



Summer 1				Summer 2		
Writing	Narrative Focus: Action	Report-Information text	Poetry Study of a poet (poetic style)	Narrative Focus: Openings	Recount	Poetry Free verse
Statutory Grammar and Punctuation	Expanded noun phrases for description and specification (use of adverbs, adjectives, similes for description) Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Subordination (using when, if, that, because) and co-ordination (using or, and, but) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Correct choice and consistent use of present tense and past tense throughout writing	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in	Expanded noun phrases for description and specification (use of adverbs, adjectives, similes for description)
Additional sentence construction	<ul style="list-style-type: none"> Additional subordinating conjunctions: what/while/when/where/ because/ then/so that/ if/to/until e.g. While the animals were munching breakfast, two visitors arrived During the Autumn, when the weather is cold, the leaves fall off the trees. Expanded noun phrases e.g. lots of people, plenty of food 			<ul style="list-style-type: none"> Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis. List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears. 		
Additional language structure	<ul style="list-style-type: none"> Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town. 			<ul style="list-style-type: none"> Generalisers for information, e.g. Most dogs.... Some cats.... 		



Spoken Language	Drama Improvisation, storytelling, role – play <i>(participate in discussions, presentations, performances, role play, improvisations and debates)</i>	Collaborative discussions to work in groups to collect and sort information <i>(maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments)</i>	Performance of poetry <i>(participate in discussions, presentations, performances, role play, improvisations and debates)</i>	Work in groups to explore ideas and What ifs...? <i>(use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas)</i>	Tell the class about something that has happened to them as a short presentation <i>(speak audibly and fluently with an increasing command of Standard English)</i>	Discuss preferences and justify choices Collect and use new vocabulary from reading <i>(use relevant strategies to build their vocabulary) (articulate and justify answers, arguments and opinions)</i>
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Handwriting	Revision of all four joins for fluency Intervention for those not joining in a neat cursive hand	
Spelling	Phonics-Read Write inc intervention 'l' sound spelt 'le' 'l' sound spelt 'el'. 'l' sound spelt 'al' words ending -il. -ness and -ment suffixes	Phonics-Read Write inc intervention -ful and -less suffixes compound words homophones and near-homophones -tion endings possessive apostrophes (for singular possession) 'z' sound spelt 's'
Spelling ongoing	<p><u>Learning Spellings</u></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 • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	