



Summer 1				Summer 2		
Writing	Narrative Focus: Character and dialogue	Explanations	Performance poems Poems off by heart	Narrative Focus: Suspense	Persuasion	Poetry Narrative poems
Statutory Grammar and Punctuation	Expressing time, place and cause using Conjunctions, adverbs or prepositions Subordinate clauses Inverted commas to punctuate direct speech Paragraphs Use of comma to separate clauses	Expressing cause using conjunctions-as a result, because, consequently, due to 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).	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). 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	Paragraphs Fronted adverbials Commas after fronted adverbials Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition]	Expressing cause using conjunctions-as a result, because, consequently, due to Expressing time through adverbs-then, soon, after a while or prepositions-before, after, during, in 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). Subordinate clauses	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
Additional sentence composition	<ul style="list-style-type: none"> Drop in -'ing' clause e.g. Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses. Sentence of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather. 			<ul style="list-style-type: none"> Repetition to persuade e.g. Find us to find the fun Dialogue - verb + adverb - "Hello," she whispered, shyly. Use of rhetorical questions and other features to draw in the reader 		



Additional language structure	<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 			<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	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	listen and respond appropriately to adults and their peers	participate in discussions, presentations, performances, role play, improvisations and debates.	Storytelling – Vary voices to express feelings at key moments	speak audibly and fluently with an increasing command of Standard English	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 of plural apostrophe e.g ladies', ous, ure, 'k' sound spelt 'ch' 'sh' sound spelt 'ch' e.g. chef 'gue' endings e.g. league 'que' endings e.g. antique 's' sound spelt 'sc' e.g. scent <u>Appendix 1 words</u> straight strange strength suppose surprise therefore though although	Common homophones e.g. male and mail Revision of prefixes-un, re, mis, dis <u>Appendix 1 words</u> group guard guide heard heart height history imagine naughty natural



	thought	
Spelling ongoing	<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 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.	