



Spring 1				Spring 2		
Writing	Narrative Focus: Openings	Recount	Play scripts	Narrative Focus: Suspense	Instrcutions	Poetry Study of a poet
Statutory Grammar and Punctuation	Expressing time, place and cause using Conjunctions, for example, when, before, after, while, so, because adverbs, for example, then, next, soon, therefore or prepositions, for example, before, after, during, in, because of Inverted commas to punctuate direct speech	Paragraphs to group related material Headings and sub-headings to aid presentation 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 Determiners Some examples of determiners are: articles (the, a or an) demonstratives (e.g. this, those) possessives (e.g. my, your) quantifiers (e.g. some, every).	<u>Revision of word classes</u> Adverb, verb, preposition, adjectives, noun Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Paragraphs Fronted adverbials Commas after fronted adverbials Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition]	Paragraphs to group related material Headings and sub-headings to aid presentation	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
Additional sentence composition	<ul style="list-style-type: none"> Secure use of compound sentences (Coordination) using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions) Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions. 			<ul style="list-style-type: none"> -‘ed’ clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post. Expanded -‘ing’ clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves. 		



Additional language structure	<ul style="list-style-type: none"> Conditionals - could, should, would 			<ul style="list-style-type: none"> Comparative and superlative adjectives e.g. small...smaller...smallest good...better...best 		
Spoken Language	Storytelling – Vary voices to express feelings at key moments	gain, maintain and monitor the interest of the listener(s)-Present recount to audience-different year group	Poetry performance – discuss qualities of others performances.	Storytelling – Vary voices to express feelings at key moments	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	use relevant strategies to build their vocabulary

Handwriting	Fluency Intervention for those still not joining in a fluent cursive style	Fluency Intervention for those still not joining in a fluent cursive style
Spelling	Revision-cian, ssion, sion, tion, contracted forms, adding ing, er, en and ed to words where final consonant is doubled and where it is not e.g. forgotten, gardening Plural endings-‘y’ to ‘ies’, es to words ending in ‘ch, sh, x’, words ending in ‘us’ to ‘l’ e.g. cactus-cacti Possessive apostrophe for plural nouns e.g. women’s, children’s Suffix ‘ous’ <u>Appendix 1 words</u> question recent regular reign remember sentence separate material medicine	‘ure’ endings ‘k’ sound spelt ‘ch’ e.g. echo ‘s’ sound spelt ‘c’ e.g. bicycle ‘ough’ letter pattern Words with schwa vowels e.g. vegetable, separate <u>Appendix 1 words</u> increase important interest island knowledge learn length library mention
Spelling ongoing	<u>Learning Spellings</u> (<i>Spelling Bank p.16</i>) Children:	



- 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.