



Spring 1				Spring 2		
Writing	Narrative Focus: Setting	Explanation	Poetry Study of a poet	Narrative Focus: Action	Persuasion	Poetry Narrative poems
Statutory Grammar and Punctuation	Indicating degrees of possibility using adverbs (perhaps, surely) Modal verbs (might, should, will, must)	Relative clauses (who, which, where, when, whose, that) Devices to build cohesion across paragraphs using adverbials of time, place, number, tense choices	Use of punctuation for effect Word classes	Indicating degrees of possibility using adverbs (perhaps, surely) Modal verbs (might, should, will, must)	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 Commas to clarify meaning and avoid ambiguity
Additional sentence composition	<ul style="list-style-type: none"> Expanded –ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees. Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature. 			<ul style="list-style-type: none"> Drop in –‘ed’ clause e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen. Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect 		
Additional language structure	<ul style="list-style-type: none"> Metaphor Personification 			<ul style="list-style-type: none"> Onomatopoeia Empty words e.g. someone, somewhere was out to get him 		
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 presentations, performances, role play,	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	Fluency Intervention for those not joining in a fluent cursive hand	Fluency Intervention for those not joining in a fluent cursive hand
Spelling	<p>-cial endings -tial endings homophones (nouns and verbs) e.g. advice and advise Nouns and adjectives can be converted into verbs by using the suffixes -ate, -ise, -ify and -en</p> <p><u>Appendix 1 words</u> cemetery committee communicate community competition conscience* conscious* controversy</p>	<p>-ant,-ance, -ancy endings -ent, -ence/-ency endings double consonants 'i' sound spelt 'y'. Words with unstressed vowels e.g. cemetery, separate</p> <p><u>Appendix 1 words</u> dictionary disastrous embarrass environment equipped/ment especially exaggerate excellent existence</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 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. 	