'Names' on pages 79-80</p>	<p>learns to control his fire breathing (and the town learn to see the benefit). Most children follow plot of the video. GD to add their own event in.</p> <p>Focus <i>integrate dialogue into a narrative to convey character and advance the action (chn add in dialogue as no speaking in animation)</i> <i>adverbial phrases</i> <i>prepositional phrases</i> <i>verb choices as part of show not tell (eg. Edgar bounded to show he's excited vs he sloped away to show he's sad and disappointed)</i></p>				
Non-Fiction	<p>Persuasive speeches House captain speeches Focus: <i>-what makes a sentence make sense (subjects/verbs)</i> <i>-modal verbs taught through lessons and in model text</i> <i>- subjunctive form</i></p> <p>Newspaper reports Outcome: Children to write a newspaper report about an incident that happens to Auggie on a school trip (our current class story). Focus: <i>continued focus on understanding of direct and reported speech (with</i></p>	<p>Discussion text Should children have been evacuated in WWII? History</p> <p>Focus: <i>-cohesive devices (focus on correct use of paragraph openers)</i> <i>-topic sentences</i> <i>-formal language (discuss lots of WW2 subject-specific vocab too)</i> <i>-adverbs of degree to indicate degrees of possibility (also discuss modal verbs)</i></p> <p>GD challenge-experiment with change of person to engage reader in introduction</p>	<p>Persuasive leaflet Persuading tourists to visit South America. Model text – Paris leaflet Geography</p> <p>Focus <i>-Selecting vocabulary and grammatical structures that reflect the level of formality</i> <i>-using powerful adjectives and superlatives</i> <i>-using modal verbs and adverbs of degree</i> <i>-using simple devices to structure writing (subheadings, choosing appropriate places for information to go on the leaflet)</i></p> <p>Non-chronological report</p>	<p>Science write up of experiment – How does strenuous exercise affect a person's heart rate?</p> <p>Focus:</p> <ul style="list-style-type: none"> - <i>Formal language</i> - <i>Subjunctive form</i> - <i>Technical vocabulary</i> 	<p>Letters- formal and informal linked to Holes History</p> <p>Focusses of informal letter: <i>-informal language (compare with formal)</i> <i>-tenses</i> <i>-apostrophes (cohort weakness)</i></p> <p>Focusses of formal letter: <i>-formal language (compare with informal)</i> <i>-subjunctive form (recap from last week)</i> <i>-semicolons to mark boundaries between independent clauses (new to some chn)</i></p> <p>Newspapers</p>	<p>Discussion text Should tourists be allowed to climb Mount Everest? Geography</p> <p>Focusses: <i>-cohesive devices (focus on correct use of paragraph openers)</i> <i>-topic sentences</i> <i>-formal language (discuss lots of subject-specific vocab too)</i> <i>-adverbs of degree to indicate degrees of possibility (also discuss modal verbs)</i> <i>-subjunctive form (links to passive verbs on TAF)</i></p> <p>GD do for-against-for-against so they can use more cohesive devices.</p>

	<p><i>correct use of inverted commas)</i> <i>relative clauses punctuated with brackets, commas and dashes (not yet secure)</i> <i>shifts in formality (report vs. quotes included) mainly aimed at GD</i></p>		<p>about an animal that lives in the Amazon rainforest Geography</p> <p>Focus <i>-headings, subheadings and bullet points</i> <i>-use of subordinate clauses (chn not using them enough and sometimes forgetting comma)</i> <i>-technical vocabulary to add precision</i></p> <p>GD challenge: write for the purpose of warning so choose an animal that is endangered as a result of deforestation. Warnings can be issued throughout the writing about the possibility of the animal becoming extinct/losing its habitat. CT to work with during planning lesson to facilitate this.</p> <p>Biography (information text) about Kensuke from Kensuke's Kingdom. History Geography</p> <p>Focus <i>use of passive verbs</i></p>		<p>Children to write a newspaper report about the ending of Holes.</p> <p>Focus <i>-direct and reported speech</i> <i>-relative clauses (inc. with relative pronoun omitted)</i> <i>-use of brackets, commas and dashes</i> <i>-use of hyphens to avoid ambiguity (new teaching)</i> <i>-shifts in formality (report vs. quotes included)</i></p>	
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			<i>cohesive devices across paragraphs (focusing on time passing using adverbs of time and GDs referencing events previously mentioned) continuing to work on sentence openers</i>			
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