

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Text</b>					
Running Wild by Michael Morpurgo	There's a 'Rang-tan' in My Bedroom by James Sellick  The Tyger by William Blake and modern adaptation 'The Tiger'  The Snowman by Raymond Briggs	The Legend of Tutankhamun by Sally Morgan  Non-Fiction texts based on the Ancient Egyptians	Wind in the Willows by Kenneth Grahame (Traditional Tale)  Readers to Writers – Creative Writing Competition	Non-fiction texts based on the Anglo Saxons and Vikings	Beowulf (Myths/legends Anglo Saxon Classic Text)  Little People Big Dreams: Rosa Parks, Martin Luther King
<b>Supplementary texts – See 'Reading across the Curriculum'</b>					
<b>Writing Outcomes</b>					
Word Class Revision  Genre: Informal Letter (1 <sup>st</sup> person narrative)  Purpose: Storytelling; To entertain	Genre: persuasive text; poetry  Purpose: To persuade; Poetry (power of imagery)	Genre: Diary  Purpose: To recount	Genre: Newspaper report, Narrative  Purpose: Storytelling: To entertain	Genre: Balanced argument, Non-chronological report.  Purpose: To inform, to persuade	Genre: Myths and legends (Character description), Biography  Purpose: To entertain, To inform
<b>Grammar: Word</b>					
Revision of words from Year 3/4 spelling lists. -ably endings Homophones and other words often confused. Year 5 and 6 Statutory.  Revisit of grammatical difference between plural and possessive 's'  Revisit standard English forms for verb inflections (were/was and did/done)	-ial endings -able and -ible Homophones and other words often confused. -ably and -ibly -tious and -cious Year 5 and 6 Statutory.	-ent and -ence -ant and -ance Use of the hyphen Joining a prefix to a root word (co- re- de-) Homophones and other words often confused. Year 5 and 6 Statutory.	Words spelt with 'ei' Words containing the letter string 'ough' Silent letters Year 5 and 6 Statutory.	-ment Verb prefixes (dis, de, mis, over and re) Homophones and near homophones revision. Year 5 and 6 Statutory.	Year 5 and 6 Statutory. -fer or -ferr Homophones and near homophones revision.  Converting nouns or adjectives into verbs using suffixes (for example -ate, -ise, -ify)

Grammar: Sentence					
<p>Word Class Revision (nouns, adjectives, verbs, adverbs, pronouns, prepositions)</p> <p>Expanded noun phrases (Noun phrases are expanded and modified by adjectives, additional nouns and prepositional phrases)</p> <p>Variation in sentence length and structure including fronted adverbials.</p> <p>A range of appropriate conjunctions are used to link clauses. Revisit subordinate clauses.</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that or with an omitted relative pronoun</p> <p>Figurative language – alliteration, similes, metaphors, personification.</p> <p>Indicate degrees of possibility using adverbs or modal verbs (e.g. might, should, would, will must, surely, perhaps, definitely)</p>	<p>Recognising structures that are appropriate for formal speech and writing.</p> <p>Variation in sentence length and structure including fronted adverbials, subordinate clauses and relative clauses.</p>	<p>Recognising structures that are appropriate for formal speech and writing.</p> <p>Variation in sentence length and structure including fronted adverbials, subordinate clauses and relative clauses.</p>	<p>Variation in sentence length and structure including fronted adverbials, subordinate clauses and relative clauses.</p> <p>Indicate degrees of possibility using adverbs or modal verbs (e.g. might, should, would, will must, surely, perhaps, definitely)</p>	<p>Recognising structures that are appropriate for formal speech and writing.</p> <p>Figurative language – alliteration, similes, metaphors, personification.</p>
Grammar: Text					
<p>Linking ideas across paragraphs using adverbials of time, place and manner (how, when, where)</p> <p>Devices to build cohesion within a paragraph (then, after that, firstly)</p> <p>Verb forms are used accurately (tense choices)</p>	<p>Structures of informal and formal speech.</p> <p>Noting and developing initial ideas, drawing on research where necessary.</p> <p>Precising longer passages.</p>	<p>Identify organisational and presentational devices to structure texts and to guide the reader e.g. bullet points, headings, subheadings.</p>	<p>Use presentational devices effectively- Columns, pictures and captions.</p>	<p>Opening statements and conclusions; well developed, linked paragraphs using cohesive devices - adverbs e.g. in contrast, on the other hand.</p> <p>Noting and developing initial ideas, drawing on research where necessary.</p>	<p>Noting and developing initial ideas, drawing on research where necessary.</p> <p>Precising longer passages.</p> <p>Identify organisational and presentational devices to structure texts and to guide the reader</p>

				Devices to build cohesion within a paragraph (then, after that, firstly)	e.g., bullet points, headings, subheadings.
<b>Grammar: Punctuation</b>					
Revisit of punctuation taught in previous years. This should be used accurately.	Apostrophe used to mark singular and plural possession.	Commas used accurately to mark clauses. Revisit punctuation needed for relative clauses and subordinate clauses with sentence variation.	Inverted commas and other punctuation (commas) used to indicate direct speech.	Question marks for rhetorical questions.	Use commas to clarify meaning or avoid ambiguity.
Comma is used after fronted adverbial.	Brackets to indicate parenthesis.	Brackets, dashes or commas to indicate parenthesis.	Poetry punctuated correctly.	Inverted commas and other punctuation (commas) used to indicate direct speech.	Brackets, dashes or commas to indicate parenthesis.
Comma is used to mark clauses.	Poetry punctuated correctly.			Brackets, dashes or commas to indicate parenthesis.	Poetry punctuated correctly.
<b>Spoken Language: Speaking and Listening</b>					
Tell a story using notes designed to cue techniques such as repetition, recap and humour.	Participate in discussions, presentations and performances.	Identify some aspects of talk that vary between formal and informal occasions.	Participate in discussions, presentations and performances.	Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.	Participate in discussions, presentations and performances.
Identify some aspects of talk that vary between formal and informal occasions.	Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.		Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.	Articulate and justify answers, arguments and opinions.	Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.
				Identify different question types and evaluate their impact on the audience.	Articulate and justify answers, arguments and opinions.
<b>Terminology for Pupils</b>					
determiner, pronoun, possessive pronoun, adverbial, fronted adverbial, subordinating conjunction, subordinate clause, modal verb, relative pronouns, relative clause, parenthesis, bracket, dash, cohesion, ambiguity					

