
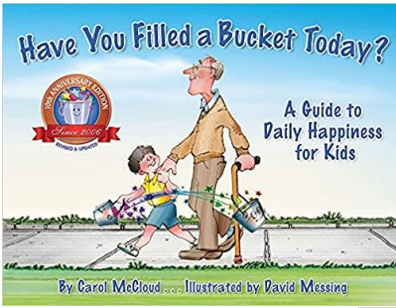


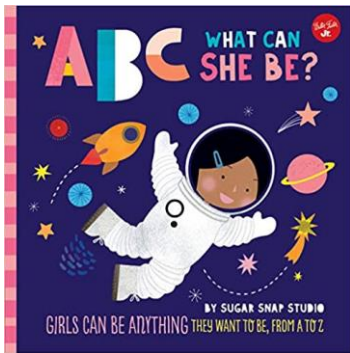
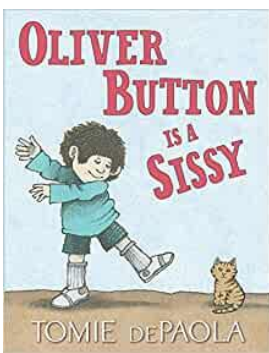

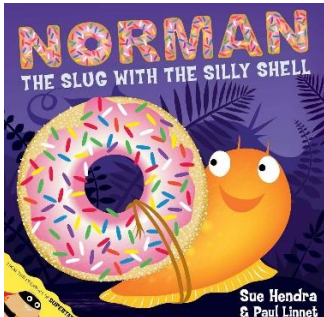
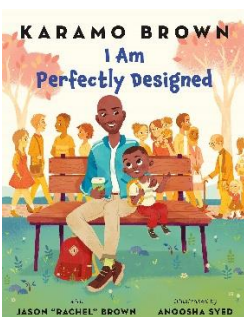
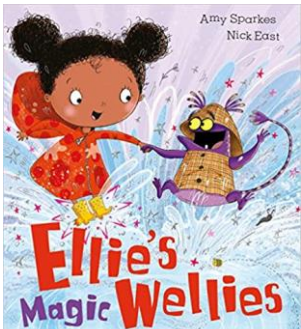
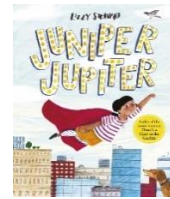
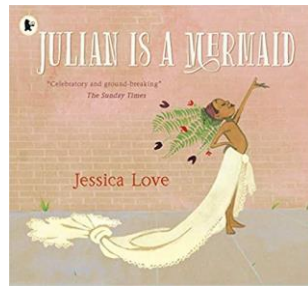


Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	 <p>Owl Babies by Martin Waddell and Patrick Benson</p> <p>Talk for Writing Text: Baby Mouse</p>  <p>Non-Fiction - About our bodies</p>	<p>Talk for Writing Text: Little Jack</p> <p>Non-Fiction -Diwali and Christmas</p>  <p>Stickman by Julia Donaldson</p> <p>Non-Fiction -Polar animals</p>	 <p>Whatever Next! by Jill Murphy</p> <p>Non-Fiction -Space book Space Dad</p>  <p>The Three Little Pigs retold by Susanna Davidson</p>	<p>Talk for Writing Text: A Duck called Maisy</p> <p>Non-Fiction - Transport Mad about Trucks and Diggers (link to ambulance/fire)</p>  <p>Little Red Hen</p>	 <p>The Enormous Turnip</p> <p>Non-Fiction - Growing up/healthy eating</p>  <p>Oliver's Vegetables by Vivian French AND Alison Bartlett</p>  <p>Chapatti Moon by Pippa Goodhart and Lizzie Finlay</p> <p>Non-Fiction -How cooking has changed, houses from the past.</p>	 <p>The Rainbow Fish by Marcus Pfister</p> <p>Non-Fiction - Under the Sea</p>  <p>On the Way Home by Jill Murphy</p> <p>Non-Fiction - Holidays Off to the Beach</p>

Skills and Knowledge	Children learn to:	Children learn to:	Children learn to:
	<ul style="list-style-type: none"> Build their enjoyment of books through exposure to more stories and non-fiction. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. (ELG) Read individual letters by saying the sounds for them. (ELG) Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (ELG) Use and understand recently used vocabulary. (ELG) Begin to form lower-case and capital letters correctly. (ELG) 	<ul style="list-style-type: none"> Predict what might happen next in a book or how the story may end. (ELG) Re-tell familiar stories and learn key vocabulary. (ELG) Understand story structure (beginning, middle and end). Read a few common exception words matched to the school's phonic programme. Form lower-case and capital letters correctly. (ELG) Spell words by identifying the sounds and then writing the sound with letter/s. 	<ul style="list-style-type: none"> Describe main story settings, events and principal characters. Read some letter groups that represent one sound. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (ELG) Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (ELG) Re-read what they have written to check that it makes sense.

Story Time Books	   		
	  		
	  		

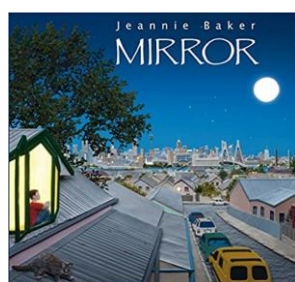
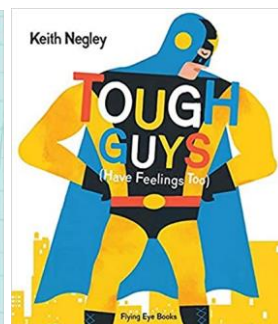
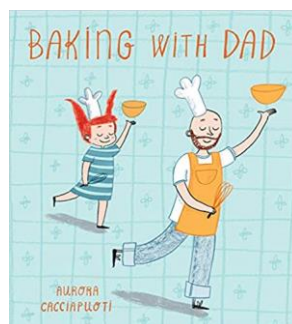
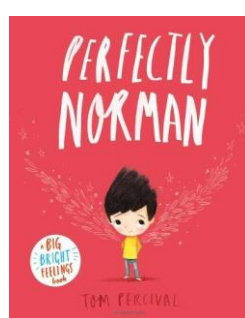
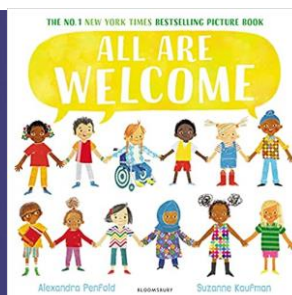
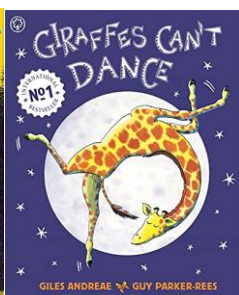
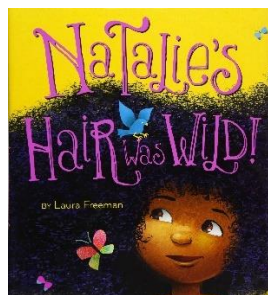
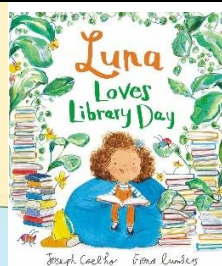
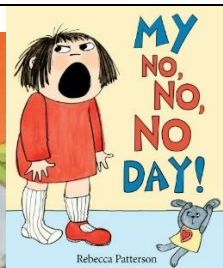
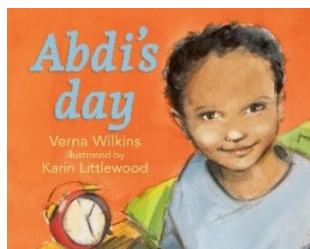


Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	 <p>The Cat in the Hat by Dr. Seuss</p>  <p>I Will Get You! by Alex Lane and Elle Daly</p>  <p>Black history Month celebration</p>	 <p>Rabbit on the Run! by Alex Lane and Laura Hughes</p>  <p>The King and his Wish by Alison Hawes and Kate Slater</p>  <p>Right for me by Gill Munton and Ilaria Falasori</p>	 <p>We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury</p>  <p>The Gruffalo by Julia Donaldson</p>  <p>Tuesday by David Wiesner</p>	 <p>Handa's Surprise by Eileen Browne</p>  <p>Ruby's Worry by Kes Gray and Jim Field</p>	 <p>Jack and the Flum Flum Tree by Julia Donaldson</p>  <p>Journey by Aaron Becker</p>  <p>Whale by David Lucas</p>	 <p>Instructions: Planting a seed</p>  <p>Somebody Swallowed Stanley by Sarah Roberts</p>  <p>The Proudest Blue by Ibtihaj Muhammad and S.K. Ali</p>
Writing Outcome	<p>Sentence work: Basic skills through Cat in the Hat: rhyming sentences (with phonics focus)</p> <p>Traditional Tale: Retell a story</p>	<p>Traditional Tale: Retell story a story.</p> <p>Description: Wanted poster for Goldilocks</p> <p><i>Whole School Assessment Piece</i></p>	<p>Story Innovation: We're going on a ____ hunt!</p> <p>Description: Wanted poster for the Grizzalo</p> <p>Recount: What could Emma-Jane see from the sky?</p> <p>Narrative retelling Handa's Surprise</p>	<p>Innovated narrative: Jack and the Flum Flum Tree</p> <p>News reports: Why are animals having to leave their homes?</p> <p><i>Whole School Assessment Piece</i></p>	<p>Leaflet: What creatures will you find in the ocean?</p> <p>Basic skills: Using images from Journey</p> <p>Innovating a narrative: I found a sea creature...</p> <p>Persuasive letter: You must not turn the whale into fish pie!</p>	<p>Instructions: Planting a seed</p> <p>Information: Plastic Doesn't Belong in the Sea!</p> <p>Diary Entry: From the point of view of Asiya.</p> <p><i>Whole School Assessment Piece</i></p>

Key Grammar and Punctuation	through writing	<ul style="list-style-type: none"> separation of words with spaces to combine words to make sentences, including using 'and' 	<ul style="list-style-type: none"> separation of words with spaces to combine words to make sentences, including using 'and' sentence demarcation (.!?) 	<ul style="list-style-type: none"> sequencing sentences to form short narratives using conjunctions to join sentences. sentence demarcation (.!?) capital letters for names and pronoun 'I' 	<ul style="list-style-type: none"> sequencing sentences to form short narratives sentence demarcation (.!?) capital letters for names and pronoun 'I' 	<ul style="list-style-type: none"> un- prefix to change meaning of adjectives/adverbs using conjunctions to join sentences. applying Year 1 grammar expectations consistently 	<ul style="list-style-type: none"> applying Year 1 grammar expectations consistently
	Taught discretely	<ul style="list-style-type: none"> - spelling words containing each of the 40+ phonemes taught - using letter names to distinguish between alternative spelling of the same sound - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' - using the prefix un- - spelling the days of the week - regular plural noun suffixes (-s, -es) 					

Essential Skills and Knowledge (National Curriculum) Year 1	
Phonic and Whole Word Spelling	<ul style="list-style-type: none"> words containing each of the 40+ phonemes taught common exception words the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spelling of the same sound
Other Word Building Spelling	<ul style="list-style-type: none"> using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words apply simple spelling rules and guidance from Appendix 1
Transcription	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Handwriting	<ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' and to practise these
Planning Writing	<ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it
Drafting Writing	<ul style="list-style-type: none"> sequencing sentences to form short narratives re-reading what they have written to check that it makes sense
Editing Writing	<ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils
Performing Writing	<ul style="list-style-type: none"> read their writing aloud clearly enough to be heard by their peers and the teacher starting to develop an understanding of the text through drama
Vocabulary	<ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using "and"
Grammar	<ul style="list-style-type: none"> regular plural noun suffixes (-s, -es) verb suffixes where root word is unchanged (-ing, -ed, -er) un- prefix to change meaning of adjectives/adverbs to combine words to make sentences, including using 'and' sequencing sentences to form short narratives separation of words with spaces sentence demarcation (. ! ?) capital letters for names and pronoun 'I')
Punctuation	<ul style="list-style-type: none"> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
Grammatical Terminology	<ul style="list-style-type: none"> letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark

Story Time Books

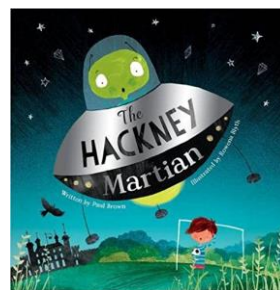
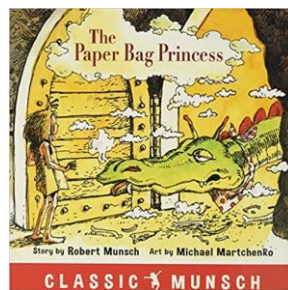
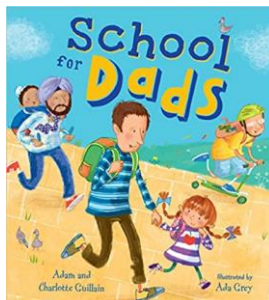
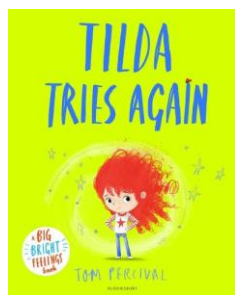
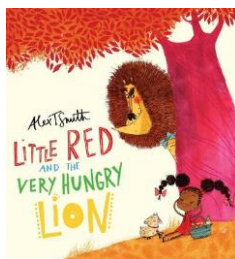
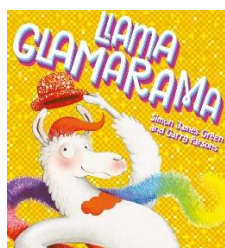
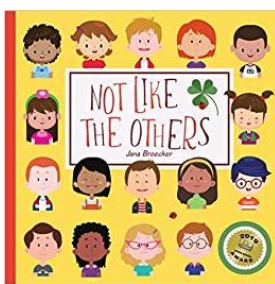
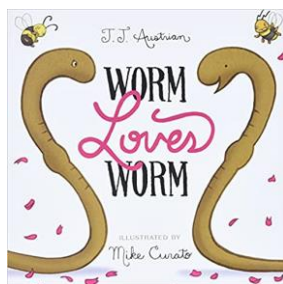
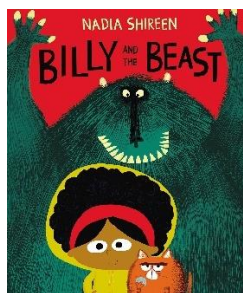


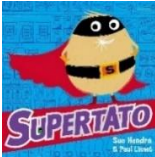


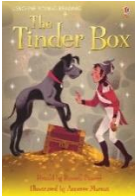
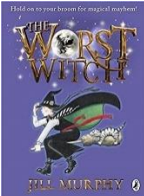

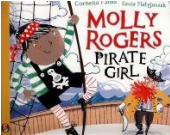

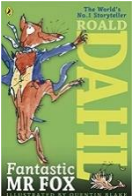
Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	 <p>The Princess and the Pea by Hans Christian Andersen</p>  <p>The Princess and the Pea by Rachel Isadora</p>  <p>The Frog Prince by Pippa Goodhart</p>  <p>Black history Month celebration</p>	 <p>The Owl and the Pussycat by Edward Lear</p> <p>Poetry Performance</p>  <p>Dave and the Tooth Fairy by Verna Wilkins</p>  <p>The King Who Banned the Dark, by Emily Haworth Booth</p>	 <p>The Great Fire of London by Emma Adams and James Weston Lewis</p>  <p>London Calls! by Gabby Dawney</p>  <p>The Lost Property Office by Emily Rand</p>	 <p>The Extraordinary Gardener by Sam Boughton</p> <p>Narrative-The Key</p>	 <p>Gorilla by Suzi Eszterhas</p> <p>Letter to Dr Stone</p>  <p>Snail and the Whale by Julia Donaldson</p>	 <p>10 Things I can do to help my world by Melanie Walsh</p>  <p>The Journey by Francesca Sanna</p>  <p>Leaf by Sandra Dieckmann</p>
Writing outcomes	<p>Retell a narrative: Princess and the Pea story.</p> <p>Innovate a traditional tale. The princess and the frog.</p>	<p>Poetry: Write a narrative based on the poem.</p> <p>Narrative: Story about losing tooth.</p> <p>Persuasive letter: A letter to the king.</p> <p><i>Whole School Assessment Piece</i></p>	<p>Diary entry: The Great Fire of London diary from the point of view of Thomas Farriner</p> <p>Persuasive: Advert to invite tourist to visit London.</p> <p>Description: The items in the Lost Property Office.</p>	<p>Letter: A recount from Sam's point of view.</p> <p>Retell a narrative: Innovate a story about a magi key.</p> <p><i>Whole School Assessment Piece</i></p>	<p>Persuasive Letter: Ask to become Dr Stone's assistant.</p> <p>Information text: Gorillas</p> <p>Letter: Thank you letter to the Zookeeper</p>	<p>Non-fiction report: Climate change.</p> <p>Non-fiction report: Science project</p> <p>Innovate a story: A journey across the world</p> <p><i>Whole School Assessment Piece</i></p>

Key Grammar and Punctuation	through writing	<ul style="list-style-type: none"> subordination (using when, if, that, or because) and coordination (using or, and, or but) (Retell a narrative) 	<ul style="list-style-type: none"> subordination (using when, if, that, or because) and coordination (using or, and, or but) (Innovate a traditional tale.) commas in lists (Newspaper article) 	<ul style="list-style-type: none"> subordination (using when, if, that, or because) and coordination (using or, and, or but) (Diary Entry) the present and past tenses correctly and consistently including the progressive form (Diary Entry) commas in lists (Persuasion) 	<ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command (Retell a narrative) 	<ul style="list-style-type: none"> learning the possessive apostrophe (singular) (Information text) applying Year 2 grammar expectations consistently (All writing) 	<ul style="list-style-type: none"> applying Year 2 grammar expectations consistently (All writing)
	Taught discretely	<ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command the present and past tenses correctly and consistently including the progressive form learning to spell more words with contracted forms learning the possessive apostrophe (singular) add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly 					

Essential Skills and Knowledge (National Curriculum) Year 2	
Phonic and Whole Word Spelling	<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words distinguishing between homophones and near-homophones
Other Word Building Spelling	<ul style="list-style-type: none"> learning the possessive apostrophe (singular) learning to spell more words with contracted forms add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidelines from Appendix 1
Transcription	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Handwriting	<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters
Planning Writing	<ul style="list-style-type: none"> planning or saying out loud what they are going to write about
Drafting Writing	<ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence
Editing Writing	<ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation
Performing Writing	<ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear
Vocabulary	<ul style="list-style-type: none"> expanded noun phrases to describe and specify
Grammar	<ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and coordination (using or, and, or but) some features of written Standard English suffixes to form new words (-ful, -er, -ness) sentence demarcation (. ? !) commas in lists apostrophes for omission & singular possession
Punctuation	<ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
Grammatical Terminology	<ul style="list-style-type: none"> noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma


Story Time Books




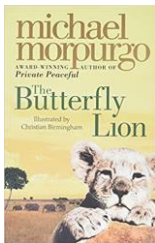
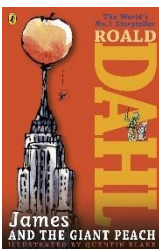
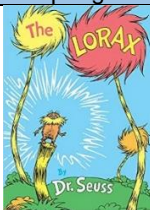
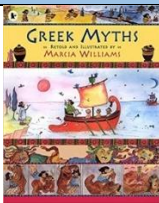




Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WRITING TEXTS	 <p>Supertato by Sue Hendra & Paul Lindra</p>  <p>Black history Month celebration</p>	 <p>The Magic Finger by Roald Dahl</p>	 <p>The Tinder Box by Russell Punter</p>	 <p>The Worst Witch by Jill Murphy</p>  <p>Hot Like Fire by Valerie Bloom</p>	 <p>Molly Rogers Pirate Girl by Cornelia Funke</p>  <p>Greta and the Giants by Zoe Tucker</p>	 <p>Fantastic Mr Fox by Roald Dahl</p>
	<p>Narrative: Write a story about Supertato at White Hill stores.</p> <p>Innovated Supertato Story: Supertato comes to Duncombe.</p>	<p>Letter: A letter from Mr Gregg to a friend to recount the strange events of the day.</p> <p>Narrative: An innovated Magic Finger story where a character is punished for not caring about the environment.</p> <p><i>Whole School Assessment Piece</i></p>	<p>Narrative: Children write an opening to their own story using dialogue.</p>	<p>Diary entry: Diary entry of Mildred's first month at her new school.</p> <p>Innovated Narrative: Mildred saves the day!</p> <p>Poetry Performance.</p> <p><i>Whole School Assessment Piece</i></p>	<p>Narrative: Children write their own pirate adventure.</p> <p>Information: An information text on climate change.</p>	<p>Description: Character description of one of the farmers from Fantastic Mr Fox.</p> <p>Letter: A persuasive letter to Mr Fox to persuade him to stop stealing from the farmers.</p> <p><i>Whole School Assessment Piece</i></p>
Key Grammar and Punctuation	through writing	<ul style="list-style-type: none"> choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Innovated Supertato Story) use commas in a list (Innovated Supertato Story) 	<ul style="list-style-type: none"> using and punctuating direct speech (i.e. inverted commas) (Narrative) 	<ul style="list-style-type: none"> use a wider range of conjunctions, including when, if, because, although use commas after fronted adverbials using conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> using conjunctions, adverbs and prepositions to express time and cause (and place) (Innovated Narrative) 	<ul style="list-style-type: none"> using and punctuating direct speech (i.e. inverted commas) (Narrative) in non-narrative material, using simple organisational devices (headings & subheadings) (Information)
						<ul style="list-style-type: none"> applying Year 3 grammar expectations consistently (All writing)

Taught discretely	<ul style="list-style-type: none"> -word families based on common words (solve, solution, dissolve, insoluble). -using the present perfect forms of verbs. -indicate possession by using the possessive apostrophe with plural nouns. -form nouns using prefixes (super-, anti-). -use the correct form of 'a' or 'an'.
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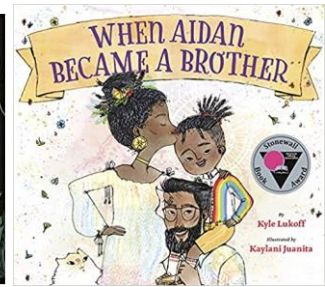
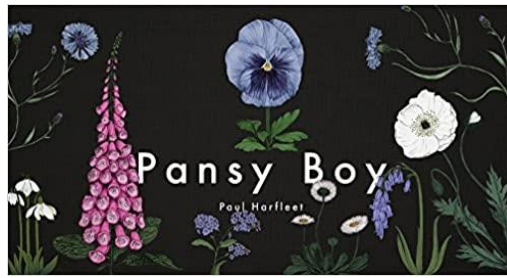
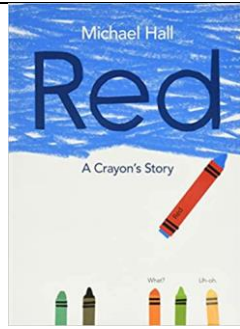
Essential Skills and Knowledge (National Curriculum) Year 3	
Phonic and Whole Word Spelling	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1)
Other Word Building Spelling	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary
Transcription	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting
Planning Writing	<ul style="list-style-type: none"> discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
Drafting Writing	<ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (headings & subheadings)
Editing Writing	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors
Performing Writing	<ul style="list-style-type: none"> read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place)
Grammar	<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense form nouns using prefixes (super-, anti-) use the correct form of 'a' or 'an' word families based on common words (solve, solution, dissolve, insoluble)
Punctuation	<ul style="list-style-type: none"> using and punctuating direct speech (i.e. Inverted commas)
Grammatical Terminology	<ul style="list-style-type: none"> adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')





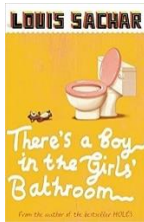
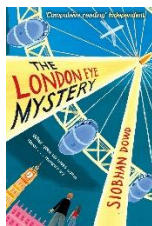
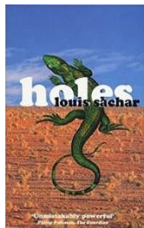
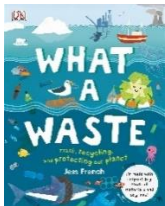

Story Time Books	
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Year 4							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text and Genre		 <p>The Ironman by Ted Hughes</p>  <p>Black history Month celebration</p>	 <p>Non-fiction: Africa</p>  <p>The Butterfly Lion by Michael Morpurgo</p>	 <p>James and the Giant Peach by Roald Dahl</p>	 <p>The Lorax by Dr Seuss</p>	 <p>Greek Myths retold by Marcia Williams</p>  <p>FutureZone: Writing Through Art</p>	
	Writing Outcome	<p>Narrative: Opening to a story. Children use devices from The Iron Man to create suspense in the opening to a story.</p>	<p>Information: Information leaflet on an African country.</p> <p>Description: Narrative piece based on 'The Butterfly Lion'</p> <p><i>Whole School Assessment Piece</i></p>	<p>Diary Entry: From the perspective of James.</p> <p>Dialogue: Children show characterisation through dialogue between James and other characters.</p>	<p>Description: Land of the Lorax</p> <p>Persuasive email: Write to the Once-ler to persuade him to stop polluting the land.</p> <p>Letter to the Earth.</p> <p><i>Whole School Assessment Piece</i></p>	<p>Narrative: Retelling of a Greek myth.</p> <p>Narrative: Innovating the opening of a Greek myth.</p> <p>Performance Poetry</p>	<p>Creative Writing</p> <p>Non-chronological report: The impact of the Roman Empire on Britain.</p> <p><i>Whole School Assessment Piece</i></p>
Key Grammar and Punctuation	Through writing	<ul style="list-style-type: none">extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (Narrative)	<ul style="list-style-type: none">extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (Information)using fronted adverbials with commas (Description)choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Description)	<ul style="list-style-type: none">extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (Diary Entry)using and punctuating direct speech (including punctuation within and surrounding inverted commas) (Dialogue)	<ul style="list-style-type: none">extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although (Persuasive letter)	<ul style="list-style-type: none">extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (Narrative)extended noun phrases, including with prepositions (Narrative)using paragraphs to organise writing (Narrative)	<ul style="list-style-type: none">extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although (Suspense writing)using paragraphs to organise writing (All writing)

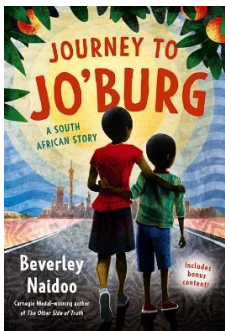
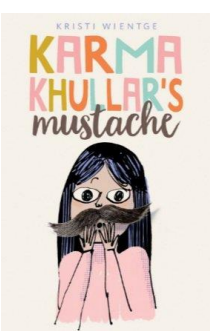

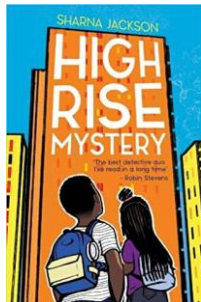

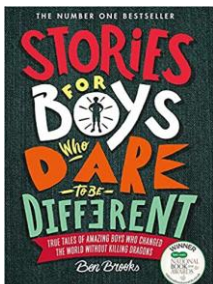
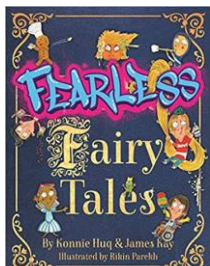
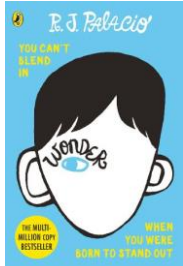

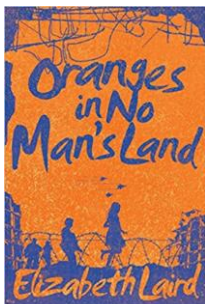
	Taught discretely	-standard English verb inflections (I did vs I done, you were vs you was) -use 'a' and 'an' correctly -difference between plural and possessive -s -use paragraphs to organise writing
Essential Skills and Knowledge (National Curriculum) Year 4		
Phonic and Whole Word Spelling		<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1)
Other Word Building Spelling		<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary
Transcription		<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting		<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting
Planning Writing		<ul style="list-style-type: none"> discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
Drafting Writing		<ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices
Editing Writing		<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors
Performing Writing		<ul style="list-style-type: none"> read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Vocabulary		<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
Grammar		<ul style="list-style-type: none"> using fronted adverbials difference between plural and possessive -s Standard English verb inflections (I did vs I done) extended noun phrases, including with prepositions appropriate choice of pronoun or noun to create cohesion
Punctuation		<ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech (including punctuation within and surrounding inverted commas)
Grammatical Terminology		<ul style="list-style-type: none"> determiner, pronoun, possessive pronoun, adverbial





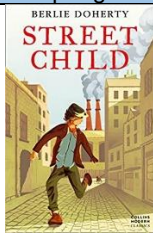
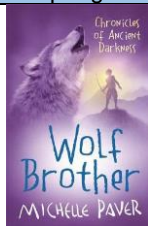
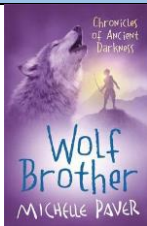
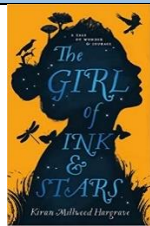
Story Time Books	   
	   



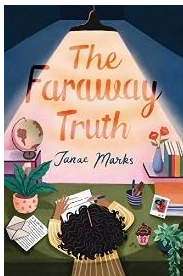
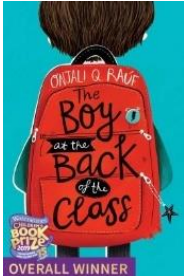

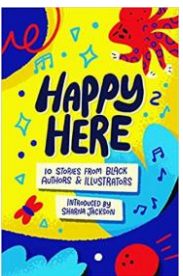
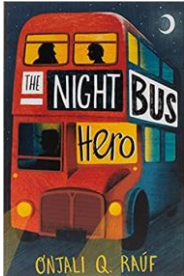
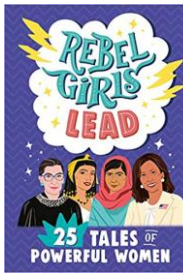
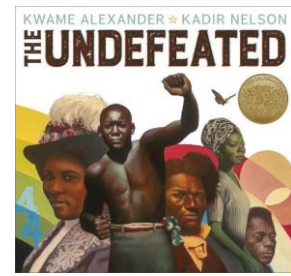
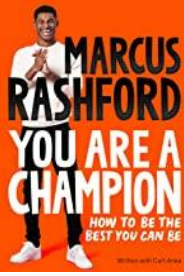
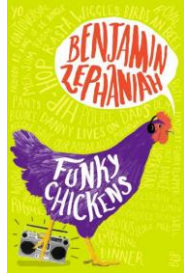

Year 5							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text		 <p>Kensuke's Kingdom by Michael Morpurgo</p>  <p>Black history Month celebration</p>	 <p>The Highwayman by Alfred Noyes</p>  <p>Non-fiction: Earth and Space</p>	 <p>There's a Boy in the Girls Bathroom! by Louis Sachar</p>	 <p>The London Eye Mystery by Siobhan Dowd</p>	 <p>Holes by Louis Sachar</p>	 <p>What a Waste! by Jess French</p>  <p>Coraline by Neil Gaiman</p>
	Writing Outcome	<p>Recount: Log book entry from Michael's perspective.</p> <p>Poetry: The sea.</p>	<p>Retell: Highwayman narrative/setting description.</p> <p>Monologue: Internal monologue from the point of view of Beth.</p> <p>Report: Explanation of Earth and space science topic (do through English)</p> <p><i>Whole School Assessment Piece</i></p>	<p>E-mail: E-mail from Jeff to Bradley discussing events that have happened at school. <u>Typed</u></p> <p>Play script: Bradley going on a trip</p>	<p>Persuasive: Advert for the London Eye. Done after trip and through Geography lessons- link with 'We love London' unit.</p> <p>Letter: from Dad to friend describing Aunt Gloria's pending visit.</p> <p><i>Whole School Assessment Piece</i></p>	<p>Newspaper article: Stanley getting arrested.</p> <p>Narrative: About a boy who got arrested for a crime he didn't commit.</p>	<p>Report (group writing and presentation): Renewable energy, where our waste goes, water waste or food waste.</p> <p>Narrative: Children write their own story of an ignored child entering another world.</p> <p><i>Whole School Assessment Piece</i></p>
Key Grammar and Punctuation	Through writing	<ul style="list-style-type: none">• use devices to build cohesion within a paragraph (Log entry)• using the perfect form of verbs to mark relationships of time and cause. (Newspaper report)	<ul style="list-style-type: none">• using modal verbs or adverbs to indicate degrees of possibility (Bess's monologue)• bullet points, headings and underlining correctly (Report on Earth and Space)	<ul style="list-style-type: none">• use devices to build cohesion within a paragraph (Diary Entry)	<ul style="list-style-type: none">• use devices to build cohesion within a paragraph (Narrative)• using brackets, dashes or commas to indicate parenthesis (Advert for the London Eye)	<ul style="list-style-type: none">• use devices to build cohesion within a paragraph (Diary Entry)• using relative clauses beginning with who, which, where, when, whose, that (Diary Entry)	<ul style="list-style-type: none">• bullet points, headings and underlining correctly (Report on renewable energy)• using modal verbs or adverbs to indicate degrees of possibility (Suspense writing)
	Taught discretely	<p>-using brackets, dashes or commas to indicate parenthesis</p> <p>-converting nouns or adjectives into verbs</p> <p>-using commas to clarify meaning or avoid ambiguity in writing</p>					

Essential Skills and Knowledge (National Curriculum) Year 5	
Phonic and Whole Word Spelling	<ul style="list-style-type: none"> spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically, as listed in Appendix 1
Other Word Building Spelling	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription	
Handwriting	<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task
Planning Writing	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary
Drafting Writing	<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader
Editing Writing	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors
Performing Writing	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	<ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility
Grammar	<ul style="list-style-type: none"> using the perfect form of verbs to mark relationships of time and cause using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun converting nouns or adjectives into verbs verb prefixes devices to build cohesion, including adverbials of time, place and number
Punctuation	<ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis
Grammatical Terminology	<ul style="list-style-type: none"> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Story Time Books	    
	    

Year 6							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text		 <p>Animation: Monkey Symphony</p>  <p>Black history Month celebration</p>	 <p>Non-fiction: Australia</p> 	 <p>Street Child by Berlie Doherty</p>	 <p>Wolf Brother by Michelle Paver</p>	 <p>Wolf Brother by Michelle Paver</p>	 <p>The Girl of Ink & Stars by Kiran Millwood Hargreaves</p>
Writing Outcome		<p>Year 6 Statement Lessons</p> <p>Narrative: Flashback to piano school from the point of view of the cleaner.</p>	<p>Brochure: Advertising Australia to tourists. (In topic Lessons)</p> <p>Diary entry: Darwin's journey around the world and what he discovers.</p> <p>Poetry: FutureZone Poetry Competition</p> <p><i>Whole School Assessment Piece</i></p>	<p>Persuasive letter: Letter to Mr. Spink to stop the family getting evicted.</p> <p>Diary entry: Written about the day the family were evicted.</p> <p>Non-chronological report: Victorian Workhouses</p>	<p>Diary entry: Following the death of a character.</p> <p>Recount: Describing the fight scene between Torak and Hord.</p> <p><i>Whole School Assessment Piece</i></p>	<p>Narrative: Quest story in the style of Wolf Brother based in the Neolithic era.</p> <p>Report: Crime and Punishment in Tudor times</p>	<p>Narrative: Retell the story of Arinta and the Fire Monster, adding extra detail.</p> <p>Letter: Write a persuasive letter to the governor to change his undemocratic policies.</p> <p><i>Whole School Assessment Piece</i></p>
Key Grammar and Punctuation		<p>Through writing</p> <ul style="list-style-type: none">Using verb tenses correctly and consistently throughout their writing (Diary Entry)Using inverted commas accurately (Dialogue)	<ul style="list-style-type: none">using a range of devices to build cohesion (Flashback)using brackets, dashes or commas to indicate parenthesis (Australia brochure)	<ul style="list-style-type: none">using colons, semi-colons and dashes to mark independent clauses (Non-chronological report)	<ul style="list-style-type: none">using colons, semi-colons and dashes to mark independent clauses (Fight Recount and narrative)	<ul style="list-style-type: none">using a range of devices to build cohesion (Report)Using verb tenses correctly and consistently throughout their writing (Narrative)	<ul style="list-style-type: none">Using KS2 punctuation precisely to enhance meaning and avoid ambiguity (All pieces)
Taught discretely		<ul style="list-style-type: none">-using brackets, dashes or commas to indicate parenthesis-using colons, semi-colons and dashes to mark independent clauses-using hyphens to avoid ambiguity-using a range of devices to build cohesion-Using inverted commas accurately-using grammatical structures appropriate to the written task					
Essential Skills and Knowledge (National Curriculum) Year 6							
Phonic and Whole Word Spelling		<ul style="list-style-type: none">spell some words with 'silent' letterscontinue to distinguish between homophones and other words which are often confuseduse knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1					

Other Word Building Spelling	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription	
Handwriting	<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task
Planning Writing	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary
Drafting Writing	<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader
Editing Writing	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors
Performing Writing	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	<ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility
Grammar	<ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause differences in informal and formal language synonyms & Antonyms further cohesive devices such as grammatical connections and adverbials use of ellipsis
Punctuation	<ul style="list-style-type: none"> using hyphens to avoid ambiguity using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently
Grammatical Terminology	<ul style="list-style-type: none"> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Story Time Books	         
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