



Autumn 1				Autumn 2		
Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks Introduction –should include action / description - character or setting / dialogue Build-up –develop suspense techniques Problem / Dilemma –may be more than one problem to be resolved Resolution – clear links with dilemma Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question.						
Writing	Narrative Focus: Suspense	Recount	Poetry Classic poems	Narrative Focus: Openings	Report	Poetry performance
Statutory Grammar and Punctuation	Revision of Y4 Fronted adverbials Commas after fronted adverbials Inverted commas Speech punctuation (punctuation within speech e.g. comma before close of inverted commas) Paragraphs Choice of pronoun and noun to ensure cohesion	Revision of Y4 Verb inflections Plural and possessive 's' Apostrophes for plural possession	Revision of Y4 Noun phrases expanded by adjectives and prepositions	Relative clauses (who, which, where, when, whose, that) Devices to build cohesion across paragraphs using adverbials of time, place, number, tense choices	Indicating degrees of possibility using adverbs (perhaps, surely) Modal verbs (might, should, will, must)	Brackets, dashes or commas to indicate parenthesis Commas to clarify meaning and avoid ambiguity
Additional sentence composition	<ul style="list-style-type: none"> Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun. Secure use of simple / embellished simple sentences 			<ul style="list-style-type: none"> Secure use of compound sentences Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.) 		
Additional language structure	<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 			<ul style="list-style-type: none"> Prepositions- at underneath since towards beneath beyond 		



Spoken Language	Storytelling – Vary voices to express feelings at key moments	maintain attention and participate in collaborative conversations	participate in discussions, presentations, performances, role play, improvisations and debates	Storytelling – Vary voices to express feelings at key moments	ask relevant questions to extend their understanding and knowledge	speak audibly and fluently with an increasing command of Standard English
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Handwriting	Revision of: First join-diagonal join to letters without ascenders Second join-horizontal join to letters without ascenders Third join-diagonal join to letters with ascenders Fourth join-horizontal join to letters with ascenders		Fluency Intervention for those not joining in a fluent cursive hand
Spelling	Revision of apostrophe for contraction ous, sion, tion, adding vowel suffixes to unstressed vowels e.g. preferred (double the final 'r' if final 'fer' is still stressed. Do not double if unstressed once suffix is added e.g. preference) 'sh' sound spelt 'ch' 'k' sound spelt 'ch' <u>Appendix 1 words</u> accommodate accompany according achieve aggressive amateur ancient apparent		-able and -ably words -ible and -ibly words homophones and near-homophones silent letters (silent 'b', 'k' and others) Plural spellings 'y' to 'i' before adding 'es' <u>Appendix 1 words</u> appreciate attached available average awkward bargain bruise category
Spelling ongoing	Learning Spellings (<i>Spelling Bank p.16</i>) Children: <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 three or four 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.