

# Year 1

|                    | Autumn 1  | Autumn 2   | Spring   | Summer 1  | Summer 2  |
|--------------------|---|--|--|---|---|
| Topic              | What is special about our area?   | What makes the X-box more fun than toys / games from the past?   | What did Paddington Bear do when he went to London?  | Where do animals, dinosaurs and plants come from?   | How easy is it to fly?  |
| Genres             | <ul style="list-style-type: none"> <li>Sense Poems</li> <li>Description setting</li> <li>Fairy Tales / Traditional Stories</li> </ul>   | <ul style="list-style-type: none"> <li>Instructions</li> <li>Letter</li> <li>Rhyming Poems</li> </ul>  | <ul style="list-style-type: none"> <li>Rhyme poem</li> <li>Letters and postcards</li> <li>Instructions</li> </ul>  | <ul style="list-style-type: none"> <li>Nature poems</li> <li>Information Text</li> <li>Traditional tale</li> </ul>  | <ul style="list-style-type: none"> <li>Fantasy</li> <li>Nature poems</li> </ul>   |
| Composition        | <ul style="list-style-type: none"> <li>Write sentences by: saying out loud what they are going to write about</li> </ul>  | <ul style="list-style-type: none"> <li>Composing a non-fiction text orally before writing</li> <li>Sequencing sentences to form short narratives</li> </ul>  | <ul style="list-style-type: none"> <li>Composing a narrative text orally before writing.</li> <li>Re-reading what they have written to check that it makes sense</li> </ul>  | <ul style="list-style-type: none"> <li>Discussing what they have written with the teacher</li> </ul>  | <ul style="list-style-type: none"> <li>Reading aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>   |
| Grammar            | <ul style="list-style-type: none"> <li>Developing their understanding of the concepts set out in English</li> <li>Joining words and join clauses using ‘and’</li> <li>Writing a sentence with an adjective.</li> </ul>              | <ul style="list-style-type: none"> <li>Using personal pronoun ‘I’</li> </ul>   | <ul style="list-style-type: none"> <li>Prepositions (up, down, in, out, inside, outside, under)</li> <li>Use simple past tense –ed<br/><i>He walked to school</i></li> </ul> | <ul style="list-style-type: none"> <li>Determiners (a, an, the)</li> </ul>  | <ul style="list-style-type: none"> <li>Subject verb agreement for I, you, he/she/it<br/>I am, you are, it is<br/>I have, you have, it</li> </ul>  |
| Punctuation        | <ul style="list-style-type: none"> <li>Beginning to punctuate sentences using a capital letter and a full stop</li> </ul>   | <ul style="list-style-type: none"> <li>Punctuate names using a capital letter.</li> <li>Using a capital letter for the personal pronoun ‘I’</li> </ul>   | <ul style="list-style-type: none"> <li>Punctuate places and the days of the week using a capital letter.</li> </ul>  | <ul style="list-style-type: none"> <li>Punctuate sentences using a question mark.</li> </ul>  | <ul style="list-style-type: none"> <li>Beginning to punctuate sentences using an exclamation mark</li> </ul>  |
| Spelling / Phonics | <ul style="list-style-type: none"> <li>Phonics scheme—Floppy Phonics</li> <li>Naming the letters of the alphabet in order</li> <li>Segmenting spoken words into sounds before choosing graphemes to represent the sounds</li> </ul> | <ul style="list-style-type: none"> <li>Consonant digraphs which have been taught and the sounds which they represent</li> <li>Use letter names to distinguish between alternative spellings of the same sound</li> </ul>             | <ul style="list-style-type: none"> <li>Vowel digraphs which have been taught and the sounds which they represent.</li> </ul>   | <ul style="list-style-type: none"> <li>Words with adjacent consonants</li> </ul>  | <ul style="list-style-type: none"> <li>Plurals ending in s and es</li> <li>Suffix ending in –ing, -er and –est</li> </ul>   |
| Handwriting        | <ul style="list-style-type: none"> <li>Leaving spaces between words</li> <li>Sit correctly at a table, holding a pencil comfortably and correctly</li> </ul>  | <ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>Begin to form lower case letters in the correct direction, starting and finishing in the right place</li> </ul> | <ul style="list-style-type: none"> <li>Begin to form lower case letters in the correct direction, starting and finishing in the right place</li> </ul>                       | <ul style="list-style-type: none"> <li>Understanding which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and practise these.</li> </ul> | <ul style="list-style-type: none"> <li>Understanding which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and practise these.</li> </ul> |

Year 1

|                        | Autumn 1                                       | Autumn 2               | Spring                                   | Summer 1                       | Summer 2         |
|------------------------|--|------------------------|--|--------------------------------|------------------|
| Terminology for pupils | Letter, capital letter, punctuation, full stop | Word, singular, plural | Sentence, digraphs                       | Question mark, consonants      | Exclamation mark |
| Books and re-sources   | Peace at Last (GR)                             | Beegu (GR)             | Lost and Found (GR)<br>Avocado Baby (GR) | Where the Wild Things Are (GR) | Dogger (GR)      |

| Genres                         |               |
|--------------------------------|---------------|
| Fairy Stories                  | Sense poems   |
| Fantasy Stories                | Nature poems  |
| Traditional Stories            | Rhyming poems |
| Stories with familiar settings |               |
| Information Text               |               |
| Instructions                   |               |
| Letters & Postcard             |               |

# Year 2

|             | Autumn 1  | Autumn 2  | Spring  | Summer 1  | Summer 2  |
|-------------|---|---|---|---|---|
| Topic       | How have people of the past influence us in our lives today?  | Why can't a meerkat live in the North Pole?   | How do we know about the Great Fire of London?  | What do beaches have in common?   | How do we know where we are?<br>Map makers  |
| Genres      | <ul style="list-style-type: none"> <li>Traditional Stories</li> </ul>   | <ul style="list-style-type: none"> <li>Sense poem</li> <li>Adventure Stories</li> <li>Information Text (Non-Chronological report)</li> <li>Postcard</li> </ul>  | <ul style="list-style-type: none"> <li>Recount (Newspaper Report)</li> <li>Letter</li> <li>Stories with a Familiar Setting</li> </ul>   | <ul style="list-style-type: none"> <li>Poem with Repetition</li> <li>Letters and Postcard</li> </ul>  | <ul style="list-style-type: none"> <li>Fantasy</li> <li>Introduction</li> </ul>   |
| Composition | <ul style="list-style-type: none"> <li>Planning or saying aloud what they are going to write</li> <li>Write down ideas/key words including new vocabulary</li> <li>Encapsulating what they want to say sentence by sentence</li> <li>Writing narratives about personal experiences, about real events, poetry and for different purposes</li> </ul> | <ul style="list-style-type: none"> <li>Writing sentences which are usually grammatically accurate, sequenced to form short narratives</li> <li>Re-reading to check that their writing makes sense</li> </ul>  | <ul style="list-style-type: none"> <li>Writing narratives about personal experiences and those of others (real and fictional)</li> <li>Re-reading to check that verbs to indicate time are used correctly and consistently</li> </ul> | <ul style="list-style-type: none"> <li>Proof--read to check for errors in spelling, grammar and punctuation</li> <li>Read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> | <ul style="list-style-type: none"> <li>Evaluating their writing with the teacher and other pupils</li> </ul>  |
| Grammar     | <ul style="list-style-type: none"> <li>Identify some of the following word classes: <b>noun, adjective, verb</b> and <b>adverb</b></li> <li>Using expanded noun phrases to and specify <i>e.g. the blue butterfly</i></li> </ul>  | <ul style="list-style-type: none"> <li>Using co-ordination (using <b>or, and, or but</b>)</li> <li>Learning the singular possessive apostrophe <i>e.g. the girl's book</i></li> <li>Using sentences with different forms: <b>statement, question, exclamation, command</b></li> </ul> | <ul style="list-style-type: none"> <li>Using subordination (using <b>when, if, that, or because</b>)</li> <li>Using present and past tenses correctly and consistently, including the progressive form</li> </ul>                     | <ul style="list-style-type: none"> <li>Using appropriate features of Standard English, such as subject-verb agreement <i>e.g. we were, I did</i></li> </ul>   | <ul style="list-style-type: none"> <li>Using suffixes to form new words (<b>-ful, -er, -ness</b>)</li> <li>Using and understand the grammatical terminology in English in discussing their writing</li> </ul> |
| Punctuation | <p>Learning how to use both familiar and new punctuation correctly including...</p> <ul style="list-style-type: none"> <li>Full stops</li> <li>Capital letters</li> </ul>   | <p>Learning how to use both familiar and new punctuation correctly including...</p> <ul style="list-style-type: none"> <li>Exclamation marks</li> <li>Question marks</li> </ul>   | <ul style="list-style-type: none"> <li>Learn how to use commas for lists</li> </ul>   | <ul style="list-style-type: none"> <li>Learn how to use apostrophes for contracted forms</li> </ul>   | <ul style="list-style-type: none"> <li>Learn how to use apostrophes for contracted forms and the possessive (singular)</li> </ul>   |

# Year 2

|                        | Autumn 1   | Autumn 2   | Spring   | Summer 1  | Summer 2   |
|------------------------|--|--|--|---|--|
| Spelling / Phonics     | <ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and represent these by graphemes spelling many correctly</li> <li>Beginning to learn to spell common exception words</li> </ul> | <ul style="list-style-type: none"> <li>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some new words with each spelling, including a few common homophones</li> <li>Using the spelling rule for adding <b>–s</b> or <b>–es</b> as the plural marker for nouns and the third person singular marker for verbs</li> <li>Using <b>ed</b>, where no change is needed in the spelling of the root</li> </ul> | <ul style="list-style-type: none"> <li>Using the spelling rule for adding <b>–s</b> or <b>–es</b> as the plural marker for nouns and the third person singular marker for verbs</li> <li>Adding suffixes to spell longer words, including <b>–ment, -ness, -ful, -less</b> and <b>–ly</b></li> </ul> | <ul style="list-style-type: none"> <li>Learning how to spell words with contracted forms</li> <li>Distinguish between homophones and near-homophones</li> </ul> | <ul style="list-style-type: none"> <li>Using the prefix <b>un-</b></li> <li>Using <b>–ing, -er-</b> and <b>–est</b> where no change is needed in the spelling of the root</li> </ul>                   |
| Handwriting            | <ul style="list-style-type: none"> <li>Forming lower-case letters of the correct size relative to one another</li> <li>Using spacing between words that reflects the size of the letters</li> </ul>          | <ul style="list-style-type: none"> <li>Using some of the diagonal and horizontal strokes needed to join letters</li> </ul>   | <ul style="list-style-type: none"> <li>Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> </ul>  | <ul style="list-style-type: none"> <li>Using some of the diagonal and horizontal strokes needed to join letters</li> </ul>                                      | <ul style="list-style-type: none"> <li>Using the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> </ul> |
| Terminology for pupils | Noun, noun phrase, statement, adjective, adverb  | Question, exclamation, command, homophones   | Compound, suffix, verb tense, past, present, commas  | Apostrophe, contracted form   | Complex, prefix  |
| Books and re-sources   | Traction Man (GR)<br><br>Rumpelstiltskin   | Traction Man (GR)<br><br>Meerkat Mail  | The Owl who was Afraid of the Dark GR)<br><br>Vlad and the Great Fire of London  | Fantastic Mr Fox (GR)<br><br>Lighthouse Keeper’s Lunch  | Fantastic Mr Fox (GR)<br><br>Literacy Shed clip— The Black Hat   |

## Genres

Stories by the same author

Fantasy

Traditional stories

Quest or adventure story

Stories with familiar setting

Information text

Instructions

Letters and postcards

Recount

Non chronological report

Classic poems

Narrative poems

Performance poems

Repetition poems

Senses poems

Our favourite poems

## Exciting sentences - New learning

**All the Ws:** *Why* do zebras have stripes?

**List sentences:** *It was a long, dark, leafy lane.*

**Short:** *He stopped!*

# Year 3

|             | Autumn 1   | Autumn 2   | Spring  | Summer 1   | Summer 2   |
|-------------|--|--|---|--|--|
| Topic       | Early civilisations: How did they influence our lives today?   | How does Great Britain fit in Europe?  | What did the Romans ever do for us?   | Why is Africa a continent and what is significant about its history?   | What were the greatest inventions and achievements of the Ancient Egyptians?   |
| Genres      | <ul style="list-style-type: none"> <li>Narrative -adventure stories</li> <li>Non-chronological report</li> <li>Cinquain Poems</li> <li>Diary</li> </ul>  | <ul style="list-style-type: none"> <li>Persuasive Text</li> <li>Traditional Poems</li> </ul>   | <ul style="list-style-type: none"> <li>Diary / recount</li> <li>Play scripts and dialogue</li> <li>Non-chronological report</li> <li>Fact file</li> <li>Myths and legends</li> </ul>  | <ul style="list-style-type: none"> <li>African creation stories</li> <li>Play scripts</li> <li>Diary Entry</li> </ul>  | <ul style="list-style-type: none"> <li>Stories from other cultures</li> <li>Letters</li> <li>Explanations</li> <li>Poetry</li> </ul> |
| Composition | <ul style="list-style-type: none"> <li>Planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Creating settings, characters and plot</li> <li>Using simple organisational devices such as headings and subheadings</li> </ul>  | <ul style="list-style-type: none"> <li>Composing and rehearse sentences orally progressively building a varied and rich vocabulary and increasing range of sentence structures</li> <li>Discussing and recording ideas</li> <li>Introduction to paragraphs as a way to group related material</li> <li></li> </ul> | <ul style="list-style-type: none"> <li>Organising paragraphs around a theme</li> </ul>  | <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others’ writing and suggesting improvements</li> </ul>   | <ul style="list-style-type: none"> <li>Proofreading for spelling and punctuate errors</li> </ul>                                     |
| Grammar     | <ul style="list-style-type: none"> <li>Expressing time, place and cause using adverbs or prepositions</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <b>when, if, because</b> and <b>although</b></li> <li>Headings and subheadings to aid presentation</li> </ul> | <ul style="list-style-type: none"> <li>Indicating possession by using the possessive apostrophe with plural nouns</li> </ul>   | <ul style="list-style-type: none"> <li>Use the present perfect form of verbs in contrast to the past tense</li> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>  | <ul style="list-style-type: none"> <li>Indicating possession by using the possessive apostrophe with plural nouns</li> </ul>   |  |
| Punctuation | <ul style="list-style-type: none"> <li>Writing from memory sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>   | <ul style="list-style-type: none"> <li>Introduction to inverted commas to punctuation direct speech</li> </ul>   | <ul style="list-style-type: none"> <li>Punctuating direct speech</li> <li>Placing the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s</li> <li>Proof-reading for punctuation errors</li> </ul> | <ul style="list-style-type: none"> <li>Placing the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s</li> </ul> | <ul style="list-style-type: none"> <li>Writing from memory simple sentences, dictated by the teacher</li> </ul>                      |

# Year 3

|                        | Autumn 1  | Autumn 2  | Spring  | Summer 1   | Summer 2   |
|------------------------|---|---|---|--|--|
| Spelling / Phonics     | <ul style="list-style-type: none"> <li>Adding suffixes beginning with vowel letters to words of more than one syllable (<b>–ation</b>)</li> </ul> | <ul style="list-style-type: none"> <li>Using further prefixes (<b>in-</b>, <b>un-</b>, <b>dis-</b>, <b>mis-</b>) and suffixes and understand how to add them</li> <li>Using further homophones and prefixes (<b>in-</b>, <b>un-</b>, <b>dis-</b>, <b>mis-</b>) and suffixes (<b>–ous</b>)</li> <li>Adding prefixes (<b>in-</b>, <b>un-</b>, <b>dis-</b>, <b>mis-</b>) and suffixes (<b>–ly</b>)</li> <li>Word families</li> </ul> | <ul style="list-style-type: none"> <li>Using further homophones and prefixes (<b>in-</b>, <b>un-</b>, <b>dis-</b>, <b>mis-</b>) and suffixes (<b>–ous</b>)</li> <li>Using the first two or three letters of a word to check its spelling in a dictionary</li> <li>Using homophones and near homophones</li> </ul> | <ul style="list-style-type: none"> <li>Proof-read for spelling errors</li> <li>Using the first two or three letters of a word to check its spelling in a dictionary</li> </ul>                 | <ul style="list-style-type: none"> <li>Proof-read for spelling errors</li> <li>Using the first two or three letters of a word to check its spelling in a dictionary</li> </ul>   |
| Handwriting            | <ul style="list-style-type: none"> <li>Using the diagonal and horizontal strokes needed to join letters</li> </ul>                                | <ul style="list-style-type: none"> <li>Understanding which letters, when adjacent to one another, are best left unjoined</li> </ul>   | <ul style="list-style-type: none"> <li>Increasing the legibility of handwriting e.g. by ensuring that down strokes of letters are parallel and equidistant</li> </ul>   | <ul style="list-style-type: none"> <li>Increasing the legibility, consistency and quality of handwriting e.g. by ensuring that down strokes of letters are parallel and equidistant</li> </ul> | <ul style="list-style-type: none"> <li>Increasing the legibility, consistency and quality of handwriting e.g. by ensuring that down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul> |
| Terminology for pupils | Prefix, clause, homophones  | Preposition, conjunction, word families, homophones, near homophones  |   |  |  |
| Books and resources    | Stig of the Dump (GR)<br>T4W - Truth About Trolls<br>T4W - The Stone Trolls<br>Stone Age boy  | Stig of the Dump (GR)<br>T4W - Living in a plastic world<br>Marvellous Mike’s Travelling Circus<br>Variety of poems   | Iron Man (GR)<br>T4W - The River Unicorn<br>James and the Giant Peach<br>Hansel & Gretel<br>Jack and the Beanstalk<br>Boudicca—diary entry  | Iron Man (GR)<br>Biography—Mandela<br>Jack and the Beanstalk<br>T4W—Jungle Journey   | Secrets of a Sun King (GR)<br>The Egyptian Cinderella<br>How do Shadow Puppets Work?   |

## Genres

|                               |                           |                   |
|-------------------------------|---------------------------|-------------------|
| Stories by the same author    | Instructions/Explanations | Traditional poems |
| Stories from other cultures   | Information Text          | Shape Poems       |
| Adventure stories             | Recount                   | Humorous Poems    |
| Legends and Myths             | Persuasive writing        | Performance Poems |
| Stories with imaginary worlds | Non-Chronological Reports | Cinquain Poems    |
| Play script and Dialogue      | Diary                     |                   |

## Exciting sentences - Previous learning

**All the Ws:** *Why* do zebras have stripes?  
**List sentences:** *It was a long, dark, leafy lane.*  
**Short:** *He stopped!*

## Exciting sentences - New learning

**Double –ly ending:** *She tiptoed quietly and carefully.*  
**FANBOYS sentence:** *It was a beautiful morning for a walk so he got out of bed early.*  
**As –ly:** *As the rain poured down heavily, the children ran for shelter.*  
**–ing, –ed:** Running across the beach, he halted as the cliffs gave way.

# Year 4

|             | Autumn 1  | Autumn 2   | Spring   | Summer 1  | Summer 2  |
|-------------|---|--|--|---|---|
| Topic       | Why did the Anglo-Saxons and Scots want to settle in Britain?   | How has the River Humber affected life in our area?  | Why did the Vikings and Anglo-Saxons battle for Britain?   | What makes the Earth angry?   | What happened to the Maya?  |
| Genres      | <ul style="list-style-type: none"> <li>Diaries / recounts</li> <li>Narratives</li> <li>Adventure Stories</li> </ul>   | <ul style="list-style-type: none"> <li>Information text</li> <li>Suspense story</li> <li>Poems (Haiku, shape, acrostic)</li> </ul>   | <ul style="list-style-type: none"> <li>Non-chronological report</li> <li>Newspaper report</li> <li> kennings poems</li> <li>Mystery Story</li> <li>Historical Fiction</li> <li>Fictional writing in style of non-fiction</li> </ul>  | <ul style="list-style-type: none"> <li>Newspaper reports</li> <li>Persuasive writing</li> <li>Blog entries</li> </ul>   | <ul style="list-style-type: none"> <li>Biographies / Autobiographies</li> </ul>   |
| Composition | <ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Compose and rehearse sentences orally (including dialogue)</li> <li>In narratives, creating settings</li> <li>In narratives, creating characters</li> <li>In narratives, creating plot</li> <li>In non-narrative material, use simple organisational devices [for example, headings and sub-headings]</li> </ul> | <ul style="list-style-type: none"> <li>Discuss and record ideas</li> <li>Organise paragraphs around a theme</li> <li>Propose changes to grammar and vocabulary to improve consistency</li> </ul> | <ul style="list-style-type: none"> <li>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>In narratives, creating settings</li> <li>In narratives, creating characters</li> <li>In narratives, creating plot</li> </ul> | <ul style="list-style-type: none"> <li>In non-narrative material, use simple organisational devices [for example, headings and sub-headings]</li> <li>Assess the effectiveness of others' writing and suggest improvements</li> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> | <ul style="list-style-type: none"> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Proof-read for spelling and punctuation errors</li> </ul> |
| Grammar     | <ul style="list-style-type: none"> <li>Use conjunctions to express time and cause</li> <li>Use adverbs to express time and cause</li> <li>Use fronted adverbials</li> <li>Use the present perfect form of verbs in contrast to the past tense</li> <li>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> </ul>   | <ul style="list-style-type: none"> <li>Understand Standard English forms for verb inflections instead of local spoken forms</li> </ul>   | <ul style="list-style-type: none"> <li>Use prepositions to express time and cause</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>  | <ul style="list-style-type: none"> <li>Use fronted adverbials</li> </ul>  | <ul style="list-style-type: none"> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>   |

# Year 4

|                        | Autumn 1   | Autumn 2  | Spring   | Summer 1   | Summer 2  |
|------------------------|--|---|--|--|---|
| Punctuation            | <ul style="list-style-type: none"> <li>Use inverted commas to indicate direct speech</li> <li>Use a comma after a reporting clause</li> <li>Use end punctuation within inverted commas</li> <li>Use commas after fronted adverbials</li> </ul> | <ul style="list-style-type: none"> <li>Understand the grammatical difference between plural and possessive ‘s’</li> <li>Indicate possession by using the possessive apostrophe with plural nouns</li> </ul> | <ul style="list-style-type: none"> <li>Indicate possession by using the possessive apostrophe with irregular plurals</li> </ul>                                      | <ul style="list-style-type: none"> <li>Use commas after fronted adverbials</li> </ul>  |   |
| Spelling               | Spelling scheme to be followed. <ul style="list-style-type: none"> <li>Spell further homophones (they’re, their, there)</li> </ul>   | Spelling scheme to be followed. <ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them</li> </ul>  | Spelling scheme to be followed. <ul style="list-style-type: none"> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> </ul> | Spelling scheme to be followed. <ul style="list-style-type: none"> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> |   |
| Handwriting            | <ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters</li> </ul>  | <ul style="list-style-type: none"> <li>Understand which letters, when adjacent to one another, are best left unjoined</li> </ul>  | <ul style="list-style-type: none"> <li>Increase the legibility, consistency and quality of their handwriting</li> </ul>  | <ul style="list-style-type: none"> <li>Ensure that the downstrokes of letters are parallel and equidistant</li> </ul>  | <ul style="list-style-type: none"> <li>Ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul> |
| Terminology for pupils |  | Determiner  | Possessive, Adverbial  |  | Pronoun   |
| Books and resources    | Bill’s New Frock (GR)  | The BFG (GR)  | The BFG (GR)   | The Firework-Maker’s Daughter (GR)   | The Great Kapok Tree (GR)   |

### Genres

Narratives

Adventure Stories

Myths and legends

Play scripts

Biographies and autobiographies

Diaries / recounts

Balanced argument

Non-chronological report

Newspaper article

Instructions

Persuasive writing

Classic poems

Narrative poems

Performance poems

### Exciting sentences - Previous learning

**All the Ws:** *Why* do zebras have stripes?

**List sentences:** *It was a long, dark, leafy lane.*

**Short:** *He stopped!*

**Double –ly ending:** *She tiptoed quietly and carefully.*

**FANBOYS sentence:** *It was a beautiful morning for a walk **so** he got out of bed early.*

**As –ly:** *As the rain poured down heavily, the children ran for shelter.*

**-ing, -ed:** Running across the beach, he halted as the cliffs gave way.

### Exciting sentences - New learning

**2A sentences:** *It was an **overgrown, messy** garden.*

**Emotion, comma:** ***Desperate**, she screamed for help.*

**Verb, person:** ***Running, Sarah** tried to catch the ghost.*

**If, if, if, then:** *If the alarm had gone off, if the bus had been on time, if he hadn’t fallen over, then he would have been on time.*

**With an action, then more action:** *With a smile, Joe waved goodbye.*



# Year 5

|             | Autumn 1  | Autumn 2   | Spring  | Summer 1  | Summer 2   |
|-------------|---|--|---|---|--|
| Topic       | What is significant about Kingston upon Hull?   | How do rivers differ?  | How has the Victorian period affected our lives?  | How can we make £5 blossom?   | How has Ancient Greece changed the world?  |
| Genres      | <ul style="list-style-type: none"> <li>• Biographies</li> <li>• Diary</li> <li>• Narrative</li> </ul>   | <ul style="list-style-type: none"> <li>• Newspapers</li> <li>• Non-chronological report</li> <li>• Poetry (seasonal)</li> </ul>  | <ul style="list-style-type: none"> <li>• Balanced Argument</li> <li>• Setting description</li> <li>• Myths and Legends</li> <li>• Poetry</li> <li>• Character Description</li> </ul>  | <ul style="list-style-type: none"> <li>• Persuasive Letter</li> <li>• Cinquain Poem</li> </ul>  | <ul style="list-style-type: none"> <li>• Recounts</li> <li>• Instructions</li> <li>• Narrative poems</li> </ul>  |
| Composition | <ul style="list-style-type: none"> <li>• Identify the audience for (and purpose of) the writing, using other similar writing as models for their own</li> <li>• Noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> | <ul style="list-style-type: none"> <li>• Use further organisational and presentational devices to structure text and to guide the reader [for example, <b>headings</b>, <b>subheadings</b>, underlining]</li> <li>• Précis passages</li> <li>• Propose changes to vocabulary, grammar and punctuation</li> <li>• In narratives, integrate dialogue</li> <li>• Use a wide range of devices to build cohesion within paragraphs</li> </ul> | <ul style="list-style-type: none"> <li>• In narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• In narratives, describe settings</li> <li>• In narratives, describe characters</li> <li>• Ensure the correct use of tense throughout a piece of writing</li> </ul> | <ul style="list-style-type: none"> <li>• Select appropriate grammar and vocabulary</li> <li>• Proof-read for spelling and punctuation errors</li> </ul>   | <ul style="list-style-type: none"> <li>• In narratives, describe atmosphere</li> <li>• Assess the effectiveness of their own writing</li> <li>• Ensure correct subject and verb agreement when using singular and plural,</li> <li>• Perform their own compositions, using appropriate intonation, volume, and movement</li> </ul> |
| Grammar     | <ul style="list-style-type: none"> <li>• Use <b>relative clauses</b> beginning with who, which, where, when, whose, that</li> <li>• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> </ul>                      | <ul style="list-style-type: none"> <li>• Indicate degrees of possibility <b>modal verbs</b> [for example, might, should, will, must]</li> <li>• Indicate degrees of possibility using <b>adverbs</b> [for example, perhaps, surely]</li> </ul>   | <ul style="list-style-type: none"> <li>• Linking ideas across paragraphs using <b>adverbials</b> of time, place and number.</li> </ul>  | <ul style="list-style-type: none"> <li>• Recognise vocabulary and structures that are appropriate for formal speech and writing</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> </ul> | <ul style="list-style-type: none"> <li>• Use the perfect form of verbs</li> </ul>  |
| Punctuation | <ul style="list-style-type: none"> <li>• Use <b>commas</b> to clarify meaning</li> </ul>  | <ul style="list-style-type: none"> <li>• Use <b>commas</b> to clarify meaning</li> </ul>   | <ul style="list-style-type: none"> <li>• Use <b>commas</b> to avoid ambiguity in writing</li> </ul>   | <ul style="list-style-type: none"> <li>• Use <b>commas</b> to indicate <b>parenthesis</b></li> </ul>  | <ul style="list-style-type: none"> <li>• Use <b>commas</b> to clarify meaning and to avoid ambiguity in writing</li> <li>• Use <b>brackets</b> or <b>commas</b> to indicate <b>parenthesis</b></li> </ul>  |

# Year 5

|                            | Autumn 1   | Autumn 2   | Spring   | Summer 1  | Summer 2   |
|----------------------------|--|--|--|---|--|
| Spelling                   | Spelling scheme to be followed. <ul style="list-style-type: none"> <li>Year 5 requirements: Prefixes <b>dis-, de-, mis-, over, re-</b></li> <li>Use knowledge of morphology and etymology in spelling</li> </ul> | Spelling scheme to be followed. <ul style="list-style-type: none"> <li>Year 5 requirements: Suffixes <b>–ate, -ise, -ify</b></li> <li>Use dictionaries to check the spelling and meaning of words</li> </ul> | Spelling scheme to be followed. <ul style="list-style-type: none"> <li>Use further prefixes and suffixes</li> <li>Use the first three or four letters of a word to check spelling in a dictionary</li> </ul> | Spelling scheme to be followed. <ul style="list-style-type: none"> <li>Spell some words with ‘silent’ letters</li> <li>Use a thesaurus</li> </ul> | Spelling scheme to be followed. <ul style="list-style-type: none"> <li>Continue to distinguish between homophones</li> </ul> |
| Handwriting                | <ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed</li> </ul>  | <ul style="list-style-type: none"> <li>Choose the writing implement that is best suited for a task.</li> </ul>   | <ul style="list-style-type: none"> <li>Choose which shape of a letter to use when given choices</li> </ul>   |   |  |
| New terminology for pupils | Relative pronoun, relative clause, cohesion  | Modal verb   | Ambiguity  |   | Parenthesis, bracket,  |
| Books and resources        | Holes (GR)   | Holes (GR)   | Street Child (GR)  | Wonder (GR)   | Wonder (GR)  |

Genres

Narratives

Historical Fiction

Biographies and autobiographies

Diaries / recounts

Balanced argument

Non-chronological report

Newspaper article

Instructions

Persuasive writing

Myths and legends

Cinquain poems

Narrative poems

Seasonal / event poems

Exciting sentences - Previous learning

**2A sentences:** *It was an overgrown, messy garden.*

**Emotion, comma:** *Desperate, she screamed for help.*

**Verb, person:** *Running, Sarah tried to catch the ghost.*

**If, if, if, then:** *If the alarm had gone off, if the bus had been on time, if he hadn’t fallen over, then he would have been on time.*

**With an action, then more action:** *With a smile, Joe waved goodbye.*

Exciting sentences - New learning

**3 –ed:**

*Confused, troubled andworried, she didn’t know what had hap-pened.*

**Noun, who/where/which :**

*Snakes, which scare me, are not always poisonous.*

**2 pairs:**

*Quickly and quietly, silently and carefully he tiptoed out of the house.*

**3 bad – questions:**

*Cold, dark, airlessness – which would kill the spaceman first?*

**Noun – adjective pair – sentence:**

*Glass – fragile and dangerous – must be handled with care.*

**Outside (Inside):**

*I was delighted (but I felt scared that something was about to go wrong).*

# Year 6

|             | Autumn 1  | Autumn 2   | Spring   | Summer 1   | Summer 2   |
|-------------|---|--|--|--|--|
| Topic       | Why should rainforests be important to us all?  | How did WW2 impact the local area?   | How did WW2 impact the local area?   | What will our coast look like in 20 years ' time?  | How will the Humber go carbon neutral?   |
| Genres      | <ul style="list-style-type: none"> <li>Narratives</li> <li>Diary</li> </ul>   |  |  |  |  |
| Composition | <ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>In narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>In narratives, describing settings</li> <li>In narratives, describing characters</li> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> <li>In narratives, integrate dialogue to convey character and advance the action</li> <li>In narratives, describe atmosphere</li> <li>Ensure the consistent and correct use of tense throughout a piece of writing</li> </ul> | <ul style="list-style-type: none"> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>Précis longer passages</li> <li>In narratives, integrate dialogue to convey character and advance the action</li> <li>Distinguish between the language of speech and writing and choosing the appropriate register</li> </ul> | <ul style="list-style-type: none"> <li>In narratives, describe atmosphere</li> <li>Use a wide range of devices to build cohesion within and across paragraphs</li> <li>Ensure correct subject and verb agreement when using singular and plural,</li> <li>Ensure the consistent and correct use of tense throughout a piece of writing</li> </ul>                                  | <ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>Proof-read for spelling and punctuation errors</li> </ul> | <ul style="list-style-type: none"> <li>Assess the effectiveness of their own and others’ writing</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul> |
| Grammar     | <ul style="list-style-type: none"> <li>Use the perfect form of verbs to mark relationships of time and cause</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>How words are related by meaning as synonyms and antonyms</li> <li>Link ideas across paragraphs using a wider range of cohesive devices</li> <li>Structure text using headings and sub-headings</li> <li>Link ideas across paragraphs using repetition of a word or phrase,</li> </ul>   | <ul style="list-style-type: none"> <li>Use passive verbs to affect the presentation of information in a sentence</li> <li>Use relative clauses beginning with who, which, where, when, whose, that or with an omitted relative pronoun</li> <li>Use of the passive to affect the presentation of information in a sentence</li> </ul>                              | <ul style="list-style-type: none"> <li>Use modal verbs to indicate degrees of possibility</li> <li>Use adverbs to indicate degrees of possibility</li> <li>Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</li> <li>Link ideas across paragraphs using repetition of a word or phrase,</li> </ul> | <ul style="list-style-type: none"> <li>Use the subjunctive forms such as <i>If I were ...</i> or <i>Were they to come ...</i> in some very formal writing and speech</li> <li>Linking ideas across paragraphs using the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>]</li> </ul>   | <ul style="list-style-type: none"> <li>Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing</li> </ul>                                 |
|             | <ul style="list-style-type: none"> <li>Use commas to clarify meaning</li> </ul>   | <ul style="list-style-type: none"> <li>Use hyphens to avoid ambiguity</li> </ul>   | <ul style="list-style-type: none"> <li>Use brackets, dashes or commas to</li> </ul>  | <ul style="list-style-type: none"> <li>Use commas to avoid ambiguity</li> </ul>  | <ul style="list-style-type: none"> <li>Use colons or dashes to mark bound-</li> </ul>  |

# Year 6

|                        | Autumn 1   | Autumn 2  | Spring   | Summer 1  | Summer 2  |
|------------------------|--|---|--|---|---|
| Spelling               | Spelling scheme to be followed. <ul style="list-style-type: none"> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> </ul> | Spelling scheme to be followed. <ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the guidance for adding them</li> </ul> | Spelling scheme to be followed. <ul style="list-style-type: none"> <li>Use dictionaries to check the spelling and meaning of words</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul> | Spelling scheme to be followed. <ul style="list-style-type: none"> <li>Spell some words with ‘silent’ letters</li> <li>Use a thesaurus</li> </ul> | Spelling scheme to be followed. <ul style="list-style-type: none"> <li>Continue to distinguish between homophones and other words which are often confused</li> </ul> |
| Handwriting            | <ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed</li> </ul>  | <ul style="list-style-type: none"> <li>Choose the writing implement that is best suited for a task</li> </ul>   | <ul style="list-style-type: none"> <li>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> </ul>  |   |   |
| Terminology for pupils | Synonym, antonym, colon, semi-colon  | Hyphen  | Subject, object, active, passive   | Bullet points, semi-colon   | Ellipsis  |
| Books and resources    | Kensuke's Kingdom (GR)   | Goodnight, Mr Tom (GR)  | Goodnight, Mr Tom (GR)   | Clockwork (GR)  | Clockwork (GR)  |

| Genres                          |                 |
|---------------------------------|-----------------|
| Narratives                      | Cinquain poems  |
| Historical Fiction              | Rhyming poems   |
| Setting description             | Abstract poems  |
| Character description           | Narrative poems |
| Biographies and autobiographies |                 |
| Diaries / recounts              |                 |
| Balanced argument               |                 |
| Non-chronological report        |                 |
| Newspaper article               |                 |
| Instructions                    |                 |
| Persuasive writing              |                 |

| Exciting sentences - Previous learning   |
|--|
| <p><b>2A sentences:</b> <i>It was an overgrown, messy garden.</i></p> <p><b>Emotion, comma:</b> <i>Desperately, she screamed for help.</i></p> <p><b>Verb, person:</b> <i>Running, Sarah tried to catch the ghost.</i></p> <p><b>If, if, if, then:</b> <i>If the alarm had gone off, if the bus had been on time, if he hadn’t fallen over, then he would have been on time.</i></p> <p><b>With an action, then more action:</b> <i>With a smile, Joe waved goodbye.</i></p> <p><b>3 –ed :</b> <i>Confused, troubled, worried, she didn’t know what had happened.</i></p> <p><b>Noun, who/where/which:</b> <i>Snakes, which scare me, are not always poisonous.</i></p> <p><b>2 pairs:</b> <i>Quickly and quietly, silently and carefully he tiptoed out of the house.</i></p> <p><b>3 bad – questions:</b> <i>Cold, dark, airlessness – which would kill the spaceman first?</i></p> <p><b>Noun – adjective pair – sentence:</b> <i>Glass – fragile and dangerous – must be handled with care.</i></p> <p><b>Outside (Inside):</b> <i>I was delighted (but I felt scared that something was about to go wrong).</i></p> |

| Exciting sentences - New learning   |
|---|
| <p><b>De:De Sentence</b></p> <p><i>I was exhausted: I hadn’t slept for more than two days.</i></p> <p><b>Some; others</b></p> <p><i>Some people like football; others hate it.</i></p> <p><b>The more, the more</b></p> <p><i>The more upset she was, the more she cried.</i></p> <p><b>Imagine 3 examples:</b></p> <p><i>Imagine a place where the sun always shines, where wars never happen, where no-one ever dies: in the Andromeda 5system, there is such a planet.</i></p> <p><b>‘Irony’ sentences</b></p> <p><i>The ‘trip of our dreams’ was, in fact, our worst nightmare.</i></p> <p><b>Tell: show 3 examples; sentences</b></p> <p><i>It was a sleepy town: shops shuttered; cats lazing in the shade; dogs snoozing in the sun.</i></p> <p><b>When; when; when, then sentences.</b></p> <p><i>When thunder shakes the ground; when blinding lightning tears the sky; when storm clouds block every ray of light, then you know the Kraken is approaching.</i></p> |