

YEAR 1		
Topic/ Theme	Ourselves	Our Immediate Environment
	Autumn 1	Autumn 2
Narrative	Stories With Familiar Settings (3 weeks)	Traditional Stories and Fairy Tales (3 weeks)
Main book	Elmer – David McKee	The Three Little Pigs and the Big Bad Wolf – John Scieszka
Additional Books	Not Now Bernard – David McKee My mum and dad make me laugh – Nick Sharratt Once there were Giants – Martin Wardell Nicky – Tony Ross Starting School – Janet Ahlberg	Little Red Riding Hood Goldilocks and the Three Bears The Gingerbread Man
Non-Fiction	Labels, lists and captions (1 week)	Recounts (2 weeks)
Poetry	Poems on a Theme: Using the Senses eg. Noisy Poems (1 week)	Poems to Perform eg. Each, Peach, Pear, Plum (1 week)
Grammar and Punctuation	<p>How words can combine to make sentences. Introduction to capital letters, full stops ... to demarcate sentences. Capital letters for names and for the personal pronoun. word sentence letter capital letter punctuation full stop Sequencing sentences to form short narratives. Joining words and joining clauses using <i>and</i>. Introduction to capital letters, full stops ... to demarcate sentences. sentence capital letter punctuation full stop Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun. letter capital letter punctuation full stop question mark exclamation mark</p>	
Spelling		

YEAR 1		
Topic/ Theme	Animals	Plants
	Spring 1	Spring 2
Narrative	Stories with Predictable and Patterned Language (3 weeks)	Traditional Stories and Fairy Tales (3 weeks)
Main book	<u>Owl Babies – Martin Waddell</u>	The Tale of Peter Rabbit – Beatrix Potter
Additional Books	<u>We're Going on a Bear Hunt</u> The Very Hungry Caterpillar The Very Lazy Ladybird	Jack and the Beanstalk The Enormous Turnip
Non-Fiction	Information Texts (2 week) (weeks)	Recounts (fact and fiction) (2 weeks) (weeks)
Poetry	Classic Poetry; Cats Sleep Anywhere – Eleanor Farjeon (1 week)	Traditional Rhymes eg. Three Blind Mice (1 week)
Grammar and Punctuation	<p>Regular plural noun suffixes -s or -es (for example, <i>dog, dogs; wish, wishes</i>), including the effects of these suffixes on the meaning of the noun.</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>).</p> <p>singular plural</p>	
Spelling		

YEAR 1		
Topic/ Theme	Ocean/ Pirates	Water/ Comparing two areas of the UK
	Summer 1	Summer 2
Narrative	Stories About Fantasy Worlds (3 weeks)	Take One Author - Oliver Jeffers (3 weeks)
Main book	The Night Pirates – Peter Harris	Lost and Found – Oliver Jeffers
Additional Books	The Pirates Next door – Jonny Duddle The Man Whose Mother Was a Pirate – Margaret Mahy	The Day the Crayons Quit – Oliver Jeffers How to Catch a Star – Oliver Jeffers The Way Back Home – Oliver Jeffers
Non-Fiction	Instructions (2 weeks) eg. find the hidden treasure	Information Texts (2 weeks)
Poetry	Poems on a Theme eg. Commotion in the Ocean (1 week)	Take one poet –poetry appreciation – who? (1 week)
Grammar and Punctuation	<p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>).</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, for example, <i>unkind</i>, or undoing: <i>untie the boat</i>).</p> <p>Sequencing sentences to form short narratives. (To be taught through teaching and learning sequences.)</p> <p>Separation of words with spaces.</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and for the personal pronoun. (Link with teaching of sentence types.)</p> <p>letter capital letter punctuation full stop question mark exclamation mark Separation of words with spaces.</p>	
Spelling		

YEAR 2		
Topic/ Theme	The Human Body	Transport
	Autumn 1	Autumn 2
Narrative	Different Stories by the Same Author – Allan Ahlberg (3 weeks)	Stories About Fantasy Worlds (3 weeks)
Main book	Funnybones – Allan Ahlberg	Whatever Next? – Jill Murphy
Additional Books	Burglar Bill – Allen Ahlberg Cops and Robbers – Allan Ahlberg The 'Happy Families' series	?
Non-Fiction	Reports (2 weeks)	Recounts, Diaries (2 weeks)
Poetry	Take One Poet: (1 week)	Classic Poetry; Song of the Train - David McCord (1 week)
Grammar and Punctuation	Use of commas after fronted adverbials (where these are fronted adverbial clauses). Use of inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, 'Sit down!'</i>) direct speech inverted commas (or speech marks	

Spelling	<p>Revisit: strategies at the point of writing: Have a go</p> <p>Rare GPCs - Revise: The /eɪ/ sound spelt 'ei', 'eigh', or 'ey', The /f/ sound spelt 'ch', The /ʌ/ sound spelt 'ou' (all from Year 3)</p> <p>Word endings: Words ending /ure/ (<i>treasure, measure</i>)</p> <p>Homophones; <i>peace/piece, main/mane, fair/fare</i></p> <p>Apostrophe; Possessive apostrophe with singular proper nouns (<i>Cyprus's population</i>)</p> <p>Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Prefixes 'in-', 'il-', 'im-' and 'ir-' • Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed') <p>Learning and Practising spellings</p> <p>Pupils learn selected words taught in new knowledge this term and words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.). Learn words from personal lists.</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p> <p>Proofreading; Teach proofreading strategies</p>
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YEAR 2		
Topic/ Theme	The Great Fire of London/ The Plague	Our wider environment (Manchester)
	Spring 1	Spring 2
Narrative	Traditional Stories with a Twist (3 weeks)	Stories with Familiar Settings (3 weeks)
Main book	The True Story of the Three Little Pigs – John Scieszka Alex and the Glass Slipper – Amanda Graham(15)	Window – Jeannie Baker
Additional Books	The Paperbag Princess -	Amazing Grace Peepo – Allan Ahlberg Dogger – Shirley Hughes An Evening at Alfie's – Shirley Hughes
Non-Fiction	Instructions (2 weeks)	Information texts (2 weeks)
Poetry	Traditional Rhymes (1 week) Ring A Ring O' Roses	Poems on a Theme; My Family (1 week) eg. Daddy Fell into the Pond

<p>Grammar and Punctuation</p>	<p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding (for example, <i>whiteboard, superman</i>).</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i>.</p> <p>Use of the suffixes <i>-er, -est</i> in adjectives.</p> <p>Expanded noun phrases for description and specification (for example, <i>the blue butterfly, plain flour, the man in the moon</i>).</p> <p>Noun, noun phrase, compound adjective, suffix</p> <p>Commas to separate items in a list. (Link with teaching of noun/noun phrases.) Comma</p> <p>Apostrophes to mark singular possession in nouns (for example, <i>the girl's name</i>). (Link with teaching of noun/noun phrases)</p> <p>Apostrophe</p> <p>Use of <i>-ly</i> in Standard English to turn adjectives into adverbs. Adverb</p>
<p>Spelling</p>	<p>Revisit - The /l/ or /əl/ sound spelt '-le' at the end of words</p> <p>Homophones and near homophones <i>quite/quiet, night/knight, new/knew, not/knot, they're/there/their</i> and others as relevant</p> <p>Apostrophe The possessive apostrophe (singular nouns) Apostrophe for contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)</p> <p>Year 2 phonics The /aɪ/ sound spelt 'y' at the end of words The /i:/ sound spelt '-ey', The /r/ sound spelt '-wr' at the beginning of words, The /b/ sound spelt 'a' after 'w' and 'qu' The sound /ʒ/ spelt 's'</p> <p>Common exception words Examples include: <i>most, only, both, could, would, should, move, prove, improve</i> and others as needed by pupils</p> <p>Suffixes Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter, Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly', Words ending in '-tion'</p> <p>Strategies at the point of writing - Have a go / Using the working wall to find correct spellings of high frequency and common exception words / Using an alphabetically-ordered word bank</p> <p>Proofreading: After writing, teach pupils to: Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage/ Check writing for mistakes in common exception / tricky words. / Use dictionary skills / Ensure that guidance on marking is used to support pupils' proofreading.</p> <p>Learning and Practising spellings If not already introduced, introduce the use of spelling journals / Focus on learning of knowledge and patterns taught this term / Remind pupils of the following strategies: Segmentation; Look, Say, Cover, Write, Check; Using mnemonics; Saying the word in a funny way</p>

YEAR 2		
Topic/ Theme	Animals	Compare a small area of the UK with a small non-European Area
	Summer 1	Summer 2
Narrative	Extended Stories (3 weeks)	Stories From a Range of Cultures (3 weeks)
Main book	The Hodgeheg – Dick King-Smith	Where the Forest Meets the Sea – Jeannie Baker
Additional Books		<u>Handa's Surprise - Eileen Browne</u> Handa's Hen – Eileen Browne We're Going on a Lion Hunt – David Axtell Jamela's Dress – Niki Daly
Non-Fiction	Explanations (2 weeks)	Reports (2 weeks)
Poetry	Poems on a Theme; Animals (1 week)	Poems to Perform (1 week)

<p>Grammar and Punctuation</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example, <i>she is drumming, he was shouting</i>). Verb, tense (past, present) present progressive past progressive Apostrophes to mark where letters are missing in spelling. Apostrophe Correct choice and consistent use of present tense and past tense throughout writing. (Link with teaching of verbs.) Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. (Link with teaching of sentence types.) Commas to separate items in a list. (Link with teaching of noun/noun phrases.) Comma Apostrophes to mark singular possession in nouns (for example, <i>the girl's name</i>). (Link with teaching of noun/noun phrases) apostrophe</p>
<p>Spelling</p>	<p>Homophones Revision of all homophones taught so far</p> <p>Apostrophe The possessive apostrophe (singular nouns)</p> <p>Year 2 phonics The // or /ə/ sound spelt '-el' at the end of words / The // or /ə/ sound spelt '-al' at the end of words / The // or /ə/ sound spelt '-il' at the end of words (unusual spelling) / The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w' / The /ʌ/ sound spelt 'o' / The /ɜ:/ sound spelt 'or' after 'w'</p> <p>Common exception words All Year 2 words not taught so far</p> <p>Suffixes Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' / The suffixes '-ment', '-ness',</p> <p>Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies - Introduce individual Have a Go sheets if not established already / Teach using analogy to spell a word you don't know</p> <p>Proofreading - After writing, secure routines for proofreading: Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage. / Check writing for mistakes in common exception or tricky words. / Ensure that guidance on marking is used to support pupils' proofreading.</p> <p>Learning and practising spellings - Secure learning routines with resources, for example spelling journals or environmental print. Remind pupils of the following strategies: Writing in the air / Tracing over the word / Rainbow writing / Look, say, cover, write, check</p>

YEAR 3		
Topic/Theme	Stone Age to Iron Age	Food
	Autumn 1	Autumn 2
Narrative	Stories Set in Imaginary Worlds (3 weeks)	Stories with Dialogue and Plays (3 weeks)
Main book	George and the Dragon – Chris Wormell (7)	<u>The Lighthouse Keeper’s Lunch – Ronda and David Armitage (3)</u>
Additional Books	The Snow Dragon – Vivian French (7) How to Train your Dragon – Cresseda Crowell (7) The Great Dragon Rescue – M. P. Robertson (7)	The Julian Stories – Ann Cameron (7) On the Way Home – Jill Murphy (11) Play Time (collection of plays) – Julia Donaldson (7)
Non-Fiction	Recounts (2 weeks)	Instructions – giving directions/ recipes (2 weeks)
Poetry	Classic Poetry; On The Ning Nang Nong – Spike Milligan (1week)	Poems on a Theme; Food (1 week)
Grammar and Punctuation	<p>Expressing time, place and cause using conjunctions (for example, <i>when, before, after, while, so, because</i>). conjunctionclause, subordinate clause</p> <p>Use of commas after fronted adverbials (where these are fronted adverbial clauses).</p> <p>Introduction to inverted commas to punctuate direct speech. Use of inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, ‘Sit down!’</i>) direct speech inverted commas (or speech marks)</p>	

Spelling

Revisit - Common exception words from Year 2

Prefixes and suffixes - Revise prefix 'un'. / New prefixes: 'pre-', 'dis-', 'mis-', 're-'. / Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'

Rare GPCs - The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /ɪ/ sound spelt 'y' - Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)

Homophones *brake/break, grate/great, eight/ate, weight/wait, son/sun*

Apostrophe - Revise contractions from Year 2

Proofreading - Focus: checking after writing the spelling of KS1 common exception or tricky words.

Strategies at the point of writing Reintroduce Have a go sheets and strategies from Year 2.

Learning and Practising spellings Pupils: Learn selected words taught in new knowledge this term. / Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) / Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

YEAR 3		
Topic/Theme	Climate/ Compare countries across the world	Rocks and Fossils/ Dinosaurs
	Spring 1	I
Narrative	Authors and Letters (3 weeks)	Stories that Raise Issues and Dilemmas (3 weeks)
Main book	The Jolly Postman – Allan Ahlberg(7)	<u>Dinosaurs and All that Rubbish – Michael Foreman</u>
Additional Books	Mirror – Jeannie Baker Dear Greenpeace – Simon James (7) Meerkat Mail – Mini Grey (7) The Great Kapok Tree – Lynne Cherry (7+ big book)	The Haunting of Pip Parker – Anne Fine (7) Cliffhanger – Jacqueline Wilson (8)
Non-Fiction	Persuasion – persuasive letter writing (2 weeks)	Explanations (2 weeks)
Poetry	Classic Poetry; Song of the Train – David McCord (1 week)	Poems on a Theme; Outdoors (1 week)
Grammar and Punctuation	<p>Formation of nouns using a range of prefixes (for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>).</p> <p>Word families based on common words, showing how words are related in form and meaning (for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>). word family</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (for example, <i>a rock</i>, <i>an open box</i>).</p> <p>The grammatical difference between plural and possessive -s.</p> <p>Apostrophes to mark singular and plural possession (for example, <i>the girl's name</i>, <i>the girls' names</i>).</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (for example, <i>the teacher</i> expanded to <i>the strict maths teacher with curly hair</i>). determiner pronoun / possessive pronoun preposition / prefix consonant vowel</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Pronoun / possessive pronoun</p> <p>Expressing time, place and cause using adverbs (for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>), or prepositions (for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>).</p> <p>Fronted adverbials (for example, <i>Later that day</i>, <i>I heard the bad news.</i>) adverb preposition adverbial</p> <p>Use of commas after fronted adverbials.</p>	

Spelling

Revisit - Strategies at the point of writing. Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)

Prefixes and suffixes - Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'

Rare GPCs - The /f/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin)

Homophones *here/hear, knot/not, meat/meet*

Apostrophe - Revise contractions from Year 2

Proofreading - Revise proofreading routines

Learning and Practising spellings Pupils: Learn selected words taught in new knowledge this term. / Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) / Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

YEAR 3		
Topic/ Theme	Sound	Ancient civilizations; Ancient Egypt
	Summer 1	Summer 2
Narrative	Stories with Familiar Settings (3 weeks)	Myths and Legends (3 weeks)
Main book	Have You Seen Who's Just Moved In Next Door to Us? – Colin McNaughton	<u>Tales of Gods and Pharoahs</u>
Additional Books	The Piggy Book – Anthony Browne	Fables – a short anthology – Janeen Brian (19)
Non-Fiction	Reports (2 weeks)	Information Texts (2 weeks)
Poetry	Take One Poet; 'The Sound Collector' by Roger Mcgough (1 week)	Poems to Perform; (1 week)

**Grammar
and
Punctuation**

Use of the **present perfect** form of **verbs** instead of the simple past (*for example, He has gone out to play contrasted with He went out to play*). **present perfect**
Standard English forms for verb inflections, instead of local spoken forms (*for example, we were instead of we was, or I did instead of I done*).

Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition. (Link with teaching of noun/noun phrases.) **pronoun / possessive pronoun**

Introduction to paragraphs as a way to group related material.
Headings and sub-headings to aid presentation.

Use of paragraphs to organise ideas around a theme. (To be taught through teaching and learning sequences.)

Continue encouraging demarcation of sentences accurately throughout, using capital letters, full stops, question marks and exclamation marks.

Use of **commas after fronted adverbials**. (Link with teaching of adverbials)

Continue teaching of using commas to separate items in a list and extend this to work on lists of adverbials.

Consolidate use of apostrophes for contraction.

Apostrophes to mark singular and **plural** possession (*for example, the girl's name, the girls' names*).
(Link with teaching of noun/noun phrases.)

Introduction to inverted commas to **punctuate** direct speech.

Use of inverted commas and other **punctuation** to indicate direct speech (for

example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, 'Sit down!'*) (Link with teaching of sentence types.) **direct speech / speech marks**

Spelling

Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2

Prefixes and suffixes - Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes

Rare GPCs -The /ɪ/ sound spelt 'y' other than at the end of words (*gym, myth*) / The /ʌ/ sound spelt 'ou' (*young, touch*)

Homophones *heel/heal/he'll, plain/plane, groan/grown, rain/ rein/reign*

Apostrophe Revise contractions from Year 2

Proofreading Proofread own writing for misspellings of personal spelling list words.

Learning and Practising spellings - Pupils: Learn selected words taught in new knowledge this term. / Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term. / Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

YEAR 4		
Topic/ Theme	Light and Electricity	Roman Britain/ Local history
	Autumn 1	Autumn 2
Narrative	Story Settings (3 weeks)	Significant Children’s Authors – Jeremy Strong (3 weeks)
Main book	The Owl who was Afraid of the Dark – Jill Tomlinson (10)	Romans on the Rampage – Jeremy Strong (3)
Additional Books	The Owl Tree – Jenny Nimmo (15)	Roman Tales – Terry Deary (15) Goose Guards – terry Deary (15)
Non-Fiction	Persuasion (2 weeks)	Information texts (2 week)
Poetry	Poems on a Theme; Nature (1 week)	Classic Poetry; Slowly – James Reeves (1 week)
Grammar and Punctuation	Use of commas after fronted adverbials (where these are fronted adverbial clauses). Use of inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, ‘Sit down!’</i>) direct speech inverted commas (or speech marks)	

Spelling

Revisit - Strategies at the point of writing: Have a go

Rare GPCs - Revise: The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' / The /ʃ/ sound spelt 'ch' / The /ʌ/ sound spelt 'ou' (all from Year 3)

Word endings: Words ending /ure/ (*treasure, measure*)

Prefixes and Suffixes: Prefixes 'in-', 'il-', 'im-' and 'ir-' / Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')

Homophones *peace/piece, main/mane, fair/fare*

Apostrophe - Possessive apostrophe with singular proper nouns (*Cyprus's population*)

Proofreading - Teach proofreading strategies

Learning and Practising spellings - Pupils: Learn selected words taught in new knowledge this term. / Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) / Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

YEAR 4		
Topic/ Theme	Natural Disasters	Anglo-Saxons & Scots/ Anglo-Saxons & Vikings
	Spring 1	Spring 2
Narrative	Stories from Other Cultures (3 weeks)	Stories with Historical Settings (3 weeks)
Main book	The Village that Vanished – Ann Grifalconi (7)	Hiccup the Seasick Viking - Cressida Cowell (4)
Additional Books	The Flood (1) – no text The Wreck of the Zanzibar – Michael Morpurgo	The Last Viking – Terry Deary (15) Hand of the Viking Warrior – Terry Deary (15)
Non-Fiction	Recounts – newspapers/ magazines (2 weeks)	Explanation texts (2 weeks)
Poetry	Poems on a Theme; Weather (1 week)	Take one poet; Dommy B (1 week)
Grammar and Punctuation	<p>The grammatical difference between plural and possessive -s.</p> <p>Apostrophes to mark singular and plural possession (for example, <i>the girl's name, the girls' names</i>).</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (for example, <i>the teacher</i> expanded to <i>the strict maths teacher with curly hair</i>).</p> <p>Pronoun, possessive pronoun, preposition</p> <p>Fronted adverbials (for example, <i>Later that day, I heard the bad news.</i>)</p> <p>Adverb, adverbial</p> <p>Use of commas after fronted adverbials.</p>	

Spelling

Revisit: Year 3 rare GPCs - The /g/ sound spelt 'gu'

Word endings: Words ending /tʃə/ spelt 'ture' (*creature, furniture*)

Homophones - *scene/seen, male/mail, bawl/ball*

Apostrophe - nRevise contractions from Year 2 Possessive apostrophe with plurals

Learning and Practising spellings - Pupils: Learn selected words taught in new knowledge this term. / Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) / Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

Fronted adverbials (*for example, Later that day, I heard the bad news.*) **Adverb, adverbial**

Use of commas after **fronted adverbials**.

YEAR 4		
Topic/ Theme	Life cycles	Materials
	Summer 1	Summer 2
Narrative	Stories that Raise Issues/ Dilemmas (3 weeks)	Stories Set in Imaginary Worlds (3 weeks)
Main book	<u>Fantastic Mr Fox – Roald Dahl (23)</u>	<u>The Iron Man – Ted Hughes</u>
Additional Books	<u>Charlotte’s Web – E.B. White (7)</u> Way Home – Libby Hathorn (15) The Piggy Book – Anthony Browne (7)	<u>How to Train Your Dragon – Cressida Cowell (7)</u>
Non-Fiction	Information texts (2 weeks)	Persuasion (2 weeks)
Poetry	Poems on a Theme; Animals (1 week)	Poems to Perform (1 week)
Grammar and Punctuation	<p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. (Link with teaching of noun/noun phrases.)</p> <p>pronoun , possessive pronoun</p> <p>Use of paragraphs to organise ideas around a theme. (To be taught through teaching and learning sequences.)</p> <p>Headings and sub- headings to aid presentation.</p>	

Spelling

Revisit - Year 3 rare GPCs

Rare GPCs - The /g/ sound spelt 'gu'

Word endings - Words ending /tʃə/ spelt 'ture' (*creature, furniture*)

Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (*invention, comprehension, expression, magician*)

Prefixes and Suffixes Prefixes 'anti-' and 'inter-' Suffix '-ation'

Homophones - *scene/seen, male/mail, bawl/ball*

Apostrophe - Revise contractions from Year 2 Possessive apostrophe with plurals

Proofreading - Model how to use various strategies in proof-reading, including using a dictionary.

Learning and Practising spellings - Pupils: Learn selected words taught in new knowledge this term. / Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) / Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.

YEAR 5		
Topic/ Theme	The World	The Victorians/ Local history
	Autumn 1	Autumn 2
Narrative	Significant Children's Authors (3 weeks)	Older Literature (3 weeks)
Main book	<u>Kensuke's Kingdom – Michael Morpurgo (15)</u>	Street Child – Berlie Doherty (15)
Additional Books	Journey (no text) The Morning I Met a Whale – Michael Morpurgo (15)	Fair's Fair – Leon Garfield (7)
Non-Fiction	Instructions (2 weeks)	Persuasive Writing (2 weeks)
Poetry	Poems to Perform (1 week)	Classic Poetry; Daffodils – William Wordsworth (1 week)
Grammar and Punctuation	<p>Use of the semi- colon, colon and dash to mark the boundary between independent clauses (for example, <i>It's raining; I'm fed up</i>). semi-colon, colon, dash</p> <p>Use of commas to clarify meaning or avoid ambiguity. ambiguity</p> <p>Brackets, dashes or commas to indicate parenthesis. Parenthesis, bracket, dash, comma</p> <p>Punctuating simple, compound and complex sentences accurately.</p> <p>Consolidate use of apostrophes for contraction (this will link well with work on modal verbs, especially when writing dialogue). Opportunities linked to work on question tags.</p> <p>Consolidate use of apostrophes for possession. Apostrophe</p> <p>The difference between structures typical of informal and formal speech, and writing.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: <i>He's your friend, isn't he?</i>). Formal speech, informal speech</p> <p>How hyphens can be used to avoid ambiguity (for example, <i>man eating shark versus man-eating shark, or recover versus re-cover</i>). Hyphen, ambiguity</p> <p>(Although <i>hyphen</i> is terminology in Y6, this punctuation mark will be used in word work and writing from Y2 onwards).</p>	

Spelling

Revisit - Strategies at the point of writing: Have a go A range of strategies for learning words

Homophones - (*cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose*)

Suffixes - Problem suffixes

Dictionary - Teach use of dictionary to check words, refer- ring to the first three or four letters

Proofreading - Check writing for misspelt words that are on the Years 5 and 6 word list

Morphology/ Etymology - Teach morphemic and etymological strategies to be used when learning specific words

Learning and Practising spellings - Pupils: Learn selected words taught in new knowledge this term. / Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) / Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.

YEAR 5		
Topic/ Theme	Space/ Key events in living memory	Non-European Study; Benin (West Africa)
	Spring 1	Spring 2
Narrative	Science Fiction (3 weeks)	Stories from Other Cultures (3 weeks)
Main book	Beegu – (3)	Mufaro’s Beautiful Daughters: An African Tale – John Steptoe (7)
Additional Books	Aquila – Norris (7) Norther Lights – Phillip Pullman (7)	Seasons of Splendour – Madhur Jaffrey (7) Gregory Cool – Caroline Binch (7) Journey to Jo’burg – Beverley Naidoo (7)
Non-Fiction	Recount (2 weeks)	Persuasive Writing (2 weeks)
Poetry	Take One Poet; <u>Allan Ahlberg ‘Please Mrs Butler’</u> (7) (1 week)	Poems on a Theme; Poems from Around the World (1 week)

<p>Grammar and Punctuation</p>	<p>Revisit - Strategies at the point of writing: Have a go Apostrophe for possession</p> <p>Rare GPCs - Teach words with rare GPCs from the Year 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</p> <p>Words with the /i:/ sound spelt 'ei' after 'c' (<i>receive, ceiling</i>)</p> <p>Morphology/ Etymology - Teach extension of base words using word matrices.</p> <p>Word endings - Words ending in '-ably' and '-ibly' / Revise words ending in '-able' and '-ible'</p> <p>Homophones - <i>altar/alter, led/lead, steal/steel</i></p> <p>Dictionary - Use a dictionary to create collections of words with common roots</p> <p>Proofreading - Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)</p> <p>Learning and Practising spellings - Pupils: Learn selected words taught in new knowledge this term. / Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) / Learn words from personal lists.</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list</p> <p>Devices to build cohesion within a paragraph (for example, <i>then, after that, this, firstly</i>)(Link with teaching of adverbials.)</p> <p>Linking ideas across paragraphs using adverbials of time (for example, <i>later</i>), place (for example, <i>nearby</i>) and number (for example, <i>secondly</i>) or tense choices (for example, he <i>had</i> seen her before). (Link with teaching of adverbials and verbs.)</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>) and ellipsis. (Link with various strands and also to be taught in teaching and learning sequences.) Cohesion, paragraphs, ellipsis, adverbials, verbs</p>
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Spelling

Revisit - Strategies at the point of writing: Have a go Apostrophe for possession

Rare GPCs - Teach words with rare GPCs from the Year 5 and 6 word list (*bruise, guarantee, queue, immediately, vehicle, yacht*)

Words with the /i:/ sound spelt 'ei' after 'c' (*receive, ceiling*)

Morphology/ Etymology - Teach extension of base words using word matrices.

Word endings - Words ending in '-ably' and '-ibly' / Revise words ending in '-able' and '-ible'

Homophones *altar/alter, led/lead, steal/steel*

Dictionary - Use a dictionary to create collections of words with common roots

Proofreading - Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)

Learning and Practising spellings Pupils: Learn selected words taught in new knowledge this term. / Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) / Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list

YEAR 5		
Topic/ Theme	Electricity	Rivers
	Summer 1	Summer 2
Narrative	Traditional Stories, Fables, Myths and Legends (3 weeks)	Dramatic Conventions (weeks)
Main book	How The Whale Became and Other Stories – Ted Hughes	<u>Journey to the River Sea – Eva Ibbotson (15)</u>
Additional Books	Adventures of Robin Hood – Marcia Williams (7) Aesop’s Funky Fables -	
Non-Fiction	Instructions (2 weeks) If...	Recounts (2 weeks)
Poetry	Narrative Poetry; <u>The Highwayman – Alfred Noyes</u> (1 week)	Classic Poetry; The River – Valerie Bloom (1 week)
Grammar and Punctuation	<p>Indicating degrees of possibility using modal verbs (for example, <i>might, should, will, must</i>).</p> <p>Use of the passive to affect the presentation of information in a sentence (for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).</i>)</p> <p>Converting nouns or adjectives into verbs using suffixes (for example, <i>-ate; -ise; -ify</i>).</p> <p>Verb prefixes (for example, <i>dis-, de-, mis-, over- and re-</i>). modal verb, active, passive, nouns, adjectives, suffix, prefix, cohesion</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, <i>find out – discover; ask for – request; go in – enter</i>).</p> <p>Linking ideas across paragraphs using tense choices (for example, he <i>had</i> seen her before).</p> <p>Recognise and use vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive.</p> <p>Layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text).</p> <p>(To be taught through teaching and learning sequences.) Informal, formal, tense, subjunctive, cohesion</p>	

Spelling

Revisit - Strategies at the point of writing: Have a go A range of strategies for learning words

Homophones - (*cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose*)

Suffixes - Problem suffixes

Dictionary - Teach use of dictionary to check words, refer- ring to the first three or four letters

Proofreading - Check writing for misspelt words that are on the Years 5 and 6 word list

Morphology/ Etymology - Teach morphemic and etymological strategies to be used when learning specific words

Learning and Practising spellings Pupils: Learn selected words taught in new knowledge this term. / Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) / Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.

YEAR 6		
Topic/ Theme	Evolution & Adaptation	WW2
	Autumn 1	Autumn 2
Narrative	Shakespeare's Plays (3 weeks)	Extending Narrative (3 weeks)
Main book	Hamlet	The Boy in the Striped Pyjamas
Additional Books	A Midsummer Night's Dream The Tempest Macbeth	Carrie's War – Nina Bawden The Secret Diary of Anne Frank Coming to England – Floella Benjamin (15) - autobiography
Non-Fiction	Formal/ Impersonal writing (2 weeks)	Biographies & Autobiographies (2 weeks)
Poetry	Shakespeare (1 week)	Poems on a Theme; In Flanders Fields – John McCrae (1 week)
Grammar and Punctuation	<p>Use of the semi- colon, colon and dash to mark the boundary between independent clauses (for example, <i>It's raining; I'm fed up</i>). semi-colon, colon, dash</p> <p>Use of commas to clarify meaning or avoid ambiguity. ambiguity</p> <p>Brackets, dashes or commas to indicate parenthesis. Parenthesis, bracket, dash, comma</p> <p>Punctuating simple, compound and complex sentences accurately</p> <p>Consolidate use of apostrophes for contraction (this will link well with work on modal verbs, especially when writing dialogue). Opportunities linked to work on question tags.</p> <p>Consolidate use of apostrophes for possession. Apostrophe</p> <p>The difference between structures typical of informal and formal speech, and writing.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: <i>He's your friend, isn't he?</i>). Formal speech, informal speech</p> <p>How hyphens can be used to avoid ambiguity (for example, <i>man eating shark versus man-eating shark, or recover versus re-cover</i>). Hyphen, ambiguity</p> <p>(Although <i>hyphen</i> is terminology in Y6, this punctuation mark will be used in word work and writing from Y2 onwards)</p>	

Spelling

Revisit - Strategies at the point of writing: Have a go Words ending ‘-able/ably’, ‘-ible/ibly’

Rare GPC - Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.

Prefixes and Suffixes - Adding suffixes beginning with vowel letters to words ending in ‘-fer’.

Word endings Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (*precious, ambitious*)

Homophones *advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy*

Proofreading Proofreading in smaller chunks – sentences and paragraphs.

Learning and Practising spellings Pupils: Learn selected words taught in new knowledge this term. / Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) / Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.

YEAR 6		
Topic/ Theme		Growing Up
	Spring 1	Spring 2
Narrative	(3 weeks)	Stories with Flashbacks (3 weeks)
Main book		Wonder – R J Palacio (7)
Additional Books		Belonging -no text (3) Bill's New Frock (developing an identity) – Anne fine (7)
Non-Fiction	Journalistic Writing (2 weeks)	Argument (2 weeks)
Poetry	Take One Poet – Benjamin Zepheniah (1 week)	Poems to Perform (1 week)
Grammar and Punctuation	<p>Consolidate using speech punctuation and layout correctly. Inverted commas</p> <p>Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun.</p> <p>How words are related by meaning as synonyms and antonyms (for example, <i>big, large, little</i>). (Link with teaching of noun/noun phrases.) relative pronoun, relative clause, subject, object, synonym, antonym, cohesion</p> <p>Indicating degrees of possibility using adverbs (for example, <i>perhaps, surely</i>). adverb</p> <p>Devices to build cohesion within a paragraph (for example, <i>then, after that, this, firstly</i>). cohesion</p> <p>Devices to build cohesion within a paragraph (for example, <i>then, after that, this, firstly</i>)(Link with teaching of adverbials.)</p> <p>Linking ideas across paragraphs using adverbials of time (for example, <i>later</i>), place (for example, <i>nearby</i>) and number (for example, <i>secondly</i>) or tense choices (for example, <i>he had seen her before</i>). (Link with teaching of adverbials and verbs.)</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>) and ellipsis. (Link with various strands and also to be taught in teaching and learning sequences.) Cohesion, paragraphs, ellipsis, adverbials, verbs</p>	

Spelling

Revisit - Words containing the letter string ‘-ough’

Prefixes and Suffixes - Generating words from prefixes and suffixes

Word endings - The /jəl/ sound, words ending ‘tial’ and ‘cial’ (*official, special, artificial, partial, confidential, essential*)

Homophones - *compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary* / All homophones from KS2

Proofreading Proofreading someone else’s writing. Note down strategies that help in spelling journals

Learning and Practising spellings Pupils: Learn selected words taught in new knowledge this term. / Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) / Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.

YEAR 6		
Topic/ Theme	The City/ Light Summer 1	Ancient Greece Summer 2
Narrative	Age appropriate fiction in the form of picture books (3 weeks)	Myths, Legends and Fables (3 weeks)
Main book	The Year in the City (3)	Myths, Legends and Fables – Marcia Williams (3)
Additional Books	Way Home – Libby Hathorn (15) The Rabbits – The Wolves in the Walls - Neil Gaiman (7 + CD) The Mysteries of Harris Burdick – no text (7)	
Non-Fiction	Persuasion (2 weeks)	Journalistic Writing (2 weeks)
Poetry	Take One Poet: Michael Rosen (1 week)	Poems to Perform (1 week)
Grammar and Punctuation	<p>Indicating degrees of possibility using modal verbs (for example, <i>might, should, will, must</i>).</p> <p>Use of the passive to affect the presentation of information in a sentence (for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me).</i>)</p> <p>Converting nouns or adjectives into verbs using suffixes (for example, <i>-ate; -ise; -ify</i>).</p> <p>Verb prefixes (for example, <i>dis-, de-, mis-, over-</i> and <i>re-</i>). modal verb, active, passive, nouns, adjectives, suffix, prefix, cohesion</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, <i>find out – discover; ask for – request; go in – enter</i>).</p> <p>Linking ideas across paragraphs using tense choices (for example, he <i>had</i> seen her before).</p> <p>Recognise and use vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive.</p> <p>Layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text).</p> <p>(To be taught through teaching and learning sequences.) Informal, formal, tense, subjunctive, cohesion</p>	

Spelling	<p>Revisit Spelling strategies at the point of writing</p> <p>Rare GPCs Revise words with rare GPCs from the Years 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>)</p> <p>Word endings Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-ence’/‘-ency’</p> <p>Homophones and near homophones <i>draft/draught, dissent/descent, precede/pro-ceed, wary/weary</i></p> <p>Proofreading Embedding proofreading strategies when reviewing own writing independently.</p> <p>Learning and Practising spellings Pupils: Learn selected words taught in new knowledge this term. / Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) / Learn words from personal lists / Root words and meanings</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>
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