

Nursery Autumn 1

<p>Development Matters Objectives</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</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> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>	<p>New Key vocabulary</p> <p>Letter</p> <p>Word</p> <p>Name</p> <p>Sound</p> <p>Initial sound</p> <p>Same/similar</p> <p>Different</p>
<p>Communication and Language</p> <p>Text: The Enormous Turnip</p>	<p>Literacy</p> <p>Text: The Enormous Turnip</p>
<p>Objectives</p>	<p>Objectives</p>
<p>Enjoy listening to longer stories and can remember much of what happens.</p> <ul style="list-style-type: none"> -Engage in a short daily story time, maintaining attention to the story for the majority of the time -Join in with repeated phrases or actions, with some support or prompting <p>Use a wider range of vocabulary.</p> <ul style="list-style-type: none"> -Use nouns and verbs to talk about familiar things -Engage in talk with adults and peers <p>Sing a large repertoire of songs.</p>	<p>Develop their phonological awareness, so that they can:</p> <p>recognise words with the same initial sound, such as money and mother</p> <ul style="list-style-type: none"> - Distinguish between different sounds - i.e. a footstep and a key turning in a lock; a whisper and the sound of waves -Identify the initial sound in words with one syllable <p>Engage in extended conversations about stories, learning new vocabulary.</p>

<p>-Listen to a range of songs and show engagement (this could be clapping along, actions, attempting to join in with singing.)</p> <p>Use longer sentences of four to six words.</p> <p>-Engage in talk with adults and peers</p> <p>-Use phrases to describe their play and environment</p> <p>-Begin to place their phrases within sentences with adult support and modelling</p>			<p>-Engage in a daily story time and access books as part of the nursery environment</p> <p>Write some or all of their name.</p> <p>-Recognise the initial letter in their name when written down</p> <p>-Recognise letters from their name when written down</p> <p>-Begin to independently recognise their own name when written down</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>-Engage in early writing opportunities such as chalking, painting with water and other mark-making</p> <p>-Make small and large shapes when marking</p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <p>- Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>- Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>-Paint, chalk or make marks with water on large vertical surfaces</p>		
Spelling					
Mark-making	Mark-making	Mark-making Initial sounds	Initial sounds Name-writing	Initial sounds Name-writing	Initial sounds Name-writing
Nursery Autumn 2					
<p>Development Matters Objectives</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</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> <p>Develop their phonological awareness, so that they can:</p>				<p>New Key vocabulary</p> <p>Syllable</p> <p>Beat</p>	

<ul style="list-style-type: none"> -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>	
<p><u>Communication and Language</u></p> <p>Text: The Ugly Duckling</p>	<p><u>Literacy</u></p> <p>Text: The Ugly Duckling</p>
<p>Objectives</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <ul style="list-style-type: none"> -Engage in a short daily story time, maintaining attention to the story for the duration of the session -Join in with repeated phrases or actions as part of the story session -Verbally complete sentences about the events of the story (for example, the teacher may say 'The first little pig built a house of' and the child may finish the sentence with 'straw'.) <p>Use a wider range of vocabulary.</p> <ul style="list-style-type: none"> -Begin to engage in book talk -Use adjectives to describe nouns in spoken language <p>Sing a large repertoire of songs.</p> <ul style="list-style-type: none"> -Recognise and join in with familiar songs that have repetitive words, using images or actions to help recall the words <p>Use longer sentences of four to six words.</p> <ul style="list-style-type: none"> -Engage in talk with adults and peers -Begin to place their phrases within sentences with adult support and modelling -Speak in short sentences using sentence stems that have been modelled to them (i.e. I wonder what... I think that ... I can see...) 	<p>Objectives</p> <p>Develop their phonological awareness, so that they can: count or clap syllables in a word ; recognise words with the same initial sound, such as money and mother</p> <ul style="list-style-type: none"> - Know that a syllable is a beat of sound in a word -Be able to clap syllables for one and two syllable words -Identify the initial sound in words with more than one syllable -Be able to recognise two words with the same initial sound from a group of three - i.e. money, netball, mother <p>Engage in extended conversations about stories, learning new vocabulary.</p> <ul style="list-style-type: none"> -Engage in a daily story time and access books as part of the nursery environment -Practise naming what they can see in the pictures of books -Say what they think is happening in an image <p>Write some or all of their name.</p> <ul style="list-style-type: none"> - Independently recognise their own name when written down -Begin to record some letters from their own name (mix of supported and independent attempts) <p>Use some of their print and letter knowledge in their early writing.</p>

			<ul style="list-style-type: none">-Engage in early writing opportunities such as chalking, painting with water and other mark-making-Make small and large shapes when marking-Draw a range of lines – i.e. wavy lines, zigzags, straight lines, dashed lines <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <ul style="list-style-type: none">-Paint, chalk or make marks with water on large vertical surfaces- Know that when they draw a single line from left to right they do not need to pass the paintbrush from one hand to another or move their whole body along.-Begin to develop a pencil grip (with the use of specific pencils or grippers) under adult guidance (see Development Matters p. 67 for full information on adult support)		
Spelling					
Mark-making Initial sounds	Mark-making Name-writing	Initial sounds Name-writing	Initial sounds Syllables	Mark-making Syllables	Name-writing Syllables
Nursery Spring 1					
Development Matters Objectives <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</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> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none">-spot and suggest rhymes-count or clap syllables in a word-recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name.</p>				New Key vocabulary <p>language of direction (‘up’, ‘down’, ‘round’, ‘back’, etc).</p> <p>Line</p>	

<p>Write some letters accurately.</p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>	
<p><u>Communication and Language</u></p> <p>Text: The Three Little Pigs</p>	<p><u>Literacy</u></p> <p>Text: The Three Little Pigs</p>
<p>Objectives</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <ul style="list-style-type: none"> -Engage in a short daily story time, maintaining attention to the story for the duration of the session -Join in with repeated phrases or actions as part of the story session - Answer simple questions about the events of the story <p>Use a wider range of vocabulary.</p> <ul style="list-style-type: none"> -Know that the same word can have different meanings (i.e. bark – a dog barks, the bark of a tree, the person barked). Begin to explore examples of this type of vocabulary. <p>Sing a large repertoire of songs.</p> <ul style="list-style-type: none"> -Recognise and join in with familiar songs, using images or actions to help recall the words <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <ul style="list-style-type: none"> -Listen to and join in with familiar nursery rhymes -Engage in book talk about books they are familiar with <p>Use longer sentences of four to six words.</p> <ul style="list-style-type: none"> --Speak in short sentences using a wider range of sentence stems that have been modelled to them (i.e. I like to... Today it is...) 	<p>Objectives</p> <p>Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as money and mother</p> <ul style="list-style-type: none"> - Know that a syllable is a beat of sound in a word -Be able to clap syllables for words which have more than two syllables -Be able to recognise two words with the same initial sound from a group of words- i.e. penguin, Peter, fish, nothing, play -Be able to suggest words which begin with a given initial sound – i.e. listing words which begin with ‘sh’ or ‘b’ -Say when two sounds are similar – i.e. a knock at the door and a knock on a table; rustling of paper and crunching leaves -Say when two sounds are different – i.e. the beep of a horn and the sound an animal makes <p>Engage in extended conversations about stories, learning new vocabulary.</p> <ul style="list-style-type: none"> -Engage in a daily story time and access a wide range of diverse books as part of the nursery environment -Name and describe what they can see in the pictures of books -Say what they think is happening in a wordless book <p>Write some or all of their name.</p> <ul style="list-style-type: none"> -Record the letters of their own name in the correct order (supported and with independent attempts) <p>Write some letters accurately.</p> <ul style="list-style-type: none"> -Know the language of direction (‘up’, ‘down’, ‘round’, ‘back’, etc).

	<p>-Be able to draw lines by following the language of direction (i.e. draw a line starting at the top and go straight down. Now draw a line going across the middle.)</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>-Engage in early writing opportunities such as chalking, painting with water and other mark-making</p> <p>-Draw a range of lines with increasing control – i.e. wavy lines, zig-zags, straight lines, dashed lines</p> <p>-Know that we write from left to right</p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <p>-Continue to develop gross and fine motor skills using large movements, painting, sand trays etc</p> <p>-Use a comfortable grip with increasing control when holding pens and pencils.</p> <p>-Begin to practice drawing pre-handwriting shapes</p>
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Spelling

Directional language	Name writing	Syllables	Directional language	Initial sounds	Syllables
Initial sounds	Initial sounds	Name writing	Syllables	Name writing	Directional language

Nursery Spring 2

<p>Development Matters Objectives</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</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> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> -spot and suggest rhymes -count or clap syllables in a word 	<p>New Key vocabulary</p> <p>Rhyme</p>
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<p>-recognise words with the same initial sound, such as money and mother</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>	
<p><u>Communication and Language</u></p> <p>Text: Chicken Licken</p>	<p><u>Literacy</u></p> <p>Text: Chicken Licken</p>
<p>Objectives</p>	<p>Objectives</p>
<p>Enjoy listening to longer stories and can remember much of what happens.</p> <ul style="list-style-type: none"> -Engage in a daily story time, maintaining attention to the story for the duration of the session -Join in with repeated phrases or actions as part of the story session - Answer simple questions about the events of the story -Be able to say what happened next after a given event <p>Use a wider range of vocabulary.</p> <ul style="list-style-type: none"> -Begin to explore and select more specific/focused vocabulary – i.e. daisy, weed, rose rather than just flower <p>Sing a large repertoire of songs.</p> <ul style="list-style-type: none"> -Recognise and join in with an increasing range of familiar songs -Sing call-and-response songs to begin experimenting with volume, pitch and tempo <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <ul style="list-style-type: none"> -Begin to independently recall nursery rhymes by finishing given lines or play call and response games (i.e teacher says one line, children say the next and so on) -Engage in book talk by saying which books they like -Begin to retell familiar stories 	<p>Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as money and mother</p> <ul style="list-style-type: none"> -Be able to clap syllables for words and say how many syllables there are in it -Be able to suggest words which begin with a given initial sound – i.e. listing words which begin with ‘sh’ or ‘b’ -Recognise when words end with the same sound – i.e. car and star, fish and dish. Know that this is called a rhyme. -Play games involving rhymes – i.e. name rhymes, changing initial sound of ‘hat’ to ‘cat’ to ‘sat’ <p>Engage in extended conversations about stories, learning new vocabulary.</p> <ul style="list-style-type: none"> -Engage in a daily story time and access a wide range of diverse books as part of the nursery environment -Talk about stories i.e. saying what they think will happen next, describing characters <p>Use some of their print and letter knowledge in their early writing.</p> <ul style="list-style-type: none"> -Engage in early writing opportunities using paper -Know that we start writing at the top of a page and write from left to right; show evidence of this understanding in their emergent writing

<p>Use longer sentences of four to six words.</p> <ul style="list-style-type: none"> -Use previously learned and rehearsed sentence stems to formulate their own spoken sentences -Talk confidently in short but clear sentences. 	<p>Write some or all of their name.</p> <p><i>-Record the letters of their own name in the correct order (independently)</i></p> <p>Write some letters accurately.</p> <ul style="list-style-type: none"> -Know the language of direction ('up', 'down', 'round', 'back', etc). -Be able to draw shapes by following the language of direction -Accurately form the letters of their name (using Little Wandle letter formation phrases to support) <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <ul style="list-style-type: none"> -Continue to develop gross and fine motor skills using large movements, painting, sand trays etc -Use a comfortable grip with increasing control when holding pens and pencils. -Confidently draw some draw pre-handwriting shapes
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Spelling

Directional language Initial sounds	Syllables Initial sounds	Name writing Syllables	Rhyme Syllables	Name writing Rhyme	Rhyme Initial sounds
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Nursery Summer 1

<p>Development Matters Objectives</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</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> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>New Key vocabulary</p>
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<p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>	
<p>Communication and Language</p> <p>Text: Jack and the Beanstalk</p>	<p>Literacy</p> <p>Text: Jack and the Beanstalk</p>
<p>Objectives</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <ul style="list-style-type: none"> -Engage in a daily story time, maintaining attention to the story for the duration of the session -Join in with repeated phrases or actions as part of the story session - Answer simple questions about the events and the characters of the story -Be able to recall three main events from a story (in any order) <p>Use a wider range of vocabulary.</p> <ul style="list-style-type: none"> -Be able to categorise words – i.e. know that turnip, carrots and peas are all types of vegetables and be able to say other words that could be added to the group <p>Sing a large repertoire of songs.</p> <ul style="list-style-type: none"> -Independently select and sing a range of familiar songs -Learn new songs at a quicker pace/with more ease as memory, rhyme and singing skills should be embedded. <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <ul style="list-style-type: none"> -Independently recall familiar/favourite nursery rhymes -Talk about familiar books, discussing events and characters -Begin to tell their own stories, inspired by their play <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>	<p>Objectives</p> <p>Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word ; recognise words with the same initial sound, such as money and mother</p> <ul style="list-style-type: none"> -Be able to clap syllables for words and say how many syllables there are in it -Be able to suggest words which begin with a given initial sound – i.e. listing words which begin with 'sh' or 'b' -Know that rhyming words end with the same sound, meaning the words sound similar -Recognise rhymes by selecting two from a group of three - i.e. mop, fog, stop -Recognise rhymes by selecting two from a group of three when the words are of varying length - i.e. wish, finish, extinguish -Begin to accurately suggest rhymes to match with a given word <p>Engage in extended conversations about stories, learning new vocabulary.</p> <ul style="list-style-type: none"> -Engage in a daily story time and access a wide range of diverse books as part of the nursery environment -Talk about stories, focusing on learning and using vocabulary that is not in everyday spoken use (i.e. caterpillar, roar, invitation) <p>Use some of their print and letter knowledge in their early writing.</p> <ul style="list-style-type: none"> -Engage in early writing opportunities -Know that we start writing at the top of a page and write from left to right; show evidence of this understanding in their emergent writing -Write lists, including using the correct initial sound

-Use sentence stems such as 'I like' and 'I don't like' to express an opinion	<p>Write some or all of their name.</p> <p><i>-Record the letters of their own name in the correct order (including surname with support)</i></p> <p>Write some letters accurately.</p> <p>-Know the language of direction ('up', 'down', 'round', 'back', etc). -Be able to draw shapes by following the language of direction -Accurately form the letters of their name (using Little Wandle letter formation phrases to support) and begin to form other letters they may know/recognise</p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <p>-Continue to develop gross and fine motor skills using large movements, painting, sand trays etc -Use a comfortable grip with good control when holding pens and pencils. -Confidently draw a wider range of pre-handwriting shapes</p>
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Spelling

Rhyme Initial sounds	Name writing Rhyme	Name writing Initial sounds	Rhyme Syllables	Syllables Initial sounds of words	Name writing Initial sounds of words
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Nursery Summer 2

<p>Development Matters Objectives</p> <p>Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use longer sentences of four to six words. 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. Develop their phonological awareness, so that they can:</p>	<p>New Key vocabulary</p>
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<ul style="list-style-type: none"> -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>	
<p><u>Communication and Language</u></p> <p>Text: Hansel and Gretel</p>	<p><u>Literacy</u></p> <p>Text: Hansel and Gretel</p>
<p>Objectives</p>	<p>Objectives</p>
<p>Enjoy listening to longer stories and can remember much of what happens.</p> <ul style="list-style-type: none"> -Engage in a daily story time, maintaining attention to the story for the duration of the session -Join in with repeated phrases or actions as part of the story session - Answer simple questions about the events and the characters of the story -Be able to recall three main events from a story (in the correct order) <p>Use a wider range of vocabulary.</p> <ul style="list-style-type: none"> -Engage in talk confidently, using specific vocabulary to describe and ask questions - Use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks. <p>Sing a large repertoire of songs.</p> <ul style="list-style-type: none"> -Independently select and sing a range of familiar songs -Learn new songs at a quicker pace/with more ease as memory, rhyme and singing skills should be embedded. <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <ul style="list-style-type: none"> -Recite nursery rhymes from memory 	<p>Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word ; recognise words with the same initial sound, such as money and mother</p> <ul style="list-style-type: none"> -Be able to clap syllables for words and say how many syllables there are in it -Recognise the initial sound of any given word -Be able to suggest words which begin with a given initial sound – i.e. listing words which begin with ‘sh’ or ‘b’ -Know that rhyming words end with the same sound, meaning the words sound similar -Match rhyming words together; group words together that rhyme (i.e. from a selection of objects or images – clock, dish, fish, sock, box, fox, wish, rock) -Suggest rhymes to match with a given word, in isolation and as part of stories/nursery rhymes (i.e. can they change the words to Twinkle Twinkle? Little car, little bar etc) <p>Engage in extended conversations about stories, learning new vocabulary.</p> <ul style="list-style-type: none"> -Engage in a daily story time and access a wide range of diverse books as part of the nursery environment -Self-select favourite stories to read and discuss

<ul style="list-style-type: none">-Talk about familiar books, describing events and characters-Answer questions about familiar books-Begin to tell their own stories, inspired by their play or drawings <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> <ul style="list-style-type: none">-Discuss possible answers to open-ended questions like “I wonder what would happen if....?” and say what they think will happen-Engage in discussion about different possibilities		<ul style="list-style-type: none">-Talk about stories, focusing on learning and using vocabulary that is not in everyday spoken use (i.e. caterpillar, roar, invitation) <p>Use some of their print and letter knowledge in their early writing.</p> <ul style="list-style-type: none">-Engage in early writing opportunities-Know that we start writing at the top of a page and write from left to right; show evidence of this understanding in their emergent writing-Write lists, including using the correct initial sound-Attempt to write other text types as part of their provision <p>Write some or all of their name.</p> <ul style="list-style-type: none">-Record the letters of their own name in the correct order (including surname) <p>Write some letters accurately.</p> <ul style="list-style-type: none">-Know the language of direction (‘up’, ‘down’, ‘round’, ‘back’, etc).-Be able to draw shapes by following the language of direction-Accurately form the letters of their name and other letters they may know (using Little Wandle letter formation phrases to support), with increasing control over size and direction <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <ul style="list-style-type: none">-Continue to develop gross and fine motor skills using large movements, painting, sand trays etc-Use a comfortable grip with good control when holding pens and pencils.-Confidently draw all the age appropriate pre-handwriting shapes			
Spelling					
Initial sounds Initial sounds of words	Syllables Name writing	Initial sounds of words Rhyme	Rhyme Name writing	Syllables Rhyme	Initial sounds of words Name writing

Reception Autumn 1

<p>Development Matters Objectives</p> <ul style="list-style-type: none"> -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. -Develop the foundations of a handwriting style which is fast, accurate and efficient. -Spell words by identifying the sounds and then writing the sound with letter/s. -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Understand how to listen carefully and why listening is important. -Engage in story times. 	<p>New Key vocabulary</p> <p>Phoneme Grapheme Letter Word Segment to spell Tricky word Initial Middle End</p>
<p><u>Transcription and composition</u> Text: Goldilocks and the Three Bears</p>	<p><u>Verbally retell familiar stories</u> Text: Goldilocks and the Three Bears</p>
<p>Objectives</p>	<p>Objectives</p>
<ul style="list-style-type: none"> -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <ul style="list-style-type: none"> • The children will understand what good posture looks like both on the floor and at a table (i.e. chair pulled in, feet on the floor) -Develop the foundations of a handwriting style which is fast, accurate and efficient. <ul style="list-style-type: none"> • Form pre-handwriting shapes and patterns. The children will understand they need to use pressure with their pencil to be neater. • Be able to independently recall the letter formation rhymes for the graphemes: s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f and l • Begin forming the letters: s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f and l, using the letter formation rhymes to ensure they form the letter accurately. (Some children who are still struggling with their motor skills may need to do this using foam, sand etc. They should still be exposed to the formation even if not using a pencil.) 	<ul style="list-style-type: none"> - Understand how to listen carefully and why listening is important. <ul style="list-style-type: none"> • The children can describe what good listening looks like – i.e. in a position where they can see, being quiet to concentrate, watching accompanying gestures • The children can demonstrate good listening during story times, small group discussions and Drawing Club sessions. -Engage in story times. <ul style="list-style-type: none"> • The children can demonstrate good listening during story times • Join in with repeated phrases in familiar stories • Sing familiar rhymes, remembering most of the words • Join in with new call-and-response songs

<p>-Spell words by identifying the sounds and then writing the sound with letter/s.</p> <ul style="list-style-type: none">Children verbally segment to spell CVC words using known GPCs. They know how to use segmenting fingers to touch each finger as they say the sound.Children segment to spell CVC words using known GPCs by using magnets or cutting and sticking letters in order.Children segment to spell CVC words by filling in the initial, middle or end sounds in given words to match pictures.Children segment to spell CVC words by writing the whole word. They should say the word, orally segment the word as above then write the word using letters. They should do this for both dictated words and by writing words to match pictures.Children can spell from memory the common exception/tricky words: is, I, the					
Spelling					
Initial sounds Name writing	Begin phonics teaching Oral blending	Name writing Letter formation	Letter formation Orally segment to spell (CVC words) Tricky word: is	Letter formation Tricky word: I CVC words	Letter formation Tricky word: the CVC words
Reception Autumn 2					
<p>Development Matters Objectives</p> <p>-Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>-Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>-Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>- Understand how to listen carefully and why listening is important.</p> <p>-Engage in story times.</p>				<p>New Key vocabulary</p> <p>Digraph</p> <p>Sequence</p> <p>Event</p> <p>Rhyme</p> <p>Sentence</p>	
Transcription and composition			Verbally retell familiar stories		

Text: The Magic Porridge Pot	Text: The Magic Porridge Pot
Objectives	Objectives
<p>-Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <ul style="list-style-type: none"> Form pre-handwriting shapes and patterns. The children will understand they need to use pressure with their pencil to be neater. Be able to independently recall the letter formation rhymes for previously taught graphemes and for: v, w, x, y and z. Form the letters for previously taught GPCs and for: v, w, x, y and z , using the letter formation rhymes to ensure they form the letter accurately. (Some children who are still struggling with their motor skills may need to do this using foam, sand etc. They should be doing lots of pre-handwriting shape practise to get them ready for forming letters as soon as possible.) Work on improving letter size and sitting letters on the line. <p>-Spell words by identifying the sounds and then writing the sound with letter/s.</p> <ul style="list-style-type: none"> Children verbally segment to spell CVC, CCVC and CVCC words using known GPCs, <i>including digraphs</i>. They know how to use segmenting fingers to touch each finger as they say the sound. Children segment to spell CVC, CCVC and CVCC words using known GPCs by using magnets or cutting and sticking letters in order. Children segment to spell CVC, CCVC and CVCC words by filling in the initial, middle or end sounds in given words to match pictures. Children segment to spell CVC, CCVC and CVCC words by writing the whole word. They should say the word, orally segment the word as above then write the word using letters. They should do this for both dictated words and by writing words to match pictures. Children can spell from memory the common exception/tricky words: <i>and, he, she, we, be, to</i> 	<p>- Understand how to listen carefully and why listening is important.</p> <ul style="list-style-type: none"> The children can describe what good listening looks like – i.e. in a position where they can see, being quiet to concentrate, watching accompanying gestures The children can demonstrate good listening during story times, small group discussions and Drawing Club sessions. <i>They can sustain this for increasingly longer times.</i> <p>-Engage in story times.</p> <ul style="list-style-type: none"> The children can demonstrate good listening during story times <i>The children can recognise and select favourite stories to read</i> Join in with repeated phrases in familiar stories <i>Begin to predict what the rhyming word might be in predictable poems</i> Sing familiar rhymes, remembering most of the words Join in with new call-and-response songs <i>Sequence the events from familiar stories using pictures.</i> <i>Say a simple sentence to describe what happened in each part of the story (using the pictures as a prompt).</i>
Spelling	

CVC Words Tricky words: I, is, the	CVC words Tricky words: and, has	CVCC words Tricky words: to, go	CVCC words Tricky words: she, he, of	CCVC words Tricky words: we, me, be	Consolidate segmenting to spell routines and tricky words
Reception Spring 1					
Development Matters Objectives -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. -Develop the foundations of a handwriting style which is fast, accurate and efficient. -Spell words by identifying the sounds and then writing the sound with letter/s. -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Understand how to listen carefully and why listening is important. -Engage in story times.				New Key vocabulary Phrase Label Capital letter Lower-case Alphabet First, next, then, finally	
<u>Transcription and composition</u> Text: The Little Red Hen			<u>Verbally retell familiar stories</u> Text: The Little Red Hen		
Objectives -Develop the foundations of a handwriting style which is fast, accurate and efficient. <ul style="list-style-type: none">Be able to independently recall the letter formation rhymes for previously taught graphemesForm the letters for previously taught GPCs, using the letter formation rhymes to ensure they form the letter accurately if still needed. (The few children who may have worked with foam and sand only in the Autumn term need to begin attempting to form the letters with a pencil.)Practice writing letters in digraph pairs to work on letter sizing and positioning on the line. i.e. sh, ng -Spell words by identifying the sounds and then writing the sound with letter/s.			Objectives - Understand how to listen carefully and why listening is important. <ul style="list-style-type: none">The children can describe what good listening looks like – i.e. in a position where they can see, being quiet to concentrate, watching accompanying gesturesThe children can demonstrate good listening during story times, small group discussions and Drawing Club sessions. <i>They can now do this with fewer reminders from adults.</i> -Engage in story times. <ul style="list-style-type: none">The children can demonstrate good listening during story timesThe children can recognise and select favourite stories to readJoin in with repeated phrases in familiar storiesAccurately predict what the rhyming word might be in predictable poemsBe able to recite a simple poem from memory, using actions to support this.		

<ul style="list-style-type: none">Continue to use segmenting to spell routines and practise activities to spell words using known GPCs, including Spring 1 GPCs as they are learnt.Children can spell from memory the common exception/tricky words: <i>her, his, go, of, into</i> <p>-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <ul style="list-style-type: none"><i>Write labels and phrases to match images, using known GPCs and CEWs. i.e. ‘the red hen,’ ‘her big dog’. Dictate these to ensure they contain only the taught sound-letter correspondences.</i><i>Recognise the capital letters to match each lower-case letter. Be able to say the letter name when the capital letter is shown.</i><i>Accurately match the capital letter to the lower-case grapheme.</i><i>Write the correct lower-case grapheme to match a given capital letter.</i>			<ul style="list-style-type: none">Sing familiar rhymes, remembering most of the wordsJoin in with <i>more complex</i> call-and-response songsSequence the events from familiar stories using pictures.Say a simple sentence to describe what happened in each part of the story (using the pictures as a prompt). <i>Begin to verbally sequence these sentences by using ‘next’, ‘then’.</i>		
Spelling					
Words containing digraphs: ai, ee, igh, oa Tricky words: consolidate	Words containing digraphs: oo, oo, ar, or Tricky words: was, you, they	Words containing digraphs/trigraphs: ur, ow, oi, ear Tricky words: my, all, into	Words containing digraphs/trigraphs: air, er, double letters Tricky words: go, of, are	Longer words Tricky words: her, his, into, and	Consolidate digraph words.
Reception Spring 2					
Development Matters Objectives <ul style="list-style-type: none">-Develop their small motor skills so that they can use a range of tools competently, safely and confidently.- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.-Develop the foundations of a handwriting style which is fast, accurate and efficient.-Spell words by identifying the sounds and then writing the sound with letter/s.-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.- Understand how to listen carefully and why listening is important.-Engage in story times.				New Key vocabulary Syllable Chunk it up Compound Full stop	
Transcription and composition			Verbally retell familiar stories		

Text: The Three Billy Goats Gruff	Text: The Three Billy Goats Gruff
Objectives	Objectives
<p>-Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <ul style="list-style-type: none"> Form the letters for previously taught GPCs. <i>The letters should now be appropriately sized and sitting on the line.</i> Practice writing letters in digraph pairs to work on letter sizing and positioning on the line. i.e. sh, ng <i>Form the graphemes for capital letters. Understand these letters are 'tall'.</i> <p>-Spell words by identifying the sounds and then writing the sound with letter/s.</p> <ul style="list-style-type: none"> Continue to use segmenting to spell routines and practise activities to spell words using known GPCs, including Spring 2 GPCs. <i>Children can spell longer words by clapping out the syllables then segmenting to spell as normal. i.e. laptop, sunset</i> Children can spell from memory the common exception/tricky words: <i>my, by, you, was, they, all, are</i> <p>-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <ul style="list-style-type: none"> <i>Know what a full stop looks like. Understand it goes at the end of an idea.</i> <i>Write simple dictated sentences with a full stop at the end, using known GPCs.</i> <i>Write simple dictated sentences with a capital letter and full stop, using known GPCs. Use a Grapheme mat to support capital letter writing until children are secure with forming them.</i> <i>Begin to verbally form/suggest sentences to write. (An adult will need to make sure these contain known GPCs or reframe them to make sure they do).</i> 	<p>- Understand how to listen carefully and why listening is important.</p> <ul style="list-style-type: none"> The children can describe what good listening looks like – i.e. in a position where they can see, being quiet to concentrate, watching accompanying gestures The children can demonstrate good listening during story times, small group discussions and Drawing Club sessions. They can now do this with fewer reminders from adults. <p>-Engage in story times.</p> <ul style="list-style-type: none"> The children can demonstrate good listening during story times The children can recognise and select favourite stories to read Join in with repeated phrases in familiar stories Accurately predict what the rhyming word might be in predictable poems Be able to recite a simple poem from memory, using actions to support this. Sing familiar rhymes, remembering most of the words Join in with more complex call-and-response songs <i>Learn a simple retell of a familiar story by heart, using actions and images to support. (Three sentences: i.e. First, Goldilocks was hungry. Next, she went into the bear's house. Finally, the bears came home and she ran away.)</i>

Spelling					
Review digraph spellings – ai, ee, igh, oi, oa, ar	Tricky words: all, my, by, they Words with ‘er’ and ‘air’	Spell words with more than one digraph	Compound words Tricky words: are, was	Words ending in ‘s’ Tricky words: consolidate all so far	Review digraph spellings – target those identified through assessment
Reception Summer 1					
Development Matters Objectives -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. -Develop the foundations of a handwriting style which is fast, accurate and efficient. -Spell words by identifying the sounds and then writing the sound with letter/s. -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Understand how to listen carefully and why listening is important. -Engage in story times.				New Key vocabulary	
<u>Transcription and composition</u> Text: The Gingerbread Man			<u>Verbally retell familiar stories</u> Text: The Gingerbread Man		
Objectives -Develop the foundations of a handwriting style which is fast, accurate and efficient. <ul style="list-style-type: none">Form the letters for previously taught GPCs. The letters should now be appropriately sized and sitting on the line.Form the graphemes for capital letters. Understand these letters are ‘tall’.<i>Practice writing common exception words to work on letter sizing, spacing, positioning.</i> -Spell words by identifying the sounds and then writing the sound with letter/s. <ul style="list-style-type: none">Continue to use segmenting to spell routines and practise activities to spell words using known GPCs.Children can spell longer words by clapping out the syllables then segmenting to spell as normal. i.e. laptop, sunset			Objectives - Understand how to listen carefully and why listening is important. <ul style="list-style-type: none">The children can describe what good listening looks like – i.e. in a position where they can see, being quiet to concentrate, watching accompanying gesturesThe children can demonstrate good listening during story times, small group discussions and Drawing Club sessions. They can now do this with fewer reminders from adults. -Engage in story times. <ul style="list-style-type: none">The children can demonstrate good listening during story timesThe children can recognise and select favourite stories to readJoin in with repeated phrases in familiar storiesAccurately predict what the rhyming word might be in predictable poems		

<ul style="list-style-type: none">Children can spell from memory the common exception/tricky words: <i>sure, said, like, have, there, some</i> <p>-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <ul style="list-style-type: none">Write simple dictated sentences with a capital letter and full stop, using known GPCs.Write a sentence by sharing it verbally with an adult then writing it independently using all of the skills learned. Do this in a range of contexts: i.e. a sentence to describe a picture, a sentence to describe an event, a sentence linked to verbal retellings.			<ul style="list-style-type: none">Be able to recite a simple poem from memory, using actions to support this.Sing familiar rhymes, remembering most of the wordsJoin in with more complex call-and-response songsLearn a simple retell of a familiar story by heart, using actions and images to support. (<i>Five sentences: i.e. Once upon a time there were three little pigs. One day they left home. They built houses out of straw, sticks and bricks. A wolf blew the straw and stick house down. Finally, the wolf could not blow the brick house down.</i>)Begin to independently retell a familiar story by taking turns to say sentences in a group.		
Spelling					
CVCC words (short vowels) Tricky words: said, like, so, have	CVCC, CCVC words (short vowels) Tricky words: sure, some, said	CCVCC, CCCVC and CCCVCC words Tricky words: sure, like, have, little	Compound words Tricky words: there, when, one	Suffix endings: ing Tricky words: out, some, said	Tricky words - consolidate
Reception Summer 2					
Development Matters Objectives <ul style="list-style-type: none">-Develop their small motor skills so that they can use a range of tools competently, safely and confidently.- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.-Develop the foundations of a handwriting style which is fast, accurate and efficient.-Spell words by identifying the sounds and then writing the sound with letter/s.-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.- Understand how to listen carefully and why listening is important.-Engage in story times.				New Key vocabulary Suffix	
Transcription and composition Text: Little Red Riding Hood			Verbally retell familiar stories Text: Little Red Riding Hood		
Objectives			Objectives		
-Develop the foundations of a handwriting style which is fast, accurate and efficient.			- Understand how to listen carefully and why listening is important.		

<ul style="list-style-type: none">• Consolidate knowledge of letter formation by practising all GPCs, focusing on beginning letters from the correct position.• Practice writing common exception words to work on letter sizing, spacing, positioning. <p>-Spell words by identifying the sounds and then writing the sound with letter/s.</p> <ul style="list-style-type: none">• Continue to use segmenting to spell routines and practise activities to spell words using known GPCs.• Children can spell longer words by clapping out the syllables then segmenting to spell as normal. i.e. laptop, sunset• Children can spell longer words by adding the -ing suffix• Children can spell from memory the common exception/tricky words: out, today, here, do, little, when <p>-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <ul style="list-style-type: none">- Write simple dictated sentences with a capital letter and full stop, using known GPCs.- Write a sentence by sharing it verbally with an adult then writing it independently using all of the skills learned. Do this in a range of contexts: i.e. a sentence to describe a picture, a sentence to describe an event, a sentence linked to verbal retellings.- Independently write a sentence by thinking of an idea and writing it down in different contexts.- Re-read what they have written to check that it makes sense.			<ul style="list-style-type: none">• The children can describe what good listening looks like – i.e. in a position where they can see, being quiet to concentrate, watching accompanying gestures• The children can demonstrate good listening during story times, small group discussions and Drawing Club sessions. They can now do this with fewer reminders from adults. <p>-Engage in story times.</p> <ul style="list-style-type: none">• The children can demonstrate good listening during story times• The children can recognise and select favourite stories to read• Join in with repeated phrases in familiar stories• Accurately predict what the rhyming word might be in predictable poems• Be able to recite a simple poem from memory, using actions to support this.• Sing familiar rhymes, remembering most of the words• Join in with more complex call-and-response songs• Learn a simple retell of a familiar story by heart, using actions and images to support. (Five sentences: i.e. Once upon a time there were three little pigs. One day they left home. They built houses out of straw, sticks and bricks. A wolf blew the straw and stick house down. Finally, the wolf could not blow the brick house down.)• Retell a familiar story by taking turns to say independent sentences in a group.• Verbally retell a familiar story in independent sentences, using the story structures learned this year such as ‘once upon a time’, ‘next’ and ‘then’.		
Spelling					
Applying spelling accurately in sentences Tricky words: here, out, little	Longer words Tricky words: today, when, do	Compound words Tricky words: little, here, said	Suffix: -ing Tricky words: consolidate all	Consolidate	Consolidate

Year 1 Autumn 1	
Sentence, transcription and composition Text: I Want My Hat Back – Jon Klassen; Traditional Tales Audience: N/A Purpose: to independently write and structure simple sentences, both in isolation and in a short sequence (three linked simple sentences).	Verbally retell familiar stories Text: I Want My Hat Back – Jon Klassen; Traditional Tales Audience: Peers within own class Purpose: to be able to orally construct and retell familiar stories
Objectives Segment to spell words that are in line with phonic knowledge. -Use segmenting fingers to orally segment - Write words by orally segmenting and transcribing letters -Ensure letters are written sitting on the line -Focus on accurate letter sizing Mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' -Recognise the capital letters -Form the capital letters -Know that we use a capital letter for names and practise this skill -Know what the word 'pronoun' means -Know that we use a capital letter for the personal pronoun 'I' and practise this skill Orally say a simple sentence and 'hold' it for writing. -Practise recalling dictated sentences verbally. -Know that a sentence needs to contain a complete idea. -Practise orally composing simple sentences. Begin to punctuate sentences using a capital letter and full stop. -Know that a sentence needs to contain a subject and verb. -Know that a sentence must begin with a capital letter. -Know that a full stop shows the end of a sentence. -Remember that we also use a capital letter for names and 'I' -Write simple sentences from dictation, using a capital letter and full stop. -Compose and write simple sentences, using a capital letter and full stop. Accurately punctuate a short sequence of connected sentences	Objectives -Learn a simple retell of a familiar story by heart, using actions and images to support. (Five sentences: i.e. Once upon a time there were three little pigs. One day they left home. They built houses out of straw, sticks and bricks. A wolf blew the straw and stick house down. Finally, the wolf could not blow the brick house down.) -Retell a familiar story by taking turns to say independent sentences in a group. -Verbally retell a familiar story in independent sentences, using the story structures learned in reception such as 'once upon a time', 'next' and 'then'. -Begin to add adjectives to verbal story sentences.

<div>-Identify when a sentence ends and a new one begins verbally. i.e. know that 'The boy ran. He was fast.' are two different sentences.</div> <div>-Accurately write and punctuate two connected sentences using full stops and capital letters and know that they are not used to mark the end of a line.</div> <div>-Accurately write and punctuate a short sequence of connected sentences using full stops and capital letters</div>					
Greater Depth			Greater Depth		
Spelling					
Review spelling using: ai ee igh oa oo ar or ur oo ow oi ear Tricky words: review	Words with two or more digraphs Tricky words: review	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	Spell using: ay, ou, oy, ea Tricky words: review	Longer words	Tricky word focus
Year 1 Autumn 2					
<div>Narrative</div> <div>Text: Dear Zoo – Rod Campbell</div> <div>Audience: Nursery children (to orally retell)</div> <div>Purpose: To retell a simple story with predictable phrases.</div>			<div>Non-Fiction - Recount</div> <div>Text: Dear Zoo – Rod Campbell</div> <div>Audience: Other Year 1 class (to compare events of day)</div> <div>Purpose: To write recount sentences matched to pictures and in the correct sequence.</div>		
Objectives			Objectives		
<div>Sequence the main events from a story</div> <div><div>- Orally sequence the main events from a story</div><div>- Sequence the main events from a story in a story map</div><div>- Use sequencing language (first, next, then, after, finally)</div></div> <div>Begin to punctuate sentences using a capital letter and a full stop</div> <div><div>- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</div><div>- Know when the subject of a sentence changes (ready for a new sentence)</div><div>- Orally rehearse more than one sentence using intonation to show break between sentences</div><div>- Write connected grammatical sentences with capital letters and full stops</div></div>			<div>Mark using a capital letter for names of people and places</div> <div><div>- Accurately form capital letters from memory</div><div>- Know the difference between names and common nouns</div><div>- To know when to use capital letters in the middle of the sentence (and when not to)</div></div> <div>Mark using a capital letter for the personal pronoun I</div> <div><div>- To be able to explain what first person means</div><div>- To be able to mark the personal pronoun I as a capital letter within a sentence</div></div> <div>Use ed suffix for verbs to show past tense</div> <div><div>- Understand the difference between past and present tense</div><div>- To know that was is a verb</div><div>- To use was in a sentence to show the past tense</div><div>- To understand what a root word is</div></div>		

			<ul style="list-style-type: none">- To understand what a suffix is- To understand the link between the ed suffix and the past tense- To use the ed suffix to make a root word the past tense- To write a sentence in the past tense with the correct form of the verb <p>Use sequential language</p> <ul style="list-style-type: none">- To be able to order events in chronological order- To select their own sequential language to show chronology		
Greater Depth			Greater Depth		
Spelling					
Spell using: ir, ie, ue and u Tricky words: their, people, oh, your	Spell using: o, i, a, e (long) Tricky words: Mr, Mrs, Ms	Spell using: a_e, i_e, u_e, o_e Tricky words: could, would, should, our	Spell using: e_e, ew, ie, aw Tricky words: house, mouse, water, want	Spell using split digraphs Tricky words: review	Consolidate
Year 1 Spring 1					
<u>Narrative</u> Text: The Princess and the Pea Audience: Younger siblings Purpose: To plan and retell a three-part traditional tale using traditional story language			<u>Non-Fiction - Instructions</u> Text: The Princess and the Pea Audience: Their best friend Purpose: To write simple instructions using imperative verbs		
<u>Objectives</u> To identify the stages within a story (beginning, middle, end) <ul style="list-style-type: none">- To know what the beginning of a story is- To know what the middle of a story is- To know what the ending of a story is- To organise events into beginning, middle and ending- To use language suitable for beginning, middle and endings To begin to use and to join sentences <ul style="list-style-type: none">- To know where a full stop should demarcate two sentences- To decide whether two sentences are connected or not- To know what a conjunction is and their role within a sentence- To understand that and can be used in place of a full stop when the two clauses are connected			<u>Objectives</u> To know what an imperative verb is and how to use within a sentence <ul style="list-style-type: none">- To be able to identify verbs within a sentence- To know what an imperative verb is- To differentiate between imperative verbs and non-imperative verbs To write a command sentence <ul style="list-style-type: none">- To orally rehearse sentences using imperative verbs- To give orally instructions linked to a real event- To write phonetically plausible attempts at imperative verbs- To write a command sentence using imperative verbs To sequence instructions		

<ul style="list-style-type: none">- To understand the correct position of and within a sentence- To write related sentences using and- To write related sentences using and which are punctuated correctly- To know how many sentences can be appropriately joined using and Re-read what they have written to check it makes sense			<ul style="list-style-type: none">- To choose appropriate sequential language- To know that order impacts the effectiveness of instructions- To plan a sequence of steps of a process- To write simple instructions Re-read what they have written to check it makes sense		
Greater Depth			Greater Depth		
Spelling					
Spell using: y, ea, wh, oe and ou Tricky words: any, many again	Spell using: y, ow, g, ph Tricky words: who, whole, where, two	Spell using: le, al, ce and ve Tricky words: school, call, different	Spell using: se, ce, ey Tricky words: thought, through, friend, word	Consolidate	Consolidate
Year 1 Spring 2					
<u>Narrative</u> Text: Bubbles (Literacy Shed) Audience: Children in assembly (to be read aloud) Purpose: To retell a familiar story in three parts using accurate sentence punctuation			<u>Non-Fiction - Recount</u> Text: Bubbles (Literacy Shed) Audience: A child who finds the bubbles Purpose: To write a recount paragraph in the first person, using accurate sentence punctuation. (3 events in order)		
Objectives			Objectives		
To consolidate understanding of using ‘and’ to join clauses together. <ul style="list-style-type: none">- To understand the correct position of ;and’ within a sentence- To write related sentences using ‘and’- To write related sentences using ‘and’ which are punctuated correctly- To know how many sentences can be appropriately joined using ‘and’- To use ‘and’ within a longer piece of writing. To recognise and use the plural ‘s’ suffix. <ul style="list-style-type: none">- To identify singular and plural forms.- To know that we add suffix ‘s’ to form a plural.- To accurately spell a plural with suffix ‘s’ at word level.- To use plurals within a sentence.			To know when to use was/were in a sentence. <ul style="list-style-type: none">- To recognise if a pronoun refers to a single person or a group of people.- To know that ‘was’ refers to singular and ‘were’ refers to more than one.- To use the suffix ‘ing’ where no root word change is needed (i.e. I was playing. We were looking.)- To use ‘was’ or ‘were’ accurately in a past tense sentence To use sequential language independently <ul style="list-style-type: none">- To be able to order three events in chronological order- To use their own sequential language at the beginning of a sentence to show chronology- To write a sequence of sentences in the correct order. (3 events)		

<p>To use adjectives within a sentence.</p> <ul style="list-style-type: none">- To understand what an adjective is.- To select appropriate adjectives to describe a given noun.- To orally rehearse sentences that include adjectives.- To write sentences that include adjectives. <p>To identify and plan the stages within a story (beginning, middle, end)</p> <ul style="list-style-type: none">- To name the three parts of a story (beginning, middle and end).- To organise events into beginning, middle and ending on a simple plan.- To independently use language suitable for beginning, middle and endings <p>To edit a small section of writing with support, focusing on the use of capital letters and full stops</p>			<p>To edit writing with support focusing on capital letters and full stops.</p>		
<p>Greater Depth</p> <p>To write one of the settings in the story.</p>			<p>Greater Depth</p> <p>To write a recount paragraph on a different event.</p>		
<p>Spelling</p>					
<p>Spell using: or, u, oul, are, al</p> <p>Tricky words: once, laugh</p>	<p>Spell using: tch, ture, al, a</p> <p>Tricky words: because, eye</p>	<p>Spell using: a, ear, ere</p> <p>Tricky words: consolidate</p>	<p>Spell using: ear, wr, st, sc</p> <p>Tricky words: consolidate</p>	<p>Spell using: ch, ze</p> <p>Tricky words: consolidate</p>	<p>Spell using: split digraphs</p>
<p>Year 1 Summer 1</p>					
<p><u>Narrative</u></p> <p>Text: Leaf</p> <p>Audience: One of the animals who find Leaf</p> <p>Purpose: To write a 3 part story linked to a topic</p>			<p><u>Non-Fiction - Instructions</u></p> <p>Text: Leaf</p> <p>Audience: Leaf the polar bear</p> <p>Purpose: To write instructions with some expansion, including imperative verbs and accurate sentence punctuation.</p>		
<p>Objectives</p>			<p>Objectives</p>		
<p>Begin to punctuate sentences using a question mark</p> <ul style="list-style-type: none">- To understand that a question is asking you something and usually needs a response.- To distinguish between a question and a statement.			<p>To write a command sentence</p> <ul style="list-style-type: none">- To distinguish between the different sentence types covered so far. (Sentence, command and question).- To orally rehearse sentences using imperative verbs		

Year 1 Summer 2					
<u>Narrative</u> Text: Beegu Audience: Beegu Purpose: To retell a three-part story that has a key central character			<u>Non-Fiction - Recount</u> Text: Beegu Audience: Beegu Purpose: To write a recount in the first person, maintaining past tense.		
Objectives			Objectives		
Begin to punctuate sentences using an exclamation mark <ul style="list-style-type: none"> -To understand what an exclamation sentence is - To be able to distinguish between exclamation sentences and other sentence types -To understand that we sometimes use an exclamation mark in other contexts -To know what an exclamation mark looks like and that it comes at the end sentence -To orally rehearse exclamation sentences -To write an accurate exclamation sentence To use the prefix '-un' <ul style="list-style-type: none"> -To know that prefixes are groups of letters which we add to the beginning of a word to make a new word with a different meaning -To know that the prefix '-un' usually means 'not' -To change root words by adding the prefix 'un' -To use 'un' words in a sentence To plan the stages within a story (beginning, middle, end) <ul style="list-style-type: none"> - To organise the events from a story into beginning, middle and ending on a simple plan. - To independently use language suitable for beginning, middle and endings - To add appropriate adjectives to their plan. To edit a small section of writing, focusing on punctuation and spelling.			To write accurately using past tense verbs <ul style="list-style-type: none"> - To use the 'ed' suffix to write verbs where no change to the root word is needed - To accurately use was/were in past tense sentences - To understand some verbs are irregular and be able to say the past tense verb – i.e. go - went, run – ran, think – thought - To write past tense sentences containing accurate –ed words and irregular past tense verbs To write consistently in the first person <ul style="list-style-type: none"> - To be able to distinguish between first and third person pronouns - To orally rehearse first person sentences - To write first person sentences, ensuring that the personal pronoun 'I' is capitalised To write in chronological order <ul style="list-style-type: none"> -To order events from the story as part of a recount plan -To select and use a range of sequential language to help organise writing To edit their writing, focusing on punctuation and spelling.		

Greater Depth To design their own character and write a story			Greater Depth To write a third person recount about a past event.		
Spelling					
Tricky words: busy, beautiful Review Y1 content as needed	Tricky words: pretty, h our Review Y1 content as needed	Tricky words: move, improve Review Y1 content as needed	Tricky words: parents, shoe Review Y1 content as needed	Review tricky words Review Y1 content as needed	Review tricky words Review Y1 content as needed
Year 2 Autumn 1					
<u>Narrative</u> Text: Penguin Problems Audience: Younger siblings Purpose: To retell a story which includes strong characterisation			<u>Non-Fiction - Recount</u> Text: Penguin Problems Audience: To year 1 children to show what they have to look forward to Purpose: To write a simple first-person recount linked to a personal experience		
Objectives			Objectives		
To write sentences which are questions <ul style="list-style-type: none">- To know the purpose of a question- To be able to identify question sentences and distinguish them from other sentence types- To know which words are used to form questions- To be able to orally rehearse question sentences- To recognise question marks and where they go within the question- To write accurate questions To use co-ordinating conjunctions (but, and, so) <ul style="list-style-type: none">- To understand where a sentence ends and demarcate with a full stop- To be able to accurately punctuate a group of sentences- To explain that a conjunction links related sentences together- To understand the purpose of but- To understand the purpose of so- To orally rehearse a sentence using coordinating conjunctions- To write a sentence using coordinating conjunction			To write in the past tense <ul style="list-style-type: none">-To use Year 1 knowledge to explain how to change a root word to the past tense by adding the ed suffix where the root word does not change-To distinguish between vowels and consonants-To add –ed and –ing to a root word ending in –y with a consonant before it-To add – ing and –ed to words ending in –e with a consonant before it-To add –ing and –ed to words of one syllable ending in a single consonant letter after a single vowel letter (double the consonant)-To write past tense sentences, applying the spelling rules that have been taught To write using co- ordinating conjunctions <ul style="list-style-type: none">-To identify the co-ordinating conjunctions within given sentences-To independently recall the co- ordinating conjunctions they have learned so far (and, but, so)-To select the most appropriate conjunction to connect two clauses		

<ul style="list-style-type: none">- To use a sentence containing coordinating conjunctions within a longer piece of writing <p>To use adventurous adjectives</p> <ul style="list-style-type: none">- To know what an adjective is- To identify adjectives within a sentence- To know that adjectives can mean the same thing and choose the most effective one- To select appropriate adjectives to describe a noun- To write a sentence which includes at least one adjective- To decide if an adjective is useful or not when editing- To know adjectives can be used to reflect a character’s personality <p>To independently structure a simple narrative</p> <ul style="list-style-type: none">- To consolidate the understanding of parts of a story (beginning, middle and end)- To be able to identify where events are placed within a story structure- To know which language should be used to describe the character within different parts of the story- To create a plan to structure a narrative- To use a plan to write a retelling of a narrative <p>To edit by proof-reading to check for errors in spelling, grammar and punctuation</p>			<ul style="list-style-type: none">-To write sentences using co- ordinating conjunctions, using accurate punctuation <p>To use apostrophes for contracted forms</p> <ul style="list-style-type: none">-To understand that some pairs of words can be changed to become one word. Know this is called a contraction.-To know that we use an apostrophe to denote the missing letter(s).-To be able to match contractions to their expanded form (i.e. I am – I'm, will not – won't)-To be able to write contractions, positioning the apostrophe correctly-To accurately write contractions in sentences dictated by a teacher-To accurately write contractions within sentences <p>To edit by proof-reading to check for errors in spelling, grammar and punctuation</p>		
<p>Greater Depth</p> <p>To retell with a focus on a different character.</p>			<p>Greater Depth</p> <p>To write a narrative recount in role.</p>		
<p>Spelling</p>					
Spell using alternative graphemes for: ai, n, m, ear Tricky words: review Y1 words	Spell using alternative graphemes for: zh, j, i, Tricky words: review Y1 words	Spell using alternative graphemes for: sh Tricky words: review Y1 words	Spell using alternative graphemes for: or Tricky words: review Y1 words	Review Phase 5 Summer 2 spellings.	Phase 5 Review Tricky words: people, eye, whole
<p>Year 2 Autumn 2</p>					
<p><u>Narrative</u></p> <p>Text: The Three Billy Goats Gruff</p>			<p><u>Non-Fiction - Recount</u></p> <p>Text: The Three Billy Goats Gruff</p>		

<p>Audience: Reception (to help with repeated language)</p> <p>Purpose: To retell a traditional tale with repeated events using the rule of three</p>	<p>Audience: A goat</p> <p>Purpose: To write a narrative recount in role in letter form (as the troll)</p>
<p>Objectives</p>	<p>Objectives</p>
<p>To use the co-ordinating conjunction ‘or’</p> <ul style="list-style-type: none"> -To explain the purpose of a conjunction -To explain the purpose of ‘or’ -To orally rehearse sentences using the conjunction ‘or’ -To write a sentence using the conjunction ‘or’ <p>To use commas in a list, including using the rule of three</p> <ul style="list-style-type: none"> - To understand why we use a comma in a list - To identify what a comma looks like and be able to form one - To orally rehearse using commas in a list, understanding that we finish with ‘and’ - To identify where the commas should go in a pre-written list sentence and be able to correctly place the ‘and’ - To accurately write a sentence using commas in a list, including the final ‘and’ - To understand the purpose of ‘the rule of three’ - To orally rehearse sentences using ‘the rule of three’ - To accurately write and punctuate sentences using ‘the rule of three’ <p>To use expanded noun phrases</p> <ul style="list-style-type: none"> - To accurately identify nouns and adjectives - To select an appropriate adjective to describe a noun - To understand that an expanded noun phrase is used to add more detail to a noun - To know that some expanded noun phrases can be structured: determiner - adjective – noun or determiner – adjective - adjective – noun - To identify expanded noun phrases within sentences - To generate expanded noun phrases with one adjective - To write a sentence using an expanded noun phrase with one adjective - To generate expanded noun phrases with two adjectives, understanding where the comma 	<p>To write in the past tense</p> <ul style="list-style-type: none"> - To change given root words to the past tense using spelling rules learned so far (consolidation) - To know the past tense form of a wider range of irregular verbs (i.e. drink-drank, say-said, hear-heard, make-made) - To write accurate past tense sentences <p>To use expanded noun phrases to describe and specify</p> <ul style="list-style-type: none"> -To generate expanded noun phrases using adventurous adjectives - To generate expanded noun phrases which specify - i.e. the largest goat -To consider how word choices can reflect a point of view (i.e. how would the troll’s description differ from that of the goats?) -To use expanded noun phrases in a sentence. <p>To use the suffix –ly to turn an adjective into an adverb</p> <ul style="list-style-type: none"> -To recognise and identify adjectives -To know that an adverb can modify another word or phrase -To recognise adverbs that end with the –ly suffix in a sentence (but also know that adverbs do not have to end with -ly) - To know that if a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. -To know that when a root word has 2 syllables and ends in y with a consonant before it we change it to ‘ily’ <p>To write in an informal letter form</p> <ul style="list-style-type: none"> - To understand that a letter is a form of communication and that the person writing has a reason for doing so -To recognise how a letter begins and ends -To know that a letter is often written in the first person <p>To edit by proof-reading to check for errors in spelling, grammar and punctuation</p>

<ul style="list-style-type: none">- To write a sentence using an expanded noun phrase with two adjectives- To use expanded noun phrases within a descriptive paragraph To independently structure a simple narrative <ul style="list-style-type: none">- To create a three-part plan to structure a narrative retelling- To use a plan to write a retelling of a narrative To edit by proof-reading to check for errors in spelling, grammar and punctuation					
Greater Depth To choose a different traditional tale and retell.			Greater Depth To write a reply from the goat to the troll.		
Spelling					
Phase 5 Review Tricky words: people, eye, whole	Phase 5 Review Tricky words: through improve move prove shoe two who beautiful their parents	Phase 5 Review Tricky words: thought, sure	Phase 5 Review Tricky words: once again any many friend busy pretty because laugh	Bridge to spelling: What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?	Bridge to spelling: Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
Year 2 Spring 1					
Narrative Text: Something Fishy (Literacy Shed) Audience: Children to listen to in assembly Purpose: To plan and tell a three-part story, using expanded noun phrases			Non-Fiction – Non-chronological Report Text: Something Fishy (Literacy Shed) Audience: The young girl in the video Purpose: To write a factual paragraph		
Objectives			Objectives		
To use expanded noun phrases to describe and specify <ul style="list-style-type: none">- To generate expanded noun phrases using adventurous and appropriate adjectives-To know that an expanded noun phrase can also add detail by saying 'where' a noun is – i.e. some coral next to the rock- orally rehearse sentences using expanded noun phrases that say where a noun is			To understand what a fact is and be able to write a factual sentence <ul style="list-style-type: none">-To know that a fact is a statement which can be proven and understand that a fact usually gives us information about something-To know that an opinion is somebody’s view and cannot be proven-To distinguish between facts and opinions-To identify facts within a piece of writing		

<p>-Generate expanded noun phrases that say where a noun is</p> <p>-Write sentences including expanded noun phrases that say where a noun is</p> <p>To use the subordinating conjunction ‘when’</p> <p>-To understand that subordination is less equal than co-ordination</p> <p>-To know that the conjunction ‘when’ is used to show the time that something happened</p> <p>- orally rehearse sentences using ‘when’</p> <p>-Identify where to put ‘when’ in given connected sentences</p> <p>-Write sentences using the ‘when’ conjunction</p> <p>To use sentences in different forms</p> <p>-To be able to explain the meaning of: statement, command, question and exclamation</p> <p>-To distinguish between and identify different sentence types</p> <p>-To be able to write the different sentence types and use accurate punctuation</p> <p>-To use different sentence types within one paragraph</p> <p>To independently structure a simple narrative</p> <ul style="list-style-type: none">- To create a three-part plan to structure a narrative retelling- To use a plan to write a retelling of a narrative- To use a plan to write their own alternative version of a narrative <p>To edit by proof-reading to check for errors in spelling, grammar and punctuation and by adding adjectives.</p>			<p>-To understand that in a factual sentence we use adjectives to specify detail rather than entertain/add interest</p> <p>-To orally rehearse factual sentences about familiar topics</p> <p>-To write simple factual sentences about familiar topics</p> <p>To use the subordinating conjunction ‘because’</p> <p>-To know that the conjunction ‘because’ is used to give a cause or reason</p> <p>-To identify clauses that could be connected using ‘because’</p> <p>-To orally rehearse extended factual sentences using ‘because’</p> <p>-To write extended factual sentences that use ‘because’</p> <p>To identify and use subheadings</p> <p>-To understand that a subheading demarcates what a smaller section of writing is about</p> <p>-To know that a subheading can be written in the form of a word, phrase, statement or question</p> <p>-To identify subheadings in a given text</p> <p>-To write an appropriate subheading to match a paragraph</p> <p>To write a series of connected factual sentences about one topic</p> <p>-To select appropriate factual sentences to match a subheading and understand that they will all be linked to a similar topic</p> <p>-To write factual sentences that match a subheading</p> <p>-To write a series of factual sentences that connect together about one topic</p> <p>- To write a series of factual sentences that connect together about one topic, beginning to use linking words or phrases (i.e. Also, this means that, another example is).</p> <p>To edit by proof-reading to check for errors in spelling, grammar and punctuation</p>		
<p>Greater Depth</p> <p>To re-draft a section of the text using a greater range of sentence types. (command, statement, question).</p>			<p>Greater Depth</p> <p>To write a factual paragraph about something of their choice.</p>		
<p>Spelling</p>					
Bridge to spelling:	Bridge to spelling:	Bridge to spelling:	Spelling Unit 1: Why do some words have the	Spelling Unit 1: Why do some words have the	Spelling Unit 1: Why do I drop the ‘e’ when I add

Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?	spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? Prickly Spellings: two, one Homophones: knight, night	spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? Prickly Spellings: two, one Homophones: knight, night	the suffixes -ed, -ing, -er, -est and -y? Prickly Spellings: any, many Homophones: one/won
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Year 2 Spring 2

<u>Narrative</u> Text: The Owl Who Was Afraid of the Dark Audience: Alternate year 2 class Purpose: To plan and tell a story in four parts with clear use of subordination and coordination	<u>Non-Fiction – Non-chronological report</u> Text: The Owl Who Was Afraid of the Dark Audience: Children who want to learn about owls Purpose: To use information from research to write a short non-chronological report, beginning to use some structural features
<u>Objectives</u> To use co-ordinating and subordinating conjunctions <ul style="list-style-type: none"> - To recall a range of conjunctions that have been learned so far (and, but, so, or, when, because) - To use a range of conjunctions in sentences - To understand that we use the conjunction 'if' to establish a condition - To identify clauses that can be connected using 'if' - To orally rehearse sentences using 'if' - To write sentences using the conjunction 'if' To use an apostrophe to show possession (singular) <ul style="list-style-type: none"> -To know that an apostrophe is a punctuation mark that can be used to show belonging -To know what an apostrophe looks like and position it correctly on a page -To identify when an apostrophe should be used to show belonging i.e. 'Ben's bag' but not 'the girls ran' -To write captions or labels using possessive apostrophes -To write sentences using possessive apostrophes To add –er and –est to a root word ending in –y with a consonant before it	<u>Objectives</u> To use subordinating conjunctions to write factual sentences <ul style="list-style-type: none"> -To orally rehearse and write sentences using 'because' -To know that we use the conjunction 'that' to add information to a sentence to show a reason (i.e. Dad was so tired that he could not drive.) -To identify clauses that could be connected by 'that' -To orally rehearse sentences that use 'that' -To write sentences using the conjunction 'that' -To write factual sentences using the conjunction 'that' i.e. 'Penguins have layers of feathers that allow them to stay warm.' To recognise some features of a non-chronological report <ul style="list-style-type: none"> - To identify the title of a text - To identify the subheadings in a text - To know that non-chronological reports are written in the third person - To know that non-chronological reports are written in the past tense To use subheadings to structure a non-chronological report <ul style="list-style-type: none"> -To sort given facts/sentences and match them to subheadings -To generate subheadings by writing questions to match a given topic

<ul style="list-style-type: none">-To explain the purpose of adding the ‘er’ and ‘est’ suffixes to a word-To know that when the root word ends in a consonant + y we change the y to i-To change given root words using the spelling rules-To write sentences using ‘er’ and ‘est’ words <p>To independently structure a simple narrative</p> <ul style="list-style-type: none">- To create a four-part plan to structure a narrative retelling- To use a plan to write a retelling of a narrative- To use a four-part plan to write their own alternative version of a narrative <p>To edit by proof-reading to check for errors in spelling, grammar and punctuation and by adding adjectives.</p>			<ul style="list-style-type: none">-To generate subheadings by writing words or phrases to match a given topic-To write a factual paragraph to match a subheading <p>To edit by proof-reading to check for errors in spelling, grammar and punctuation and by adding adjectives for specific detail.</p>		
Greater Depth To write a section of the narrative in 1 st person			Greater Depth To experiment with different layouts and features of a non-chronological report.		
Spelling					
Spelling Unit 1: Why do I drop the ‘e’ when I add the suffixes -ed, -ing, -er, -est and -y?	Spelling Unit 1: Why do some words end ‘ge’ or ‘dge’? Why can /j/ be spelled ‘j’ or ‘g’ in different words?	Spelling Unit 2: The ‘W special’ How do ‘w’ and ‘qu’ change the sounds that ‘a’, ‘ar’ and ‘or’ make in some words?	Spelling Unit 2: The ‘W special’ How do ‘w’ and ‘qu’ change the sounds that ‘a’, ‘ar’ and ‘or’ make in some words?	Spelling Unit 2: Why do I swap the ‘y’ for an ‘i’ when I add the suffix -es?	Spelling Unit: Why do some words have the spelling ‘ey’ for the sound /ee/?
Prickly Spellings: any, many	Prickly Spellings: review	Prickly Spellings: whole, who	Prickly Spellings: whole, who	Prickly Spellings: people, friend	Prickly Spellings: move, improve
Homophones: one/won	Homophones: where/wear	Homophones: our/hour	Homophones: our/hour	Homophones: quiet/quite	Homophones: see, sea
Year 2 Summer 1					
Narrative Text: One Day On Our Blue Planet Audience: Year 3 children			Non-Fiction- Non-chronological Report Text: One Day On Our Blue Planet Audience: Children who want to learn about the environment		

Purpose: To plan and write a four part story using a range of sentence types and language to add detail	Purpose: To write a non-chronological report using appropriate structural features
Objectives	Objectives
<p>To use a range of sentence types</p> <ul style="list-style-type: none"> -To distinguish between and identify the different sentence types (statement, question, command, exclamation) -To be able to write the different sentence types and use accurate punctuation for each one -To use different sentence types within one paragraph <p>To add suffixes to spell longer words, including –ment, –ness, –ful, –less</p> <ul style="list-style-type: none"> -To know how the suffixes ‘ment’, ‘ness’, ‘ful’ and ‘less’ change the meaning of a root word - To know that if a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. - To know that if the root word has more than one syllable and ends in a consonant + y we use an i i.e. happiness - To change given root words by adding the suffixes - To orally rehearse sentences using the suffix words - To write sentences using the suffix words <p>To independently structure a simple narrative</p> <ul style="list-style-type: none"> - To use a four-part plan to write their own alternative version of a narrative <p>To edit by proof-reading to check for errors in spelling, grammar and punctuation and by beginning to uplevel word choices</p>	<p>To name and identify some features of a non-chronological report</p> <ul style="list-style-type: none"> - To identify the title of a text - To identify the subheadings in a text - To know that non-chronological reports are written in the third person - To know that non-chronological reports are written in the past tense - To know that a caption describes an image and identify captions in a text - To recognise a bullet point list and understand the function and layout <p>To use the structural features of a non-chronological report</p> <ul style="list-style-type: none"> - To write an appropriate caption to match an image - To write a bullet point list, positioning bullet points appropriately - To generate subheadings (using own choice of format) for a non-chronological report - To write factual paragraphs using the third person and past tense <p>To edit by proof-reading to check for errors in spelling, grammar and punctuation and by beginning to uplevel word choices</p>
Greater Depth	Greater Depth
To re-draft the story with a different setting.	To write a non-chronological report independently about their own chosen topic.
Spelling	

<p>Spelling Unit: Why do some words end -le, -al, -il or -el?</p> <p>Prickly Spellings: review</p> <p>Homophones: to/too/two</p>	<p>Spelling Unit: Why does 'c' make the sound /s/ in some words?</p> <p>Prickly Spellings: beautiful laugh</p> <p>Homophones: here/hear</p>	<p>Spelling Unit: How can I spell the sound /zh/?</p> <p>Prickly Spellings: busy pretty</p> <p>Homophones: be, bee</p>	<p>Spelling Unit: What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?</p> <p>Prickly Spellings: parents, because</p> <p>Homophones: bare/bear</p>	<p>Spelling Unit: What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?</p> <p>Prickly Spellings: parents, because</p> <p>Homophones: bare/bear</p>	<p>Spelling Unit: How can I show missing letters in a word?</p> <p>Prickly Spellings: review</p> <p>Homophones: there/their/ they're</p>
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Year 2 Summer 2

<p><u>Narrative</u></p> <p>Text: We're Going on a Bear Hunt</p> <p>Audience: Year 1 children</p> <p>Purpose: To plan and write a familiar story with a range of sentence types, applying the skills of Year 2</p>	<p><u>Non-Fiction - Recount</u></p> <p>Text: We're Going on a Bear Hunt</p> <p>Audience: Bear's diary</p> <p>Purpose: To write a detailed narrative recount in role in diary form</p>
<p>Objectives</p> <p>To use co-ordinating and subordinating conjunctions</p> <ul style="list-style-type: none"> -To recall all of the conjunctions learned in Year 1 and 2 -To select the most appropriate conjunction to connect given clauses -To write sentences using a range of conjunctions -To use a range of conjunctions within a longer piece of writing <p>To use adventurous vocabulary to influence meaning</p> <ul style="list-style-type: none"> -To consider how adjective choice can change the effect – i.e. the exciting journey vs the stressful journey -To experiment by changing the adjectives in a sentence to change the meaning -To use expanded noun phrases in a descriptive paragraph -To generate synonyms for verbs -To use exciting verbs in sentences 	<p>Objectives</p> <p>To add detail to describe real events</p> <ul style="list-style-type: none"> -To ask questions about a simple sentence to consider more detail. -To generate ideas to add extra sentences with detail. I.e. It was the weekend when we went on our journey. It was raining. We woke up early. We had been waiting all week. -To write groups of connected sentences that add detail to one idea. <p><i>Teacher Assessment: consolidate relevant SPAG objectives as needed (i.e. past tense rules)</i></p> <p>To write in an informal diary form</p> <ul style="list-style-type: none"> - To understand that a diary is personal and would contain private thoughts. Know that people record real events in a diary. -To know that a diary is written in the first person -To know that a diary is written in the past tense

<i>Teacher Assessment: revisit other Y2 SPaG objectives if needed to consolidate before planning and writing</i> To independently structure a simple narrative - To use a plan to write their own detailed retelling of a narrative To edit by proof-reading to check for errors in spelling, grammar and punctuation and by beginning to uplevel word choices			To edit by proof-reading to check for errors in spelling, grammar and punctuation and by beginning to uplevel word choices		
Greater Depth To use a plan to write their own alternative version of a narrative			Greater Depth To write a recount in a different form.		
Spelling					
Spelling Unit: Why do some longer words have the spelling ‘ti’ for /sh/? Prickly Spellings: eye shoe Homophones: sun/son	Spelling Unit: Why do some longer words have the spelling ‘ti’ for /sh/? Prickly Spellings: eye shoe Homophones: sun/son	Spelling Unit: How do I use the possessive apostrophe (singular possession)? Prickly Spellings: thought through Homophones: whole/hole	Spelling Unit: When do I swap, drop or double? (-ing, -er, -est, -y, -ed) Prickly Spellings: review Homophones: blue/blew	Spelling Unit: When do I swap, drop or double? (-ing, -er, -est, -y, -ed) Prickly Spellings: review Homophones: blue/blew	Consolidate

Year 3 Autumn 1

National Curriculum Objectives Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none">• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, as• Using conjunctions and adverbs to express time and cause• Using fronted adverbials• Learning the grammar for year 3 in the English Appendix 2 Indicate grammatical and other features by: <ul style="list-style-type: none">• Using commas after fronted adverbials• indicating possession by using the possessive apostrophe with plural nouns• Using and punctuating direct speech (with inverted commas)• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading		New Key vocabulary Preposition Boundary Reporting clause Dialogue Inverted comma Formal/ Informal
<u>Narrative</u> Text: The Lighthouse (Literacy Shed) Audience: Year 3 children Purpose: To write a 4 part narrative in the first person with a clear ending (retell)	<u>Non-Fiction</u> Text: The Lighthouse (Literacy Shed) Audience: Someone who wants to be a lighthouse keeper Purpose: To write a simple procedural text	
<u>Objectives</u>	<u>Objectives</u>	
Maintain writing in the 1st person within and across paragraphs. <ul style="list-style-type: none">- To know which other words are associated with the 1st person- To use personal pronouns to avoid repetition- To use the 1st person within a paragraph Demarcate sentences with capital letters and full stops, including capital letters for proper nouns.	Write a series of extended sentences to explain a process <ul style="list-style-type: none">- To identify a range of conjunctions for different purposes- To orally rehearse sentences which explain a process, using conjunctions to link ideas- To understand some conjunctions can begin sentences whereas others cannot	

<ul style="list-style-type: none">- To know the difference between nouns and proper nouns- To use capital letters for proper nouns within a sentence- To use full stops to demarcate the end of a sentence- To be able to identify a new subject and verb and demarcate with a full stop and capital letter <p>Extend sentences using co-ordinating conjunctions (FANBOYS)</p> <ul style="list-style-type: none">- To know when sentences are linked to each other- To use a range of co-ordinating conjunctions to join linked sentences <p>Extend sentences using subordinating conjunctions (because, when, if)</p> <ul style="list-style-type: none">- To know the differences between co-ordinating and subordinating conjunctions- To identify subordinating conjunctions within a sentence and understand that their positioning can move- To know the difference between a subordinate and a main clause- To understand that the conjunction if shows a conditional- To include if within complex sentences <p>Identify and use adverbs within a sentence</p> <ul style="list-style-type: none">- To understand the role of an adverb and identify them within sentences- To orally rehearse sentences using adverbs within different positions in a sentence- To write sentences using adverbs, including those at the beginning of a sentence. <p>Apply and spell correctly all Key Stage 1 spelling rules and those from Year 3 covered so far</p> <p>Use diagonal and horizontal strokes needed to join letters in some of their writing</p>			<ul style="list-style-type: none">- To write sentences using a range of conjunctions. <p>With support begin to use paragraphs to organise ideas - group sentences of the same topic</p> <ul style="list-style-type: none">- To identify the purpose of a paragraph and identify that they are only about one subject- To identify sentences which are about the same subject- To plan a paragraph about one subject- To begin to write a paragraph where sentences of the same topic are grouped. <p>Use commas to separate items within a list</p> <p>Write a process in chronological order,</p> <ul style="list-style-type: none">- To know the language and layout features of a procedural text- To know that conjunctions can be used to express time, place and cause- To know that adverbs can be used to express time, place and cause- To plan a recount of a process- To write a procedural text with paragraphs around one subject		
Greater Depth Write the same events in a different form (e.g. as a letter or diary)			Greater Depth To write a procedural text for a different audience		
Spelling					
Revise Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')	Revise	Teach Rarer GPCs: words with the /eɪ/ sound spelt 'ei'	Teach Homophones (brake/break,	Practise Homophones (brake/break,	Strategies for learning words: Words from statutory and personal

Revise prefix 'un-' Teach prefix 'dis-' (disappoint, disagree, disobey)	From Year 2: Apostrophes for contractions Strategies for learning words: Words from statutory and personal spelling lists (year 3 and 4 cew)	(vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they) Strategies for learning words: Words from statutory and personal spelling lists (year 3 and 4 cew)	grate/great, eight/ate, weight/wait, son/sun) Strategies for learning words: Words from statutory and personal spelling lists (year 3 and 4 cew)	grate/great, eight/ate, weight/wait, son/sun) Assess Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)	spelling lists (year 3 and 4 cew)
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Year 3 Autumn 2

<u>Narrative</u> Text: The Tin Forest Audience: Alternate class in Year 3 Purpose: To write a story in the 3 rd person organised into a clear sequence	<u>Non-Fiction</u> Text: The Tin Forest Audience: The old man Purpose: A non-chronological report which links paragraphs
<u>Objectives</u> Maintain writing in the 3 rd person within and across paragraphs. <ul style="list-style-type: none"> - To know the difference between 1st and 3rd person - To know the difference between 1st and 3rd person pronouns - To be able to change 1st person sentences into 3rd person sentences - To orally rehearse sentences using the 3rd person - To write multiple sentences using the 3rd person To identify and use pronouns to avoid repetition <ul style="list-style-type: none"> - To identify pronouns within a sentence - To know the function of pronouns within a sentence - To replace nouns within sentences with pronouns - To write group sentences using pronouns Identify and use adverbs at the beginning of a sentence and begin to mark boundary with a comma <ul style="list-style-type: none"> - To know that adverbs and adverbials can begin a sentence 	<u>Objectives</u> To use adverbs for a range of purposes <ul style="list-style-type: none"> - To know that adverbs can be used to express time - To know that adverbs can be used to express place - To know that adverbs can be used to express cause - To identify adverbs which have been used for different purposes - To write sentences which use adverbs for a range of purposes To use conjunctions for a range of purposes <ul style="list-style-type: none"> - To know that conjunctions can be used to express time - To know that conjunctions can be used to express place - To know that conjunctions can be used to express cause - To identify conjunctions which have been used for different purposes - To write sentences which use conjunctions for a range of purposes Write a process in chronological order, <ul style="list-style-type: none"> - To know the language and layout features of a non-chronological text - To use conjunctions to express time, place and cause

<ul style="list-style-type: none">- To know that adverbials must be separated from a main clause by a comma- To orally rehearse sentences with adverbials- To begin to write sentences with adverbials and marked boundaries <p>Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession.</p>			<ul style="list-style-type: none">- To use adverbs to express time, place and cause		
Greater Depth To write a section of the story in the 1 st person.			Greater Depth To write the report in a different format.		
Spelling					
Revise Statutory words learnt last half term Strategies at the point of writing: Have a go Revise Homophones Revise Year 2 prefixes and suffixes	Teach Prefixes ‘mis-’ and ‘re-’ Practise Prefixes ‘mis-’ and ‘re-’	Apply Prefixes ‘mis-’ and ‘re-’ Learn Strategies for learning words: words from statutory and personal spelling lists	Assess Words from statutory and personal spelling lists: pair-Testing Teach The /I/ sound spelt ‘y’ Practise/Apply The /I/ sound spelt ‘y’	Teach and Practice Proofreading Teach Words ending with the /g/ sound spelt ‘-gue’ and the /k/ sound spelt ‘-que’ (French in origin)	Teach Words ending with the /g/ sound spelt ‘-gue’ and the /k/ sound spelt ‘-que’ (French in origin)
Year 3 Spring 1					
Narrative Text: The Lost Happy Endings Audience: Year 2 children (linked to traditional tales language) Purpose: To write a story with a clear effect on the audience			Non-Fiction Text: How do plants grow (Grammarsaurus) Audience: Children who want to grow plants Purpose: To write an explanation of a simple scientific process (How Plants Grow)		
Objectives			Objectives		
To choose language for a specific purpose <ul style="list-style-type: none">- To compare sections of the text which create different atmospheres			Identify how language and presentation contribute to meaning.		

<ul style="list-style-type: none"> - To gather language which creates a specific effect on the reader - To clarify the meaning of new vocabulary - To use new vocabulary within a sentence to create an effect on the reader <p>Begin to experiment with figurative language</p> <ul style="list-style-type: none"> - To identify similes used within a text - To understand that a simile compares two separate entities - To generate similes which create imagery - To use similes within a sentence which makes sense <p>Begin to use inverted commas to mark direct speech - identify the character speaking and demarcate with inverted commas.</p> <ul style="list-style-type: none"> - To know when a character is speaking - To know the difference between speech and a reporting clause - To identify that when a character speaks, there should be inverted commas around the spoken words. - To begin to use inverted commas around speech. - <p>To write a narrative which creates two contrasting effects on the reader</p> <ul style="list-style-type: none"> - To plan a 4 part narrative - To choose appropriate adjective and adverbs for each section - Within sentences choose adjectives, adverbs and verbs which have a specific impact on the reader - Follow a plan to write a four part narrative 	<ul style="list-style-type: none"> - Identify the layout features used within an explanation text for children - Identify the language features used within an explanation text - Develop an understanding of the technical vocabulary used within an explanation text on the same subject <p>Use headings and sub headings to aid presentation</p> <ul style="list-style-type: none"> - Identify the style of language used in headings and subheadings - Identify appropriate subheadings based on the context of paragraphs - Plan paragraphs based around the created subheadings <p>Organise paragraphs around one particular theme</p> <ul style="list-style-type: none"> - Plan paragraphs to include more than one fact - Identify the appropriate scientific vocabulary to include within the paragraph - Demarcate sentences with capital letters and full stops. - Make links between paragraphs by using repeated pronouns or nouns.
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Greater Depth

Re-draft a section of the story changing the effect

Greater Depth

To change the layout into a different form.

Spelling

<p>Revise/Teach</p> <p>From Year 2: suffixes ‘-ness’ and ‘-ful’ following a consonant.</p> <p>Practise/Apply</p> <p>From Year 2: suffixes ‘-ness’ and ‘-ful’ following a consonant</p>	<p>Teach/practice and apply</p> <p>Prefixes ‘sub-’ and ‘tele-’</p> <p>Learn</p> <p>Strategies for learning words: words from</p>	<p>Practise</p> <p>From Year 2: apostrophe for Contraction</p> <p>Learn</p> <p>Strategies for learning words: words from statutory and personal</p>	<p>Teach</p> <p>Words with the /j/ sound spelt ‘ch’ (mostly French in origin) as well as ‘s’, ‘ss(ion/ure)’</p> <p>Practise</p> <p>Words with the /j/ sound</p>	<p>Assess</p> <p>Words with the /j/ sound spelt ‘ch’ (mostly French in origin) as well as ‘s’, ‘ss(ion/ure)’: dictation</p> <p>Learn</p> <p>Strategies for learning</p>	<p>Revise</p> <p>Suffixes ‘ness and ful.’</p> <p>Teach suffixes ‘-less and -ly’</p> <p>Practice and assess suffixes ‘ness, ful, less and ly.’</p>
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	statutory and personal spelling lists (year 3 and 4 cew)	spelling lists (year 3 and 4 cew)	spelt 'ch' (mostly French in origin) as well as 's' 'ss(ion/ure')	words: words from statutory and personal spelling lists (year 3 and 4 cew)	
Year 3 Spring 2					
<u>Narrative</u> Text: Oliver and the Seawigs Audience: Children in assembly Purpose: To write a 5 part narrative with a clear dilemma			<u>Non-Fiction</u> Text: Oliver and The Seawigs Audience: Cliff, Iris or Oliver Purpose: To write an informal letter		
Objectives			Objectives		
Use simple, compound and complex sentences within writing. <ul style="list-style-type: none"> - To understand that a simple sentence is made from one clause - To understand that a compound sentence is made from two main clauses and that coordinating conjunctions join them - To understand that a complex sentence is made from a main clause and subordinate clause and that a subordinating conjunction joins them. - To be able to identify the difference between simple, compound and complex sentences - To be able to write complex sentences which are punctuated with a comma if the sentence begins with a subordinate clause - To be able to write simple, compound and complex sentences which are correctly demarcated with capital letters and full stops. Use simple sentences to add tension during the dilemma <ul style="list-style-type: none"> - To identify when simple sentences are effectively used - To write grammatical short simple sentences to add tension - To understand that the short simple sentences work effectively in groups of 3. Choose precise nouns and verbs to create a specific impact on the reader and give clues as to author's viewpoint. <ul style="list-style-type: none"> - To identify nouns and verbs and identify the viewpoint they present - To plan a narrative and choose appropriate nouns and verbs for each section of the text - To use a thesaurus to find new words which suit the purpose 			To use apostrophes accurately <ul style="list-style-type: none"> - To know how to use apostrophes for contraction, including less common occurrences - To use apostrophes for singular possession - To use apostrophes for plural possession - To know when not to use apostrophes Form paragraphs with sufficient detail avoiding repetition <ul style="list-style-type: none"> - Identify the function of paragraphs and how each sentence builds upon previous - Plan paragraphs with key points for each sentence - Maintain person and tense within paragraph - Choose nouns or pronouns for clarity and avoid repetition Use simple, compound and complex sentences within writing. (<i>securing knowledge from narrative unit</i>) <ul style="list-style-type: none"> - To understand that a simple sentence is made from one clause - To understand that a compound sentence is made from two main clauses and that coordinating conjunctions join them - To understand that a complex sentence is made from a main clause and subordinate clause and that a subordinating conjunction joins them. - To be able to identify the difference between simple, compound and complex sentences 		

<div>- To write sentences using a wide range of vocabulary to imply viewpoint.</div>					
Greater Depth To re-draft the ending with an alternate solution.			Greater Depth Write the letter to a different character.		
Spelling					
Practise/Revise Strategies at the point of writing: Have a go Elements from the previous half term that require practice	Teach and practice Prefixes ‘super-’ and ‘auto-’ Learn Strategies for learning words: words from statutory and personal (Yr3 and 4 cew) spelling lists	Apply Prefixes ‘super-’ and ‘auto-’ Learn Strategies for learning words: words from statutory and personal (Yr3 and 4 cew) spelling lists	Strategies at the point of writing: homophones Learn Strategies for learning words: words from statutory and personal (Yr3 and 4 cew) spelling lists	Apply Homophones Revise and apply Proofreading	Teach/Apply Words with the /k/ sound spelt ‘ch’ (Greek in origin) Learn Strategies for learning words: words from statutory and personal (Yr3 and 4 cew) spelling lists
Year 3 Summer 1					
<u>Narrative</u> Text: Greta and the Giants Audience: An older group of children in school who want to learn about the environment Purpose: To write a story with clear problem and resolution			<u>Non-Fiction</u> Text: Greta and the Giants Audience: Mrs Farley (eco lead and club) Purpose: To write a formal letter to persuade		
Objectives			Objectives		
Use expanded noun phrases to add detail and precision <div><div>- To have a clear understanding of the structure of a noun phrase</div><div>- To identify effective and less effective noun phrases within writing</div><div>- To create expanded noun phrases with well thought out adjectives</div><div>- To create expanded noun phrases with well thought out nouns</div><div>- To use expanded noun phrases within a sentence</div></div> Write well-structured paragraphs which build on previous detail <div><div>- To plan paragraphs which are around one subject or time period</div></div>			Use adjectives which are factual <div><div>- To know the difference between fact and opinion</div><div>- To identify adjectives which remain factual</div><div>- To use factual adjectives to describe a subject</div><div>- To use factual adjectives within grammatical sentences</div></div> Understand what compound and complex sentences are. <div><div>- To identify the conjunctions used in compound and complex sentences</div><div>- To write compound and complex sentences with main clauses</div></div>		

<ul style="list-style-type: none">- To use repeated nouns or pronouns to create cohesion within the paragraph- To use adjectives which create cohesion within the paragraph- To write grammatical sentences organised into a paragraph <p>Use a range of sentence types within paragraphs</p> <ul style="list-style-type: none">- To know the difference between compound and complex sentences- To be able to write a complex sentence with a clear main clause- To use a range of conjunctions to join sentences- To link sentences within a paragraph			<ul style="list-style-type: none">- To understanding compound and complex sentences can provide additional information- To write grammatical compound and complex sentences <p>Use emotive language to convey a view point</p> <ul style="list-style-type: none">- To identify emotive language within a text of similar purpose- To use a dictionary to clarify the meaning of new vocabulary- To build sentences using emotive vocabulary <p>Use rhetorical questions to suit the purpose</p> <ul style="list-style-type: none">- To identify rhetorical questions used for a similar purpose- To orally rehearse effective rhetorical questions- To write linked sentences, which includes an effective rhetorical question		
Greater Depth Change the audience to children from a younger year group.			Greater Depth To write an informal letter to persuade.		
Spelling					
Revise Previously taught suffixes ('-ed', '-ing', '-s', '-es', ' -ness', '-ful', '-less' and '-ly')	Teach Suffix '-ly' with root words ending in 'le' and 'ic'	Revise From Year 2: Apostrophes for contractions	Teach/practice Rare GPCs (/I/ sound)	Assess Rare GPCs (/I/ sound)	Apply/Assess Words from statutory and personal spelling lists
Practise Previously taught suffixes ('-ed', '-ing', '-s', '-es', '- ness', '-ful', '-less' and '- ly')	Practise Suffix '-ly'	Learn Strategies for learning words: words from statutory and personal spelling lists (year 3 and 4 cew)	Learn Strategies for learning words: words from statutory and personal spelling lists (year 3 and 4 cew)	Learn Strategies for learning words: words from statutory and personal spelling lists (year 3 and 4 cew)	Revise From Years 1 and 2: vowel digraphs
Apply Previously taught suffixes: dictation	Apply Suffix '-ly'				
Year 3 Summer 2					

<p><u>Narrative</u> Text: The Owl Tree Audience: Younger siblings as a bed time story Purpose: To write a story where dialogue moves the story on</p>	<p><u>Non-Fiction</u> Text: The Owl Tree Audience: Children who want to learn about animals Purpose: To write a non-chronological report which has links between paragraphs</p>
<p>Objectives</p> <p>Securely use inverted commas to show character dialogue</p> <ul style="list-style-type: none"> - To know that inverted commas show when a character is talking - To use inverted commas when writing sentences which include dialogue <p>Use dialogue to move the action forward</p> <ul style="list-style-type: none"> - To identify the difference between dialogue which advances action and dialogue which does not - To plan dialogue with a specific purpose - To use inverted commas to demarcate dialogue - To write sentences including dialogue which move the action forward <p>Use additional detail in the reporting clause to move the action forward</p> <ul style="list-style-type: none"> - To identify the reporting clause in dialogue - To identify that not all sentences have reporting clauses - To edit and improve reporting clauses to move the action forward - To write sentences including dialogue with a reporting clause to move the action forward. 	<p>Objectives</p> <p>Structure writing using an introductory paragraph</p> <ul style="list-style-type: none"> - To identify the function of an opening paragraph in non-chronological reports - To orally rehearse an opening paragraph based on known facts - To generate vocabulary which is appropriate to use in an introductory paragraph - To identify the tense used within introductory paragraphs - To write an opening paragraph which introduces a topic using appropriate vocabulary <p>Use sub-headings which are precise and engaging to the audience</p> <ul style="list-style-type: none"> - To identify the different sentence types that can be used to create subheadings - To explain subheadings which use a play on words to engage the reader - Use different sentence types to create subheadings <p>Organise paragraphs about one theme and begin each paragraph with a topical sentence</p> <ul style="list-style-type: none"> - To fully understand the purpose of a paragraph and when a new paragraph begins - To match topic sentences to the main body of a paragraph - To plan a paragraph and topical sentence - To draft a paragraph using a topical sentence
<p>Greater Depth To re-draft a section of the story focussing on using varied sentence types to move the action forward</p>	<p>Greater Depth To change the layout of the report to draw the audience's attention to different aspects. E.g. fun facts</p>
<p>Spelling</p>	

<p>Revise Spellings learnt in the last half term</p> <p>Learn Strategies for learning words: words from statutory and personal spelling lists (year 3 and 4 cew)</p>	<p>Teach/practice The /ʌ/ sound spelt 'ou'</p> <p>Learn Strategies for learning words: words from statutory and personal spelling lists (year 3 and 4 cew)</p>	<p>Apply The /ʌ/ sound spelt 'ou': dictation</p> <p>Assess The /ʌ/ sound spelt 'ou': dictation</p>	<p>Teach/practice Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)</p>	<p>Apply Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)</p> <p>Teach Proofreading</p>	<p>Assess aspects of this term</p> <p>Learn Strategies for learning words: words from statutory and personal spelling lists (year 3 and 4 cew)</p>
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Year 4 Autumn 1

National Curriculum Objectives

Develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including if, because, as, when and although

using the present perfect form of verbs in contrast to the past tense

choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

- Using conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials
- Learning the grammar for year 4 in the English Appendix 2

Indicate grammatical and other features by:

- Using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- Using and punctuating direct speech
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

New Key vocabulary

Fronted adverbials of time

Direct speech

Inverted commas

Speech verb

Present perfect tense

Narrative

Text: Wisp (A story of hope)

Audience: Younger Siblings for bedtime story

Purpose: To plan and write their own version of a familiar story

Non-Fiction

Text: Wisp

Audience: Children in Year 4

Purpose: To write an informal persuasive letter

Objectives

Identify and use features of traditional tales suitable for a specific audience

- Identify how and why authors use rule of three in traditional tales
- Identify the difference between an effective and ineffective rule of three, focussing on the use of adjectives
- Correctly punctuate sentences which include the rule of three
- Identify how character archetypes are described through author's choice of language

Objectives

To identify the language and layout features of a persuasive letter

- Understand the purpose of different persuasive texts
- Identify the layout features of a letter and the function of each feature
- Within a persuasive letter, identify rule of three, emotive language and rhetorical questions
- Understand the effect of using the language features of a persuasive letter

Use emotive language to convey a view point

- To identify emotive language within a text of similar purpose

<ul style="list-style-type: none">• Generate rich and varied vocabulary to describe two contrasting characters• Use rich and varied vocabulary to describe two distinct characters <p>Plan and write their own version of a familiar story focussing on varied and rich vocabulary</p> <ul style="list-style-type: none">• Identify the structure of traditional tales• Identify how language is chosen specifically for each part of the narrative• Plan their own version of a familiar story, thinking about the audience• Write a traditional tale using language appropriate for younger children which utilises strategies from traditional tales <p>Edit a section of text independently</p> <ul style="list-style-type: none">- Identify any Year 3/4 spellings which are incorrect- Identify any descriptive language which could be further improved by being more specific or emotive.			<ul style="list-style-type: none">• To use a dictionary to clarify the meaning of new vocabulary• To build sentences using emotive vocabulary <p>Use rhetorical questions to suit the purpose</p> <ul style="list-style-type: none">- To identify rhetorical questions used for a similar purpose- To orally rehearse effective rhetorical questions <p>- To independently write linked sentences, which includes an effective rhetorical question</p> <p>To write an informal persuasive letter.</p> <ul style="list-style-type: none">- To use persuasive techniques (strong emotive language, rhetorical questions to orally persuade.		
Greater Depth Change one specific aspect of the story			Greater Depth To write a letter for a different purpose. E.g. to recount an event		
Spelling					
Strategies at the point of writing: Have a go	Teach/practice Words ending /ʒə/	Assess Words ending /ʒə/	Practise From Year 2possessive apostrophe with singular proper nouns	Practise Homophones (peace/piece, main/mane, fair/fare)	Learn/Practise Strategies for learning words: words from statutory spelling list (year 3 and 4 cew)
Learn/Practise Strategies for learning words: words from statutory spelling list (year 3 and 4 cew)	Learn/Practise Strategies for learning words: words from statutory spelling list (year 3 and 4 cew)	Learn/Practise Strategies for learning words: words from statutory spelling list (year 3 and 4 cew)	Teach Homophones (peace/piece, main/mane, fair/fare)	Apply Strategies for learning words: homophones (peace/piece, main/mane, fair/fare)	Assess Taught words/homophones
Year 4 Autumn 2					
Narrative Text: The Iron Man Audience: Children in the other Year 4 class			Non-Fiction Text: The Iron man Audience: A varying online audience		

Purpose: To plan and write an entire 5 part story	Purpose: To write a recount in the style of a blog
Objectives	Objectives
<p>To use prepositions to express time and cause.</p> <ul style="list-style-type: none"> - To be fully confident in understanding the differences between verbs and nouns (to distinguish between adverbs and prepositions in future) - To understand the different purposes of a preposition - To collate examples of prepositions used to express time, and cause - To use prepositions within a sentence to express time, and cause - To use prepositions in extended pieces of writing to show time and cause <p>To extend the range of sentences with more than one clause by using a wider range of conjunctions</p> <ul style="list-style-type: none"> - To understand the purpose of a subordinating conjunction - To understand the purpose of each specific conjunction (specifically although, while and since) - To use each conjunction accurately in a sentence with correct punctuation <p>To plan and write a 5 part story</p> <ul style="list-style-type: none"> - To identify the parts of a 5 part story and the function of each section - To understand how the events of The Iron man correlate to the 5 part structure - To plan a 5 part narrative which follows the plot structure of The Iron Man whilst including some innovation - To write a 5 part narrative using the language features covered 	<p>To understand and use different forms of the past tense</p> <ul style="list-style-type: none"> - To identify past perfect verbs - To identify past progressive verbs - To understand the difference between past perfect and past progressive tense - To write sentences using past perfect - To write sentences using past progressive - Ensure accuracy and consistency in subject use of past tense and subject verb agreements <p>To use the possessive apostrophes</p> <ul style="list-style-type: none"> - To identify the difference between singular and plural nouns - Use the possessive apostrophe to indicate possession with singular nouns. - Use the possessive apostrophe to indicate possession with plural nouns. <p>To identify the language features of blog writing</p> <ul style="list-style-type: none"> - To understand the reasons why people write blogs and who they are aimed at - To understand that the audience of a blog is wider than conventional literature - To gather examples of vocabulary used within a blog - To understand that different blogs have different styles and language is used to reflect this <p>To write a recount in the informal style of a blog</p> <ul style="list-style-type: none"> - To organise events into chronological order - To write in the first person - To maintain the correct agreement between subject and verb throughout a piece of writing - To write a blog using a distinct and consistent style
Greater Depth	Greater Depth
Change the ending of the story and select their own language and grammar choices	Change the audience and form, re-draft to be in the style of a diary
Spelling	

<p>Teach Proofreading</p> <p>Learn/Practise Strategies for learning words: words from statutory spelling list (year 3 and 4 cew)</p>	<p>Teach Prefixes 'in-', 'il-', 'im-' and 'ir-</p> <p>Practise Prefixes 'in-', 'il-', 'im-' and 'ir-',</p>	<p>Apply Prefixes 'in-', 'il-', 'im-' and 'ir-</p> <p>Learn/Practise Strategies for learning words: words from statutory spelling list (year 3 and 4 cew)</p>	<p>Revise Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /j/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'</p>	<p>Teach Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</p> <p>Learn/Practise Strategies for learning words: words from statutory spelling list (year 3 and 4 cew)</p>	<p>Practise/apply Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</p>
Year 4 Spring 1					
<p>Narrative Text: What the Elephant heard Audience: Younger children who've just arrived Purpose: To write a story with clear organisational devices</p>			<p>Non-Fiction Text: Audience: Children who want to learn about the topic Purpose: To write an explanation about an animal using technical vocabulary</p>		
Objectives			Objectives		
<p>To use a range of simple, compound and complex sentences</p> <ul style="list-style-type: none"> - To identify different sentence types in a text and why they are used. - To identify simple and compound sentences and explain the difference between them - To write simple and compound sentences which are accurately punctuated - To use a wide range of subordinating conjunctions within complex sentences - To build a paragraph which uses a range of sentence structures (simple, compound and complex) - <p>To use fronted adverbials as an organisational device</p> <ul style="list-style-type: none"> - To understand the difference between adverbs and adverbials 			<p>Identify how language and presentation contribute to meaning.</p> <ul style="list-style-type: none"> - Identify the layout features used within an explanation text for children - Identify the language features used within an explanation text - Develop an understanding of the technical vocabulary used within an explanation text on the same subject <p>Use headings, subheadings and diagrams to aid presentation</p> <ul style="list-style-type: none"> - Identify the style of language used in headings and subheadings - Identify appropriate subheadings based on the context of paragraphs - Plan and write paragraphs based around the created subheadings - Identify how diagrams explain how things work. - Write captions for extra information about their diagrams. 		

<ul style="list-style-type: none">- To identify the purpose of adverbials within sentences- To understand that adverbials can signpost time and place- To write sentences which include a fronted adverbial and are demarcated with a comma- Write linked sentences using adverbials to signpost the reader <p>To blend fact and fiction into a narrative which entertains</p> <ul style="list-style-type: none">- To understand that factual information can be provided in narratives- To identify the difference between fact and fiction- To write a sentence suitable for a narrative which incorporates factual information- To plan and write a narrative with a mixture of information and fictitious ideas through descriptive writing			<p>Organise paragraphs around one particular theme</p> <ul style="list-style-type: none">- Plan paragraphs to include more than one fact based on the same subject.- Identify the appropriate scientific vocabulary to include within the paragraph- Demarcate sentences with capital letters and full stops.- Make links between paragraphs by using repeated pronouns or nouns.		
<p>Greater Depth</p> <p>Choose a section of the text to re-draft focussing on improving the language choices for the reader</p>			<p>Greater Depth</p> <p>Change the form of the text whilst retaining the same information</p>		
<p>Spelling</p>					
<p>Teach/practice</p> <p>The /g/ sound spelt ‘gu’</p> <p>Learn</p> <p>Strategies for learning words: words from statutory and personal spelling lists (year 3 and 4 cew)</p>	<p>Teach/practice</p> <p>Words with endings sounding like /tʃə/ spelt ‘- ture’</p> <p>Learn</p> <p>Strategies for learning words: words from statutory and personal spelling lists (year 3 and 4 cew)</p>	<p>Assess</p> <p>Words with endings sounding like /tʃə/ spelt ‘- ture’: dictation</p> <p>Teach</p> <p>Possessive apostrophe with plurals</p>	<p>Practise</p> <p>Possessive apostrophe with plurals</p> <p>Learn</p> <p>Strategies for learning words: words from statutory and personal spelling lists (year 3 and 4 cew)</p>	<p>Teach</p> <p>Homophones (scene/seen, mail/male, bawl/ball)</p> <p>Practise</p> <p>Strategies for learning words: homophones (scene/seen, mail/male, bawl/ball)</p>	<p>Apply</p> <p>Homophones (scene/seen, mail/male, bawl/ball)</p> <p>Learn</p> <p>Strategies for learning words: words from statutory and personal spelling lists (year 3 and 4 cew)</p>

Year 4 Spring 2

<u>Narrative</u> Text: Rock Paper Scissors Audience: Children in the year above Purpose: To write a longer story which sets the scene			<u>Non-Fiction</u> Text: Rock paper Scissors Audience: Children in previous year groups Purpose: To write an explanation for younger children		
Objectives To use figurative language to describe a scene <ul style="list-style-type: none">To identify the ways in which an author sets a scene and the impact this has on the readerTo explain what a simile is and make comparisons between effective and ineffective similesTo generate adventurous and varied adjectives with a specific focus on the readerTo use adventurous and varied adjectives within sentencesTo write similes which are expanded beyond a simple ideaTo identify examples of personification and explain what personification isTo use personification to describe parts of a sceneTo embed figurative language within the description of a scene To create cohesion within and across paragraphs <ul style="list-style-type: none">Use pronouns to create cohesion across paragraphs and avoid repetition.Use repeated words and phrases to create cohesion across paragraphs			Objectives Understand how language and presentation contribute to meaning. <ul style="list-style-type: none">Use the appropriate layout features used within an explanation text for childrenIdentify and use the language features within an explanation textUse appropriate technical vocabulary used within an explanation text on the same subject Use headings, sub-headings and diagrams to aid presentation <ul style="list-style-type: none">Identify the style of language used in headings and subheadingsPlan and write paragraphs based around the created subheadingsIdentify how diagrams explain how things work.Write captions for extra information about their diagrams. Organise paragraphs around one particular theme <ul style="list-style-type: none">Plan paragraphs to include more than one fact based on the same subject.Identify the appropriate scientific vocabulary to include within the paragraphDemarcate sentences with capital letters and full stops.Make links between paragraphs by using repeated pronouns or nouns.		
Greater Depth Write a setting description of a contrasting scene using a different tone			Greater Depth Independently choose layout features which make the text more engaging for the audience		
Spelling					
Assess	Teach/practice	Assess	Teach/practice	Assess	Revise/Assess

Statutory spellings learnt so far	Prefixes 'anti-' and 'inter' Learn Strategies for learning words: words from statutory and personal spelling lists (year 3 and 4 cew)	Assess Prefixes 'anti-' and 'inter-' Learn Strategies for learning words: words from statutory and personal spelling lists (year 3 and 4 cew)	Endings that sound like /jən/ spelt '-cian', '-sion', '-tion' and '-ssion'	Strategies at the point of writing: Endings that sound like /jən/ spelt '-cian', '-sion', '-tion' and '-ssion' Practise Strategies for learning words: homophones (scene/seen, mail/male, bawl/ball)	Spellings taught so far
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Year 4 Summer 1

<u>Narrative</u> Text: Kensuke's Kingdom Audience: Children in assembly Purpose: To write in role as a character from a story	<u>Non-Fiction</u> Text: Kensuke's Kingdom Audience: People who want to learn about the event Purpose: To write a formal recount in the style of a newspaper
<u>Objectives</u> To write in role as a character <ul style="list-style-type: none"> - To understand the difference between first person and third person - To identify how author's use show not tell techniques to describe a character's emotions - To understand how a character's emotions change throughout a narrative - To gather and use language which represents a character's emotions - To understand the difference between a simile and metaphor - To identify the emotions of a character and represent these through figurative language (including similes and metaphors) - To write sentences which include a simile or metaphor to show how a character is feeling - To plan a narrative in role as a character from a story - To independently maintain writing from a first-person perspective To write paragraphs that have a combination of simple, compound and complex sentences.	<u>Objectives</u> To use a variety of sentence structures within sentences (relative clauses) <ul style="list-style-type: none"> - To identify relative pronouns and their function (to fully understand that relative clauses describe nouns) - To use relative pronouns within a sentence to introduce relative clauses - To punctuate defining and non-defining relative clauses accurately within sentences To use direct and reported speech <ul style="list-style-type: none"> - To understand the difference between direct and reported speech - To understand how direct and reported speech are punctuated differently - To use both direct and reported speech within sentences - To incorporate direct and reported speech within an extended piece of writing To identify and understand the features of a newspaper report. <ul style="list-style-type: none"> - To identify the purpose of each section within a newspaper report - To identify the difference between formal and informal language

<ul style="list-style-type: none">- To understand the difference between simple, compound and complex sentences.- To understand why simple sentences can be effective.- To understand when compound/complex sentences are more appropriate- To write a paragraph which utilises all sentence types			<ul style="list-style-type: none">- To change informal sentences into formal sentences based on vocabulary choices- To plan a newspaper report using the same structure- To write a newspaper report which uses the language and layout features identified		
Greater Depth Choose a separate section of the story to retell where the character is feeling a different emotion and use language to reflect this			Greater Depth To choose their own impersonal format and ensure language choices reflect this form		
Spelling					
Teach/practice Words with the /s/ sound spelt ‘sc’ (Latin in origin) Learn/Practise Strategies for learning words: words from statutory spelling list (year 3 and 4 cew)	Teach/practice Endings that sound like /ʒən/ spelt ‘sion’ Learn/Practise Strategies for learning words: words from statutory spelling list (year 3 and 4 cew)	Assess Endings that sound like /ʒən/ spelt ‘sion’ Revise Apostrophes for possession, including singular and plural	Practise Apostrophes for possession, including singular and plural Teach Homophones	Practise/apply Homophones Learn/Practise Strategies for learning words: words from statutory spelling list (year 3 and 4 cew)	Consolidate apostrophes through dictation.
Year 4 Summer 2					
<u>Narrative</u> Text: Wonder Audience: Children in the previous year group Purpose: To write a story with a clear central character, using show not tell			<u>Non-Fiction</u> Text: Wonder Audience: Wellbeing team Purpose: To write an informal letter to persuade		
Objectives To use show not tell techniques <ul style="list-style-type: none">- To identify the difference between showing and telling the reader about a character- To identify the ways in which an author implies description about a character- To generate ways to describe a character without being explicit			Objectives To effectively choose modal verbs for persuasion <ul style="list-style-type: none">- To understand the purpose of modal verbs- To identify the use of modal verbs throughout persuasion- To choose modal verbs effectively within sentences to persuade To use effective rhetorical questions to persuade <ul style="list-style-type: none">- To understand the purpose of rhetorical questions within the genre- To compare effective and ineffective rhetorical questions		

<ul style="list-style-type: none">- To write a paragraph which uses show not tell techniques throughout the sentences <p>To write in role as a character</p> <ul style="list-style-type: none">- To understand the difference between first person and third person- To understand a character’s behaviours can convey emotion- To identify how colloquialisms can be used consistently to develop characterisation- To gather and use language which represents a character’s emotions- To plan a narrative in role as a character from a story- To independently maintain writing from a first-person perspective			<ul style="list-style-type: none">- To generate effective rhetorical questions within a paragraph <p>To use a range of persuasive techniques within writing</p> <ul style="list-style-type: none">- To identify the purpose of leading phrases and the impact they have upon the reader- To generate a range of leading phrases suitable for the genre and use within sentences- To identify emotive language and how it is used throughout a persuasive letter- To generate emotive language to use within persuasive sentences- To plan and write a persuasive letter using the features taught in Year 4 and previously		
<p>Greater Depth</p> <p>Re-draft a section to be written in the third person and think about how the language would change</p>			<p>Greater Depth</p> <p>Write a formal letter to a different audience</p>		
<p style="text-align: center;">Spelling</p>					
<p>Teach/practice/apply Suffix ‘-ous’</p> <p>Learn Strategies for learning words: words from statutory and personal spelling lists (year 3 and 4 cew)</p>	<p>Practise Proofreading</p> <p>Revise Prefixes ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’; ‘anti-’, ‘auto-’</p> <p>Practise/Apply Prefixes ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’; ‘anti-’, ‘auto-’</p>	<p>Assess Words learnt so far</p> <p>Learn Strategies for learning words: words from statutory and personal spelling lists (year 3 and 4 cew)</p>	<p>Teach/practice Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’</p>	<p>Apply Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’</p> <p>Learn Strategies for learning words: words from statutory and personal spelling lists (year 3 and 4 cew)</p>	<p>Revise Work covered this term</p>
<p style="text-align: center;">Year 5 Autumn 1</p>					
<p>National Curriculum Objectives</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none">• Recognising vocabulary and structures that are appropriate for formal speech and					<p>New Key vocabulary</p> <p>Relative clause</p> <p>Defining clause</p>

<p>writing</p> <ul style="list-style-type: none"> • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Learning the grammar for years 5 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Using commas to clarify meaning or avoid ambiguity in writing • Using brackets, dashes or commas to indicate parenthesis • Using semi-colons to mark boundaries between independent clauses • Using a colon to introduce a list • Punctuating bullet points consistently • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 	<p>Non defining clause Simile Metaphor Hyperbole Conditional Causal conjunctions</p>
<p><u>Narrative</u> Text: There's a Boy in the Girls' Bathroom Audience: Other Year 5 class Purpose: To plan tell a short section of narrative which amuses the reader</p>	<p><u>Non-Fiction</u> Text: There's a Boy in the Girls' Bathroom Audience: Clara Purpose: To write a formal persuasive letter</p>
<p><u>Objectives</u></p> <p>To use correctly punctuated dialogue to convey humour</p> <ul style="list-style-type: none"> - To use the correct punctuation for dialogue, including where dialogue is separated between reporting clauses. - To write reporting clauses which show action - To write reporting clauses which show action to amuse the reader - To know what non-standard English is - To gather and use non-standard English examples to show humour - To use non-standard English within dialogue - To use jokes within correctly punctuated dialogue 	<p><u>Objectives</u></p> <p>To use formal persuasive language examples within their writing.</p> <ul style="list-style-type: none"> - To understand what is meant by formal tone - To understand the difference between a formal and informal tone - To identify the ways in which an author uses formal tone - To change sentences from informal to formal - To maintain a formal tone throughout a paragraph <p>To use leading phrases within a discussion</p> <ul style="list-style-type: none"> - Identify how leading phrases are used in persuasion

<p>To use precise adjectives to create mood.</p> <ul style="list-style-type: none">- To identify and collect expanded noun phrases.- Use expanded noun phrases to convey complicated information concisely- Identify how too many adjectives can be detrimental to the effect- Experiment with a range of expanded noun phrases to add detail,- Use expanded noun phrases to write a setting description. <p>To use modal verbs to show possibility and permission</p> <ul style="list-style-type: none">- To understand the purpose of modal verbs- To identify modal verbs within a sentence- To select modal verbs to show possibility and permission <p>To write correctly punctuated sentences which include modal verbs</p>			<ul style="list-style-type: none">- Create a bank of leading phrases to use within a discussion text- Use leading phrases to build persuasive sentences- Include leading phrases within a paragraph <p>To begin to use rhetorical questions to engage the reader.</p> <ul style="list-style-type: none">- Identify the purpose of rhetorical questions within a text- To sort rhetorical questions into those which are effective and those which are less effective- To write sentences using rhetorical questions which are punctuated correctly- Write rhetorical questions within a paragraph		
<p>Greater Depth</p> <p>Change the purpose to make the audience feel sympathy for Bradley at a specific point in the text</p>			<p>Greater Depth</p> <p>To write an informal persuasive letter to a different audience</p>		
<p>Spelling</p>					
<p>Teach/practice</p> <p>Words with the letter string ‘ough’</p> <p>Learn/Practise</p> <p>Strategies for learning words: words from statutory spelling list (year 5 and 6 cew)</p>	<p>Apply</p> <p>Words with the letter string ‘ough’</p> <p>Teach</p> <p>Words with ‘silent’ letters</p>	<p>Learn</p> <p>Strategies for learning words: words with ‘silent’ letters from statutory and personal spelling lists</p> <p>Assess</p> <p>Words with ‘silent’ letters:</p> <p>Dictation</p> <p>Teach</p> <p>Use of spelling journals for</p>	<p>Teach/practice</p> <p>Words ending in ‘-able’ and ‘- ible’</p> <p>Learn/Practise</p> <p>Strategies for learning words: words from statutory spelling list (year 5 and 6 cew)</p>	<p>Assess</p> <p>Words ending in ‘-able’ and ‘ ible’</p> <p>Teach/practice</p> <p>Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed)</p>	<p>Apply</p> <p>Strategies for learning words: homophones (isle/ aisle, aloud/allowed, affect/ effect, herd/heard, past/ passed)</p>

		etymology			
Year 5 Autumn 2					
<u>Narrative</u> Text: The Last Wild Audience: Piers Torday (author of book) Purpose: To write a 5-part story to evoke mood			<u>Non-Fiction</u> Text: The Last Wild Audience: Kester's family and friends Purpose: To write an explanation in an impersonal style		
Objectives			Objectives		
Use expanded noun phrases with prepositional phrases <ul style="list-style-type: none"> - To understand what is meant by expanded noun phrases, including the word class of the words - To identify how 'with' links a prepositional phrase to the expanded noun phrase - To generate expanded noun phrases with prepositional phrases (in isolation) - To use expanded noun phrases within a sentence (with main clause) Begin to experiment with wider figurative language <ul style="list-style-type: none"> - To identify similes and metaphors used within a text - To understand the difference between a simile and metaphor - To sort similes and metaphors to show an understanding of them both - To generate similes within a sentence - To generate metaphors which are used within a sentence - To re-draft metaphors to choose more effective examples - To understand what is meant by hyperbole and the desired effect upon the reader To use parenthesis for clarity <ul style="list-style-type: none"> - To understand the purpose of parenthesis - To identify which information can be shown in parenthesis 			Use conjunctions showing cause and effect. <ul style="list-style-type: none"> - Identify causal conjunctions and their purpose - Understand the language used in cause and effect. - Choose appropriate causal conjunctions to complete sentences - Use conjunctions between two independent clauses to show cause and effect. - Use conjunctions showing cause and effect within an explanation. To use parenthesis within a paragraph to provide sufficient information to the reader <ul style="list-style-type: none"> - To understand that parenthesis can be used to clarify or expand information - To understand that removing parenthesis does not change the meaning of the sentence - To write a sentence using parenthesis - To include parenthesis within a paragraph to provide sufficient information to the reader 		

<ul style="list-style-type: none">- To understand the difference between commas and brackets- To select the correct punctuation for parenthesis					
Greater Depth Re-draft a section of the text making the writing succinct but effectual		Greater Depth To change the form of an explanation text, to write a script for a online tutorial			
Spelling					
Revise Selected spellings taught last half term and new spellings for this half term	Revise/Teach From previous years: plurals (adding ‘-s’, ‘-es’ and ‘-ies’ Revise From previous years: apostrophe for contraction and possession	Teach/practice Use of the hyphen Learn/Practise Strategies for learning words: words from statutory spelling list (year 5 and 6 cew)	Assess Use of the hyphen Learn/Practise Strategies for learning words: words from statutory spelling list (year 5 and 6 cew)	Teach/practice Proofreading, focusing on checking words from personal lists Assess Strategies at the point of writing: building new words from known morphemes	Teach Using a dictionary to support learning word roots, derivations and spelling patterns Practise Using dictionaries to create word webs
Year 5 Spring 1					
<u>Narrative</u> Text: The Nowhere Emporium Audience: Fans of Harry Potter Purpose: To write in the style of a particular author			<u>Non-Fiction</u> Text: The Nowhere Emporium Audience: Mr Silver Purpose: To write a discussion text, a balanced argument		
Objectives			Objectives		
To use a variety of sentence structures <ul style="list-style-type: none">- To confidently understand the difference between compound and complex sentences- To write compound and complex sentences with the correct punctuation for subordinate clauses- Identify types of phrases which can be used within a sentences- Identify the purpose of prepositional and adverbial phrases- Use prepositional and adverbial phrases within a sentence- Use a variety of simple, multi-clause and complex sentences to interest the reader within a paragraph			Use conditionals within sentences to show theories <ul style="list-style-type: none">- To begin to understand what a conditional within a sentence is.- To begin to use ‘if’ at the beginning of the conditional sentence.- To begin to write sentences which use conditional for persuasive effect To know what a discussion text is and how they are organised. <ul style="list-style-type: none">- To recognise that a discussion text has different opinions.		

To compare and identify features of a particular author		<ul style="list-style-type: none">- To recognise the difference between the expression of a particular viewpoint and the presentation of a balanced discussion- To identify the use of pre-emptive phrases within discussion texts- To use pre-emptive phrases within a sentence suitable for a discussion text- To recognise how discussion texts are organised.			
Greater Depth Re-tell a section of the text in the style of their own chosen author		Greater Depth To choose a section of the discussion text that could be adapted into a speech			
Spelling					
Revise From Years 3 and 4: apostrophe for possession	Practice Rare GPC (bruise, guarantee, immediately, vehicle, yacht).	Revise/Teach Using spelling journals for etymology	Teach/practice Words ending in ‘-ably’ and ‘ibly’	Assess Words ending in ‘-ably’ and ‘-ibly’	Apply Homophones
Teach Rare GPCs (bruise, guarantee, immediately, vehicle, yacht)	Assess Rare GPCs: dictation	Learn/Practise Strategies for learning words: words from statutory spelling list (year 5 and 6 cew)	Learn/Practise Strategies for learning words: words from statutory spelling list (year 5 and 6 cew)	Teach Homophones (led/lead, steel/steal, alter/altar)	Learn/Practise Strategies for learning words: words from statutory spelling list (year 5 and 6 cew)
Year 5 Spring 2					
<u>Narrative</u> Text: Romeo and Juliet Audience: Parents for a performance Purpose: To retell a story from the viewpoint of another character			<u>Non-Fiction</u> Text: Romeo and Juliet Audience: Parents for a performance Purpose: To write a persuasive speech		
Objectives			Objectives		
To use figurative language to convey viewpoint			Effectively use rhetorical questions to engage the reader. <ul style="list-style-type: none">• Understand how rhetorical questions engages the reader.• To sort rhetorical questions into those which are effective and those which are less effective		

<ul style="list-style-type: none">- To identify ways in which an author shows a narrator’s viewpoint through the use of similes, metaphors and hyperbole, and the impact it has on the reader.- To sort similes and metaphors into the viewpoint they convey- To generate adventurous similes and metaphors which show narrator’s view point- To generate examples of hyperbole that would suit the viewpoint of the narrator- To use a range of figurative language, including hyperbole, to show a character’s viewpoint across a narrative <p>Use parenthesis to provide the reader with additional detail, understanding the weighting of dashes.</p> <ul style="list-style-type: none">• To understand that different forms of punctuation are used to add parenthesis.• To understand the nuance between different punctuation for parenthesis• To understand dashes are usually used for emphasis or surprise• To write sentences which effectively use dashes		<ul style="list-style-type: none">• Draft and re-draft rhetorical questions to improve their persuasive effect• Write rhetorical questions within their persuasive speech <p>Use modal verbs to indicate degrees of possibility.</p> <ul style="list-style-type: none">• Collect examples of modal verbs and use them in sentences to indicate degrees of possibility.• Identify how modal verbs are used to persuade.• Orally rehearse using modal verbs in sentences to persuade.• Write paragraphs using modal verbs to indicate degrees of possibility.			
Greater Depth Change the form of the writing – show character’s viewpoint through a diary, blog or letter		Greater Depth Change the viewpoint of the speech and independently make language choices to reflect this			
Spelling					
Spellings taught in previous half term	Teach/practice Proofreading: checking from another source after writing Learn/Practise Strategies for learning words: words from statutory spelling list (year 5 and 6 cew)	Revise Building words from root words Practise Building words from root words	Assess Building words from root words Revise Homophones	Teach Words with the /i:/ sound spelt ‘ei’ Learn/Practise Strategies for learning words: words from statutory spelling list (year 5 and 6 cew)	Teach/assess ‘ei’ and ‘ie’ words Learn/Practise Strategies for learning words: words from statutory spelling list (year 5 and 6 cew)

Year 5 Summer 1

<p><u>Narrative</u> Text: The 1000 year old boy Audience: Children in assembly Purpose: To write a non-linear narrative experimenting with different formalities</p>	<p><u>Non-Fiction</u> Text: The 1000 year old boy Audience: Alfie Purpose: To write a balanced argument</p>
<p><u>Objectives</u></p> <p>To build cohesion within a paragraph</p> <ul style="list-style-type: none"> - To identify the structure of a paragraph - To identify how sentences either expand upon the previous or introduce new information - To look at the vocabulary used to link sentences - To understand how pronouns can be used to develop cohesion and avoid overuse of nouns - To write a paragraph which uses cohesive devices - <p>Write with a non-linear structure.</p> <ul style="list-style-type: none"> - To identify how the author uses non-linear methods to tell a story - To plot the events of several (non-linear) chapters in chronological order - To identify how author shows change in time (or narrator) through use of language, tense changes, sentence structure or adverbs - To write a non-linear narrative showing changes between narration 	<p><u>Objectives</u></p> <p>Use conditionals within sentences to show theories</p> <ul style="list-style-type: none"> - To understand what a conditional within a sentence is. - To use 'if' at the beginning of the conditional sentence. - To understand the punctuation required if a sentence begins with a conditional - To write sentences which use conditional for persuasive effect <p>Use relative clauses, and begin to use those where the relative pronoun is omitted</p> <ul style="list-style-type: none"> - Begin to understand the difference between relative clauses which use/omit the relative pronoun and the impact this has on the reader - Begin to select whether to use or omit the relative pronoun within sentences - Begin to use a range of relative clauses across a paragraph for clarity, explanation or emphasis
<p><u>Greater Depth</u> Choose one section of the text and change the narrator, showing a shift in viewpoint through the language choices and way in which story is described.</p>	<p><u>Greater Depth</u> To write a biased speech, identifying the author's viewpoint clearly</p>

Spelling					
Revise Strategies at the point of writing: Have a go Learn/Practise Strategies for learning words: words from statutory spelling list (year 5 and 6 cew)	Teach/practice Strategies at the point of writing: using etymological/ morphological strategies for spelling	Teach Proofreading for words on statutory list	Teach Homophones (cereal/serial, father/farther, guessed/ guest, morning/mourning, who's/whose)	Practise Homophones Apply/Assess Homophones	Consolidate
Year 5 Summer 2					
<u>Narrative</u> Text: Holes Audience: Stanley’s future son Purpose: To write a story with dialogue to move the action forward			<u>Non-Fiction</u> Text: Holes Audience: The staff at Camp Green lake Purpose: To write an explanation for a specific audience		
Objectives			Objectives		
To effectively embed dialogue within a paragraph <ul style="list-style-type: none">- To punctuate examples of dialogue correctly- To identify when dialogue is appropriate and when it is overused- To condense an example of dialogue into a more succinct example- To include dialogue selectively within a paragraph To embed relative clauses with or without pronoun <ul style="list-style-type: none">- To understand that relative clauses can be defining or non-defining- To use the correct punctuation for defining relative clauses- To use the correct punctuation for non-defining relative clauses- To identify examples where relative pronouns have not been used- To write sentences where relative pronoun is not required			Alternate between formal and informal language where appropriate <ul style="list-style-type: none">- Identify the differences between formal and informal language.- Compare formal and informal language.- Effectively choose the formality for different sentences/paragraphs within a text depending on the audience. Use conjunctions showing cause and effect <ul style="list-style-type: none">- Identify conjunctions that show cause and effect within texts.- Use a range of causal conjunctions when writing a sentence- Use conjunctions within writing to show cause and effect. Begin to use language and layout devices of an explanation text <ul style="list-style-type: none">- Compare the language devices across many examples of explanation.- Identify the layout features used across examples of explanation texts- To plan an extended piece of writing identifying opportunities for additional layout features to be utilised.- Effectively choose the language devices suitable for each section of the text		

- To include relative clauses with or without pronoun across a paragraph					
Greater Depth Re-write the story where the dialogue develops a specific character through clear characterisation and language choices			Greater Depth Re-draft the text to suit a new audience – parents or prospective children, and identify how persuasion would also be evident		
Spelling					
Revise/Assess Spellings taught in the last half term: pair testing	Teach/practice Proofreading: use of dictionary to check words referring to first three or four Letters Learn/Practise Strategies for learning words: words from statutory spelling list (year 5 and 6 cew)	Revise Strategies for learning words: problem Suffixes Practise Strategies for learning words: problem suffixes	Assess Problem suffixes Revise/Practise Homophones Learn/Practise Strategies for learning words: words from statutory spelling list (year 5 and 6 cew)	Revise/Practise Homophones Learn/Practise Strategies for learning words: words from statutory spelling list (year 5 and 6 cew)	Spelling aspects from Year 5 that are not secure Learn/Practise Strategies for learning words: words from statutory spelling list (year 5 and 6 cew)

Year 6 Autumn 1

National Curriculum Objectives

Develop their understanding of the concepts set out in English Appendix 2 by:

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Using passive verbs to affect the presentation of information in a sentence
- Using the perfect form of verbs to mark relationships of time and cause
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:

- Using commas to clarify meaning or avoid ambiguity in writing
- Using hyphens to avoid ambiguity
- Using brackets, dashes or commas to indicate parenthesis
- Using semi-colons, colons or dashes to mark boundaries between independent clauses
- Using a colon to introduce a list
- Punctuating bullet points consistently
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

New Key vocabulary

Semi-colon
Colon
Ambiguity
Clarify
Hyphen
Subjunctive
Cohesion
Dashes

Narrative

Text: Macbeth

Audience: Cubs group aiming for their performance badge

Purpose: To change a play into a narrative

Objectives

Use the full range of speech punctuation accurately within dialogue which advances the action or develops a character

Non-Fiction

Text: Macbeth

Audience: Parents to perform

Purpose: To write a discussion

Objectives

Use relative clauses with relative pronouns and begin to use relative clauses with an omitted relative pronoun

<ul style="list-style-type: none">- Identify the difference between speech which advances the action and speech which develops a character- To identify what can be learnt from a character by their dialogue- To identify how dialogue can move a plot forward and the techniques used to do so- To use inverted commas to develop a character speaking- To use a comma to separate the reporting clause- To use capital letters in the correct place during speech, particularly when the speech has been separated into two parts.- To plan specific examples of dialogue which suit a purpose- To write grammatical examples of dialogue which advance the action and develop a character <p>Use sentences which include a variety of compound and complex clauses</p> <ul style="list-style-type: none">- To identify embedded clauses within complex sentences- To understand the effect different phrases and clauses have on the reader- To write compound and complex sentences with a variety of clauses and phrases, with a specific focus on the reader.- To write a variety of compound and complex sentences which succinctly but comprehensively provide detail for the reader.			<ul style="list-style-type: none">- Understand the difference between relative clauses which use/omit the relative pronoun and the impact this has on the reader- Effectively select whether to use or omit the relative pronoun within sentences- Use a range of relative clauses, embedded within multi clause sentences, for specific effect <p>Use hyphens for compound words to avoid ambiguity.</p> <ul style="list-style-type: none">- To understand the purpose of hyphens- To choose when to hyphenate words to avoid ambiguity <p>Use a range of conjunctions, adverbs and prepositions to order events, link previous ideas, and provide exemplification.</p> <ul style="list-style-type: none">- To fully understand the various purposes of conjunctions, adverbs and prepositions- To use each of the terms for a variety of purposes within a piece of writing- To carefully select each of the grammatical elements to link or build upon ideas throughout a paragraph- To carefully select each of the elements to provide clear exemplification with specific focus on the impact on the reader		
Greater Depth Specifically chose language to make a concise version of the narrative (given specific word limit)			Greater Depth To redraft the information within the discussion as part of a debate speech		
Spelling					
Revise Words ending ‘-able’/ ‘-ably’, and ‘-ible’/‘-ibly’ Practise Strategies for learning words: words ending ‘-able’ and ‘-ible’	Assess Words ending ‘-able’ and ‘-ible’ Teach Adding suffixes beginning with vowels to words ending in ‘-fer’	Practise Adding suffixes beginning with vowels to words ending in ‘-fer’ Assess Adding suffixes beginning with vowels to words ending in ‘-fer’	Learn Homophones (‘ce’/‘se’) Learn/Practise Strategies for learning words: words from statutory spelling list (year 5 and 6 cew)	Practise/assess Homophones (‘ce’/‘se’) Learn/Practise Strategies for learning words: words from statutory spelling list (year 5 and 6 cew)	Teach/practice Endings that sound like /ʃəs/ spelt ‘-cious’ or ‘-tious’

Year 6 Autumn 2

<p><u>Narrative</u> Text: Alma Audience: Other Year 6 class/Year 5 at Robinwood Purpose: To plan and write a story with a very distinct atmosphere</p>	<p><u>Non-Fiction</u> Text: Alma Audience: people who want to find out about the event Purpose: To write a sensationalised newspaper article</p>
<p>Objectives</p> <p>Use repetition or words, phrases and sentence structures for dramatic effect</p> <ul style="list-style-type: none"> - To identify how repetition can develop a suspenseful atmosphere - To write sentences (or grouped sentences) where repetition of a word or phrase is used for dramatic effect - To identify the various sentence structures that can be used to build tension - To use specific repeated sentence structures to build tension across a paragraph <p>Use dashes to mark the boundary between clauses, adding emphasis or surprise</p> <ul style="list-style-type: none"> - To understand the purpose of dashes and the nuance between dashes, commas and brackets - To identify where authors use dashes and the effect this has upon the reader - To build sentences where dashes add emphasis or surprise - To choose points within extended writing where dashes can be used for emphasis or surprise, deliberately to affect the reader. <p>Use metaphors to create a specific atmosphere</p> <ul style="list-style-type: none"> - Identify the use of metaphors within suspense writing - To compare well developed and effective metaphors to those which are less effective - To use metaphors to describe a character within a text aiming to build tension - To use contrasting metaphors to identify different atmospheres such as safety/danger 	<p>Objectives</p> <p>Use a range of subordinating and coordinating conjunctions effectively to link ideas in and across paragraphs.</p> <ul style="list-style-type: none"> - Use a full range of co-ordinating and subordinating conjunctions at different points in sentences - Use the correct punctuation to mark boundaries between clauses when conjunctions are at various positions within the sentence - Use conjunctions to effectively link ideas within the paragraphs - Use conjunctions to make links between paragraphs <p>Use colons to mark boundaries between independent clauses</p> <ul style="list-style-type: none"> - To understand the purpose of a colon - To use a colon to mark boundaries between independent clauses - Within paragraphs or extended writing, identify where a colon should be used to link clauses <p>Integrate speech effectively</p> <ul style="list-style-type: none"> - Use speech which has been separated into two parts by a reporting clause - Carefully select dialogue which moves the action forward or develops a character - Use the full range of speech punctuation. - Edit and redraft speech to assess its effectiveness, and make more succinct where appropriate
<p>Greater Depth</p>	<p>Greater Depth</p>

Re-write the ending of the narrative so that the ending is humorous			Change the genre of the newspaper article to a formal report, either written or speech given		
Spelling					
Practise/assess Endings that sound like /ʃəs/ spelt ‘-cious’ or ‘-tious’ Learn/Practise Strategies for learning words: words from statutory spelling list (year 5 and 6 cew)	Revise Words with ‘ough’ letter String Practise/assess Words with ‘ough’ letter String Learn/Practise Strategies for learning words: words from statutory spelling list (year 5 and 6 cew)	Teach/practice/apply/assess Words ending ‘-cial’ and ‘-tial’ Learn/Practise Strategies for learning words: words from statutory spelling list (year 5 and 6 cew)	Revise Generating words from Prefixes Teach Homophones (dessert/desert, stationery/stationary, complement/compliment, principle/principal, prophet/profit)	Revise Homophones covered in KS2 Assess Homophones covered in KS2: dictation	Revise Generating words from prefixes and roots Learn/Practise Strategies for learning words: words from statutory spelling list (year 5 and 6 cew)
Year 6 Spring 1					
<u>Narrative</u> Text: Phoenix Audience: Fans of science fiction Purpose: To write a narrative in the distinct style of Science Fiction			<u>Non-Fiction</u> Text: Phoenix Audience: Character from book Purpose: To write a propaganda speech to encourage someone to join the army (Space army)		
Objectives			Objectives		
To choose language which fully immerses the reader in the futuristic world <ul style="list-style-type: none">To select language which is fully appropriate to the genreTo maintain style of writing within dialogueTo identify areas where the sentence structure can be altered to suit the style of narrative To subtly show conflict/struggle with humanity through the narrative <ul style="list-style-type: none">To understand that science fiction texts are used to portray deeper meanings			To make deliberate choices which show a view point <ul style="list-style-type: none">To understand the purpose of propagandaTo identify the language techniques used through propagandaTo write sentences using the features of propagandaTo effectively select language within a paragraph that is trying to convey a message		

- To plan a narrative where the story refers to a deeper meaning					
Greater Depth			Greater Depth		
Spelling					
Revise/teach/practice/assess Words with soft c, y as i, ch as k/sh SATS practice	Revise/teach/practice/assess -g as j, near homophones	Revise/teach/practice/assess Ent v ant -ence v –ance ible/able/ibly/ably	Revise/teach/practice/assess -fer suffix rule -tion -sion v -ssion	Revise/teach/practice/assess -gh strings Prefixes Suffixes	Revise/teach/practice/assess -ou as uh -ey sounds like ay. -que sounds like ck
Year 6 Spring 2					
<u>Narrative</u> Text: The mysteries of Harris Burdick Audience: Purpose: To write a range of short imaginative short stories			<u>Non-Fiction</u> Text: The Journey Audience: Purpose: A diary entry conveying emotion with embedded newspaper report		
Objectives			Objectives		
<i>Note, the children will be engaging in revision based upon the gaps in their SPAG and Reading knowledge in the lead up to SATs so objectives are narrowed.</i> To write a range of short imaginative short stories <ul style="list-style-type: none">- To utilise all forms of tenses across short stories- Correct use of semi colons and colons- Use a range of modal verbs throughout writing- Identify the variety of clause types they have used within their own writing and edit if required- Identify the words which can be used as a determiner and whether they have used a variety within their writing			<i>Note, the children will be engaging in revision based upon the gaps in their SPAG and Reading knowledge in the lead up to SATs so objectives are narrowed.</i> To write a diary entry conveying emotion with embedded newspaper report <ul style="list-style-type: none">- To use adverbs to mark time, place and cause- Write in a style which is informal (diary)- Write in a style which is formal (newspaper)- Use embedded clauses and relative clauses (newspaper)- To use the passive voice (newspaper)		
Greater Depth			Greater Depth		
Spelling					

SATS practice all term, depending on children in the cohort.

Looking at spelling rules, prefixes and suffixed and year 3 , 4, 5 and 6 common exception words.

Year 6 Summer 1

Narrative

Text: Journey to the River Sea

Audience: Friends at boarding school

Purpose: To plan and write a non-linear story using a range of devices to signal the narrative moving forwards and backwards in time

Non-Fiction

Text: Journey to the River Sea

Audience:

Purpose: persuasive leaflet with non-chronological report and explanation paragraph embedded

Objectives

Use commas to clarify meaning and avoid ambiguity

- To understand how commas can clarify meaning
- To write sentences where commas are used to clarify meaning
- To edit writing to ensure no comma splicing

Use adverbials as cohesive devices within and across paragraphs

- To choose adverbials which have a specific purpose within a paragraph
- To expand upon previously used adverbials to build cohesion
- To choose adverbials which refer to previous ideas within the text

Use a variety of sentence structures to engage the reader throughout sustained periods of description

- To understand the difference between a phrase and a clause
- To identify which phrases or clauses can be used to provide the reader with detail
- To write sentences which use a range of phrases and clauses
- Within an extended paragraph, use a range of sentence types and structures to vary the pace of the paragraph
- To identify embedded clauses and their purpose
- To write complex sentences which use a variety of clauses

Greater Depth

Objectives

Use expanded noun phrases to concisely and factual present information

- To identify the use of expanded noun phrases across factual genres
- To carefully select adverbs and prepositional phrases used within expanded noun phrases
- To edit and redraft expanded noun phrases used across an extended piece of writing, to ensure they are succinct and effective

Use colons to introduce a list and semi-colons within lists

- To understand the purpose of colons and semi-colons within a list
- To use colons and semi colons within a list
- To identify sentences where commas are more appropriate than semi colons

Use both the active and passive voice within paragraphs

- To identify the difference between the active and passive voice
- To write sentences which change the voice of the sentence
- Within a paragraph, include carefully selected examples of the active/passive voice

Use hyphens to avoid ambiguity

- To independently choose when words should be hyphenated

Greater Depth

Re-draft a section of the text from the viewpoint of a different character, representing the new narrator's viewpoints through clear choice of language	To change the format of the persuasion. Choose to present the information in a different way and edit/adapt the writing to suit the new purpose.
Spelling	
Recapping of words/spelling rules the children found difficult	
Year 6 Summer 2	
<u>Narrative</u> Text: When Hitler Stole the Pink Rabbit Audience: Parents or Mrs Westgate Purpose: Plan and write an extended narrative, organised into chapters, with a specific atmosphere using figurative language	<u>Non-Fiction</u> Text: When Hitler Stole the Pink Rabbit Audience: Year 7 children who want to learn about WW2 Purpose: A non-chronological report which has explanatory and persuasive paragraphs embedded.
Objectives	Objectives
<p>Use figurative language to create a clear atmosphere</p> <ul style="list-style-type: none"> - To identify the various ways of using figurative language (similes, metaphors, personification, onomatopoeia, hyperbole) - To categorise examples of figurative language into the atmospheres they create - To generate examples of figurative language to create a specific atmosphere - To show control over the use of figurative language within and across paragraphs <p>Link ideas across paragraphs using cohesive devices such as repetition of a word or phrase</p> <ul style="list-style-type: none"> - Across an extended piece of writing, identify how authors develop cohesion using language - To understand what ellipses is and why authors use it - To use ellipses effectively to enable writing to become more succinct - To plan an extended narrative, identifying specific parts where specific language will be repeated (or built upon) 	<p>Use brackets, dashes and commas to indicate parenthesis</p> <ul style="list-style-type: none"> - To understand the purpose of parenthesis - To decide which information within a sentence can be added or removed with parenthesis - To write sentences with parenthesis correctly demarcated - To use parenthesis across a longer piece of writing, varying the choices depending upon purpose <p>Use semi-colon and colons to mark boundaries between independent clauses</p> <ul style="list-style-type: none"> - To identify the purpose of colons and semi-colons - To use colons correctly within grouped sentences - To use semi colons correctly within grouped sentences - To choose when to use colons or semi-colons depending upon the desired impact on the reader <p>Use language and layout devices efficiently to signpost the reader</p> <ul style="list-style-type: none"> - Compare the language devices used within the different genres of writing

			<ul style="list-style-type: none">- To plan an extended piece of writing with varying genres embedded, identify suitable language features within each section- Effectively choose the language devices suitable for each section of the text		
Greater Depth Show control over language by writing a chapter from either the same or a different book which changes the atmosphere through the use of language and sentence structure.			Greater Depth Change the audience of the text (to a younger audience) and make language, layout and content choices to reflect the new audience.		
Spelling					