



Autumn 1				Autumn 2		
<p>Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids)            Plan opening around character(s), setting, time of day and type of weather            Paragraphs to organise ideas into each story part Extended vocabulary to introduce 5 story parts:            Introduction –should include detailed description of setting or characters            Build-up –build in some suspense towards the problem or dilemma            Problem / Dilemma –include detail of actions / dialogue            Resolution - should link with the problem            Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p>						
Writing	Narrative <b>Focus: Settings</b>	Explanation	Choral/Performance Poetry	Narrative <b>Focus: Character and dialogue</b>	Letters	Poetry Off by heart
<b>Statutory</b> Grammar and Punctuation	<u>Revision of Y2</u> Present and past tense Progressive past and present verb forms Revision of full stops, capital letters, question and exclamation marks	<u>Revision of Y2</u> Commas to separate items in a list Apostrophe for contraction and singular possession Headings and sub-headings	<u>Revision of Y2</u> Adverbs, adjectives, nouns, noun phrases	using and punctuating direct speech extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Question and exclamation marks Paragraphs	Commas in lists Word classes- verbs, adverbs, nouns, noun phrases
Additional sentence construction	<ul style="list-style-type: none"> <li>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now.</li> <li>Embellished simple sentences: Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave.... Amazingly, small insects can....</li> </ul>			<ul style="list-style-type: none"> <li>Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me.</li> <li>Prepositional phrases to place the action: on the mat; behind the tree, in the air</li> </ul>		



Additional language structure	<ul style="list-style-type: none"> <li>Prepositions Next to by the side of In front of during through throughout because of</li> </ul>			<ul style="list-style-type: none"> <li>Powerful verbs e.g. stare, tremble, slither</li> </ul>		
Spoken Language	Gain maintain and monitor the interest of the listener/ Participate in performances	Give listener enough detail for instructions to be clearly understood. ( <i>Give well -structured descriptions .../ Speak audibly and fluently with and increasing command of Standard English.</i> )	Poetry performance – discuss qualities of others performances. ( <i>Speak audibly and fluently with and increasing command of Standard English/ Articulate to justify opinions</i> )	Storytelling – Vary voices to express feelings at key moments ( <i>Gain maintain and monitor the interest of the listener/ Participate in performances ...</i> )	listen and respond appropriately to adults and their peers-through collaborative writing, evaluation and re-drafting	speak audibly and fluently with an increasing command of Standard English
Handwriting	Revision of letter formation, size and clarity of ascenders and descenders First join-diagonal join to letters without ascenders			Second join-horizontal join to letters without ascenders Third join-diagonal join to letters with ascenders		



<p>Spelling</p>	<p>Review prefixes: ed,ing, er, est                  Review prefixes: ness, ment, ful, less                  'i' sound spelt 'y'                  'u' sound spelt 'ou'                  'ai' sound spelt 'ei' 'eigh' 'ey'</p> <p>Appendix 1 words                  accident(ally)                  actual(ly)                  address                  answer                  appear                  arrive                  believe                  bicycle</p>	<p>un prefix                  dis prefix                  mis prefix                  re prefix                  Word families e.g. sign, signal, signature</p> <p><u>Appendix 1 words</u>                  breath                  breathe                  build                  busy/business                  calendar                  caught                  centre                  century</p>
<p>Spelling ongoing</p>	<p><b><u>Learning Spellings</u></b> (<i>Spelling Bank p.16</i>)</p> <p>Children:</p> <ul style="list-style-type: none"> <li>• Learn words taught in new knowledge this term.</li> <li>• Group other words for cross curricular teaching.</li> <li>• Learn words from personal list.</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	