



Year Group	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 ½ weeks
<b>NURSERY</b>	<p>Favourite stories, rhymes, songs, poems or jingles.</p> <p>Repeats words or phrases from familiar stories.</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p> <p>Looks at books independently.</p> <p>Handles books carefully.</p> <p>Distinguishes between the different marks they make.</p>	<p>Enjoys rhyming and rhythmic activities.</p> <p>Recognises rhythm in spoken words.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Holds books the correct way up and turns pages.</p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Describes main story settings, events and principal characters.</p> <p>Recognises familiar words and signs such as own name and logos.</p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Knows information can be relayed in the form of print.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p>	<p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Suggests how the story might end.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p>	<p>Enjoys an increasing range of books.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p>



	<p>So Much Owl Babies Why I Love My Daddy Little Princess: I Want My Mum</p> <p>Brown Bear, Brown Bear Goldilocks and the Three Bears We're Going on a Bear Hunt Tiger who came to Tea Handa's Surprise</p> <p style="text-align: center;"><b>POR:</b> So Much Owl Babies</p>	<p>The Three Little Pigs The Ugly Duckling The Little Red Hen What the Ladybird Heard</p> <p>Arghh Spider The Bad Tempered Ladybird Jack and the Beanstalk Oliver's Fruit Salad The Very Hungry Caterpillar Non-fiction books</p> <p style="text-align: center;"><b>POR:</b> What the Ladybird Heard The Very Hungry Caterpillar</p>	<p>The Octonauts Super Daisy Traction Man Aliens in Underpants Save the World</p> <p>Whatever Next! Edward builds a Rocket ship Eliza and the Moon Journey Where the Wild Things are The Night Pirates</p> <p style="text-align: center;"><b>POR:</b> Whatever Next! Where the Wild Things are</p>
<p style="text-align: center;"><b>RECEPTION</b></p>	<p style="text-align: center;"><b>ALL ABOUT ME</b> <b>To Include:</b> My friends and family, my body, celebrations, homes, weather</p> <p style="text-align: center;"><b>Mini Topics:</b> Autumn, Bonfire Night, Christmas</p> <p style="text-align: center;"><b>Books and Stories:</b> Bumps in the Night - Funny Bones Stories Handa's Surprise Owl Babies The giant turnip</p>	<p style="text-align: center;"><b>ANIMALS</b> <b>To Include:</b> Jungle animals, under the sea, on the farm</p> <p style="text-align: center;"><b>Mini Topics:</b> Spring, Chinese New Year</p> <p style="text-align: center;"><b>Books and Stories:</b> Elmer Mr Gumpy's Outing Dear Zoo The Little Red Hen</p> <p>The Rainbow Fish The Cross-with-us-Rhinoceros</p>	<p style="text-align: center;"><b>GROUND, AIR, WATER</b> <b>To Include:</b> Mini beasts, pond life, plants and growing, weather, transport</p> <p style="text-align: center;"><b>Mini Topics:</b> Summer</p> <p style="text-align: center;"><b>Books and Stories:</b> Jack and the Beanstalk The Parable of the Sower Whatever Next! Mr Gumpy's Outing Mr Gumpy's Motor Car The Very Hungry Caterpillar The Bad Tempered Ladybird The Very Busy Spider</p>



	<p><b>PHASE 2</b> Phonemes: s a t p l n m d g o c k c k e u r h b f f l l s s</p> <p>Children will blend and segment cvc words</p> <p><b>Tricky words: the to I no go into</b></p>		<p>PHASE 3 Phonemes: j v w x y z zz qu ch sh th ng</p> <p>Children will blend and segment cvc words and begin to write simple phrases and sentences.</p> <p>Tricky words: the to I no go into</p>		<p>PHASES 3 Phonemes: ai ee igh oa o oar or ur ow oi ear air ure er</p> <p>Children will blend and segment cvc words and begin to write simple sentences.</p> <p>Tricky words: the to I no go into</p>	
<b>YEAR 1</b>	<p><b><u>Traction Man</u></b> Children explore a fictional action hero. The unit introduces children to story structure, beginning, middle and end. Opportunities to create their own Imaginary word through writing and illustration.</p> <p><b><u>Who lives here?</u></b> Reading a Nature Diary. Exploring park walks, seaside visits through the seasons. Children will be encouraged to think of original ideas about how to write their own Nature Diary entry.</p>	<p><b><u>Guess what?</u></b> Using three different story books children will predict how each story will end. Retelling this new ending in their own words. Giving reasons why they chose to give it their ending.</p> <p><b><u>Instructions</u></b> An introduction to features required to write a set of instructions. Ordering of tasks, use of 'bossy' verbs such as 'stir', 'cut' or 'mix' for example.</p> <p><b><u>Poetry</u></b></p>	<p><b><u>10 Things to Help Our World</u></b> A simple book that looks at ways we can help conserve our world. Helping children develop an understanding about nature and conservation.</p> <p><b><u>Pattern and Rhyme</u></b> Exploring poems with pattern and rhyme. Enjoying a range of poetry and helping develop an understanding of spelling patterns and rhyming words.</p>	<p><b><u>Once upon a time.</u></b> Exploring a range of fiction. Re-telling it in their own words. Children will learn how to identify and understand characters and events.</p> <p><b><u>Easter poems</u></b> Exploring the meaning of Easter through poems. Developing a understanding of its tradition and place in the Christian calendar.</p>	<p><b><u>The Snail and the Whale</u></b> This is an enchanting fun tale of one tiny snail who longs to see the world hitch a lift on the tail of a whale. Children will explore and interpret this picture book.</p> <p><b><u>Top Jobs</u></b> What do people do? A look at an information book that gives information and insight into different jobs. Exploring new vocabulary and</p>	<p><b><u>Fantastic Voyages</u></b> Reading two stories. Explore the settings in each tale. Children will use imaginative role play to explore the characters. Writing their own diary entries, postcards and longer narratives.</p> <p><b><u>Growing up</u></b> Exploring engaging poems</p>



	<p><b><u>Sensational Senses</u></b> A fun introduction to poetry. Looking in detail at how punctuation is used to give the text meaning. Children will construct their own poems suggesting how things feel and sound.</p> <p><b><u>Grammar Focus:</u></b> Hold pencil with an effective grip. Leading to children beginning to write effectively for a set purpose. Write simple sentences that can be read by themselves and others. Finger spaces between each written word. Use of capital letters and full stops.</p> <p><b><u>Phonics</u></b> Build confidence in <i>sounding out</i> words before attempting to write them <i>Phonemes</i> – ai/ ee/ igh/ oa/ oo long/oo short/ar/or/ur/ow/oi/ear/air/u re/ur as ‘er’.</p>	<p>Children will learn and recite poems. Learn the importance of how a poem is read. Noticing punctuation to give it pace and meaning.</p> <p><b><u>Grammar Focus:</u></b> Hold pencil with an effective grip. Say, and hold in memory whilst writing, simple sentences which make sense. Separate words with finger spaces. Continue to learn about correct use of capital letters and full stops.</p> <p><b><u>Phonics</u></b> Build confidence in <i>sounding out</i> words before attempting to write them.</p>	<p><b><u>All about elephants</u></b> Children will learn about information books. How to write labels and captions. They will write their own information poster about a chosen animal. Pluralise nouns using ‘s’ and ‘es’ e.g. dog, dogs; wish, wishes</p> <p><b><u>Grammar Focus:</u></b> Draft and write ideas, key phrases, vocabulary. Use familiar punctuation correctly. Identify and use question marks and exclamation marks. Use simple connectives to link ideas e.g. <i>and</i>.</p> <p><b><u>Phonics</u></b></p>	<p><b><u>Grammar Focus:</u></b> Continued use of capital letters and full stops. Use simple connectives to link ideas e.g. <i>and</i>. Orally compose a sentence or phrase before writing. Add suffixes to verbs where no spelling change is needed to the root word e.g. helping, helped, helper.</p> <p><b><u>Phonics</u></b></p>	<p>create a fact file for different jobs.</p> <p><b><u>Grammar Focus:</u></b> Significant input on correct use of punctuation as children write their own fact file. Understanding of how punctuation can change the meaning of a sentence. Add the prefix ‘un’ to verbs and adjectives to change the meaning e.g. untie, unkind.</p>	<p>that are relevant to their own lives and experiences. Create a class poem that reflects their interests and experience.</p> <p><b><u>Story tellers</u></b> A tale from ancient India ‘The Best of Friends’. Using the text to understand and use describing words. Develop storytelling skills as they remember sequence of events. <b><u>Grammar Focus:</u></b> Revising the use of ‘and’ to join sentences. Punctuation</p>
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		<p>Spelling words containing following letter combinations -</p> <p>cvcc (lost)</p> <p>ccvc (spin)</p> <p>ccvcc (stand)</p> <p>cccvcc (shrink)</p>	<p>zh/ as 's'</p> <p>w/ as 'wh'</p> <p>f/ as 'ph'</p> <p>ai/ as 'ay'</p> <p>ai/ as 'a-e'</p> <p>ai/ as 'eigh', 'ey', 'ei'</p> <p>ee/ as 'ea'</p> <p>ee/ as 'e-e'</p> <p>ee/ as 'ie', 'ey', 'y'</p>	<p>igh/ as 'ie'</p> <p>igh/ as 'i-e'</p> <p>igh/ as 'y'</p> <p>igh/ as 'l'</p> <p>oa/ as 'ow'</p> <p>oa/ as 'o-e'</p> <p>oa/ as 'o','oe'</p> <p>oo/ long as 'ew'</p> <p>oo/ long as 'ue'</p> <p>oo/ long as 'u-e'</p> <p>oo/ short as 'u','oul'</p> <p>or/ as 'aw'</p> <p>or/ as 'au'</p> <p>or/ as 'al'</p>	<p><b>Phonics</b></p> <p>ur/ as 'ir'</p> <p>ur/ as 'er'</p> <p>ur/ as 'ear'</p> <p>ow/ as 'ou'</p> <p>oi/ as 'oy'</p> <p>ear/ as 'ere','eer'</p> <p>air/ as 'are','ear'</p> <p>c/ as 'c'</p> <p>c/ as 'k'</p> <p>c/ as 'ck'</p> <p>c/ as 'ch'</p> <p>s/ as 'c(e)', c(i),'c(y)'</p> <p>s/ as 'sc': 'st(l)'</p> <p>/s/ &amp; /z/ as 'se'</p> <p>j/ as 'g(e)','g(y)'</p> <p>j/ a 'dge'</p>	<p>revision along with prefixes, suffixes and plurals.</p> <p><b>Phonics</b></p> <p>l/ as 'le'</p> <p>m/ as 'mb'</p> <p>n/ as 'kn', 'gn'</p> <p>r/ as 'wr'</p> <p>ch/ as 'tch'</p> <p>sh/</p> <p>alternatives</p> <p>e/ as 'ea'</p> <p>w/ o/ as 'wa'</p> <p>u/ as 'o'</p> <p>Suffix '-ing'</p> <p>'-ed'</p> <p>Silent 'e' + suffix</p> <p>Suffix 's', 'es'</p> <p>after 'ss', 'x'</p> <p>'es'</p> <p>after 'ch','sh','tch'</p> <p>Prefix 're-'</p> <p>'un-'</p> <p>Prefix +root=suffix</p>
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<p><b>YEAR 2</b></p>	<p><b>Man on the Moon</b> <i>Children will read 'A day in the Life of Bob' by Simon Bartram and learn about Bob and his exciting job as a caretaker on the moon. They will learn to describe characters and settings and complete narrative pieces of writing.</i></p> <p><b>Instructions</b> <i>Children will be introduced to imperative verbs and time sequencing words. They will write instructions for washing your hands and making a jam sandwich.</i></p> <p><b>Pattern, rhythm and rhyme</b> The children discuss their favourite lines from four poems, recognising simple rhythm and rhyme and discussing vocabulary choices. They identify patterns in the poetry and work towards class performances of the poems, trying to learn them by heart along the way.</p> <p><u><b>Grammar</b></u> -Say, write and punctuate simple and compound sentences using the connectives and, but and or. -Use past tense for narrative, recount (e.g. diary, newspaper report, biography) and historical reports - Use commas to separate items in a list -Select, generate and effectively use <b>adjectives</b></p>	<p><b>Claude in the City</b> In this unit, the children will learn about a dog who lives an extraordinary life in the city. They will write advertisements, posters and newspaper articles. They will learn to use persuasive and descriptive language.</p> <p><b>A twist in the tale</b> In this unit, the children explore a range of fiction. They will read 'Maximus and the Beanstalk' by Damian Harvey. They will listen to different stories, contrasting traditional and non-traditional tales. They will plan, edit and write their own versions of a traditional tale, with roles reversed.</p> <p><b>Christmas poetry</b> Children will write poems about Christmas in the shape of Christmas trees. They will also think about what they can see, hear, smell, taste and feel at Christmas time and write senses poems.</p> <p><b>Termly Assessment</b> <u><b>Grammar</b></u> -Use sentences with different forms: statement, question, command, exclamation -Select, generate and effectively use <b>adjectives</b>.</p>	<p><b>The Leopard's Drum</b> In this unit children will read 'The Leopard's Drum,' an Asante tale from West Africa, by Jessica Souhami. Children will use role play to retell the story and learn how to use speech marks. They will then write the story themselves.</p> <p><b>Growing Chocolate</b> In this unit, the children explore the big question: <i>Does chocolate grow on trees?</i> They read a non-fiction book finding information and exploring the layout of explanation texts.</p> <p><b>A closer look</b> In this unit, the children will explore poetic language and identify adjectives and verbs in a poem. They will draft, edit and compose their own poems and read them aloud.</p> <p><u><b>Grammar</b></u> -Use subordination for reason e.g. I put my coat on because it was raining. Because it was raining, I put on my coat. Other reason connectives: so, if, then, for, unless. -Use present tense for non-chronological reports and persuasive adverts</p>	<p><b>Grace and Family</b> Children will read 'Grace and Family' by Grace Nichols. This is an engaging picture book which deals sensitively with the important experiences of family, difference, separation and reunion. The children will learn to describe feelings and settings and complete narrative pieces of writing.</p> <p><b>Stories by the Same Author</b> Children will read a variety of books by Cressida Cowell. They will compare the books and identify features of the Author's style. The children will begin to develop their 'Author's Voice' by exploring language and how it is used to create different feelings. They will then write their own narrative pieces.</p> <p><b>Termly Assessment</b> <u><b>Grammar</b></u> -Use sentences with different</p>	<p><b>Non - chronological reports - Assessment</b> Children will identify the features of a non-fiction text. They will read information texts about different animals. The children will then research nocturnal animals and compose their own non-chronological report using the correct layout and vocabulary.</p> <p><b>Character Description - Assessment</b> <b>The Gruffalo</b> The children will read 'The Gruffalo' by Julia Donaldson. They will identify the characteristics of the Gruffalo's, including its appearance, personality and home. The children will then write character descriptions.</p> <p><u><b>Grammar</b></u> -Use present tense for non-chronological reports and persuasive -Use <b>suffixes</b> <i>er</i> and <i>est</i> to create <b>adjectives</b> e.g. <i>faster, fastest, smaller, smallest</i></p>	<p><b>Act it out</b> The children will stage and perform a play in front of an audience. They learn about the differences between a storybook and a play script and discuss what might make a play entertaining for an audience. The children learn about scenes, props, sound effects and how to write stage directions..</p> <p><b>Muddles and mishaps</b> In this unit, the children read two humorous stories by Joanna Nadin: 'The Whole Truth' and 'Penny Dreadful and the Rat' building up their reading stamina. They use drama techniques to explore and empathise with the characters. They revise their</p>
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		<p>- Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing.</i></p> <p>-Other time connectives: <i>while, as, before, after</i></p>	<p>-Use <b>apostrophes</b> for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i></p>	<p>forms: statement, question, command, exclamation.</p> <p>-Select, generate and effectively use <b>nouns</b></p> <p>-Add <b>suffixes</b> <i>ness</i> and <i>er</i> to create <b>nouns</b> e.g. <i>happiness, sadness, teacher, baker</i></p> <p>-Select, generate and effectively use <b>adjectives</b></p> <p>- Use <b>suffix</b> <i>ly</i> to turn adjectives into <b>adverbs</b> e.g. <i>slowly, gently, carefully</i></p>	<p>adverts</p> <p>-Add <b>suffixes</b> <i>ful</i> or <i>less</i> to create <b>adjectives</b> e.g. <i>playful, careful, careless, hopeless</i></p> <p>-Use <b>suffix</b> <i>ly</i> to turn adjectives into <b>adverbs</b> e.g. <i>slowly, gently, carefully</i></p>	<p><b>knowledge of commands and apply these in the short writing tasks.</b></p> <p><b>Silly stuff</b></p> <p>In this unit, the children explore poems with themes and language that are funny and engaging.</p> <p><b>Grammar</b></p> <p>- Use speech marks to demarcate speech.</p> <p>Use paragraphs and sub headings to organise writing.</p>
	<p><b>Phonic sounds: Phase 5</b></p> <p>ay as in may ai as in rain a-e as in cake ei as in rein eigh as in eight ee as in see e-e as in scene ea as in tea ey as in trolley ie as infield oo as in too ue as in glue u-e as in tune ew as in chew</p>	<p><b>Phonic sounds: Phase 5</b></p> <p>oa as in goat owas in snow oe as in cone oe as in toe ow as in brown ou as in shout ough as in drought oi asin spoil oy as in boy ar as in car a as in plant or as in horn aw as in yawn our as in four</p>	<p><b>Phonic sounds: Phase 5</b></p> <p>ear as in fear eer as in deer ere as in here air as in fair are as in care ear as in tear wh as in where ph as in phone kn as in kow gn as in gnome wr as in wrap c as in special tch as in watch ti as In ambitious</p>	<p><b>Phonic sounds: Phase 6</b></p> <p><b>Secure reading and spelling</b></p> <p><i>/ee/ ea e e-e y ie ey</i> <i>/oo/ o ue u-e ew ui</i> <i>/ai/ ay a-e eigh ey</i> <i>/igh/ ie y i-e i</i> <i>/oa/ o ow o-e oe</i></p> <p><b>Suffixes</b></p> <p><b>s as in goals</b> <b>es as in bushes</b> <b>ed as in jumped</b> <b>ing as in playing</b></p>	<p><b>Phonic sounds: Phase 6</b></p> <p><b>Secure reading and spelling</b></p> <p><i>/ee/ ea e e-e y ie ey</i> <i>/oo/ o ue u-e ew ui</i> <i>/ai/ ay a-e eigh ey</i> <i>/igh/ ie y i-e i</i> <i>/oa/ o ow o-e oe</i></p> <p><b>Suffixes</b></p> <p><b>s as in goals</b> <b>es as in bushes</b> <b>ed as in jumped</b> <b>ing as in playing</b></p>	<p><b>Spelling rules</b></p>



	<p>ui as in suit igh as in light ie as in pie y as in fly i-e as in time i as in giant</p>	<p>oo as look ou is in should u as in put ur as in nurse ir as in twirl er as in fern</p>	<p>c as in precious mb as in thumb dge as in fridge s as in treasure</p>	<p>er ans in nicer est as n greatest</p> <p>ful as in mouthful ly as in slowly ment as in payment ness as in happiness</p>	<p>er ans in nicer est as n greatest</p> <p>ful as in mouthful ly as in slowly ment as in payment ness as in happiness</p>	
<p><b>YEAR 3</b></p>	<p><b>Was Tutankhamen Killed?</b> <i>Children will look at features of non-fiction text. They will explore evidence collected around the death of Tutankhamen and come to a conclusion.</i></p> <p><b>All About Me</b> <i>- The children are introduced to the idea of the unit: creating an autobiography that they will then present on film or to a live audience.</i></p> <p><b>Storm</b> <i>- The children listen to the story and predict what may happen at various points. The writing tasks involve planning and writing a description of setting, and planning and writing a conversation using direct</i></p>	<p><b>Into the Forest</b> <i>Children will follow a child's journey into a forest in search of his father. What decisions will he face along the way?</i></p> <p><b>Ug</b> <i>In this unit, the children will look into the use of speech within text, looking at the difference between written and spoken language.</i></p> <p><b>Shape Poems</b> <i>- In this unit, the children learn about and enjoy reading calligrams before writing their own. They go on to look at and explore shape poems, writing their</i></p>	<p><b>Where Would You Like To Live?</b> <i>- In this unit, the children explore the Big Question: Where would you like to live?</i></p> <p><b>Dragon Slayer</b> <i>- In this unit, the children explore and compare legends. They read the interactive texts and watch a film, understanding plots and features of legends then recalling and retelling main events.</i></p> <p><b>Word Detectives-</b> <i>It's Word Detectives week! Children take on the role of word detectives to investigate spelling patterns and</i></p>	<p><b>Ottoline and the Yellow Cat</b> <i>- The children start by listening to Ottoline and the Yellow Cat, asking questions and making predictions. They revise their knowledge of different types of sentence and clause.</i></p> <p><b>Performance poetry</b> <i>In this unit, the children explore narrative poems, focusing in depth on the work of two poets.</i></p>	<p><b>How Far Would I Go To Look Cool?</b> <i>- In this unit, the children explore the Big Question: How far would I go to look cool? They answer the Big Question, planning and writing a newspaper report in the role of a fashion editor.</i></p> <p><b>Pebble in my pocket</b> <i>Children will look into the life of a rock, looking at the transformations that occur in different environments. Children will focus on chronological writing.</i></p>	<p><b>Leon and the Place between.</b> <i>-</i></p> <p><b>Playing with words</b> <i>- In this unit, the children enjoy listening and responding to a range of poems. They learn about poems that play with language. They compose class and individual poems, editing and improving their work as part of the process.</i></p>





	<p><i>speech and correct punctuation.</i></p> <p><b>Grammar:</b> -Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> - Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until, in case</i> - Use commas to mark clauses in complex sentences</p> <ul style="list-style-type: none"> <li>• Introducing Perfect Form</li> <li>• Revising Nouns</li> <li>• Revising Singular and Plural Nouns</li> <li>• Revising Tense</li> <li>• Revising Verbs</li> </ul> <p><b><u>Spelling bank of words for each week.</u></b></p>	<p><i>own both as a whole class and individually</i></p> <p><b><u>Termly Assessment.</u></b></p> <p><b>Grammar:</b> -Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i> - Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually</i></p> <p><b><u>Spelling bank of words to practise.</u></b> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p><i>generate their own spelling rules.</i></p> <p><b>Grammar:</b> Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!</i></p> <ul style="list-style-type: none"> <li>• Adverbs of Time</li> <li>• Prepositions</li> </ul> <p><b><u>Spelling bank of words to practise.</u></b> Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.</p>	<p><i>They plan and write a prose story 'prequel' for a narrative poem, learning how to integrate dialogue.</i></p> <p><b>Ice Palace</b> <i>In this unit children go along a young child's journey into dangerous territory in search for something special. Children will focus on descriptive writing of settings and feelings, writing in both first and third person.</i></p> <p><b><u>Termly Assessment.</u></b></p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Clauses</li> <li>• Different Sorts of Sentences</li> <li>• Subordinate Clauses</li> </ul> <p><b><u>Spelling bank of words to practise.</u></b></p>	<p><b>Chat show challenge</b> <i>- The children are introduced to the main idea of the unit: that they will take part in a Town Hall debate and chat show, discussing the age of the railway in role as a character from history. The children put across their points of view about the idea of a railway being built.</i></p> <p><b>Grammar:</b> - Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i></p> <ul style="list-style-type: none"> <li>• Adverbs and Conjunctions expressing cause</li> </ul> <p><b><u>Spelling bank of words to practise.</u></b></p>	<p><b><u>Termly Assessment.</u></b></p> <p><b>Grammar:</b> - Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary</p> <ul style="list-style-type: none"> <li>☐ Explore and collect words with prefixes <i>super, anti, auto</i></li> </ul> <p><b><u>Spelling bank of words to practise.</u></b></p>
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	Use the first two letters of a word to check its spelling in a dictionary. Use further prefixes and suffixes and understand how to add them			Understand how to place the apostrophe in words with regular plurals (e.g. girls', boys')		
<b>YEAR 4</b>	<p><b>Christophe's Story</b> Children will learn through discussing this personal story to plan and write their own personal stories.</p> <p><b>Sounds spooky</b> By listening and studying Podcasts, children will learn to build on this experience to plan and write their own three-episode spooky story podcasts.</p> <p><b>POR-wolves</b> Children will learn to study and understand a book within a book. At the end of this children will be able to write an information booklet and also alternative endings to the story.</p> <p><u>Grammar:</u></p>	<p><b>The Spiderwick Chronicles</b> Children will explore fantasy fiction. They will plan, edit and write a new episode of the fantasy story.</p> <p><b>Incredible sports</b> The children explore the Big Question: What is the world's most incredible sport? Children will plan and write their own newspaper report.</p> <p><b>POR- The miraculous journey of Edward Tulane</b> Children will learn to appreciate how a character changes through the course of a</p>	<p><b>POR- Krindlekrax</b> This is a fast-paced read with will aid prediction and storytelling. The children will plan and write a newspaper report and information booklets.</p> <p><b>Word detectives</b> Children take on the role of word detectives to investigate spelling patterns and generate their own spelling rules.</p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be</li> </ul>	<p><b>A huge first steps</b> They will focus on effective use of pronouns and fronted adverbials. The children will learn to plan and write a biography.</p> <p><b>The Grand Tour</b> Children will learn to create an informative and interesting tour of their school. The children create a short history leaflet about their school.</p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>Revising Fronted Adverbials</li> </ul>	<p><b>The Shang of Dynasty of Ancient China</b> The children will explore the Big Question: Did the Shang Dynasty really exist? They will plan and write a non - chronological report.</p> <p><b>Exploring poetic form</b> Children will explore a range of poems. They will explore the patterns and rhythm in shape and syllabic poems, reading cinquains and then creating their own.</p> <p><u>Grammar:</u></p>	<p><b>Creating Image</b> The children will explore the use of figurative language. They will draft and write their own poems.</p> <p><b>POR-Mouse, Wolf, Bird, Snake</b> To explore, interpret and respond to illustrations in a picture book Children will write own stories based on the story read in a</p>



	<ul style="list-style-type: none"> <li>• adverbs and prepositions to express time and cause conjunctions.</li> <li>• Write multi-clause sentences.</li> <li>• Introducing Direct Speech</li> <li>• Standard and Non-standard Verbs</li> </ul> <p>Spelling bank of words for each.</p>	<p>story. Children will plan and write drama scripts.</p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>• Using Commas with Fronted Adverbials</li> <li>• Comparative and Superlative</li> <li>• Multi-clause Sentences</li> </ul> <p>Spelling bank of words to practise. Use further prefixes and suffixes and understand how to add them.</p>	<p>back here at four o' clock."</p> <ul style="list-style-type: none"> <li>• Explore, identify pronouns</li> </ul> <p>Spelling bank of words to practise. Understand how to place the apostrophe in words with irregular plurals.</p>	<ul style="list-style-type: none"> <li>• Adverbials of Time – Fronted Adverbials</li> <li>• Determiners</li> <li>• Introducing Possessive Pronouns</li> </ul> <p>Spelling bank of words to practise. Use the first three letters of a word to check its spelling in a dictionary.</p>	<ul style="list-style-type: none"> <li>• Standard and Non-Standard Verbs</li> <li>• <u>Apostrophes to show possession 2</u></li> <li>• <u>Nouns and pronouns</u></li> <li>• <u>Singular and plural agreement</u></li> </ul> <p>Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.</p>	<p>different format.</p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Noun Phrases</li> <li>• <u>Punctuating direct speech</u></li> <li>• Create complex sentences with</li> <li>• <u>adverb starters e.g. Silently trudging through the snow.</u></li> </ul> <p>Spelling words Write from memory simple sentences, dictated by the teacher, that include words and Punctuation taught so far.</p>



<p><b>YEAR 5</b></p>	<p><b>Poets Voices- <i>Children enjoy and discuss older and modern poems before writing their own.</i></b>  <b>Animals on the move- <i>Children explore a big question Which animal makes the toughest migration? They find out information and write their on non chronological reports.</i></b>  <b>Wolf Brother- <i>Children will engage in this story of a quest by Michelle Paver. Looking at language and structure and exploring themes of bravery.</i></b>  <b>Ultimate Rap- <i>Children listen to some raps and poems and learn about the differences between rap and poetry, before writing their own raps to perform.</i></b>  <u>Grammar:</u> Create complex sentences by using relative clauses with pronouns who, which, where, whose, when, that e.g. Sam, who</p>	<p><b>Anthony Horowitz- Storm Breaker- <i>Children learn about Alex Ryder and his adventures in stormbreaker. They learn to write plays and complete narrative pieces of writing.</i></b>  <b>Word Detectives- <i>It's Word Detectives week! Children take on the role of word detectives to investigate spelling patterns and generate their own spelling rules.</i></b>  <b>Tell me a story- <i>In this unit, the children explore narrative poems, focusing in depth on the work of two poets.</i></b>  <u>Termly Assessment.</u>  <u>Grammar:</u>          Create and punctuate complex sentences using -ing openers</p>	<p><b>Oranges in no man's land- <i>In this unit, the children explore a fiction set in Lebanon. They develop editing, proof-reading and peer-review skills. They plan, edit and write a story from a different character's point of view.</i></b>   <b>Rose Blanche- <i>The book provides a context for children to consider the effects of war on children's lives. They will write diary entries and create newspaper reports.</i></b>  <u>Grammar:</u>          Use of I and me; relative clauses; prefixes/suffixes. Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall,</p>	<p><b>The Highwayman- <i>This narrative poem, written in 1913, tells a tragic tale of love, jealousy and bravery. The children will do an indepth study an experiment with different narrative forms.</i></b>  <b>The Museum of fun- <i>In this unit, the children explore the mission: to run the Museum of Fun! They complete the mission, planning, writing and presenting television adverts to encourage people to visit the museum.</i></b></p>	<p><b>Ice Trap- <i>This picture book tells the true story of the expedition led by Ernest Shackleton which aimed to traverse the Antarctic. They will produce various pieces of writing to respond.</i></b>  <b>Pitch it- <i>The children are introduced to the main idea of the unit: that they will design a product for a younger child, based around a book, and pitch their idea to an audience (the buyer of the product, e.g. a teacher).</i></b>   <b>Compare and Perform- <i>In this unit, the children explore narrative poems,</i></b></p>	<p><b>Greek Myths- <i>The children start by reading a selection of Greek myths, using drama and inference to empathise with the characters and looking at the different themes in myths. They then write their own myths.</i></b>  <b>Ultimate Explorers- <i>In this unit, the children explore the question: What makes someone a great explorer? They plan and write a handbook for a new junior explorer.</i></b></p>
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	<p>had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.</p> <p>Create and punctuate complex sentences using ed openers.</p> <p>Spelling bank of words for each week.</p>	<p>Create and punctuate complex sentences using simile starters.</p> <p>☒ Demarcate complex sentences using commas and explore ambiguity of meaning.</p> <p>Spelling bank of words to practise.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p>	<p>will, must.</p> <p>Spelling bank of words to practise.</p> <p>Spell some words with 'silent' letters, e.g. knight, psalm, solemn.</p>	<p><b>Termly Assessment.</b></p> <p><u>Grammar:</u> Using a variety of connective phrases. Use devices to build cohesion within a paragraph e.g. firstly, then, presently, subsequently</p> <p>☒ Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly.</p> <p>Spelling bank of words to practise.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p><b>focusing in depth on the work of two poets.</b></p> <p><b>They plan and write a prose story 'prequel' for a narrative poem, learning how to integrate dialogue.</b></p> <p><u>Grammar:</u> Identify and use brackets and Dashes.</p> <p>Use suffixes -ate, -ise, -ify to convert nouns and adjectives into verbs</p> <p>Spelling bank of words to practise. Use suffixes -ate, -ise, -ify to convert nouns and adjectives into verbs. Investigate verb prefixes e.g. dis-,</p>	<p><b>Journey to the River sea- This is a rich collection of the myth, legend and folktale which sits at the heart of Indian culture. Children read and write their own.</b></p> <p><b>Termly Assessment.</b></p> <p><u>Grammar:</u> Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-</p> <p>Spelling bank of words to practise. Use the first three or four letters of a word to check spelling,</p>
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					re-, pre-, mis-, ov er-	meaning or both of these in a dictionary Use a thesaurus.
<b>YEAR 6</b>	<ul style="list-style-type: none"> <li><b>Narrative Fiction 'Skellig' by David Almond.</b> Extended writing relating to diary entries, letters, fantasy. Plan writing to suit audience &amp; purpose; use models of writing Develop character &amp; setting in narrative Select grammar &amp; vocabulary for effect. <b>Pupils prepare for end of year assessments by completing previous year SAT papers using Testbase/SFAA/Comprehension box.</b> <b>Grammar:</b> adjectives, pronouns/nouns a different, speech marks; prefixes/suffixes Adverbial phrases, paragraphs, prepositions, synonyms and antonyms.</li> </ul>	<ul style="list-style-type: none"> <li><b>Non –Fiction Blood.</b> Pupils broaden their reading and understanding through factual books. Extended writing of non chronological reports, explanation text and biographies. Cross link with Science. <b>Comprehension sessions 2 per week. SFAA/Comprehension box/Testbase.</b> <b>Grammar:</b> types of sentences – statement, command, question; simple, compound and complex sentences. <b>Spelling bank of words to practise. Use SFAA programme to support</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Poetry The Lady Of Shallot by Alfred Tennyson.</b> Introducing pupils to classical works and old English. Imagery. Emotive language. Cross Link with Topic. <b>Comprehension 3 per week SFAA/Comprehension box /Testbase.</b> <b>Grammar:</b> Use of I and me; relative clauses brackets, commas, dashes for additional info; subordinate clauses, figurative language – metaphors, similes, personification. <b>Spelling bank of words to practise. Use SFAA</b></li> </ul>	<p><b>Revision</b></p> <p><b>Pupils review their previous learning of all genres, reading, writing and Grammar.</b> <b>Comprehension daily using Testbase and SFAA.</b> Spelling daily using Year 6 spelling bank. Children continue to practice using words from their spelling bank in their writing. Extended writing once a week. Children practise reading a range of</p>	<p><b>Non Fiction: Mission Save Pompeii. (WordSmith).</b> Cross link History/Geography of this region. Children create powerpoints and blog about the book and the history of Pompeii.</p> <p>Children create projects in Literacy/Topic to use their writing and presentational skills. <b>Grammar:</b> Focus on use of colons, semi-colons; writing in the present and past tense.</p>	<p><b>Poetry</b></p> <p><b>Powerful Language Ted Hughes. Children</b></p> <p><b>Explore the range of figurative language. Pupils write in the style of the author.</b></p> <p><b>Grammar:</b> Figurative language – similes, metaphors, personification,</p> <p>Cross curricular link with Topic –</p>



	<p>Spelling bank of words for each week. Use SFAA programme to support teaching of spelling rules.</p>	<p>teaching of spelling rules. Use of dictionaries/thesauruses to find meaning of words and spell them correctly. Use mnemonics to support spelling more complex words.</p>	<p>programme to support teaching of spelling rules. Use mnemonics to support spelling more complex words.</p>	<p>texts from different genres. <b>Grammar:</b> Use revision pack to review all areas of Spelling, punctuation, and Grammar. Using a variety of connective phrases. <b>Spelling Bank of words to practise</b></p>	<p><b>NC Spelling Bank. Use mnemonics to support spelling more complex words.</b></p>	<p>using their writing skills to create powerpoint presentations and blogs about their apps.</p>
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