



Summer 1				Summer 2		
Writing	Narrative Focus: Endings	Discussion	Play scripts	Narrative Focus: Character and dialogue	Biography	Poetry Free verse
Statutory Grammar and Punctuation	Indicating degrees of possibility using adverbs (perhaps, surely) Modal verbs (might, should, will, must) Commas to clarify meaning and avoid ambiguity	Relative clauses (who, which, where, when, whose, that) Devices to build cohesion across paragraphs using adverbials of time, place, number, tense choices Brackets, dashes or commas to indicate parenthesis	Use of punctuation for effect Word classes Brackets, dashes or commas to indicate parenthesis	Relative clauses (who, which, where, when, whose, that)	Indicating degrees of possibility using adverbs (perhaps, surely) Modal verbs (might, should, will, must) Devices to build cohesion across paragraphs using adverbials of time, place, number, tense choices	Brackets, dashes or commas to indicate parenthesis Commas to clarify meaning and avoid ambiguity
Additional sentence composition	<ul style="list-style-type: none"> Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudlythrough the lonely streetsat midnight Use of rhetorical questions 			<ul style="list-style-type: none"> Stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief. Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely) 		



Additional language structure	<ul style="list-style-type: none"> Conditionals - could, should, would Comparative and superlative adjectives e.g. small...smaller...smallest good...better...best 			<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	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	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
Handwriting	<p style="text-align: center;">Fluency</p> <p style="text-align: center;">Intervention for those not joining in a fluent cursive hand</p>			<p style="text-align: center;">Fluency</p> <p style="text-align: center;">Intervention for those not joining in a fluent cursive hand</p>		



<p>Spelling</p>	<p>'gue' endings 's' sound spelt 'sc' 'cious' Homophones-words often confused e.g. cereal, serial</p> <p><u>Appendix 1 words</u> convenience correspond criticise (critic + ise) curiosity definite desperate determined develop</p>	<p>'ure' endings 'ough' verb prefixes re-, pre-, mis-, dis-, de-, over- Homophones and near homophones</p> <p><u>Appendix 1 words</u> pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice</p>
<p>Spelling ongoing</p>	<p><u>Learning Spellings</u> (<i>Spelling Bank p.16</i>)</p> <p>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 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. 	