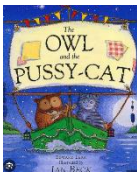
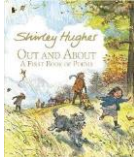
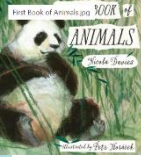
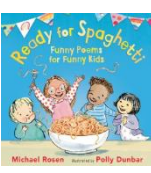
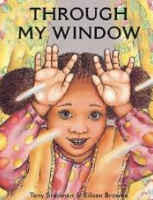
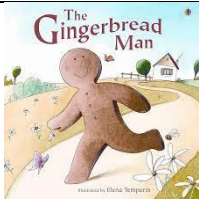
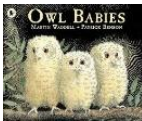
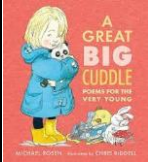
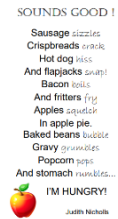
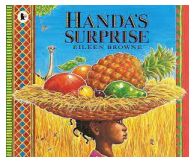
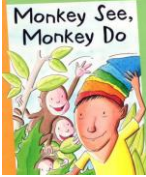
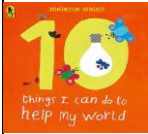
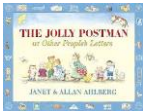


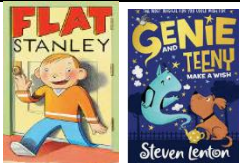
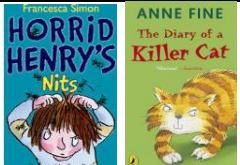
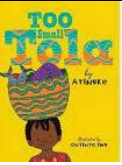
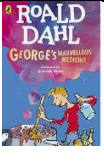
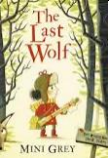
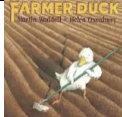
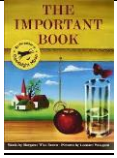
Foundation Stage						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading for Pleasure Class book	Topic specific books changed half termly. Focus: All About Me, what is special? Stanley's stick Dogga My grandad and I So Much All about Families	Topic specific books changed half termly. Focus: Special Times Nativity story Stickman Here's a little poem The toy museum Festivals	Topic specific books changed half termly. Focus: Houses & Homes A new house for mouse Bear hunt The three little pigs This is our house A tiger came for tea Ten in a bed	Topic specific books changed half termly. Focus: People who help us The Jolly Postman Loud Make Tracks: Emergency I'm a bin Lorry Driver	Topic specific books changed half termly. Focus: Minibeasts Superworm The ladybird that heard Mad about Minibeasts Spinderella Yucky Worms Eco Girl The very lazy ladybird (non-fiction books)	Topic specific books changed half termly. Focus: Out of this world Blue Penguin Something Else 10 things I can do to change the world Once there was a boy... Here we are How to catch a star Laura's Star
Key Texts	EARLY LITERACY SKILLS TAUGHT THROUGH LITTLE WANDLE PHONICS.			Drawing club: 	Drawing club: 	Drawing club: 
End point	Be able to hear and say and write initial sounds Orally blending CVC words Reading VC and CVC words	Using story language to orally retell a story. Understanding rhyme and rhythm. Writing CVC words.	Writing dictated phrases/captions.	Thinking of and writing own sentences.	Thinking of and writing own sentences using finger spaces and full stop.	Thinking of and writing own sentences using finger spaces, capital letter and full stop.
Composition	Oral blending	Listen/ action / repeat Oral segmenting Count the sounds Write them down	Reading and sequencing phrases Oral rehearsal Think it- say it- write it- read it	Oral rehearsal Think it- say it- write it- read it.	Oral rehearsal Think it- say it- write it- read it.	Oral rehearsal Think it- say it- write it- read it.

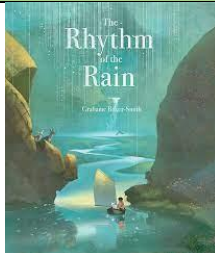
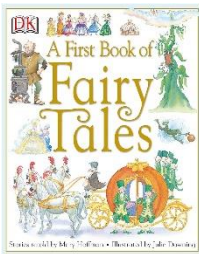
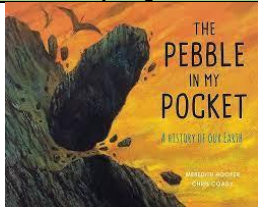
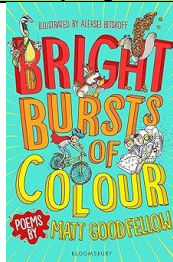
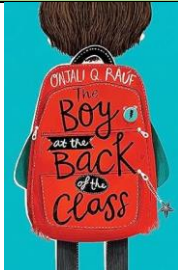
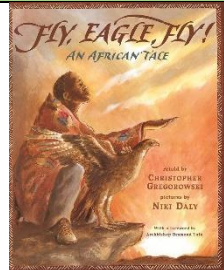
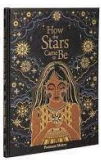
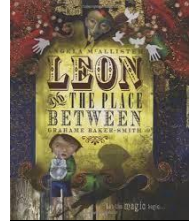
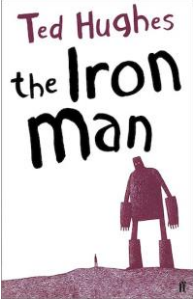
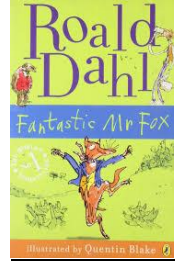
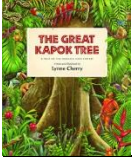
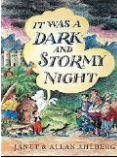
Sentence Progression	Introduce stem sentences Writing labels and lists	Orally composing sentences correctly.	Writing dictated phrases	Thinking of own sentences.	Thinking of own sentences.	Thinking of own sentences.
Grammar Progression		Breaking the flow of speech into words.	Writing letters in the same word close together. Finger spaces between words	Simple sentence writing.	Simple sentence writing. Introduction of adjectives	Simple sentence writing. Introduction of adjectives
Punctuation Progression	Mark making in provision Begin letter formation of first sounds	Speaking in full sentences. Initial Sounds End Sounds	Finger spaces	Capital letters Finger spaces Full stops	Capital letters Finger spaces Full stops	Sentence checklist
Spellings	Phase 2 phonics- writing CVC words.	Phase 2 phonics- writing CVC word including a digraph	Phase 2 phonics- writing CVC words& tricky words.	Phase 3 phonics- writing CVC words including digraphs/trigraphs	Phase 3 phonics- writing CVC words. including digraphs/trigraphs	Phase 4 phonics- writing CVCC, CCVC, CCVCC etc words.
Handwriting	Gross motor skills Crossing midline Squiggle whilst you wriggle	Pre handwriting shapes and patterns Fine motor skills	Curly letter family	Long letter family Bouncy letter family	Zigzag letter family Capital Letters	Capital letters Sitting on lines
Vocabulary – word of the week	Same Before After Different Change Grow	Sort senses agree disagree inspire melting past / present	Describe Material habitat sturdy flimsy environment	Observe community responsibility support hatch curiosity	Label Squirm Grit Riddle Vile Antenna	Different Relieved droopy recycle language Earth

Year 1

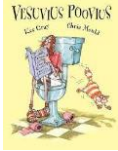
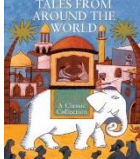
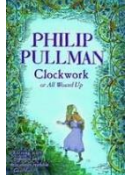
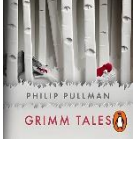
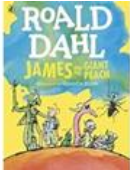
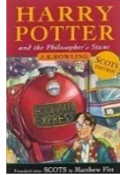
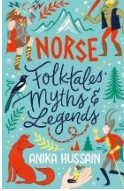
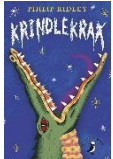
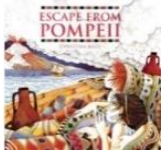
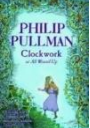
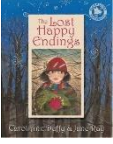
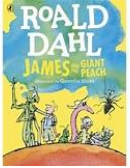
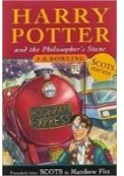
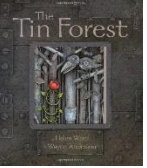
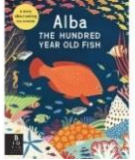
Year 1										
	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1		Summer 2	
Reading for Pleasure Class Books				 			Sheffield Book Awards Vote			
Key Texts					 					
End point	Narrative - Character Description	Story Writing – Opening	Poem – Repeating Poem	Non-Fiction – Fact File	Poem – Shared Write	Story Writing - Innovation	Wanted Poster	Instructions - How to grow an egg cress man?	Letter Writing – New Teacher	Poetry
Composition	Think it, say it, write it, read it. Orally retell. Retell using story map.	Think it, say it, write it, read it. Orally retell. Retell using story map. Innovating. Rhythm and rhyme.		Think it, say it, write it, read it. Orally retell.	Retell using story map. Sequence sentences to form short narratives – beginning, middle, end		Think it, say it, write it, read it. Orally retell. Develop stamina for writing for different purposes		Think it, say it, write it, read it. Orally retell. Develop stamina for writing for different purposes	
Sentence Progression	Simple sentences. Simple conjunctions (and)	Simple conjunctions (and) Statements Questions Exclamations		Simple conjunctions (and/so)	Simple conjunctions (and/so/because) List sentence.		Simple conjunctions (and/so/but/because) List sentence.		Secure use of simple sentences. Developing sentences with simple conjunctions.	
Grammar Progression	Nouns. Adjectives.	Nouns. Adjectives. Verbs. Rhyme. Rhyming couplets.		Consolidate terms taught so far.	Alliteration. Similes. Onomatopoeia Suffixes (-ed and -er and -ing)		Consolidate terms taught so far. Singular & plurals.		Consolidate terms taught so far. Suffixes (-er and –est to form comparisons) Prefixes (-un changes the meaning of verbs and adjectives) Consistent use of present tense and past tense throughout texts.	
Punctuation Progression	Kung Fu punctuation . CL	Kung Fu punctuation . CL ? !		Consolidate.	Kung Fu punctuation . CL ? ! ,		Consolidate.		Consolidate.	

	Recap capital letters for beginning of sentences, and names. Introduce capital letter for personal pronoun I.	Introduce capital letters for places, days of the week. Speech bubble. Question mark. Exclamation mark.		Introduce commas.		
Spellings	<u>Review phase 3 tricky words:</u> no, go, so my, by, to, into, out, the, what when, he, she, we, be, me, have, love. <u>Teach phase 4 tricky words:</u> was, they, some, come, were, there, sure & pure.	<u>Review phase 5 tricky words:</u> said, says, you, do, like, little, push, put, pull & full, or, I, all & of. <u>Teach phase 5 tricky words:</u> here, today, one, their, people, oh, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water & want.	<u>Teach phase 5 tricky words:</u> any, many, again, who, whole, where, two, school, call, different, thought, through, friend & work. Consolidate phase 3,4 & 5 tricky words taught to far. Start sending spelling homework: Common Exception/HFW.	<u>Teach phase 5 tricky words:</u> once, laugh, eye & because. Consolidate phase 3,4 & 5 tricky words taught to far. Cont. sending spelling homework: Common Exception/HFW.	Consolidate phase 3,4 & 5 tricky words taught to far. Cont. spelling sending homework: Common Exception/HFW.	<u>Teach phase 5 tricky words:</u> busy, beautiful, pretty, our, move, improve, parents & shoe. Consolidate phase 3,4 & 5 tricky words taught to far. Cont. sending spelling homework: Common Exception/HFW.
Handwriting	Sit correctly at the table, correct pencil grip, form lower case letters in the correct direction, starting and finishing in the right place, form capital letters correctly, form digits 0-9 correctly. Use spacing between words that reflects the size of the letters					
Vocabulary – word of the week	Start in Autumn 2.	Brave, swoop, fuss, creak, oh, dear & they.	Savannah, carnivore, creature & stalking.	Surprise, tangy, juicy favourite, galloped & wonder.	Hollow, ailing, tended, valuable, appliance & saturate.	Jolly, glee, cackle & pop.
End Point	By the end of KS1, the children will be able to write for a range of purposes. They will be secure in the range of punctuation taught throughout the phase and be writing sentences with automaticity. They will confidently use differing sentence types, including statements, commands, questions and exclamations, and will show use of coordination and subordination. By now, they will be able to reread their work to check for errors.					

Year 2													
	Autumn 1		Autumn 2			Spring 1		Spring 2		Summer 1		Summer 2	
Reading for Pleasure Class book										 Sheffield Book Awards Vote			
Key Texts										Sports Day			New teacher
End point	Narrative – write a postcard	Recount – the key events	Narrative – retell story	Poetry patterns	Character description	Non-fiction – letter	Non-fiction-information text	Narrative - story	Poetry – engaging audience	Recount	Instructions	Story innovation	Letter writing
Composition	Think it, say it, write it, read it		Orally retell Retell using story map			Sequence sentences in chronological order Who, when, why, where		Sequence sentences to form short narratives – beginning, middle, end		Develop stamina for writing for different purposes		Proofread own work Begin to edit independently	
Sentence Progression	Statements Questions Exclamations		2A sentence List sentence			Factual sentences Varied sentence openers Commands		Secure use of different sentence types		Secure use of different sentence types		Secure use of different sentence types	
Grammar Progression	Common/proper nouns -ed past tense		Noun phrase, Alliteration Similes			Co-ordinating conjunctions Subordinating conjunctions Adverbs, Contractions		Noun phrases, Adverbs Suffixes, Subordinating conjunctions		Ambitious word choices Use adverbs, adjectives, noun phrases to add detail		Consolidate	
Punctuation Progression	Kung Fu punctuation . ? ! CL		Commas in a list			CL for most proper nouns Apostrophe for contractions		Consolidate		Apostrophes for possession		Consolidate	
Spellings	Kn/gn, wr, ci/ce/cy, dge/ge, Common exception words		j/g, el, le, il, al Common exception words			-er,-ed,-est/ y+ -ing, double the consonant + -ing/ a as /or/ before l		/u/ spelt o, /ee/ spelt – ey, /er/spelt or, /zh/ spelt s, /o/ spelt a after a qu/w		-ment, -ness, -ful, -ly, contractions, apostrophes for possession		Homophones, near homophones, months of the year, question words	
Handwriting	Sit correctly at the table, correct pencil grip, form lower case letters in the correct direction, starting and finishing in the right place, form capital letters correctly, form digits 0-9 correctly. Use spacing between words that reflects the size of the letters									Begin to introduce cursive writing and use some diagonal and horizontal strokes to join letters			
Vocabulary – word of the week	Explore, inspire, consume, disaster, predict		Astonishing, blistering, stench, grateful, secluded, sequence			Determined, nervous, bleak, squabble, infer		Delightful, weary, dozing, knowledge		Unique, furious, colossal, delicate, startled, reflect		Chaos, mischief, majestic, incredible, opinion	
End Point	By the end of KS1, the children will be able to write for a range of purposes. They will be secure in the range of punctuation taught throughout the phase and be writing sentences with automaticity. They will confidently use differing sentence types, including statements, commands, questions and exclamations, and will show use of coordination and subordination. By now, they will be able to reread their work to check for errors.												

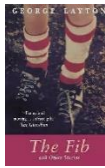
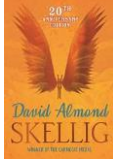
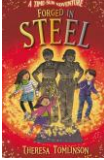
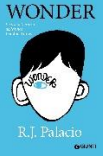
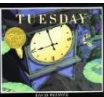
Year 3												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reading for Pleasure Class book												
Key Texts	 The King Who Banned the Dark	 The Brook by Alfred Tennyson (The Sun is Laughing by Grace Nichols)	 Into the Forest	 How the Stars came To Be	 Leon and the Place Between		 The Iron Man		 Fantastic Mr Fox		 The Great Kapok Tree	 It was a Dark & Stormy Night
End point	Fiction – write a character description	Poetry – Free-verse	Fiction – Retell Into the Forest	Poetry – shape poem (calligram)	Fiction – write a setting description	Non-fiction: Advert	Fiction – Retell the first chapter	Non-fiction – Non-chronological report in the form	Fiction – An exciting event	Non-fiction – Letter	Non-fiction – Information leaflet	Fiction - Dramatic opening
Composition	Develop descriptive writing (consolidating Y2) Introduce preposition		Orally retell and use a story map Dictate from the Teacher Read aloud with intonation and tone		Continue descriptive writing. Persuasive writing for effect.		Plan structure and record ideas (drafting). Sequence sentences to form short narrative that continues plot.		Formal/informal writing for different audiences. Begin to use Present Perfect form of verbs.		Proofread own work Edit independently Evaluate work Begin to propose changes	
Sentence Progression	Recap Y2 sentences: 2a phrases and expanded nouns.		Continued use of expanded nouns, preposition, and conjunctions.		Exaggerated language Interview questions and statements.		Paragraphs (around a theme). Simple, organisational devices e.g. subheadings.		Subordinating conjunctions (fronted subordination) including when, if, because, and although		Form arguments for both sides of a debate using conjunctions e.g. however. To use short, simple sentences for effect.	

Grammar Progression	Recap: alliteration, similes, adverbs, onomatopoeia. Up-level adjectives using a thesaurus e.g. colour synonyms.	Up-level verbs using a thesaurus e.g. emotions. Varied sentence openers: fronted adverbs (ly)	Varied sentence openers: fronted adverbials where, when, how	To use generalisers. Writing dialogue between characters. New speaker, new line. Said is dead!	A or an determiner and capital letters for proper nouns.	Consolidate
Punctuation Progression	Commas between adjectives and at the end of lines in stanzas.	Begin to use commas after fronted adverbials	Continued practice of commas after fronted adverbials	To begin to use speech marks	Begin to use comma after subordinate clause	Ellipsis for suspense Possessive apostrophes With regular plurals and irregular plurals
Spellings	Common exception words I:y, u:ou, k:ch, sh:ch, g:gue, k:que, s:sc	Suffixes: es, s, ed, ing, er Ay:ey, ay:ei, ay:eigh Prefix: un, dis	Prefixes: mis, re, suffix, ly:y to i, le:ly, ous	Suffixes: ment, ness, ful, less, ous, sure, ture, sion	Prefixes: sub, tele, super, auto, dictionary, proof reading	Apostrophes, possessive, homophones, Y3 spellings
Handwriting	Continue cursive writing with diagonal and horizontal strokes to join letters (and understand when not to join e.g. capital letter). Increase legibility, consistency, and quality of handwriting with lines that are sufficiently spaced.					
Vocabulary – word of the week	eerie, bewitch, devious, meander, serene and dazzling, analyse	wary, desolate, relieved, absence, abundance, luminous, wondrous, classify	mesmerizing, exquisite, triumphant, evidence	electrifying, tumultuous, gargantuan, robust, justify	audacious, jeer, sympathise, immoral, argument	turbulent, dire, conserve, summarise
End Point	By the end of year 3, children will be able to record their ideas with a reasonable degree of accuracy. Pupils will have a broader repertoire of vocabulary and literary devices compared to KS1 in order to write varied sentence openers. They will have a solid grasp of age-related grammar, punctuation, and spellings. They will begin to write for different effects and audiences. Pupils will begin to evaluate their work and make relevant improvements.					

Year 4												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reading for Pleasure Class book	 		 				 		 		 	
Key Texts			 				 				 	
End point	Story Descriptions – Description in first person from perspective of Pompeiian. Narrative Poetry	Information texts – Non-chronological Natural disasters	Narrative – Begin to use suspense writing to introduce dilemma. Using: short sentences, questions and ellipses	Narrative – Story endings	Narrative – character descriptions	Persuasive letter writing – linked to class book	Narrative – setting descriptions of fantasy world.	Information Text/Non-Chronological Report Mythical creatures	Five-part story	Chronological report Biography of Marcus Rashford	Contrasting Setting description = before and after – how to affect the mood of writing	Persuasive Texts – Leaflets - Climate Change Action Narrative List poems – Destruction of coral reefs
Composition	<u>Fiction</u> Use of paragraphs to: -organise each part of the story -to indicate change of place or time. <u>Non- Fiction</u> Paragraphs to organise ideas around a theme. Link paragraphs with a range of connectives. Structure: Introduction; Three Main Paragraphs; Ending		<u>Fiction</u> Introduce five-part story mountain -Opening -Build up -Dilemma -Resolution -Ending Use of paragraphs to: -organise each part of the story -to indicate change of place or time.		<u>Fiction</u> Description of settings add details of time, place and mood. Non- Fiction Link paragraphs with a range of connectives		<u>Fiction</u> Description of settings add details of time, place and mood. Non- Fiction Paragraphs to organise ideas around a theme. Secure use of topic sentences Logical organisation Use of bullet points and diagrams		<u>Fiction</u> Introduce five-part story mountain Opening; Build up; Dilemma; Resolution; Ending Non-Fiction Secure use of topic sentences. Logical organisation Use of bullet points and diagrams. Structure: Introduction; Three Main Paragraphs; Ending		<u>Fiction</u> Description of settings add details of time, place and mood. Non-Fiction Paragraphs to organise ideas around a theme. Ending to include personal opinions, extra information, questions and warnings or encouragement to the reader. Use of bullet points and diagrams. Logical organisation	
Sentence Progression	2A sentences Fronted Adverbials Develop sentences of 3 for action eg, Sam rushed down the road, jumped on the bus and sank into his seat.		Develop sentence of 3 for description eg, The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight Noun, who/which/where sentences (relative clauses)		-Expanded 'ing' clauses eg, Grinning excitedly, he slipped the magical objects into his pocket. Main and subordinate clauses with a range of subordinating conjunctions.		Use a variety of clauses as starters -‘ed’ clauses eg, Frightened, Tom ran straight home to avoid being caught. Sentences starting with appropriate and specific similes eg, Like a wailing cat,		Develop sentences of 3 for action eg, Sam rushed down the road, jumped on the bus and sank into his seat. Dialogue – pronoun + verb + adverb		Drop in ‘ing’ clauses The tornado, sweeping across the city, destroyed the houses. Sentence of 3 for description Use a variety of clauses as starters	

	-‘ed’ clauses eg, Frightened, Tom ran straight home to avoid being caught. Main and Subordinate clauses with a range of subordinating conjunctions	eg, The hungry cat, who was perched on top of the wooden fence, darted towards the bird. Vary long and short sentences. Adjective, same adjective sentences. Long sentences – to enhance description or information Short sentences- to move events along or build suspension. Dialogue – pronoun + verb + adverb Eg, “Hello,” she whispered, shyly.	Even though he was smiling, something about him seemed unnerving. Adjective, same adjective sentences His eyes were bright, as bright as the twinkling stars. Noun, who/which/where sentences (relative clauses) eg, The hungry cat, who was perched on top of the wooden fence, darted towards the bird.	the ambulance screamed down the road. Re-cap -Expanded ‘ing’ clauses eg, Grinning menacingly, he slipped his treasure into his rucksack. <u>Non-Fiction</u> Noun, who/which/where sentences (relative clause) eg, The hungry cat, who was perched on top of the wooden fence, darted towards the bird. Main and Subordinate clauses with a range of subordinating conjunctions Adverbials (generalisers) Usually, Generally, mostly	Eg, “Hello,” she whispered, shyly. Sentences starting with appropriate and specific similes eg, Like a wailing cat, the ambulance screamed down the road. <u>Non-Fiction</u> Noun who which where Embedded ing clauses	-‘ed’ clauses eg, Frightened, Tom ran straight home to avoid being caught. <u>Non-Fiction</u> Main and subordinate clauses with a range of subordinating conjunctions including causal and contrasting conjunctions. As a consequence of carbon emissions, the planet is heating up. Noun, who/which/where sentences
Grammar Progression	Fronted adverbials Powerful/ambitious adjectives, verbs and adverbs	Modal verbs Plural and possessive S	Homophones	Preposition/prepositional phrases	Preposition/prepositional phrases Powerful/ambitious adjectives, verbs and adverbs	Comparatives and superlatives
Punctuation Progression	Consolidation of CL . ? ! Using commas correctly in 2A sentences and for fronted adverbials.	Apostrophes to mark singular and plural possession eg, The girl's name, the boys' boots. Begin to use inverted commas as another term for speech marks.	Commas to mark clauses	Commas to mark clauses Apostrophes to mark singular and plural possession eg, The dragons' homes are generally found...	Full punctuation for direct speech -new speaker new line -comma between direct speech and reporting clause. Commas to mark clauses Commas in lists (consolidation)	Apostrophes to mark singular and plural possession eg, The girl's name, the boys' boots. Commas to mark clauses
Spellings (Emile)	Prefix: in, im, il, ir, sub, super, inter, anti, auto Dictionary skills	Adverbs of Manner, Time, Place. Suffix nouns: ation Y3/4 word list Dictionary skills	Suffix: -sure, -ture, -sion, -ssion, -tion, -cian	Suffix: -ous (no change to root), -ous (no root word), -ous (-our to -or), -ous (-y to i), -ous (root ends in e)	Possessive apostrophe Suffix: -ary, -ar, -er Word families	Word families Y4 Spelling Assessment
Handwriting	Continue to plug any gaps with cursive writing joins in regular handwriting sessions. Writing position at the table and pencil grip. Handwriting sessions will reflect the needs of the class. Intervention sessions will also take place for children who still need to work on letter formation, keeping letters on the line, ascenders, and descenders.					

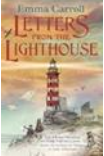
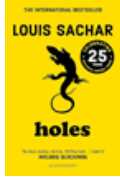
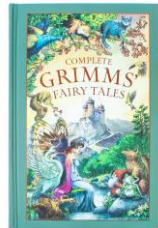
Vocabulary – word of the week	apprehensive, detrimental, panic-stricken, catastrophic, ominous, crimson	oscillating, commotion, cornucopia, dulcet, feeble, embossed, fumbling, villainous, snarled, worthless	wistful, luminous, bellowed, unanticipated, injurious, comprehend	perplexed, stoop, ramshackle, bewildered,	intriguing, bounded, voyage,	desolate, bleak, windswept, emissions, devastation
End Point	By the end of Year 4, the children will be able to write for a range of purposes. They will be secure in the use of commas, apostrophes for omission and possession, and inverted commas for speech, as well as consolidation of all punctuation taught previously. They will confidently use a wider range of sentence types, including subordinate clauses and different sentence openers. By the end of year 4, children should be able to independently self-check their work for errors and ways to improve further.					

Year 5															
	Autumn 1			Autumn 2			Spring 1		Spring 2		Summer 1		Summer 2		
Reading for Pleasure Class book	  			  							 		 		
Key Texts		A selection of persuasive travel leaflets						A selection of examples of biographical texts							Pie Corbett: Learning an example text by heart.
End point	Narrative - Writing from a character's perspective (3 Weeks)	Persuasion - Persuasive leaflet about visiting Eyam (2 Weeks)	Narrative - Writing a traditional fable. (2 weeks)	Poetry - Writing poetry including repetition and rhythm. (2 weeks)	Narrative - Writing to build tension in a story (3 weeks)	Newspapers - Writing a newspaper report about the mysterious events on Tuesday evening. (2 weeks)	Narrative - A persuasive poster, a letter and a story (3 weeks)	Biography - Writing a biography about Queen Victoria (2 weeks)	Explanations - Writing an explanation of how a Mars rover operates. (4 weeks)	Poetry - Writing comparison poetry. (1 week)	Newspaper - Writing a newspaper reports about the strange events in the story The Savage. (2 weeks)	Narrative - Writing a mythical story building suspense, tension and action.	Poetry - Writing acrostic poetry (1 week)	Poetry/ Narrative - Writing narrative poetry based on Matt Goodfellow's the final year. (3 weeks)	Persuasion - Writing a letter to persuade (2 weeks)
Composition	1) Compose a diary entry from the perspective of a character in the story, including features of a diary such as first person, past tense, recount. 2) Plan, write, edit and publish a persuasive leaflet that includes key features of this genre: emotive language, rhetorical questions, imperatives, exaggeration and opinions presented as facts. 3) Developing reader response to the text Tales from the Caribbean. Develop a personal voice for story-telling, inspired by the collection of stories. Use the 5 part story mountain.			1) Analyze the poetry of John Lyons and then use his work to help inspire the composition of poems that include figurative language and other poetic devices. Perform poems in front of an audience. 2) Understand how Katherine Rundell uses tension within The Explorer. Plan, write and edit an extract of a story that includes suspense and tension and action and excitement. 3) Plan, write and edit a newspaper report that includes a standfirst, key events, direct and reported speech, a tail and a byline.			1) Through exploring, interpreting and responding to the text children will write their own stories inspired by the book in a different format. 2) Research, plan, write and edit a biography about Queen Victoria, writing chronologically and including details of key events throughout Victoria's life.		2) Explore the subject of space exploration by following Curiosity's journey to Mars. Plan, write and edit an explanation text about how a new Mars rover works.		1) Read and enjoy the poetry of Brian Bilson and then create poems that include repetition, rhythm, alliteration and questions. 2) Develop reader response to the text The Savage. Plan, write, edit and publish a newspaper report based on events in the text, 3) Understand how Micheal Morpurgo uses language to create dramatic tension. Plan, write and edit a mythical Nordic story inspired by Beowulf using an effective story opening and building tension and excitement through word choice and sentence construction.		1) Analyse the poetry of Robert Macfarlane and to write poems around the theme of British wildlife that includes imagery and figurative language. 2) Reading and exploring the text The Final Year. Writing narrative poetry based on personal interests, experiences and emotions using language and form with intent for effect on the reader. 3) Use actions to learn a persuasive text and explore the features of this style of writing. Plan, write, edit and publish a		

						persuasive letter that includes the key features of this genre.
Sentence Progression	1) Fronted adverbials: elaborate adverbial phrases. Make ambitious word choices. Last word, first word sentences Dialogue: develop action after the speech. 2) Relative clauses Noun, who, which, where sentences Conjunctions to add information Adverbials to build cohesion Rhetorical questions 3) Fronted adverbials: expanded 'ed' clauses Relative clauses Noun, who, which, where sentences Direct speech Make ambitious word choices	1) Use figurative language – similes, metaphors, personification, onomatopoeia, alliteration. 2) Add pace by varying length of sentences. Fronted adverbials: elaborate adverbial phrases. Use powerful verbs and adverbs to portray action. De:de sentences Use dialogue to convey characters and advance the action. 3) Relative clauses Noun, who, which, where sentences Formal conjunctions to join sentences	1)De: de sentences Dialogue: develop action after the speech. Adjective, same adjective sentences, Imagery 2) Topic sentences, Noun, who, which ,where sentences, fronted adverbials to create cohesion within and between paragraphs, parenthesis, note taking and abbreviations, relative clauses, direct speech and quotations,	1) Use figurative language – Similes, metaphors, personification, onomatopoeia, alliteration 2) Adverbials for cohesion within and between sentences. Use of precise technical vocabulary and subject specific words. Causal conjunctions to link ideas. Subordinate clauses. Relative clauses. Adverbials for possibility. Pronouns.	1)Use figurative language – Similes, metaphors, personification, alliteration, repetition 2)Some; others sentences, adverbials to create cohesion in paragraphs, direct and reported speech, multiclaue sentences. 3)Fronted adverbials: expanded 'ed' clauses De: de sentences Direct speech Make ambitious word choices	1) Add pace by varying length of sentences. Fronted adverbials: elaborate adverbial phrases. Use powerful verbs and adverbs to portray action. Select word choices to convey mood and tone. Write sentences with 3 verbs for action 2) Use figurative language – Similes, metaphors, personification, alliteration, repetition 3) Topic sentences, Noun, who, which ,where sentences, fronted adverbials to create cohesion within and between paragraphs, formal conjunctions to link ideas.
Grammar Progression	Inverted commas around spoken words including dialogue and quotations. Imperatives Using relative clauses in multiclaue sentences. Parenthesis Adverbials to create cohesion in paragraphs Revisiting word classes. Recognise how grammar and language choices shape the meaning of the text	Use modal verbs or adverbs to indicate degrees of possibility Inverted commas around spoken words including dialogue and quotations. Recognise how grammar and language choices shape the meaning of the text. Revisiting word classes.	Revisiting prepositions Synonyms for said Parenthesis Recognise how grammar and language choices shape the meaning of the text	Modal verbs Third person Recognise how grammar and language choices shape the meaning of the text	Use modal verbs or adverbs to indicate degrees of possibility Inverted commas around spoken words including dialogue and quotations. Recognise how grammar and language choices shape the meaning of the text	Modal verbs Parenthesis Recognise how grammar and language choices shape the meaning of the text
Punctuation Progression	Revisit use of CL and FS accurately Revisit CL proper nouns Inverted commas for speech. Semi colon Revisiting question mark Comma to mark relative clauses Commas parenthesis Colon de:de sentences	Revisit use of CL FS and commas accurately Ellipsis to create tension Revisiting question marks Inverted commas for speech Commas around embedded clauses Revisit CL for proper nouns	Inverted commas for speech. Ellipsis to create tension Dashes, brackets and commas for parenthesis Inverted commas for quotations Commas around embedded clauses Comma to mark relative clauses	Dash for adding information in a sentence. Dashes, brackets and commas for parenthesis Inverted commas for quotations Commas around embedded clauses Comma to mark relative clauses	Revisit use of CL and FS accurately Inverted commas for speech. Semi colon Revisiting question mark Comma to mark relative clauses Commas parenthesis Colon de:de sentences	Ellipsis Dashes, brackets and commas for parenthesis, inverted commas around quotations Commas around relative clauses Colon de:de sentences
Spellings	Revisit spellings from Y3/4 Words ending -tious Words ending in -cial Words ending in cious	Words ending in ant Words ending in tial Words ending in ance Words ending in -ancu	Consolidate spellings words ending in ible, words ending in -able, words ending in -ible,	Words ending in fer Words containing a hyphen.	Consolidate spellings Spell words with the letter string 'ough' to make the or sound.	Homophones Near homophones. Words ending in -ough Spell words with silent letters

		Words ending in -ent Spellings ending in -ence and -ency.	words ending in -ably	'ee' sound spelt ei after c.	To spell words ending in - tious.		
Handwriting		By the end of Y5, children are expected to write with legible handwriting and fluently with increasing speed. Children should be able to choose which letters they want to join. Children should also be able to choose which writing implement would be better for a task.					
Vocabulary – word of the week	Quaint Solitude Fractious infectious Stated	Abandon Precarious Incessant Children focusing on word meanings in John Lyon's poetry – including cultural words and phrases written in patois.	Deprivation Adversity inevitable formidable noble	Intrigue Hazardous Mission Magnitude	Overwhelmed Incandescent Radiant		Abhorrent Valiant Savage Hesitate
End Point		By the end of KS2, children will continue to develop the tools that are essential for writing including thinking aloud to generate ideas, drafting and rereading to check the meaning is clear. Children to add to their knowledge of linguistic terms including those to describe grammar so that children are able to discuss their writing and reading.					

Year 6

	Year 6									
	Autumn 1		Autumn 2		Spring 1	Spring 2		Summer 1		Summer 2
Reading for Pleasure Class Book	Letters from the Lighthouse.		Book chosen by class		Holes	Book chosen by class		Book chosen by class		Book chosen by class
Key Texts	 Letters from the Lighthouse by Emma Carroll	 Bandoola: The Great Elephant Rescue	 Variety of real newspaper reports about same event.	 Short stories with a twist / reveal	 Holes by Louis Sachar	 Range of holiday brochures	A range of formal complaint letters	 Travel Blogs	 Jason & The Golden Fleece	 Traditional Tales
End Point	Write a blitz scene inspired by the text.	First person narrative	Write a newspaper report	Write short suspenseful story with a twist	Scene with dialogue	Write persuasive text for dream holiday	Write formal letter of complaint for 'dream' holiday	Write an informal post for TripAdvisor	Write a first person narrative	Write a short traditional story aimed at a younger child
Composition	Use of story mountain Techniques for tension & excitement Effective word choices Use of imagery Drafting, rewriting & Editing		Use of formal language and sentence structure. Show not tell Suspense techniques Drafting, rewriting & Editing		Word choices f Drafting, rewriting & Editing or effect Show not tell Dialogue for audience and purpose	Techniques for persuasion Formality Research and note taking Structure and layout Cohesive devices Drafting, rewriting & Editing Audience & Purpose		Switch in formality Word choices for effect Use of story mountain Show not tell Word choices to suit the historical genre Drafting, rewriting & Editing Audience & Purpose		Switch in formality Story telling language Meeting audience Drafting, rewriting & Editing Audience & Purpose
Sentence Progression	Semi-colon metaphor Conditional (if, if, if, then)		Effective use of sentences with colons, semi colons and parenthesis		Formality and use of formal conjunctions Topic sentences Multi-clause sentences Expanded noun phrases	Multi-clause sentences Topic sentences Recap of sentences taught so far		Recap of all sentence types covered		Recap of all sentence types covered
Grammar Progression	Recap Simple, compound, complex, commas in lists, commands & statements, modal verbs, exclamations & questions, prefixes & suffixes		Passive & active voice, direct & reported speech, conjunctions, apostrophe's for possession, expanded noun phrases, adverbials,		Contractions, sentence types, relative clauses, verbs, nouns and adjectives, fronted adverbials Cohesive devices	Progressive tenses		SATS revision		Recap of grammar taught
Punctuation Progression	Semi-colon Accurate speech		Semi-colons, colons, parenthesis, hyphens		Embed secure use of punctuation taught so far.	Embed secure use of punctuation taught so far.		Embed secure use of punctuation taught so far.		Embed secure use of punctuation taught so far.

Spellings	<u>Spelling Focuses:</u> Revisit and Review Synonyms and Antonyms including dictation and transcription Word families including: con and contra equ, ex and extra geo, gen and graph Y5/6 words during Zapper sessions Focus Tier 2 Words: evaluate	<u>Spelling Focuses:</u> Revisit and Review Word families including: lab and lib loc and log max and mini mid and mal mono and du nat and mort Y5/6 words during Zapper sessions Focus Tier 2 Words: categorise	<u>Spelling Focuses:</u> Revisit and Review Word families including: non and neg nov and numer omni and para per and pre post and pro re and reg Y5/6 words during Zapper sessions Focus Tier 2 Words: hypothesise	<u>Spelling Focuses:</u> Revisit and Review Word families including: rupt and trans sect and super tele and terr script and scribe ver and verb aud vid and vac Y5/6 words during Zapper sessions Focus Tier 2 Words: examine	<u>Spelling Focuses:</u> SATs focus- SPaG paper revision Revisit and Review Dictation sentences including Y3/4 spellings and Y5/Y6 spellings Y5/6 words during Zapper sessions Focus Tier 2 Words: crucial	<u>Spelling Focuses:</u> Consolidation Y5/6 words during Zapper sessions Focus Tier 2 Words: empathise
Handwriting	All children in Y6 will use neat joined, legible handwriting.					
Vocabulary – Word of the Week	Disorientated Tranquil Buffeting Relentless	Predicament Traitor Allegedly	Torrential Mustered	Instinct Revenue Oscillate	Antagonistic	
End Point	By the end of Year 6 children will have a body of work across different genres to demonstrate that they meet the expected standard of writing.					