



Year 1						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing</b>	<p><u>Narrative</u> Write simple sentences using patterned language, words and phrases taken from familiar stories</p> <p><u>Labels and Captions</u> write labels and sentences</p> <p><u>Poetry</u> Recite familiar poems by heart</p>	<p><u>Narrative</u> Write simple sentences, words and phrases taken from familiar stories</p> <p><u>Recount</u> Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing</p> <p><u>Instructions</u> Following a practical experience, write up the instructions)</p> <p><u>Poetry</u> Read, write and perform free verse)</p>	<p><u>Narrative</u> Write a re-telling of a traditional story,</p> <p><u>Instructions</u> Following a practical experience, write up the instructions</p> <p><u>Poetry</u> use patterned language</p>	<p><u>Narrative</u> Write a series of sentences to retell events based on personal experience</p> <p><u>Report</u> A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general)</p> <p><u>Poetry</u> Recite familiar poems by heart</p>	<p><u>Narrative</u> Write a simple diary entry</p> <p><u>Report</u> A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general)</p> <p><u>Poetry</u> Read, write and perform free verse</p>	<p><u>Narrative</u> Write a re-telling of a traditional story</p> <p><u>Explanation</u> Draw pictures to illustrate a simple process and prepare several sentences to support the explanation)</p> <p><u>Poetry</u> Personal responses to poetry; Recite familiar poems by heart</p>
<b>Texts</b>	<p>Traditional Tales Fairy Tales The Three Little Pigs Harvest Festival</p>	<p>Contemporary Text – Katie Morag The Sea (poem) Bus Trip (recount)</p>	<p>Stories with Predictable Phrasing, The Blue Coat</p>	<p>Stories with Predictable Phrasing Katie in London Sound Collector (poem)</p>	<p>Contemporary fiction – stories reflecting children’s own experience Traction Man</p>	<p>Contemporary fiction – stories reflecting children’s own experience Leaf – Sandra Dieckmann Dinnertime (M Rosen)</p>
<b>Topics</b>	<p>History – Childhood Geography – Our Wonderful world</p>			<p>History – School Days Geography – Bright Lights, Big City</p>		
<b>Guided Reading</b>	<p>Wilfred Gordan Mcdonald Partridge – Mem Fox, Here We Are – Oliver Jeffers Dogger, Lost in the Toy Museum, Katie Morag’s Island Stories, Cops and Robbers, Katie in London, We’re Going on a Bear Hunt, A Bear called Paddington</p>			<p>Whiffy Wilson, the Wolf who wouldn’t Go to School – Caryl Hart, Tiddler – Julia Donaldson, Not Now Bernard, The Bad-tempered Ladybird, The Queen’s Knickers, Where the Wild Things Are, The Rainbow Fish, The Tiger Who Came to Tea,</p>		
<b>Spelling</b>	Phonics (details to be added)		Phonics (details to be added)		Phonics (details to be added)	



<b>Grammar and Punctuation</b>	Introduction to Capital letters, Full stops. Using capital letters for names, places. Introduction to question marks. Using -s and -es for plural.	Joining words using clauses - 'and'. Forming sentences with words. Introduction to exclamation mark. Using capital for 'I'.	How prefix un- changes meanings for verbs and adjectives. Introduce spelling rule for suffixes -ed, -ing, -er. Sequencing sentences to form a narrative.
<b>Handwriting</b>	Children in Year 1 are taught the dynamic tripod grasp. They should form letters correctly and confidently. They are taught the pre-cursive script to prepare them for joining their handwriting by the end of Year 2.		
<b>Oracy</b>	On a daily basis, pupils should communicate with peers and adults clearly, respectfully and appropriately in a range of situations, using Standard English and coherent sentences. Pupils should be able to answer questions, give descriptions and explanations, justify their ideas, build on the ideas of others, and develop their vocabulary (including subject specific). They should use these spoken language skills to organise their ideas for writing and recording.		



Year 2						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing</b>	<p><u>Narrative</u> Write a re-telling of a traditional story</p> <p><u>Explanation</u> Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation</p> <p><u>Poetry</u> Read list poems. Write and perform own versions.</p>	<p><u>Narrative</u> Write a re-telling of a traditional story</p> <p><u>Recount</u> Write first person recounts re-telling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person</p> <p><u>Poetry</u> Write own calligrams (based on single words)</p>	<p><u>Narrative</u> Use a familiar story as a model to write a new story.</p> <p><u>Report</u> Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate</p> <p><u>Poetry</u> Read, write and perform free verse</p>	<p><u>Narrative</u> Use a familiar story as a model to write a new story.</p> <p><u>Report</u> Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate</p> <p><u>Poetry</u> Write own calligrams (shape poems)</p>	<p><u>Narrative</u> Write a creation myth based on ones read e.g. how the zebra got his stripes.</p> <p><u>Instructions</u> Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams.</p> <p><u>Poetry</u> Read, write and perform free verse</p>	<p><u>Narrative</u> Write a creation myth based on ones read e.g. how the zebra got his stripes.</p> <p><u>Explanation</u> Produce a flowchart, ensuring content is clearly sequenced</p> <p><u>Poetry</u> Personal responses to poetry</p> <p>Recite familiar poems by heart</p>
<b>Texts</b>	<p>Traditional Tales</p> <p>Fairy Tales</p> <p>Little Red Riding Hood</p> <p>Aladdin</p>	<p>Traditional Tales</p> <p>Fairy Tales</p> <p>The Gigantic Turnip</p>	<p>Stories with recurring literary language</p> <p>Rapunzel</p> <p>The Storm Whale</p> <p>J Donaldson - The Gruffalo</p> <p>The Snail &amp; the Whale</p>	<p>Stories with recurring literary language</p> <p>Smartest Giant In Town</p> <p>The Great Kapok Tree</p>	<p>Traditional Tales: Myths (creation stories),</p> <p>Literacy Shed Creation Stories</p> <p>Just So Stories Why bear has a stumpy tale</p> <p>creation stories from around the world</p>	<p>Traditional Tales: Myths (creation stories),</p> <p>Literacy Shed Creation Stories, Just So Stories</p> <p>Why bear has a stumpy tale</p> <p>creation stories from around the world</p> <p>On the Ning Nang Nong</p>
<b>Topics</b>	<p>History – Movers and Shakers</p> <p>Geography - Coastline</p>			<p>History – Magnificent Monarchs</p> <p>Geography – Let's Explore the World</p>		
<b>Guided Reading</b>	<p>Polar Express, Traction Man is Here, The Lighthouse Keeper's Lunch, Fungus the Bogeyman, The Day the Crayons Quit, Lost and Found – O Jeffers, Flat Stanley, Dairy of a Killer Cat, Mr Popper's Penguins, The Great Explorer, Out and About</p>			<p>The Paperbag Princess, Castles (non-fiction), If All the World Were... Dougal's Deep Sea Diary, Mr Wolf's Pancakes, Beegu, How to Live Forever Dr Xargle's Book of Earthlets,</p>		
<b>Spelling</b>	<p><u>Revisit</u> Phase 5 Phonics GPCs (grapheme phoneme correspondence); <u>Y2 homophones</u>, e.g. see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son,</p>		<p><u>Revisit</u> sound spelt '-le' at end of words; <u>homophones/ near homophones</u> quite/quiet, night/knight, new/knew, not/knot, they're/there/their; <u>apostrophe</u> for</p>		<p><u>Revisit</u> apostrophe for possession (singular), <u>homophones</u> taught so far; <u>Y2 phonics</u> sound spelt '-el' at the end of words, sound spelt '-al' at the end of words, sound spelt '-il' at the end of words,</p>	



	<p>no/know, night/knight, to/too/two); <u>Y2 phonics</u> sound spelt 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y', sound spelt 'c' before 'e', 'i' and 'y', sound spelt 'kn' and 'gn' at the beginning of words; <u>common exception words</u>, e.g. sound spelt 'i' find, kind, mind, behind, child (children), wild, climb; <u>spelling strategies</u>; <u>proofreading</u>; <u>learning and practising spellings</u></p>	<p>possession(singular); <u>apostrophe</u> for contractions, e.g. can't, didn't, hasn't, it's, couldn't, I'll, they're; <u>Y2 phonics</u> sound spelt 'y' at the end of words, sound spelt '-ey', sound spelt '-wr' at the beginning of words, sound spelt 'a' after 'w' and 'qu', sound spelt 's'; common exception words, e.g. most, only, both, could, would, should, move, prove, improve; <u>suffixes</u>: adding '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' after a consonant, adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel, adding '-es' to nouns and verbs ending in 'y', suffixes '-ful', '-less' and '-ly', words ending in '-tion'; <u>spelling strategies</u>; <u>proofreading</u>; <u>learning and practising spellings</u></p>	<p>sound spelt 'a' before 'l' and 'll', sound spelt 'ar' after 'w', sound spelt 'o', sound spelt 'or' after 'w'; all Y2 <u>common exception words</u> not yet taught; <u>suffixes</u> adding '-ing', '-ed', '-er', and '-est' to words ending in 'y', suffixes '-ment', '-ness'; <u>spelling strategies</u>; <u>proofreading</u>; <u>learning and practising spellings</u></p>
<b>Grammar and Punctuation</b>	<p>Learning how to use both familiar and new punctuation correctly – capital letters, full stops, exclamation marks, question marks, Commas for list. Using expanded noun phrases. Understanding the differences between a: question; command; exclamation and statement. Conjunctions - Co-ordination (or, and, but) Subordination (when, if, that, because) Using time conjunctions. Apostrophes for missing letters and singular possession. Using 'a' or 'an' depending on first letter of next word is consonant or vowel. Headings and subheadings for organisation</p>	<p>Using adverbs for time. Using Prepositions to show time and cause – (before, during, after, in, because of) Introduce inverted commas for direct speech. Use present perfect form of verbs instead of simple past Using past and present tense introduce the progressive form. Extending sentences by using more than one clause.</p>	<p>Formation of nouns using suffixes such as –ness, –er and by compounding (e.g. whiteboard, superman) Formation of adjectives using suffixes such as –ful, –less Using Paragraphs Looking at word families showing how words are related in form and meaning. Formation of nouns using a range of prefixes (super-, anti-, auto-)</p>
<b>Handwriting</b>	Children in Key Stage 1 are taught the pre-cursive script to prepare them for joining their handwriting by the end of Year 2.		
<b>Oracy</b>	On a daily basis, pupils should communicate with peers and adults clearly, respectfully and appropriately in a range of situations, using Standard English and coherent sentences. Pupils should be able to answer questions, give descriptions and explanations, justify their ideas, build on the ideas of others, and develop their vocabulary (including subject specific). They should use these spoken language skills to organise their ideas for writing and recording.		



Year 3						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing</b>	<p><u>Narrative</u> Write a new fable to convey a moral.</p> <p><u>Recount</u> Write a news/sports report of an 'unfolding event' (e.g. commentary), including detail expressed in ways that will engage the reader/viewer</p> <p><u>Poetry</u> Read, write and perform free verse</p>	<p><u>Play Script</u> Write and perform a play, based on a familiar story</p> <p><u>Procedure</u> Write and evaluate a range of instructions, including directions e.g. a treasure hunt</p> <p><u>Poetry</u> Recite familiar limericks by heart</p>	<p><u>Narrative</u> Write an adventure story, focusing on plot.</p> <p><u>Explanation</u> Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively</p> <p><u>Poetry</u> Read, write and perform free verse – Monster Poems</p>	<p><u>Narrative</u> Write an adventure story, focusing on plot.</p> <p><u>Report</u> Research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information</p> <p><u>Poetry</u> Read and write haiku, tanka and kennings</p>	<p><u>Narrative</u> Write a traditional tale from a key character's perspective.</p> <p><u>Persuasion</u> Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader</p> <p><u>Poetry</u> Read, write and perform free verse</p>	<p><u>Narrative</u> Write a traditional tale from a key character's perspective.</p> <p><u>Persuasion</u> Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader</p> <p><u>Poetry</u> Research a particular poet. Personal responses to poetry Recite familiar poems by heart</p>
<b>Texts</b>	<p>The Suitcase Kid Aesop's Fables BBC Newsround for current events</p>	<p>The Suitcase Kid Stig of the Dump</p>	<p>The Street Beneath my Feet Volcanoes (explanation) Monster Poems</p>	<p>Flat Stanley Bridges (report)</p>	<p>Rickshaw Girl The Clock Tower – Literacy Shed Revolting Rhymes - Roald Dahl</p>	<p>Rickshaw Girl Revolting Rhymes – Snow White, Twisted Tales – The Little Mermaid, Brian Moses poetry</p>
<b>Topics</b>	<p>History – Through the Ages Geography – Rocks, Relics and rumbles</p>			<p>History – Emperors and Empires Geography – One Planet, Our World</p>		
<b>Guided Reading</b>	<p>The First Drawing, The Street Beneath my Feet, Stone Age Boy, Ug: Boy Genius of the Stone Age, Stig of the Dump, Where the Forest Meets the Sea, Tin Forest, Flotsam,</p>			<p>Escape from Pompeii, The Boy Who Grew Dragons, George's Marvellous Medicine, Rickshaw Girl, Anthony Browne - Voices in the Park, Into the Forest, Hansel and Gretel, Ocean Meets the Sky, The True Story of the Three Little Pigs, Roman Invasion My Story</p>		
<b>Spelling</b>	<p><u>Revisit</u> common exception words from Y2; <u>prefixes</u> revise '-un'; revise from Y2 '-s', '-es', '-ed', '-ing', '-er'; new prefixes: 'pre-', 'dis-', 'mis-', 're-'; <u>GPCs</u> sound spelt 'ei', 'eigh', ot 'ey'; 'I' sound spelt 'y'; sords ending with 'g' spelt 'gue' and 'k' sound</p>		<p><u>Revisit</u> spelling strategies; suffixes from Y2 '-ness' and '-ful'; <u>prefixes</u> 'sub-', 'tele-', 'super-', 'auto-'; <u>suffixes</u> '-less', '-ly'; GPCs 's' sound spelt 'ch' (French origin); 'k' sound spelt 'ch' (Greek origin); <u>homophones</u> here/hear; knot/not/ meat/meet;</p>		<p><u>Revisit</u> spelling strategies; Y2 vowel digraphs; <u>suffixes</u> '-ly' with root words ending in 'le' and 'ic'; revise previously taught suffixes; GPCs 'i' sound spelt 'y' other than at the end of words (gym, myth); 'u' sound spelt 'ou' (young, touch);</p>	



	spelt '-que' (French origin); <u>homophones</u> brake/break, grate/great, eight/ate, weight/wait, son/sun; <u>Apostrophe</u> revise contractions from Y2; <u>proofreading</u> ; <u>learning</u> and <u>practising</u> spellings	<u>Apostrophe</u> revise contractions from Y2; <u>proofreading</u> ; <u>learning</u> and <u>practising</u> spellings	<u>homophones</u> heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign; <u>Apostrophe</u> revise contractions from Y2; <u>proofreading</u> ; <u>learning</u> and <u>practising</u> spellings
<b>Grammar and Punctuation</b>	Learning how to use both familiar and new punctuation correctly – capital letters, full stops, exclamation marks, question marks, Commas for list. Using expanded noun phrases. Understanding the differences between a: question; command; exclamation and statement. Conjunctions - Co-ordination (or, and, but) Subordination (when, if, that, because) Using time conjunctions. Apostrophes for missing letters and singular possession. Sentence - Using 'a' or 'an' depending on first letter of next word is consonant or vowel. Headings and subheadings for organisation	Using adverbs for time. Using Prepositions to show time and cause – (before, during, after, in, because of) Introduce inverted commas for direct speech. Use present perfect form of verbs instead of simple past Using past and present tense introduce the progressive form. Extending sentences by using more than one clause.	Learning about the different type of nouns. Using Paragraphs Looking at word families showing how words are related in form and meaning. Formation of nouns using a range of prefixes (super-, anti-, auto-)
<b>Handwriting</b>	The teaching of handwriting is linked to statutory spelling words. Pupils in KS2 are given the opportunity to earn pen licenses for continuous, cursive handwriting		
<b>Oracy</b>	On a daily basis, pupils should communicate with peers and adults clearly, respectfully and appropriately in a range of situations, using Standard English and coherent sentences. Pupils should be able to ask and answer questions, give well-structured descriptions and explanations, justify their ideas, evaluate and build on the ideas of others, and develop their vocabulary (including subject specific). They should develop their understanding through speculating, and exploring ideas. They should use these spoken language skills to organise their ideas for writing and recording.		



Year 4						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing</b>	<p><u>Narrative</u> Write a Greek myth focusing on effective characterisation e.g. descriptions (in the style of: a 'Wanted' poster; 'lonely hearts' advert; job application); link dialogue to effective characterisation, interweaving speech and action.</p> <p><u>Report</u> Write own report independently based on notes gathered from several sources</p> <p><u>Poetry</u> Read and write Riddles</p>	<p><u>Narrative</u> Write a Greek myth focusing on effective characterisation e.g. descriptions (in the style of: a 'Wanted' poster; 'lonely hearts' advert; job application); link dialogue to effective characterisation, interweaving speech and action.</p> <p><u>Recount</u> – write a diary entry based on The Lion, the Witch and the Wardrobe from several sources</p> <p><u>Poetry</u> Read, write and perform free verse (Christmas theme)</p>	<p><u>Play Script</u> Write and perform a play, based on a familiar story</p> <p><u>Persuasion</u> (healthy eating) Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing</p> <p><u>Poetry</u> Read, write and perform free verse (narrative poetry, e.g. based on The Twits or Stick Man)</p>	<p><u>Narrative</u> Write a section of a narrative (or several narratives) focusing on setting</p> <p><u>Report</u> Write a newspaper report based on Billy and the Minpins</p> <p><u>Poetry</u> Recite some narrative poetry by heart Read and respond</p>	<p><u>Autobiography</u> Song of the Dolphin Boy. Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme.</p> <p><u>Discussion</u> (Saving the Ocean) Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter</p> <p><u>Poetry</u> Read, write and perform free verse (The Ocean)</p>	<p><u>Narrative</u> Historical fiction linked to Ancient Civilisations</p> <p><u>Explanation</u> (Gromit's Cracking Contraptions) Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style</p> <p><u>Poetry</u> Research a particular poet. Personal responses to poetry</p> <p>Recite familiar poems by heart</p>
<b>Texts</b>	<p>Traditional Tales - Myths (quests)</p> <p>The Lion, The Witch and the Wardrobe, Illustrated Norse Myths, Mangrove Forests (report), Riddles</p>	<p>The Lion, The Witch and the Wardrobe</p> <p>The Magic Box</p>	<p>The Twits</p> <p>Stick Man (J Donaldson)</p>	<p>The Highwayman</p> <p>Billy and the Minpins</p>	<p>Song of the Dolphin Boy</p> <p>Environmental information about the ocean.</p> <p>The Sea – James Reeves</p>	<p>Gromit's Cracking Contraptions</p> <p>A Street Through time</p>
<b>Topics</b>	<p>History – Invasion</p> <p>Geography – Inter-connected World</p>			<p>History – Ancient Civilisations</p> <p>Geography – Misty Mountain, Winding River</p>		
<b>Guided Reading</b>	<p>Aaron Becker - The Journey, Quest, Return ,</p> <p>Romans on the Rampage, A Roman Adventure (the Histonauts),</p> <p>How to Train Your Dragon, Butterfly Lion</p>			<p>Beowulf, Shakleton's Journey, Varmints</p> <p>When the Mountains Roared, The Firework Maker's Daughter,</p> <p>Charlie and the Chocolate Factory</p>		



<p><b>Spelling</b></p>	<p><u>Revisit</u> spelling strategies; <u>GPCs</u> revise from Y3 'a' sound spelt 'ei', 'eigh', or 'ey'; 's' sound spelt 'ch'; 'u' sound spelt 'ou'; <u>word endings</u> '-ure': treasure, measure; <u>prefixes</u> 'in-', 'il-', 'im-' and 'ir-'; adding <u>suffixes</u> beginning with vowels to words of more than one syllable ('-ing', '-en', '-er', 'ed'); <u>homophones</u> peace/piece, main/mane, fair/fare; possessive <u>apostrophe</u> with singular proper nouns (Cyprus's population); <u>proofreading</u>; <u>learning</u> and <u>practising</u> spellings</p>	<p><u>Revisit</u> Y3 GPCs; <u>GPCs</u> 'g' sound spelt 'gu'; <u>word endings</u> '-ture-' (creature, furniture); -tion, -sion, -ssion, -cian ' (invention, comprehension, expression, magician); <u>prefixes</u> 'anti-' and 'inter-'; <u>suffix</u> '-ation'; <u>homophones</u> scene/seen, male/mail, bawl/ball; <u>apostrophe</u> revise contractions from Y2; <u>proofreading</u>; <u>learning</u> and <u>practising</u> spellings</p>	<p><u>Revisit</u> prefixes from Y3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'; words with the /s/ sound spelt 'sc' (Latin origin); <u>word endings</u> spelt '-sion' (division, confusion); <u>suffixes</u> '-ly': exceptions, e.g. 'y' changed to 'i'; 'le' ending changed to 'ly', 'ic'; ending changed to '-ally'; suffix '-ous' (poisonous, outrageous); <u>homophones</u> whether/weather, who's/whose, missed/mist, medal/meddle, team/teem; <u>apostrophe</u> for possession, including singular and plural; revise contractions from Y2 and plural apostrophe rules; <u>proofreading</u>; <u>learning</u> and <u>practising</u> spellings</p>
<p><b>Grammar and Punctuation</b></p>	<p>Conjunctions - Using a wider range of conjunction (when, before, after, while, so, because, next, soon, therefore). Using nouns and pronouns to avoid repetition. Fronted adverbials</p>	<p>Using <u>apostrophes</u> for plural possession Using and punctuation <u>direct speech</u> using inverted commas. <u>Expanding noun phrases</u> using addition of, <u>modifying adjectives</u>, nouns and prepositions.</p>	<p>Using Standard English (we were not we was) Using Paragraphs to organise ideas Suffixes - Spell suffixes, including -ation,-ly,-ous, -tion, -sion, -ssion, -cian, understanding related word classes.</p>
<p><b>Handwriting</b></p>	<p>The teaching of handwriting is linked to statutory spelling words. Pupils in KS2 are given the opportunity to earn pen licenses for continuous, cursive handwriting.</p>		
<p><b>Oracy</b></p>	<p>On a daily basis, pupils should communicate with peers and adults clearly, respectfully and appropriately in a range of situations, using Standard English and coherent sentences. Pupils should be able to ask and answer questions, give well-structured descriptions and explanations, justify their ideas, evaluate and build on the ideas of others, and develop their vocabulary (including subject specific). They should develop their understanding through speculating, and exploring ideas. They should use these spoken language skills to organise their ideas for writing and recording.</p>		





Year 5						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing</b>	<p><u>Narrative</u> Present character from different viewpoints. Re-tell the story from several different perspectives.</p> <p><u>Biography</u> Bear Grylls – Compose a biographical account based on research</p> <p><u>Poetry</u> Read, write and perform free verse (include similes and metaphors)</p>	<p><u>Narrative</u> Present character from different viewpoints</p> <p><u>Procedure</u> Recipe</p> <p><u>Explanation</u> physical geography: David Attenborough - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><u>Poetry</u> Research a particular poet. Personal responses to poetry</p> <p>Recite familiar poems by heart</p>	<p><u>Narrative</u> Build suspense and create atmosphere.</p> <p><u>Persuasion</u> (use David Attenborough/ Bear Grylls source material) Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes</p> <p><u>Poetry</u> Read, write and perform free verse (include personification)</p>	<p><u>Narrative</u> Build suspense and create atmosphere.</p> <p><u>Procedure</u> Detailed instructions with clear introduction and conclusion. Link to DT</p> <p><u>Poetry</u> – Listen to, read and respond to rap. Experiment with writing their own.</p>	<p><u>Narrative</u> Greek Myths: retelling from different perspectives. Explore a text in detail. Write in style of author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version.</p> <p><u>Report</u> Write a report, in the form of an information leaflet.</p> <p><u>Poetry</u> Read, write and perform free verse (seaside theme)</p>	<p><u>Narrative</u> Greek Myths: retelling from different perspectives. Explore a text in detail. Write in style of author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version.</p> <p><u>Discussion</u> Who was Ancient Greece's most influential figure? Write up a balanced discussion presenting two sides of an argument, following a debate</p> <p><u>Poetry</u> Read and respond to cinquains. Experiment with writing their own.</p>
<b>Texts</b>	<p>MacBeth – A Shakespeare Story,</p> <p>MacBeth – Marcia Williams</p> <p>Bear Grylls documentaries</p>	<p>MacBeth – A Shakespeare Story,</p> <p>MacBeth – Marcia Williams</p> <p>David Attenborough documentaries</p>	<p>An adventure in the Shang Dynasty by Joe Hemming Room 13</p>	<p>Krindlekrax</p> <p>Rap music and poetry</p>	<p>Greek myths</p> <p>Percy Jackson and the Lightning Thief</p> <p>Holiday Brochures.</p>	<p>Greek myths</p> <p>Percy Jackson and the Lightning Thief</p> <p>Who let the Gods out?</p>
<b>Topics</b>	<p>History – Dynamic Dynasties</p> <p>Geography – Investigating Out World</p>			<p>History – Ground-breaking Greeks</p> <p>Geography – Sow, Grow and Farm</p>		



<b>Guided Reading</b>	The Girl of Ink and Stars, There's a Boy in the Girls' Bathroom, Beetle Boy Hidden Figures, A Series of Unfortunate Events	Kensuke's Kingdom, The Boy in the Tower King Kong – A Browne, Journey to the River Sea, James and the Giant Peach	
<b>Spelling</b>	<u>Revisit</u> spelling strategies; plurals (adding '-s', '-es' and '-ies'); apostrophe for contraction and possession; <u>GPCs</u> words with silent letters; <u>etymology</u> record notes on difficult words; <u>word endings</u> '-ough', '-able', '-ible'; <u>homophones</u> isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed; <u>hyphen</u> (co-ordinate, co-operate); use of a <u>dictionary</u> ; <u>proofreading</u> ; <u>learning and practising</u> spellings	<u>Revisit</u> spelling strategies; apostrophe for possession; <u>GPCs</u> Y5/6 word list (bruise, guarantee, queue, immediately, vehicle, yacht); 'e' sound spelt 'ei' after 'c' (receive, ceiling); morphology/ <u>etymology</u> extension of base words; <u>word endings</u> words ending in '-ably' and '-ibly'; revise words ending in '-able' and '-ible'; <u>homophones</u> altar/alter, led/lead, steal/steel; use of a <u>dictionary</u> ; <u>proofreading</u> ; <u>learning and practising</u> spellings	<u>Revisit</u> spelling strategies; <u>homophones</u> (cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose); problem <u>suffixes</u> ; <u>dictionary</u> ; morphology/ <u>etymology</u> ; <u>proofreading</u> ; <u>learning and practising</u> spellings
<b>Grammar and Punctuation</b>	Choosing Nouns or Pronouns for clarity and avoiding repetition. Expanding Noun phrases by addition or modifying Adjectives, Nouns, and Prepositional phrases. Using commas for Fronted adverbials. Difference between Plural and Possessive –s. Use of inverted commas and other punctuation to indicate direct speech. Using Relative clauses with who, which, where, when, whose, that or with an implied relative pronoun. Using Modal verbs to indicate possibility Using Adverbs to indicate degrees of possibility.	Using Brackets, Dashes or Commas to indicate Parenthesis. Using Expanded Noun Phrases to convey information concisely. Using the Perfect form of verbs to mark relationship of time and cause.	Using Commas to clarify meaning to avoid ambiguity. Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Using Prefixes (dis-, de-, mis-, over-,re-) Converting nouns or adjectives into verbs using Suffixes (-ate, -ise, -ify.)
<b>Handwriting</b>	The teaching of handwriting is linked to statutory spelling words. Pupils in KS2 are given the opportunity to earn pen licenses for continuous, cursive handwriting. By the end of Key Stage 2, pupils are expected to maintain legibility in joined handwriting when writing at speed (Teacher Assessment Framework).		
<b>Oracy</b>	On a daily basis, pupils should communicate with peers and adults clearly, respectfully and appropriately in a range of situations, using Standard English and coherent sentences. Pupils should be able to ask and answer questions, give well-structured descriptions and explanations, justify their ideas, negotiate, evaluate and build on the ideas of others, and develop their vocabulary (including subject specific). They should develop their understanding through speculating, hypothesising and exploring ideas. They should use these spoken language skills to organise their ideas for writing and recording.		



Year 6						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing</b>	<p><u>Narrative</u> A Range of Short stories with different themes and styles</p> <p><u>Information Text</u> World War 1, including:</p> <p><u>Explanation</u> World Wars – causal relationships</p> <p><u>Recount</u> Diary of an evacuee (linked to Goodnight Mr Tom)</p> <p><u>Poetry</u> Read and write War Poetry – Wilfred Owen and others</p>	<p><u>Narrative</u> A Range of Short stories with different themes and styles. Story based on Christmas advert: The Unexpected Guest.</p> <p><u>Biography</u> Compose biographical account / describe person from different perspectives, e.g. police description, school report, obituary</p> <p><u>Report</u> Newspaper Report – Titanic. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</p>	<p><u>Narrative</u> Workshop: Review key narrative technique e.g. creating settings, characterisation, atmosphere. Text: the Cursed Beach</p> <p><u>Persuasion</u> Greta's Story. Construct an argument to persuade others of a point of view and present the case to the class or a group (speech); use standard English appropriately; evaluate its effectiveness.</p> <p><u>Poetry</u> Read, write and perform free verse</p>	<p><u>Narrative</u> Single extended narrative, or several narratives on similar theme.</p> <p>Suggested texts: Floodlands, Shackleton' Story</p> <p><u>Recount</u> – Diary Entry related to Len Shackleton</p> <p><u>Discussion</u> Debate related to Shackleton's Story, presenting different viewpoints.</p> <p><u>Poetry</u> Read and write monologues.</p>	<p><u>Narrative</u> Explore a text in detail. Take the plot and theme from the text to plan and write their own version of the narrative. Write stories and dairy entries.</p> <p><u>Non-Fiction Genres</u> Demonstrate writing in a range of non-fiction genres in relation to texts and cross-curricular themes.</p>	<p><u>Narrative</u> Explore a text in detail. Take the plot and theme from the text to plan and write their own version of the narrative. Write stories and dairy entries.</p> <p><u>Non-Fiction Genres</u> Demonstrate writing in a range of non-fiction genres in relation to texts and cross-curricular themes.</p> <p>Poetry Read and write poetry – William Blake</p>
<b>Texts</b>	<p>Goodnight Mr Tom</p> <p>The Diary of Anne Frank</p> <p>Private Peaceful</p> <p>WW1 poetry</p> <p>The Piano (film) Lit Shed</p> <p>My Secret War Diary</p>	<p>Goodnight Mr. Tom</p> <p>The Unexpected Guest</p> <p>Christmas advert (John Lewis)</p> <p>Titanic – Real articles from the time.</p> <p>Farther</p>	<p>Oh Freedom – Francesco D'Adamo</p> <p>Greta's Story by Valentina Camerini</p> <p>The Cursed Beach</p>	<p>Oh Freedom</p> <p>Shackleton's Story</p> <p>Floodlands</p>	<p>Nowhere Emporium – Ross MacKenzie</p> <p>Alma - Literacy Shed video</p> <p>Rubato - Literacy Shed video</p>	<p>Nowhere Emporium</p> <p>The Invention of Hugo Cabret</p>
<b>Topics</b>	<p>History – Britain at War</p> <p>Geography – Frozen Kingdoms</p>			<p>History – Maafa</p> <p>Geography – Our Changing World</p>		



<b>Guided Reading</b>	Private Peaceful, When Hitler Stole Pink Rabbit, Carrie's War Oranges in No Man's Land, The Secret Garden	Journey to Jo'burg, Holes, Why the Whales Came, The Island, Floodlands	
<b>Spelling</b>	<p>Revisit spelling strategies; words ending '-able/-ably', '-ible/-ibly'; <u>GPCs</u> sound spelt 'ei' after 'c'; <u>suffixes</u> beginning with vowel letters to words ending in '-fer'; <u>word endings</u> spelt '-cious' or '-tious' (precious, ambitious); homophones advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy; <u>proofreading</u>; <u>learning</u> and <u>practising</u> spellings</p>	<p>Revisit words containing the letter string '-ough' <u>Prefixes and Suffixes</u> generating words from prefixes and suffixes; <u>word endings</u> '-tial', '-cial' (official, special, artificial, partial, confidential, essential; <u>homophones</u> compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/stationary; all homophones from KS2; <u>proofreading</u>; <u>learning</u> and <u>practising</u> spellings</p>	<p>Revisit spelling strategies; <u>GPCs</u> revise from Y5/6 word list (bruise, guarantee, queue, immediately, vehicle, yacht); <u>word endings</u> '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency'; <u>homophones and near homophones</u> draft/draught, dissent/descent, precede/proceed, wary/wear; <u>proofreading</u>; <u>learning</u> and <u>practising</u> spellings</p>
<b>Grammar and Punctuation</b>	<p>Using Relative clauses with who, which, where, when, whose, that. Using Modal verbs and Adverbs to indicate possibility. Using Commas to avoid ambiguity. Synonyms and Antonyms Formal vs Informal speech and writing including Subjunctive form. Recognising Subjunctive Form</p>	<p>Using Brackets, Dashes or Commas for Parenthesis. Using Expanded Noun Phrases to convey information concisely. Using the Perfect form of verbs Using a colon to introduce a list. Using Semi-colons within lists. Punctuating Bullet points. Using Passive verbs. Formal vs Informal speech and writing including Subjunctive form. Recognising Subjunctive Form Using semi-colons, colons, dashes to mark boundaries between independent clauses. Using Hyphens to avoid ambiguity.</p>	<p>GPS Revision (Y5/6 GPS requirements).  Cohesion – Linking ideas across paragraphs using a wider range of cohesive devices. Layout devices to structure text.</p>
<b>Handwriting</b>	<p>The teaching of handwriting is linked to statutory spelling words. Pupils in KS2 are given the opportunity to earn pen licenses for continuous, cursive handwriting. By the end of Key Stage 2, pupils are expected to maintain legibility in joined handwriting when writing at speed (Teacher Assessment Framework).</p>		
<b>Oracy</b>	<p>On a daily basis, pupils should communicate with peers and adults clearly, respectfully and appropriately in a range of situations, using Standard English and coherent sentences. Pupils should be able to ask and answer questions, give well-structured descriptions and explanations, justify their ideas, negotiate, evaluate and build on the ideas of others, and develop their vocabulary (including subject specific). They should develop their understanding through speculating, hypothesising and exploring ideas. They should use these spoken language skills to organise their ideas for writing and recording.</p>		