



Autumn 1				Autumn 2		
<p>Introduce: Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)</p> <p>Plan opening using: Description /action</p> <p>Paragraphs: to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma</p> <p>Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending</p> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p>						
Writing	Narrative Focus: Settings	Report	Poetry Humorous poems	Narrative Focus: Action	Discussion	Poetry Haiku
Statutory Grammar and Punctuation	<p><u>Revision of Y3</u></p> <p>Expressing time, place and cause using</p> <p>Conjunctions, for example, when, before, after, while, so, because</p> <p>adverbs, for example, then, next, soon, therefore</p> <p>or prepositions, for example, before, after, during, in, because of</p> <p>Inverted commas to punctuate direct speech</p>	<p><u>Revision of Y3</u></p> <p>Paragraphs to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past, for example, He has gone out to play contrasted with He went out to play</p>	<p><u>Revision of word classes</u></p> <p>Adverb, verb, preposition, adjectives, noun</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>e.g. the teacher expanded to: the strict maths teacher with curly hair</p>	<p>Paragraphs</p> <p>Fronted adverbials</p> <p>Commas after fronted adverbials</p>	<p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition]</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>e.g. the teacher expanded to: the strict maths teacher with curly hair</p>



Additional sentence composition	<ul style="list-style-type: none"> Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. It was midnight. It's great fun. 		<ul style="list-style-type: none"> Start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road. Secure use of simple / embellished simple sentences 			
Additional language structure	<ul style="list-style-type: none"> Prepositions- at underneath since towards beneath beyond 		<ul style="list-style-type: none"> Collecting new vocabulary from reading. Collect synonyms for common words such as angry and order based on intensity e.g. freezing, chilly, tepid, luke-warm Experiment with adjectives, verbs and adverbs noting their impact within a sentence. Become more specific with vocabulary chosen for effect 			
Spoken Language	Storytelling – Vary voices to express feelings at key moments	ask relevant questions to extend their understanding and knowledge-through research for report-interviews etc	Poetry performance – discuss qualities of others performances.	Storytelling – Vary voices to express feelings at key moments	consider and evaluate different viewpoints, attending to and building on the contributions of others	speak audibly and fluently with an increasing command of Standard English



Handwriting	<p>Revision of: First join-diagonal join to letters without ascenders Second join-horizontal join to letters without ascenders</p>	<p>Revision of: Third join-diagonal join to letters with ascenders Fourth join-horizontal join to letters with ascenders</p>
Spelling	<p>'l' sound spelt 'y' –gym, symbol Prefixes-anti, super, in, auto Revision of contracted forms e.g. do not don't Adding suffixes-er, en, ing, ed to words when final consonant is doubled or not e.g. limiting, beginner <u>Appendix 1 words</u> often opposite ordinary particular peculiar perhaps popular position</p>	<p>Suffix 'sion' Suffix 'tion' Suffix 'ssion' Word families e.g. admire-admiration changing from verb to noun Suffic 'cian' <u>Appendix 1 words</u> possess(ion) possible potatoes pressure probably promise purpose quarter minute</p>
Spelling ongoing	<p><u>Learning Spellings</u> (<i>Spelling Bank p.16</i>) Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Group other words for cross curricular teaching. • Learn words from personal list. • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	