



Summer 1				Summer 2		
Writing	Narrative Focus: Settings	Explanations	Poetry Study of a poet-poetic style Michael Rosen	Narrative Focus: Suspense	Persuasion	Poetry Kennings
Statutory Grammar and Punctuation	using conjunctions, adverbs and prepositions to express time and cause Fronted adverbials 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 perfect form of verbs in contrast to the past tense	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 the present	using conjunctions, adverbs and prepositions to express time and cause Possessive apostrophe for plural nouns perfect form of verbs in contrast to the past tense	Commas in lists Word classes-verbs, adverbs, nouns, noun phrases
Additional sentence construction	<ul style="list-style-type: none"> Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water. 			<ul style="list-style-type: none"> Topic sentences to introduce non-fiction paragraphs e.g. Dragons are found across the world. Dialogue –powerful speech verb e.g. “Hello,” she whispered. Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy! 		
Additional language structure	<ul style="list-style-type: none"> Continue to collect new vocabulary from reading and classify. Select words for their impact and evaluate the impact of different words e.g. irritable or furious 			<ul style="list-style-type: none"> Boastful Language e.g. magnificent, unbelievable, exciting! 		
Spoken Language	Storytelling – Vary voices to express feelings at key moments (<i>Gain</i>)	Participate in presentations	Poetry performance – discuss qualities of others performances. (<i>Speak audibly and fluently with and</i>)	Storytelling – Vary voices to express feelings at key moments (<i>Gain</i>)	consider and evaluate different viewpoints, attending to and	speak audibly and fluently with an increasing



	<i>maintain and monitor the interest of the listener/ Participate in performances ...)</i>		<i>increasing command of Standard English/ Articulate to justify opinions/Appropriate registers for effective communication)</i>	<i>maintain and monitor the interest of the listener/ Participate in performances ...)</i>	building on the contributions of others Participate in debates	command of Standard English
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Handwriting	Revision of fourth join-horizontal join to letters with ascenders Fluency and intervention for those still not joining fluently in cursive style	Fluency and intervention for those still not joining fluently in cursive style
Spelling	in- prefix il- and im- prefixes. ir- prefix inter- prefix <u>Appendix 1 words</u> through various weight woman/women occasion(ally) special notice	homophones and near-homophones. suffixes (vowel letters)- (If the last syllable of a word is stressed and ends with one consonant letter that has one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added, e.g. forget – forgetting (the ‘t’ is doubled). The consonant letter is not doubled if the syllable is unstressed, e.g. garden – gardener -sion and -tion endings <u>Appendix 1 words</u> experiment extreme famous favourite February forward(s) fruit grammar



Spelling ongoing	<p>Learning Spellings (<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.
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