



Spring 1				Spring 2		
Writing	Narrative <b>Focus: Action</b>	Report	Play scripts	Narrative <b>Focus: Openings</b>	Instructions	Poetry Poems based on a theme
<b>Statutory</b> Grammar and Punctuation	using conjunctions, adverbs and prepositions to express time and cause Commas after fronted adverbials direct speech and inverted commas Paragraphs	Headings and sub-headings Possessive apostrophe for plural nouns Nouns and pronouns for clarity and cohesion Paragraphs	Word classes-adverbs, verbs, adjectives, nouns and expanded noun phrases Vowel/consonant-use of 'a' or 'an'	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 Paragraphs	using conjunctions, adverbs and prepositions to express time and cause	Commas in lists Word classes-verbs, adverbs, nouns, noun phrases
Additional sentence construction	<ul style="list-style-type: none"> <li>Compound sentences (Coordination) using connectives: and/ or / but / so / for /nor / yet (coordinating conjunctions)</li> <li>Develop complex sentences (Subordination) with range of subordinating conjunctions</li> <li>-‘ing’ clauses as starters e.g. Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</li> </ul>			<ul style="list-style-type: none"> <li>Drop in a relative clause using: who/whom/which/whose/ that e.g. The girl, whom I remember, had long black hair. The boy, whose name is George, thinks he is very brave. The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</li> </ul>		
Additional language structure	<ul style="list-style-type: none"> <li>More specific / technical vocabulary to add detail e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately.</li> </ul>			<ul style="list-style-type: none"> <li>Collecting and using a bank of more ambitious vocabulary</li> <li>Collecting synonyms for common words such as big, small, loud including synonyms for ‘said’</li> </ul>		



Spoken Language	Storytelling – Vary voices to express feelings at key moments ( <i>Gain maintain and monitor the interest of the listener/ Participate in performances ...</i> )	Participate in presentations	Poetry performance – discuss qualities of others performances. ( <i>Speak audibly and fluently with and increasing command of Standard English/ Articulate to justify opinions/Appropriate registers for effective communication</i> )	Storytelling – Vary voices to express feelings at key moments ( <i>Gain maintain and monitor the interest of the listener/ Participate in performances ...</i> )	consider and evaluate different viewpoints, attending to and building on the contributions of others  Participate in debates	speak audibly and fluently with an increasing command of Standard English
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Handwriting	Fourth join-horizontal join to letters with ascenders Revision of First join-diagonal to letters without ascenders	Revision of second join-horizontal to letters without ascenders Revision of third join-diagonal to letters with ascenders
Spelling	un-, dis-, mis- and re- prefixes anti- and sub- prefixes sub-, super-, anti, auto- prefixes -ly suffix (change the 'y' to an 'i')	-ally suffix -ation suffix double consonants split digraphs – long vowel sounds-revision from Y1 with more challenging words
	<u>Appendix 1 words</u> certain circle complete consider continue decide describe different	<u>Appendix 1 words</u> difficult disappear early earth eight/eighth enough exercise experience



Spelling ongoing	<p><b>Learning Spellings</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>
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